

Quarter 1/Unit 2

Title: On the Banks of Plum Creek

Suggested Time: 4 days (45 minutes per day)

Common Core ELA Standards: RL1, RL2, RL3, RF3, RF4, W2, W4, W9, SL1, SL4, L1, L2, L4

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

The Ingalls family overcomes the challenges of prairie life by working together and having courage.

Synopsis

In this historical fiction excerpt, Ma and Pa walk to town, leaving Mary and Laura to care for little Carrie. When a bad snowstorm begins, the girls must decide whether to stay indoors, as their parents have told them to do during a storm, or go outside to fetch wood so they don't "freeze stark stiff." Working together furiously, the girls move the entire woodpile into the house. When Ma and Pa return, their approving reaction tells the girls that they made the right decision.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
Laura and her family face many challenges as pioneer settlers in Minnesota. What are some of these challenges? Page 115	A plague of grasshoppers destroys the wheat crops. Next a terrible rainstorm and then a prairie fire almost destroys the haystacks.
Before Ma and Pa go on their trip, Pa gets a supply of firewood ready. Why does he do this? Page 115	Pa gets a supply of firewood ready in case of a blizzard.
When Ma and Pa walked to town they did not take the girls with them. Why did they make this decision? Page 117	Ma and Pa want to walk to town while the weather is nice. Carrie is too young to walk that far. They believe the older girls will take good care of the house and their younger sister.
Mary and Laura had to do their chores before they could do as they pleased. What did they do when their chores were done? Page 117 -118	Mary and Laura played school. They tried to teach Carrie her letters. Laura went outside to play.
Why does Laura think it is important to fill the wood box? Page 118	She thinks the family might freeze to death if there is no wood to burn in the stove.
What decision do Laura and Mary have to make when they see	They have to decide whether to go outside to get wood,

the storm coming? Why is this decision difficult? Page 119	knowing that their mother has said to stay indoors during storms. They did not want to be disobedient.
On page 120 – 121 Mary and Laura faced a problem when trying to bring the wood inside. What was the problem and how did they solve it?	They could not open and close the door when their arms were full of wood. Carrie was able to turn the door knob.
How does the author describe the snow on page 121? What literary device does he use in his description?	-it came suddenly with a whirling blast -it was small hard grains like sand (simile) -it stung Laura's face -it swirled into the house like a white cloud (simile)
Laura and Mary were afraid that they would be in trouble for disobeying and going out into the snow. How did they know they were not in trouble? Page 122-123	'Pa's great laugh rang out' and 'Ma's gentle smile shone warm on Mary and Laura' They then knew that they were forgiven.
The girls made a mistake when they were bringing in the wood. What was the mistake? Page 122 - 123	The girls brought in the whole woodpile.
After reading Page 124 how do we know that this was a terrible storm?	The author wrote: The wind blew the milk out of the pail Pa could not see an inch in front of him The wind came from all directions at once Pa could not see the house and almost missed it
At the end of the story Pa said, "Nothing to be scared about now". Why does he say they don't have to be scared?	Pa and Ma ran all the way from town to beat the storm. The girls brought all the wood into the house.

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING BIG IDEAS OF TEXT Words addressed with a question or task	WORDS WORTH KNOWING Words to be part of systematic vocabulary instruction, not essential for understanding the big ideas of the text
TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text	<p>Page - banks, creek, oxen, prairie</p> <p>Page – cattle</p> <p>Page 115 – pioneer</p> <p>Page 115 - settlers</p>	<p>Page 115 – plague</p> <p>Page 117 - gaily</p> <p>Page 117 - merrily</p> <p>Page 118 - bitter</p> <p>Page 119 – stark</p> <p>Page 124 - draughts</p>
STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text	<p>Page 115 - blizzard</p>	<p>Page 115 - challenges</p> <p>Page 116 -willows, cottonwood</p> <p>Page 119 - quarreling, fleecy</p> <p>Page 120 - swiftly</p> <p>Page 121- frantically</p> <p>Page 122 - scoured, stagger, soured</p> <p>Page 123 - bustled</p>

Culminating Task

- Re-Read, Think, Discuss, Write

1. In the story *On the Banks of Plum Creek* the Ingalls' family displayed being responsible, courageous and persistent. In a table such as the one below, have students tell how the family reflect each character trait listed. Students must use evidence from the story to support their answer.

Character Trait	Supporting Detail
responsible	
courageous	
persistent	

2. Mary and Laura had to make a difficult decision – to get wood or disobey their parents. Pretend you are in Laura's and Mary's Place, what would you have done? Write an essay to support your decision? What character trait you would demonstrate?

Note to Teacher

- Teachers may want to mention that this story is part of a larger work. Page ___ gives students a short summary from that larger text to help drop them into the story.

Name _____ Date _____

“On the Banks of Plum Creek”

1. Why does Laura think it is important to fill the wood box? Page 118

2. Before Ma and Pa go on their trip, Pa gets a supply of firewood ready. Why does he do this? Page 115

3. When Ma and Pa walked to town they did not take the girls with them. Why did they make this decision? Page 117

4. Mary and Laura had to do their chores before they could do as they pleased. What did they do when their chores were done?
Page 117 -118

5. Why does Laura think it is important to fill the wood box? Page 118

6. What decision do Laura and Mary have to make when they see the storm coming? Why is this decision difficult? Page 119

7. On page 120 – 121 Mary and Laura faced a problem when trying to bring the wood inside. What was the problem and how did they solve it?

8. How does the author describe the snow on page 121?
What literary device does he use in his description?

9. Laura and Mary were afraid that they would be in trouble for disobeying and going out into the snow. How did they know they were not in trouble? Page 122-123

10. The girls made a mistake when they were bringing in the wood. What was the mistake?
Page 122 - 123

11. After reading Page 124, how do we know that this was a terrible storm?

12. At the end of the story Pa said, “Nothing to be scared about now”. Why does he say they don’t have to be scared?

13. How did Pa feel about the way Mary and Ellen took care of things while he was gone?

How do you know? (Pg. ____)

14. How does the author's description of the prairie on page ____ show us that the prairie is not always so dangerous?

15. To personify something means to talk about something non-living as though it were a person. (For example, the flowers danced in the breeze.) List two examples of personification on page ____ and explain their meaning.

16. How does Laura know the family would have horses once they had a good wheat crop?