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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

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Laura Ingalls Wilder

Laura Ingalls Wilder was an American writer. She was born on February 7, 1867. She was born near a village called Pepin in Wisconsin. She wrote a series of books. These books are called the *Little House on the Prairie* series. There are nine books in the series.

Her parents were Charles Phillip Ingalls and Caroline Lake Quiner Ingalls. Laura was the second child born. Her parents had five children. Mary was her older sister. Carrie and Grace were her younger sisters. She had a younger brother named Charles.

In 1869, Laura was two years old. The family moved to Kansas. They lived in the "Little House in the Big Woods". Her family moved many times. In 1874, they lived for a while in Walnut Grove, Minnesota. Laura worked in South Dakota. She was a schoolteacher from 1882-1885. In 1885, she married Almanzo Wilder. They had a daughter named Rose. Rose asked her mother to write about her life on the prairie. Laura wrote her books in 1949. The books are called *Little House in the Big Woods*, *Farmer Boy*, *Little House on the Prairie*, *On the Banks of Plum Creek*, *By the Shores of Silver Lake*, *The Long Winter*, *Little Town on the Prairie*, and *These Happy Golden Years*. The last story is *The First Four Years*. It follows the



first few years of Laura and Almanzo's marriage. It is thought to be part of the series. However, it wasn't published until 1971. Laura Ingalls Wilder lived in Mansfield, Missouri on a farm. She passed away in 1957.

Did You Know?

- There was a TV show based on Laura Ingalls Wilder's books.
- The story *The First Four Years* was based on Laura's diary. Her daughter published it.
- There is an important award. It is called the Laura Ingalls Wilder Award. It is for authors or illustrators that write books for children.



Chapters Two to Three

Answer the questions in complete sentences.

1. Near the end of Chapter One, Laura complains about her legs being tired. What do you think will happen to Laura in Chapters Two and Three?

2. What would you do if you were tired and hungry like Laura?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- creek
- briskly
- valley
- ford
- panning
- pulsing
- reins
- tawny

- Breathing heavily.
- A strap of leather for horses.
- Moving quickly.
- Vibrating motion.
- A color that is orange and brown.
- A stream of water.
- Land that is between hills
- A shallow water in a river.



Chapters Ten to Twelve

1. Put a check mark (✓) next to the answer that is most correct.

- a) What does Pa make from the logs after he splits them?
- A Long slabs.
 - B Tall bookshelves.
 - C A bedpost.
 - D A baby carriage.
- b) What does Pa want to buy if he earns enough from hunting?
- A A new wagon.
 - B Furs.
 - C Glass for windows.
 - D A new dog.
- c) How did Laura feel when the two Native men were in her house?
- A Sad
 - B Mad
 - C Afraid
 - D Happy
- d) What happened to Mr. Scott in the well?
- A He fell asleep.
 - B He fainted.
 - C He danced.
 - D He snored.
- e) What is Pa and Mr. Scott looking for in the well?
- A Oil
 - B Water
 - C Mud
 - D Gophers

Chapters Sixteen to Eighteen

Answer each question with a complete sentence.

1. In Chapter 16, Ma, Laura, Mary and Carrie hear the crackling in the chimney. What happened to the chimney?

2. How does Laura save Mary and Carrie?

3. Why does Pa travel to Independence?

4. Who checks on Ma, Mary, Laura and Carrie while Pa is away?

5. In Chapter 18, who comes to the house to eat with Pa?

6. Who comes to the house when Pa is gone?



Journaling Prompt

In Chapter 16, Laura pulled the rocking chair away from the burning stick. She was brave. Laura helped save her sisters. Imagine being Laura. Think about the danger they went through with the burning chimney. Write down how you would feel.



Chapters 13 to 18

Jack's Job or Beautiful Beads

Jack is the family pet. Jack is also a watchdog. He is an important member of the family. He is helpful.

Read chapters 13 to 18. Find a scene where Jack is mentioned. Write down what Jack does for the family. Then, draw Jack doing something for the family.

or

Draw the beads that Mary and Laura find at the camp. Describe what happened with the beads.



Chapters 19 to 21

Christmas Prairie Card

Using a blank card, make a Christmas card. Pretend you are making this card for Laura, Mary or Carrie. You can make a card for Ma, Pa or Jack too. Choose one person or the whole family.

Draw the prairie grasses or animals on the card. Print down a special note to one of the characters. Show that you know the character.



Word Search Puzzle

Find the words from the story. The words are written across, down, on an angle, and some are written backwards.

baby	fiddle	papoose	tobacco
cattle	fire	ponies	wagon
chores	furrow	prairie	wild flowers
cornmeal	logs	scream	windows
fever	oak	sunbonnet	wolves

a	v	p	j	g	s	v	r	q	c	i	t
s	e	r	o	c	e	l	d	d	i	f	o
c	b	a	b	y	i	u	p	l	u	i	b
r	k	i	k	f	n	e	r	j	r	a	
e	i	r	s	u	o	h	r	c	f	e	c
a	o	i	p	a	p	o	o	s	e	n	c
m	d	e	t	i	w	r	s	u	v	a	o
x	h	s	b	f	n	e	w	n	e	p	m
n	q	z	e	m	h	s	o	b	r	y	e
o	b	k	e	v	l	a	d	o	y	i	l
g	r	a	u	x	l	z	n	n	e	d	t
a	l	o	g	s	r	o	i	n	m	q	t
w	i	l	d	f	l	o	w	e	r	s	a
t	n	w	g	e	m	s	a	t	o	w	c



Comprehension Quiz

Answer each question with a complete sentence.

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- How did the Ingalls family travel? 1
- Why did they leave their little house in the Big Woods? 2
- Describe when the family crossed the creek. 3
- What animal can the family hear howling at night? 1
- What kind of chores do Mary and Laura do? 2
- What does Pa bring back on his hunt while the family camps? 2
- Why does Laura want a papoose? 1

Story Map

Fill out each part of the story map. Label each scene. Create a discussion and do this as a group project. What happens in each scene?







NAME: _____

After You Read 



Chapters Four to Six

Answer each question with a complete sentence.

1. What does Mary and Laura do to help Ma?

2. Laura wants to see a papoose. What is a papoose?

3. What does Pa bring home for dinner?

4. In Chapter Five, what does the family do when they stop by the creek?

5. What does Pa build for the family?

6. Ma wanted to send her family back home a letter. Why couldn't she send it to them?

EASY MARKING ANSWER KEY



Journaling Prompt

In Chapter 5, Laura finds an old trail. Imagine you are Laura. Write down your feelings about what you found and how it looks.

1.

Mary and Laura wash the dishes.

2.

A papoose is a Native American baby.

3.

Pa brought home a large rabbit and prairie hens.

4.

They take the wagon cover and make a tent with it. The wagon is unloaded too.

5.

Pa builds a log house for the family.

6.

Ma couldn't send the letter, as the closest town is 40 miles away.

19

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. c

2. b

3. a

4. a

5. d

6. a

20

1.

- a) built
- b) roof

c) moonlight

d) stable

e) wolves

f) logs

g) warmth

h) camp fire

i) tracks

j) creek k) drink

l) grass m) ground

n) fireplace

o) wheels

p) hitched

21



1.

Pa and Mr. Edwards build a stable for the horses.

2.

Patty was scared of the wolves and ran fast.

3.

Laura gave him a peg and a hammer.

4.

Laura pulled the latch string to open the new door.

5.

A mixture of water and clay to make mud.

6.

Pa hangs a gun above the door opening of their home.

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Little House on the Prairie

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.



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Chapters 13 to 18



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