LITTLE HOUSE IN THE BIG WOODS

TITLE: Little House in the Big Woods by Laura Ingalls Wilder: Novel Study Activities

SUBJECT AREA: Language Arts, IT, Social Studies
GRADE LEVEL: 3, 4
AUTHOR: Sharron Harper

LESSON OVERVIEW: The following activity sheets have been designed to support a unit on the novel, Little House in the Big Woods, by Laura Ingalls Wilder. There is also excellent information that can be accessed at various websites on the Internet. The activity pages can be stapled together at the completion of the unit to make a take-home booklet.

WEBSITES: The following websites contain excellent information, songs and suggestions for activities about Laura Ingalls Wilder, her family and friends. They also contain links to many other sites that I have not mentioned here.
1. A list of Laura websites: http://falcon.jmu.edu/~ramseyil/wilder.htm
2. Songs and Musical Memories: An excellent site that has wav files you can download to hear fiddle renditions of some of the songs in the Laura books: http://www.geocities.com/Heartland/Prairie/9559
3. Laura Ingalls Wilder: Frontier Girl: Super site for all things “Laura” including music (it is computer generated and not authentic fiddle music…still, you hear the tunes and you can use lyrics from the book or other sites and sing along): http://webpages.marshall.edu/~irby1/laura.htmlx

TABLE OF CONTENTS: The booklet contains the following activity pages:
- Title page: The Ingalls Family Portraits
- Activity sheet: About the Author
- Activity sheet: Story Grammar
- Chapter 1: (2) Comprehension (details)
  Reader Response questions
- Chapter 2: Reader Response (literal)
- Chapter 3: (2) Sequence and Reader Response (literal)
- Chapter 4: Venn Diagram
- Chapter 5: Comprehension (critical thinking)
- Chapter 6: Comprehension (inferences)
- Chapters 7 & 8: Reader Response and Sequence
- Chapter 9: Reader Response (mixed)
- Chapter 10: (2) Reader Response and Problem Solving
- Chapter 11: Writing (narrative)
- Chapter 12: Comprehension (pictorial representation)
- Chapter 13: Writing (expository)
- Bibliography, Curriculum Extensions and a Cover
Title Page

Draw a portrait (head and shoulders) of Laura Mary, Carrie, Ma and Pa in each of the portrait frames. Look in your book to see what they really looked like. Colour them correctly. Try to make the frames look like old-fashioned wooden frames.

About the Author

Read about Laura and her family in this book and in other books. Answer the questions about her life and family by filling in the blanks in the story. Choose the answers from the box at the bottom of the page. Check off the answers as they are used.

Chapter 1: Little House in the Big Woods

Before doing Activity Sheets #1 and #2: Read the description of how the Little House looked inside and outside. Make a list here of the things that are mentioned.

________________  ______________  ______________  ______________  ______________

________________  ______________  ______________  ______________  ______________

________________  ______________  ______________  ______________  ______________

Name: ________________________________             Date: _____________________
Laura was born in the year ________ at __________ , _______________.  
She was the ___child in the family.  She had an older sister named ________, who was born in ____.  Later, she had two other sisters named ________ and ________.  When Laura was small, she lived in a _______ ________ ___ ___ ___ ___ ___ ___ ___ Later, when she was ___ years old, her family moved to the_________ where they made their living by ___________.  
When Laura was a teenager, she received a certificate to be a __________.  At the age of ___, she married ________ _________.  They had a daughter named __________.  Laura died in the year ______ at the age of ___.  
She is buried in ______________ , _______________.

CHOOSE YOUR ANSWERS FROM BELOW: Check the circle when you have used an answer

- little house in the big woods
- Mansfield, Missouri
- 1957
- 5
- 2nd
- Pepin, Wisconsin
- prairies
- teacher
- farming
- 18
- 90
- 1867
- 1865
- Carrie
- Mary
- Almanzo Wilder
- Grace
- Rose

Name: ____________________________________________  Date: ____________________________________________
Little House in the Big Woods

AUTHOR: ______________ ILLUSTRATOR: __________
PUBLISHER: ___________________________ YEAR: __________

PLOT
CHARACTERS
SETTING
This is Laura's little house in the big woods where she lived with her family. Draw and color the way it looked on the inside. Don't forget the attic!
Draw and color the way the **house and yard** looked from the **outside**.
LITTLE HOUSE IN THE BIG WOODS
CHAPTER 1: Reader Response

Name: ______________________                Date: ______________

Answer in complete sentences:

1. Who is the author of this book?

2. Who is the illustrator of this book?

3. Where does this story take place?

4. Name the people in the family.

5. Tell 3 things that we found out about pioneer children in this chapter.
   (a) ____________________________________________________________
   (b) ____________________________________________________________
   (c) ____________________________________________________________

6. Would you like to have lived in the time when Laura did? Why or why not? Give examples in your answer(s).

___________________________________________________ ______________________________
On cold, dark nights and freezing days, it was important to be warm, cozy and busy in the Little House.

In each shape below, draw and color a picture about what the family did for FUN and WORK as we read in chapter 2.

Name the picture activity in the box below each shape.

- How Ma and the girls had fun together.
- How Laura and Mary had fun together.
- How Pa and the girls had fun together.
Read this chapter carefully. Write down all the steps, in order, for cleaning the rifle and making bullets.

### Cleaning the Rifle and Making Bullets

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did Pa say that Laura and Mary must NEVER do? What would happen if they did it?

________________________

________________________
This is the lesson that Pa learned from his scary experience.

_____________________________________________________

Why do you think Pa told this story to Laura and Mary?

_____________________________________________________

Tell about a scary experience that you (or someone you know) once had that taught you (or them) a lesson. What was the lesson learned?

_____________________________________________________

In the tree, draw and color a picture of what scared Pa in the woods when he was a boy.
This chapter tells us all about the Ingalls’ Family Christmas. Some things they did were very different from the way we celebrate Christmas today, and some things were the same. In the circles below, write about things that were different for you and Laura’s family. In the middle, write about things that were the same. You could write about food, presents and activities. In the space outside the circles, draw a few pictures if you wish.
LITTLE HOUSE IN THE BIG WOODS: CHAPTER 5
SUNDAYS: THE STORY OF GRANDPA’S SLED AND THE PIG
Reader Response (comprehension/critical thinking)

Name: ___________________                      Date: ________________

Illustrate the two main parts of this story. The boys learned that “for every action, there are certain consequences”.
Below, write the “lesson” that Grandpa (Charles), George and James learned from this experience.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
</table>

Lesson: __________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
In this chapter, we read about events that brought out many different emotions in the characters. In the shapes below, write an example of an event in the story for each of the emotions.
1. What did Laura first think “sugar snow” meant and how did she find out she was wrong?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What does “sugar snow” really mean? ________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Write a recipe here for your favourite “sweet treat”.

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
<th>DIRECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Why were Laura and Mary so excited about going to town?

__________________________________________________________________________

__________________________________________________________________________

2. What was the name of the town?

__________________________________________________________________________

3. Where was the town located?

__________________________________________________________________________

4. How did the family get to town?

__________________________________________________________________________

5. Why did they go to town?

__________________________________________________________________________

6. Draw, name and color 3 things they saw in the Pepin store.
LITTLE HOUSE IN THE BIG WOODS: CHAPTER 10
SUMMERTIME: #1 Reader Response

Write some information from the story about each topic below:

<table>
<thead>
<tr>
<th>VISITING</th>
<th>ENTERTAINMENT/ PLAY</th>
<th>CHORES</th>
<th>FOODS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEASONAL CHANGES</td>
<td>OBEDIENCE</td>
<td>HOW TO MAKE CHEESE</td>
<td>OTHER THINGS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When Laura and Mary went to visit Mrs. Peterson, they always saved half of their cookies for Baby Carrie. This meant that Baby Carrie always got a whole cookie, and they always got half a cookie. The girls knew that it was good to be unselfish, but they also knew that somehow, this way of sharing the cookies wasn’t fair. They knew there was a problem, but they didn’t know what to do about it. How would YOU solve the cookie problem? Write your solution below and draw a picture to show what you did.
Laura thought that Charlie deserved the “punishment” he got for being so disobedient - lying and disobeying Pa and the other men. Write a story about something that YOU (or someone else) have done where the consequences (results) of the actions (what you did) were deserved...just like Charlie’s!

(P.S. It doesn’t have to be naughty...it could be something good!)

Your Story: ____________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Consequences: ____________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

What lesson was learned? ________________________________________

_________________________________________________________________

_________________________________________________________________
When the men came with the machine to help Pa thresh the wheat, they worked very hard. Ma made them a huge dinner because they were so hungry. On the tabletop below, draw the food and drink you think the threshers (men) would eat if they came to do that job TODAY! Something to think about: How has food changed since then?

Number each food above. Write the names of the foods on the lines.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
Laura felt snug and cozy and safe with her family. In the box below, draw and color an activity that your family does together that makes YOU feel happy, the way Laura did. Write about it at the side.
Here are some other books about pioneers and Laura’s life that you might like to read:

The following is a list of books originally written by Laura Ingalls Wilder (and her daughter Rose*) and illustrated by Garth Williams. If you read them in order, you will follow Laura’s life from a little girl to a married woman and mother. They are usually referred to as The Little House Books.

- Little House in the Big Woods
- Little House on the Prairie
- Farmer Boy (Almanzo’s Boyhood)
- On the Banks of Plum Creek
- By the Shores of Silver Lake
- The Long Winter
- Little Town on the Prairie
- These Happy Golden Years
- The First Four Years*
- On the Way Home*

The following is a list of books that contain groups of stories that have been adapted from the Little House Books. They are called Little House Chapter Books and are illustrated by Renee Graef.

- The Adventures of Laura and Jack
- Animal Adventures
- Hard Times on the Prairie

The following is a list of books that contain certain stories adapted from the Little House Books. They are called My First Little House Books.

- Christmas in the Big Woods
- The Deer in the Wood
- Going West
- My Little House Cookbook (and Apron)
- Dance At Grandpa’s
- A Farmer Boy Birthday
- Farmer Boy Days
- My Little House Songbook (and Tape)
- Summertime in the Big Woods
- Going to Town
- Happy Birthday, Laura
- County Fair
LITTLE HOUSE IN THE BIG WOODS
TEACHING SUGGESTIONS AND CURRICULUM EXTENSIONS

Note: If you use the Log Cabin template for a cover, you will need to enlarge it a bit to fit over the pages.

- Bobbie Kalman writes an excellent series of books on various aspects of early pioneer life and history.
- Have students write an “old-fashioned” journal of a week or day in their life as a pioneer child.
- Make some olden days toys (buzz buttons, rag doll (Charlotte), knitting spool, etc.)
- Have each student quilt a small square and put them together into a class quilt. You may have a parent who is a quilter and would like to teach this project. This can also be done using coloured paper.
- Invite an old time fiddler in to play some of the old songs and/or a step dancer to dance.
- Learn to sing some of the songs in the book.
- Research names used in the book. Interview people to see what their grandparents’ (and older) names were. See if names have changed over the years. See if name changes are connected to gender.
- Invite a pioneer resident of your town in to give a talk about what it was like when he/she was a child.
- Research an historical building in your town.
- Visit your nearest pioneer museum.

NOTES: I’m sure you can think of many more!

- Make a Charlotte doll by cutting out clothes from fabric scraps and gluing them onto a piece of construction paper.
- Using the above technique, have boys and girls make their own gender figure, but give it a name based on old names research.
- Print the name under each figure, and display them in the classroom or hallway.
Little House in the Big Woods

By Laura Ingalls Wilder