

Elementary Lesson Plan

Name: Karen Carlton
Subject: Reading
Topic: *Little House on the Prairie*

Date: Day 1
Time:
Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived.

INSTRUCTIONAL OBJECTIVES:

Introduce what historical fiction is. Explain the value of journal keeping. Compare Laura's time to our time.

I. SET:

A. *Raising the Level of Concern: Motivation*
Show picture of covered wagon.

B. *Review/Prior Knowledge*
What were covered wagons for? (c)
When were covered wagons used? (k)
Why did people use covered wagons? (analysis)
How would it feel to travel in a wagon? (application)

C. *State Objective*
Student will keep a journal from the reading each day. Each day students will make an entry from Laura's point of view.

II. ACQUISITION:

A. *Explanation*
Teacher will explain what historical fiction is and talk about the value of historical fiction for us today. Teacher will read the first section aloud to students as they follow along in the book. Pages 1-15.

B. *Organizer*
Web chart with picture of a covered wagon in the middle of a poster board. Labeled "Reasons People moved West". Students will give answers and they will be added to the web chart which will be hung in the Little House Center.

C. *Structured Practice*
Web chart done together as a class.

III. CONSOLIDATION:

A. *Guided Practice*
Look online together for information about the Homestead Act and find the answers to these questions. What was it? Where was it in effect? Is it still good today? Was it good for everyone (Men/women, white/black)? Explain it in terms the students can understand and answer questions about it.

B. *Closure*
Talk about how Laura's journals helped her to be able to write the books later in life. Journals help us to understand things better and remember things.

C. *Independent Practice*
Write about the Homestead Act in a separate journal entry. Title the entry "The Homestead Act". What was it and why did it encourage people to move?

Give each child a picture of the inside of a wagon (from internet). Talk about how little space was in the wagon. Ask students if they had to move and could only take a few things, what you they take? Make a list of 10 items they would take in their journals and justify why you would take those things. Title the entry "My Favorite Things". Then share with the class.

USE OF TECHNOLOGY/MATERIALS:

Online info about the Homestead Act, pictures of covered wagons.



Elementary Lesson Plan

Name: Karen Carlton

Date: Day 2

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Using clues to help understand what you are reading.

I. SET:

A. Raising the Level of Concern: Motivation

Look at the picture at the beginning of Chapter 2 and the title.

B. Review/Prior Knowledge

What is going to happen in this chapter? (K)

How do these clues help us to know what's going to happen? (c)

Do the picture and title help you to know what's coming? (analysis)

How will this chapter be different from Chap 1 by comparing the pictures on page 10 and page 17? (App)

C. State Objective

Read the story to identify how the clues helped you to prepare for what was coming.

II. ACQUISITION:

A. Explanation

Students will read to end of page 27.

B. Organizer

In your journal, make a list of at least 3 reasons why losing Jack was so important. Title the entry "Jack"

C. Structured Practice

Write about a time when you lost something important. How did you feel when it was lost? Did you find it again? Title this entry "Lost"

III. CONSOLIDATION:

A. Guided Practice

Show some pictures from other books and chapter title clues and talk about what the clues tell us about the story.

B. Closure

There are many clues that we can use when reading that help us to understand the story better.

C. Independent Practice

Pick a picture/title clue and write a story about what you think the story is about. Title it "My Story".

USE OF TECHNOLOGY/MATERIALS:

Multiple story books with pictures and descriptive titles.

Elementary Lesson Plan

Name: Karen Carlton

Date: Day 3

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Using clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

Yesterday we felt sad for Laura after Jack got lost. Today we'll use some more clues to help us understand the story we'll read today.

B. *Review/Prior Knowledge*

What clues can we see from the first picture and title? (K)

Is the picture at the beginning of chapter 3 scary or calm? (c)

How would you feel camping out in the dark on the prairie all by yourself? How do you think Laura felt? (appl)

How would it be different to camp on the prairie from the way we usually camp now? (Analysis)

C. *State Objective*

Read the story to identify how the clues helped you to prepare for what was coming.

II. ACQUISITION:

A. *Explanation*

Students will read to end of page 51.

B. *Organizer*

In your journal, make a list of at least 5 things that might have been hard for Jack when we was trying to find his family. Title your entry "Finding Jack's Family".

C. *Structured Practice*

How do Laura and her family feel when Jack comes back? How did they feel before they realized it was Jack? Title your journal entry "Feelings".

III. CONSOLIDATION:

A. *Guided Practice*

Explain that there are many clue words that help us to understand a person's feelings. Make a list on the board of words that can help to identify a feeling in a story.

B. *Closure*

There are many clues that we can use when reading that help us to understand the story better.

C. *Independent Practice*

Pick one word from the list on the board and write a paragraph about someone using that adjective or description word.

Elementary Lesson Plan

Name: Karen Carlton

Date: Day 4

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Using clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

Today we will begin to learn some words that may be new to you. These words can often be understood by reading the context, but sometimes you have to look up the words in the dictionary to find out their meaning.

B. *Review/Prior Knowledge*

What is a dictionary and how do we find a word's meaning in it? (K)

Why do we sometimes need to use a dictionary? (c)

Why do we need to find out what a word means if we don't know it? (appl)

How would it affect our understanding of the story if we thought the word meant something else? (Analysis)

C. *State Objective*

Read the story to identify words that are new to you and learn what they mean.

II. ACQUISITION:

A. *Explanation*

Students will read to end of page 70.

B. *Organizer*

Each student will receive a two column chart with vocabulary words in the first column. They will need to find the meaning of those words either from the context in the story or from a dictionary. Words included in the chart: trundle bed, hickory, ramrod, sap, brindle, churn, basque, muffler, jig, buckskin, calico, curd.

C. *Structured Practice*

Students will work in teams to find the definitions for the words.

III. CONSOLIDATION:

A. *Guided Practice*

Explain that there are many clue words that help us to understand a word that may be new to us. Use some examples of unfamiliar words in sentences that help to explain their meaning. (ie. The immigrant farmer wished he had stayed in his homeland instead of coming to America.)

B. *Closure*

There are many clues that we can use when reading that help us to understand the story better. We can read a sentence and use the sentence to help us understand a new word.

C. Independent Practice

Pick one word from the list and draw a picture of the object. Then write a short entry that uses that word in the correct context so that it makes sense and helps to explain what the word means.

USE OF TECHNOLOGY/MATERIALS:

Two-column chart worksheet for each student with the vocabulary words in the first column.



Very Interesting Words – Reading Day 4

Please find the meaning of each word either from the context of the story or from a dictionary. Write the meaning beside the word in the empty box. You may work in teams of two.

trundle bed	
hickory	
ramrod	
sap	
brindle	
churn	
basque	
muffler	

buckskin	
calico	
curd	
jig	

Elementary Lesson Plan

Name: Karen Carlton

Date: Day 5

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Use clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

Today we will continue learning some words that may be new to you. These words can often be understood by reading the context, but sometimes you have to look up the words in the dictionary to find out their meaning. We will also review some double letter words.

B. *Review/Prior Knowledge*

When we see a word we don't recognize, how can we find out what it means? (K)

Can we always find the meaning in the context? (c)

Review - Why do we need to find out what a word means if we don't know it?

What is one word that you have learned so far in this book? (appl)

Review - How would it affect our understanding of the story if we thought the word meant something else? (Analysis)

C. *State Objective*

Continue to identify words that are new to you and learn what they mean.

II. ACQUISITION:

A. *Explanation*

Students will read to end of page 79.

B. *Organizer*

Each student will receive a vocabulary worksheet. Today they will work independently on the assignment of double letters, unscrambling words and suffixes.

C. *Structured Practice*

Worksheet of suffixes, double letters and scrambled pioneer words.

III. CONSOLIDATION:

A. *Guided Practice*

Look at the sod house website to show the children how sod houses were built and what they looked like.

B. *Closure*

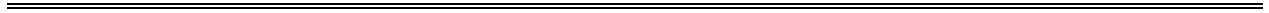
A sod house is not something that we have today, but we can learn about it by using the context of the story and also doing some research about the word.

C. *Independent Practice*

In your journals, write what you think it would be like living in a sod house. Title your entry "Sod Houses".

USE OF TECHNOLOGY/MATERIALS:

Reading worksheet, websites with sod house info.



Reading Worksheet Day 5

Unscramble the letters to spell the pioneer words correctly.

bacin _____ sogl _____ fmerar _____
 cealfprei _____ olow _____ dleacn _____
 peioner _____ llimer _____ esmoh _____

These words are action words. They can have suffixes s, ed, ing added to the ends. Add the suffixes to each of these words.

	S	ED	ING
Follow			
Churn			
Prepare			
Chop			
Clear			

Many pioneer words have double letters in the middle or at the end of the word. Complete each word with the correct pair of double letters.

Letter bank
 dd tt nn bb ll rr dd bb ss gg ll

stu _ _ le co _ _ ler
 ke _ _ les bu _ _ y
 gri _ _ le harne _ _
 ski _ _ et mi _ _
 fe _ _ yboat sa _ _ le

Elementary Lesson Plan

Name: Karen Carlton

Date: Day 6

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Use clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

Today we will learn about some of the things that were dangerous for the Ingalls family.

B. *Review/Prior Knowledge*

What types of things were dangerous for the family? (K)

What types of things did Pa do to keep his family safe? (c)

What types of dangers do you face today? (appl)

How can you make sure that you are safe? (Analysis)

C. *State Objective*

Today we'll continue to read the story and then we'll do a worksheet to see what we've learned.

II. ACQUISITION:

A. *Explanation*

Students will read to end of page 98.

B. *Organizer*

Each student will receive a comprehension worksheet. Today they will work independently on the assignment.

C. *Structured Practice*

Comprehension worksheet about the chapter.

III. CONSOLIDATION:

A. *Guided Practice*

Listen to wolf soundtrack again.

B. *Closure*

As you listen to the wolf sounds again, think about what the wolves are trying to say by howling? Are they happy, sad, afraid, lonely?

C. *Independent Practice*

In your journals, write what you think the wolves are trying to say by their howling. Talk about how they feel and who they are howling for? Are they trying to scare people or other animals, or just communicating with other wolves? Title your entry "Howling"

USE OF TECHNOLOGY/MATERIALS: "Y qrh] qy rpi "uqwpf tcent0"

Day 6 – Comprehension Worksheet

1. How did Pa plan to keep the horses safe inside the barn?
2. Why did they name the colt Bunny?
3. When baby Carrie was outside, why did she have to be watched?
4. What were four signs of the approaching wolves?
 - 1.
 - 2.
 - 3.
 - 4.
5. How many wolves had Pa seen?
6. Why didn't Pa take Pet and the colt to the creek to drink?
7. What kind of dog was Jack?
8. What did the girls have for supper?
9. Who were their neighbors now?
10. How far away were they?
11. How did the two neighbors solve the problem of each having his own farm?
12. Why had a sickness struck the family camped in the creek bottom?
13. When the wolves came up around Pa and Patty, why didn't they attack them?

Elementary Lesson Plan

Name: Karen Carlton

Date: Day 7

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Use clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

Today we are going to learn a little more about what the pioneer children did for fun. They didn't have a lot of toys, a TV or computer or video games. They had to make up things to keep them busy or play with the things that were natural in their prairie home.

B. *Review/Prior Knowledge*

What types of things did the girls play with? (K)

Were they expensive things? (c)

What do you do with your free time (leisure time) to play? (appl)

When you have a storm and the electricity goes out can you still play with the things you like to play with? (computer/tv/video games) (Analysis)

C. *State Objective*

We are going to read our story today and then play a game to see if we could be good pioneer children and play with natural things. We are also going to begin working on a comparison book to compare Laura's life with our own.

II. ACQUISITION:

A. *Explanation*

Students will read to end of page 119.

B. *Organizer*

Comparison booklet with the following sections: food, travel, housing, celebrations, and school. Each two page spread will be used to compare one category. One side will be Laura's life and the other side will be our life.

C. *Structured Practice*

Students can look through their Little House reading books, the reading center or other posters and materials on the wall about the pioneer time to make their lists in their books.

III. CONSOLIDATION:

A. *Guided Practice*

Play a game. A box will contain nature items such as a stick, smooth stones, corn stalk, blown up rubber glove (for the pig's bladder ball), etc. Each child will come up and choose something from the box. They can think in pairs for some

ideas of things that they could do with each of the items to play. Then they will pantomime the game and the class can guess what they are doing.

B. Closure

When you think about all the toys that you have in your bedrooms at home (and have to pick up at the end of the day), we have so many more things than Laura and Mary and yet they were happy with the few things that they did have.

C. Independent Practice

In your journals, write a paragraph about the new "toy" you played with today and what you did with it. Maybe you will want to play with that item again at home some time. Title your entry "Pioneer games".

USE OF TECHNOLOGY/MATERIALS:

Misc. nature items that kids can use to make a toy or game.

Elementary Lesson Plan

Name: Karen Carlton

Date: Day 8

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Use clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

Native American's were a big part of a pioneer's life. Even though they didn't always see the Indians, pioneers were often afraid of Indians.

B. *Review/Prior Knowledge*

Why were pioneers afraid of Indians? (K)

Were Indians always bad or good? (c)

How do you think the Indians felt when the pioneers started moving into their land? (appl)

Why were Indian's scary? (lack of understanding, language barrier, etc.)
(Analysis)

C. *State Objective*

Today we are going to do a reader's theater or play of the story after you've read the chapters to yourself. Think about how each person in the story would "sound" if you were watching a movie or play.

II. ACQUISITION:

A. *Explanation*

Students will read to end of page 146.

B. *Organizer*

Character development 3x5 cards.

C. *Structured Practice*

As you read, write the name of one character on each card. As you read the chapters, list one or two words on the back of the card that you could use to describe each character.

III. CONSOLIDATION:

A. *Guided Practice*

Reader's Theater.

B. *Closure*

When we read, there are often many different "voices" in the story. We've explored this a little today by looking for clues about each character. We've also used the words they say to help us to understand how each person might have felt. That helps us to read with expression.

C. *Independent Practice*

In your journals tell how you would feel if two strangers who spoke a language you couldn't understand came into your home and you were not sure if they were friendly or not. Title this entry "Strangers".

USE OF TECHNOLOGY/MATERIALS:

Reader's theater. 3 x 5 cards



—

Little House on the Prairie

Laura Ingalls Wilder

This suggested script is taken from chapter 11, "Indians in the House," in which the Ingalls family is visited by nearby neighbors; mysterious and demanding Indian men.

SUGGESTED STAGING:

The narrator stands at a lectern. Laura and Mary sit on low stools. Pa and Ma sit on chairs.

NARRATOR'S OPENING LINES:

We shall present a scene from *Little House on the Prairie* by Laura Ingalls Wilder. The characters are Laura Ingalls, read by _____; her well-behaved sister, Mary, read by _____; their Ma, a quiet but courageous woman, read by _____; and their Pa, a fair, honest man, read by _____. I, _____, am the narrator.

Since the Ingalls family moved West, Laura has hoped to see Indians. Even though their log cabin stands close to an old Indian trail, Laura has been disappointed, until one day her father goes hunting, leaving the dog, Jack, to guard his home and family.

SCRIPTING SUGGESTIONS:

1. Begin the scene with Pa's telling Jack he cannot go along.
2. Throughout the script include instructions to tell the reader what voice or facial expressions to use, such as frightened, startled, relieved.
3. After Pa tells the girls not to unchain Jack, have the narrator say that Laura and Mary feel sorry for Jack and play near him all morning. Suddenly, as Jack stands and growls, Laura sees two strange men walking toward the house.
4. Continue with Laura's telling Mary to look.
5. Instruct the readers to stage-whisper so that they can be heard.
6. After Mary says that they should not leave Ma alone with the Indians, have the narrator say that the girls tear themselves away from Jack's protection and force themselves to enter the cabin. Standing before the hearth are the two Indian men demanding with stony-faced gestures that Ma cook a meal for them. Laura watches from behind a wooden plank until satisfied at last, the men stalk out.
7. Continue by having Ma sigh aloud and let Mary respond as written.
8. After Ma comments about skunk skins, have Laura briefly describe to Ma why they left Jack and came inside.
9. Have Ma tell the girls that they were brave and then continue by saying that they need to prepare dinner.
10. Let the narrator say that Laura had just finished setting the table when Pa arrives home.

11. Then let Laura say in a frightened voice, "Pa, oh, Pa! Indians!"
12. Continue as Pa asks what is the matter and if Laura has seen Indians.
13. Have Pa stop after the word "band," and have Ma shake her head as written.
14. Continue with Pa's telling the girls to come with him to skin the rabbit. Continue his speech with his plans for the rabbit skin.
15. Have Laura tell Pa what she thinks would have happened if they had let Jack loose, then continue with the dialogue as written.
16. End the scene with Pa's saying that no harm will come to the girls if they always obey.

NARRATOR'S CLOSING LINES:

It is not easy for Laura to be obedient. Sometimes she feels jealous of Mary, who seems truly to enjoy being good. But on the wide, flat prairie each is the other's only playmate. The months of building a new home and preparing for the future give the girls, as well as their parents, busy days filled with work, play, and many exciting challenges.

Elementary Lesson Plan

Name: Karen Carlton

Date: Day 9

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Use clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

If you look out your window, most likely you can see another house or many houses. We live close together with other people in towns or in the country. But in Laura's day, they didn't have any close neighbors that they could see. They had to drive the wagon or ride a horse to get to their neighbor's house.

B. *Review/Prior Knowledge*

Did Laura and Mary have any neighbors? (K)

How did they get along with their neighbors? (c)

What would be a nice thing about living far apart from other people? What is something good about living close to other people now? (appl)

When pioneers lived so far apart from each other, would it make any difference if you had nice neighbors or not so nice neighbors? How could this affect the life of pioneer? (Analysis)

C. *State Objective*

Today we are going to learn a little more about the life of a pioneer family and how much they needed each other. They did a lot of things for themselves, but sometimes they still needed help from others.

II. ACQUISITION:

A. *Explanation*

Even now, we sometimes need help from our neighbors. Talk about what kinds of things we can do to help others in our family or school.

B. *Organizer*

Add to the character development 3x5 cards.

C. *Structured Practice*

Continue adding to the cards. As you read, write the name of one character on each card. As you read the chapters, add descriptive words on the back of the card that you could use to describe each character.

III. CONSOLIDATION:

A. *Guided Practice*

Make and accrostic using the letters of the word Cooperation. Use one word that begins with each of the letters that would tell or explain something someone could

do to help someone else. (Example: C = carry firewood. O = open the door for Pa. etc.)

B. Closure

When we think about the pioneers, we often think about the brave things they did all by themselves, but they also worked together to help each other dig wells, build barns, cut hay, etc.

C. Independent Practice

In your journals describe a time when you had to ask a friend for help to get something done. Title this entry "Help From Others".

USE OF TECHNOLOGY/MATERIALS:

Cooperation Worksheet

Cooperation Word Game Day 9

Write one word or phrase that describes something that you could do to help someone else. Be sure that each word or phrase begins with each letter

C _____

O _____

O _____

P _____

E _____

R _____

A _____

T _____

I _____

O _____

N _____

Elementary Lesson Plan

Name: Karen Carlton

Date: Day 10

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Use clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

Many of the things that the Ingalls had and used were hand made. They either made things themselves or had to wait until they had enough money to buy it at the store when they happened to go to town.

B. *Review/Prior Knowledge*

What kinds of things did a pioneer family make to eat? (K)

How did they get those things to eat? (c)

How would a pioneer family get the things they couldn't make? (appl)

What types of things does your family make from scratch? (Analysis)

C. *State Objective*

Today we are going to learn a little more about the life of a pioneer family and how they provided some of their food.

II. ACQUISITION:

A. *Explanation*

Laura's family was very excited about getting a cow so they would have milk to drink and so they could make butter. We're going to learn how to make butter today like the pioneers did.

B. *Organizer*

Each student will write the butter churn poem on a small poster and decorate it.

C. *Structured Practice*

Make butter in jars. Each student will get a chance to shake the jar until it forms into butter while we "sing" the butter poem.

III. CONSOLIDATION:

A. *Guided Practice*

We'll enjoy the butter on fresh homemade bread and discuss how this is different from what we eat at home most of the time.

B. *Closure*

The butter we made today is different from what we normally eat at home. We usually buy our butter or margarine from the store already made. If the Ingalls family wanted butter on their bread or pancakes, they had to wait until they had enough cream to make some butter. This is why the cow was so important to their family.

C. Independent Practice

In your journals write about the difference between the butter you made and store bought butter. How did it taste? Was it hard to make? Does it taste good? Copy the recipe at the bottom of your journal page entitled "Butter".

USE OF TECHNOLOGY/MATERIALS:

Homemade bread, glass jar with lid, cream, salt, butter making website and poem.



Reading Day 10

Butter Making Poem

**Come butter come!
Come butter come!
Peter standing at the gate
Waiting for the butter cake.
Come butter come!**

Elementary Lesson Plan

Name: Karen Carlton

Date: Day 11

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Use clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

When we get sick, our parents take us to the Dr. and the Dr. gives us medicine to get better. Or, they can take an x-ray or do other tests to figure out what's wrong with us. Pioneers didn't see a Dr. very often since they lived so spread apart and when the Dr. did come, he didn't always know what was really wrong with the patients.

B. *Review/Prior Knowledge*

What types of sicknesses would the pioneers have faced? (K)

How did they get well? (c)

Were the Drs. as smart or know as much as the Drs. today? (appl)

How do Drs. get smarter over the years? (Analysis)

C. *State Objective*

Today we are going to learn a little more about the life of a pioneer family and what they did when they got sick.

II. ACQUISITION:

A. *Explanation*

Many pioneers became able to take care of cuts, burns, and other minor first aid because the Dr. was so far away.

B. *Organizer*

On the board, we'll make a list of the common items that a pioneer household might use for medical purposes sometimes.

C. *Structured Practice*

Read to page 198

III. CONSOLIDATION:

A. *Guided Practice*

Just for fun, we're going to pretend we are Drs. from the pioneer times. Students will practice setting a broken leg or arm by using a dish towel and a couple of sticks. Using materials on hand, making do to provide "medical" help.

B. *Closure*

Over the years scientists have found out the real reason for many diseases and what types of medicines can help people to get well. Many pioneers died when

they got sick because Drs. didn't really know what to do to help them and sometimes treated them for something they didn't have.

C. Independent Practice

In your journals write why you think Dr. Tan thought the watermelon made them sick. Title your entry "Sickness".

USE OF TECHNOLOGY/MATERIALS:

Primitive first aid items (sticks for braces, dish towels for wraps, etc)



Elementary Lesson Plan

Name: Karen Carlton

Date: Day 12

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Use clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

The Ingalls family has already faced many dangers. But yet, they are brave and keep trying to make this their new home and make it safe. Picture of Osage Indian.

B. *Review/Prior Knowledge*

What type of person is in the picture? (K)

How can you tell they are Indian? (c)

Did they always dress like this? (appl)

How do they look different from us? (Analysis)

C. *State Objective*

Today we'll look at the importance of an illustrator and how they draw their pictures for a story.

II. ACQUISITION:

A. *Explanation*

Compare the picture (above) to the picture of the Indians in the book on page 233. When we are reading a book of historical fiction, is it important for the illustrator to be accurate in depicting the people in the story? Did Garth Williams actually draw Osage Indians in his pictures?

B. *Organizer*

Photocopies of both pictures for the students to compare.

C. *Structured Practice*

Read to page 233

III. CONSOLIDATION:

A. *Guided Practice*

When we read, we can often learn something about how a person in the story (character) feels or their personality. Make a list on the board of some words that could be used to describe how someone feels in a story.

B. *Closure*

These words are clue words to help us understand and feel the story. We feel sad when Laura thought Jack was gone and we feel happy when Pa comes home and plays his fiddle. All of these words are used to help us understand the story better.

C. Independent Practice

Whenever Laura is close to tears, such as when Jack is missing or when the chimney catches fire, she tries as hard as she can not to cry. why does Laura hate to cry? What does this show you about her personality? Write about this in your journal. Entitle your entry "Feelings"

USE OF TECHNOLOGY/MATERIALS:

Osage Indian picture, copies of this picture and the picture in the book (pg 233) for each student.

Elementary Lesson Plan

Name: Karen Carlton

Date: Day 13

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Use clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

The Ingalls family has already faced many dangers. But yet, they were brave and kept trying to make this their new home and make it safe.

B. *Review/Prior Knowledge*

Could Pa protect his family from all the dangers? (k)

What types of things did Pa do to try to keep his family safe? (c)

Are these types of dangers still a concern to us today? (appl)

How would you keep your family safe from these dangers? (analysis)

C. *State Objective*

Today we'll see how Pa and the Indians were actually working toward the same goal.

II. ACQUISITION:

A. *Explanation*

Quite often the pioneers thought the Indians were trying to get them and the Indians thought the pioneers were bad.

B. *Organizer*

Photocopies of both pictures for the students to compare.

C. *Structured Practice*

Read to page 262

III. CONSOLIDATION:

A. *Guided Practice*

Each student will get to do two words from Actionary game and act them out as if the others don't know their language. They will have to keep acting out the phrase until the class guesses what they are acting out.

B. *Closure*

Part of the trouble between the Indians and the pioneers was that they couldn't speak the same language. They had to use hand signs and actions to try to help the other one understand but that didn't always work the right way.

C. *Independent Practice*

In your journal, create an entry titled "Indians and Settlers". Discuss how the lives of the settlers and the lives of the Indians were alike. Did all the people who lived on the prairie have the same concerns?

USE OF TECHNOLOGY/MATERIALS:

Osage Indian picture, copies of this picture and the picture in the book (pg 233) for each student.

Elementary Lesson Plan

Name: Karen Carlton

Date: Day 14

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Use clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

The Ingalls family has already faced many dangers. But yet, they were brave and kept trying to make this their new home and make it safe. Today we'll read about a new danger that threatened their lives and all they had.

B. *Review/Prior Knowledge*

Review - Could Pa protect his family from all the dangers? (k)

Review - What types of things did Pa do to try to keep his family safe? (c)

Was it worth it for them to live here where there were so many dangers? (appl)

Do you think they were ever sorry they had moved to the prairie? (analysis)

C. *State Objective*

Today we're going to look at some of the feelings that are expressed in the story and how they help us to feel like we're a part of the story.

II. ACQUISITION:

A. *Explanation*

When a person writes a story or a book, they try to make mental pictures with their words so that the readers can feel that they are part of the story. Today we'll try to become a part of the story by recognizing the feelings that are written here.

B. *Organizer*

We'll use the 3x5 character cards begun in a previous lesson and add the feelings that each character has to their cards.

C. *Structured Practice*

Read to page 285

III. CONSOLIDATION:

A. *Guided Practice*

We'll practice writing phrases that describe how someone is feeling. This will be a group activity.

B. *Closure*

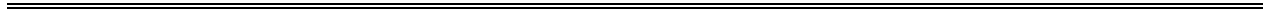
Ma and Pa have fought the fire and saved their home and their animals. But they are tired. But Pa always has a positive attitude. "All's well that ends well" is his philosophy on life.

C. *Independent Practice*

In your journal, discuss Pa's philosophy and what you think that means. What does it tell us about the kind of person Pa is? Title your entry "Pa".

USE OF TECHNOLOGY/MATERIALS:

3 x 5 Character cards from previous lesson.



Elementary Lesson Plan

Name: Karen Carlton

Date: Day 15

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Use clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

We've talked a lot about the Ingalls family and how they felt about different things, but today we're going to try to read between the lines and understand how the Indians might have felt in this story.

B. *Review/Prior Knowledge*

Where did the Indian's live. (k)

How did they survive? Did they have jobs, homes, etc? (c)

Were they choosing to leave? (appl)

Was this decision from the government fair to everyone? (analysis)

C. *State Objective*

Today we're going to look at some of the feelings that are expressed in the story and how they help us to feel like we're a part of the story.

II. ACQUISITION:

A. *Explanation*

When a person writes a story or a book, they try to make mental pictures with their words so that the readers can feel that they are part of the story. Today we'll try to become a part of the story by recognizing the feelings that are written here.

B. *Organizer*

We'll use the 3x5 character cards begun in a previous lesson and add the feelings that each character has to their cards. Today we'll add to the Indian's card and try to capture the emotions they might have felt at having to leave their home.

C. *Structured Practice*

Read to page 311

III. CONSOLIDATION:

A. *Guided Practice*

Mr. Scott believes that "the only good Indian is a dead Indian" pg 301. We'll discuss why Pa doesn't agree with this opinion and also, how this opinion ended up causing problems for the Indians and Pioneers both.

B. *Closure*

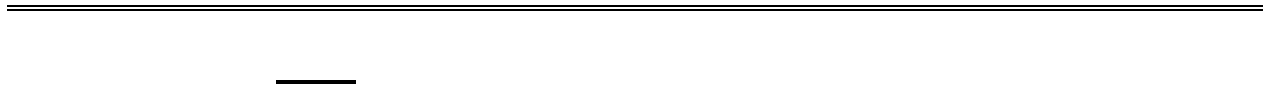
Sometimes we base our ideas of other people on things that aren't necessarily true or factual. The Indian's had to leave their land because of opinions that were based on fear instead of truth.

C. Independent Practice

In your journal, discuss Pa's philosophy about the Indians. What does it tell us about the kind of person Pa is? Title your entry "Indians Ride Away".

USE OF TECHNOLOGY/MATERIALS:

3 x 5 Character cards from previous lesson.



Elementary Lesson Plan

Name: Karen Carlton

Date: Day 16

Subject: Reading

Time:

Topic: *Little House on the Prairie*

Grade Level: Third - Fifth

CONCEPT(S)/SKILL(S):

To add enjoyment to students' reading and help students understand the time in which Mrs. Wilder lived. Build an understanding of words from their context and learn how to find out their meaning.

INSTRUCTIONAL OBJECTIVES:

Identify feelings of others from reading. Use clues to help understand what you are reading.

I. SET:

A. *Raising the Level of Concern: Motivation*

Today we're going to talk about the type of book that Laura wrote about herself.

B. *Review/Prior Knowledge*

What do you call a book that a person writes about themselves? (k)

Is it a true story? (c)

Does she remember everything? (appl)

Why is it considered fiction? (analysis)

C. *State Objective*

Today we'll identify some of the things that make an autobiography and begin to write our own autobiography.

II. ACQUISITION:

A. *Explanation*

When a person writes their own story it's called an autobiography. Often, a person can't really remember all the little details of life such as each conversation and what they did each day, so in that way it becomes a work of fiction.

B. *Organizer*

Web Chart with child's name in the center. There will be 5-8 circles (webs) that the children will fill in for themselves.

C. *Structured Practice*

Read to end of the book.

III. CONSOLIDATION:

A. *Guided Practice*

Using the web chart, students will put their answers to these categories: family members, birthplace, favorite place to play, family holiday traditions, favorite food, and favorite things to wear.

B. *Closure*

We have enjoyed reading this story about Laura. We've learned about each of the characters in the story and how they felt at different times about different things.

We've also learned about clue words and how those help us to read and understand words that we don't know, and also how those words can help us to understand how a person is feeling.

C. *Independent Practice*

In your journal, write one page about yourself. Use your web chart to include the things you know about yourself. Try to make the story interesting and add some feelings to your story.

USE OF TECHNOLOGY/MATERIALS:

Add some other books about Laura to the center so the students can look through a variety of types of books. Such as "Pioneer Girl" by Anderson and "Laura Ingalls Wilder" by Wallner



LITTLE HOUSE ON THE PRAIRIE – Word Search

M I S S I S S I P P I Z A M T B V W
E O X S D F M Q L D K U O A A E Z K
E B X S R F C Q L D R U O R A R Z A
C R U E T I O A Y P A T T Y D R S N
A O R N A J Z U R C B P L I E I Z S
R L A U N E Y C A R B N P W E E D A
O G K U X Y I J H P I T O F O S I S
L P G L A U R A B K T E C M P L O W
I P E G A R P C Z M S K A X Q S F N
N E O H C W B K P P I P A N T H E R
E T M A B L U E J A Y S N C A K E S

Word Bank:

Laura
Mary
Carrie
Panther
Jack
Pet
Patty
Mississippi
Kansas
Bunny
Blue jays

Wolf
Caroline
Berries
Dr. Tan
Cozy
Cakes
Peg
Plow
Rabbits

QUIZ
LITTLE HOUSE ON THE PRAIRIE

1. What river did the Ingalls family cross going west, that had no bridge?
a. Mississippi River b. Red River c. Missouri River
2. What names did Laura & Mary give the western mustangs that Pa bought?
a. Pet & Patty b. Star & Bright c. Jack & John
3. When Pa played a certain song on his fiddle, what kind of bird answered the music?
a. Mockingbird b. Nightingale c. Wren
4. Mr. Scott & Pa traded work to help each other do what?
a. Harvest crops b. Work cattle c. Dig wells
5. What did Pa make for Ma after the family survived fever and ague when Dr. Tan took care of them?
a. Rocking chair b. Bed c. Kitchen table
6. What did the people eat which they thought caused them to have fever and ague?
a. Pumpkin b. Greens c. Watermelon
7. What was the Ingalls' colt named?
a. Bunny b. Brownie c. Red
8. What friend saved Christmas for the Ingalls children when he had to ford the creek?
a. Mr. Scott b. Mr. Edwards c. Mr. Clewett

9. Who did Mr. Edwards meet in Independence just before Christmas?

- a. Mr. Scott b. Santa Claus c. Dr. Tan

10. Mr. Edwards bought Ma some sweet potatoes for Christmas along with gifts for the girls. How many potatoes did he bring?

- a. Nine b. Ten c. Seven