

Sarah, Plain and Tall

by Patricia MacLachlan

1986 Newbery Medal Winner



A Teaching Guide

by Margaret Whisnant

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In a time not too long ago,
there was a prairie,

where a lonely little boy,
a grieving young girl,
and a father too sad to sing
were waiting.

And then happiness came from a far-away sea.

Her name was **Sarah**.
She was not mild mannered.
She wore a yellow bonnet, and she was **plain and tall**.



Goals

To . . .

- Offer a teaching guide with a full spectrum of learning experiences that flow from **basic knowledge** to **higher-level thinking skills**.
- Provide **classroom-ready** materials that **motivate** and **instruct**.
- Create **novel-specific activities** that require careful reading, help develop comprehension skills, and challenge the thinking process.
- Accommodate a wide variety of student **ability** and **interest**.
- **Support teachers** by providing a practical teaching resource that saves preparation time.
- Include **cross-curricula activities** as an integral part of the novel study.
- Correlate to various U.S. and international **education standards and requirements** for language arts.

The Seven Components. . .

1. Summaries

Written in present tense, the chapter-by-chapter summaries are more detailed than those found in most teachers' guides or other sources. Important points of the plot, character motivation and development, and story clues are all included. For quick reference, the summaries are presented in bulleted format. These synopses are a valuable resource for

*quickly becoming familiar with a title when time is limited,
managing a reading program that involves multiple titles/reading groups,
facilitating independent study,
and refreshing memory when using a novel from year to year.*

2. Before You Read

In this component, the focus is on sparking student interest. Each teaching pack includes both an **independent activity** and a series of **whole-group/small-group discussion** or **research topics**, written as open-ended questions.

At least one **bulletin board idea** is included. In some cases, activities in the **Think, Write, Create** component also involve the creation of a bulletin board or classroom display.

3. Vocabulary

One of the many advantages of literature-based reading instruction is the opportunity to observe vocabulary in action! It is this circumstance that drives the vocabulary portion of the novel teaching packs.

Word Choices. . .

The words lifted from the novel for focused study are chosen based on one or more of the following criteria:

<i>their level of difficulty</i>	<i>their frequency of use in children's literature</i>
<i>their importance in comprehending the story</i>	<i>their value as useful composition vocabulary</i>
<i>the probability that they will be encountered across the curriculum</i>	<i>unique meanings, spellings, pronunciation, etc.</i>

Word Lists and Definitions. . .

For teacher convenience and reference, word lists with definitions are included. The selected words are arranged in story order, complete with page numbers so they can be spotted easily and studied in their "natural habitats." For clarity, the definitions are paraphrased to match the word's tense, number, part of speech, etc. rather than cross referenced as in a standard dictionary. The major resource of this information is www.dictionary.com.

Dictionary Activities. . .

Long word lists are divided into chapter sets of workable numbers and presented as **Dictionary Digs**—sometimes given a slightly different name to correspond with the theme of the novel. In this introductory

stage, students use a dictionary to answer a series of multiple choice questions about word meanings, usage, unique characteristics, etc.

Using the Words. . .

Other activities, which pull terms from the lists in random order, lead students through a variety of word studies which include

sentence usage

word forms

synonyms and antonyms

anagrams

categories

word-groups/connections

word types (acronyms, onomatopoeia, etc.)

scrambled sentences

analogies

whole-class/group games

etymologies

Note: Some of these varieties, but not all, are found in each Teaching Pack.

4. Assessment

The two section component offers a wealth of materials designed to build a strong **foundation** for student progression to higher level thinking skills. The operative phrase is **basic comprehension**.

Short Answer Questions

Short answer questions for each chapter (or groups of chapters) are the first available assessment tools. The items encourage (and check) careful reading. Some require the reader to recognize a major event or idea while others involve finding a minor detail. The questions are in *sequence* with the pages they cover, but they are **not** designed to call attention to plot construction or other story elements.

The short answer questions can be used as

student reading guides

pop quizzes

discussion group guides

conferencing with individual students

Objective Tests

The objective tests have multiple functions. In addition to their obvious application, they also serve as tools that can *improve **comprehension skills** by providing practice in understanding plot structure and recognizing important story elements.*

Rationale:

Focus on the Plot. . .

Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot of a novel, and consequently **comprehend** the story. They are in tune with cause and effect, behavior and consequence, sequence—the heartbeat of the narrative.

This “plot rhythm” forms the framework for the objective tests. The chain of events that tell the story have been pulled from the novel and reformatted into a series of sequential questions, none of which require **interpretation**. They are intended to **draw student attention to the fact that something happened**, not to what the incident means. That comes later.

In addition to their testing function, teachers may use the pages to strengthen their students’ ability to **Summarize**: With only the questions as a guide, have students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven or fewer. When they work with twenty or more questions, allow no more than twelve sentences.

Report the News: Ask your students to write a newspaper article based on the events identified in a set of questions and the *who, what, when, where, why* elements. Some information needed to complete this assignment may be located in previous chapters.

Twist the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, etc.—to demonstrate how changing a single (or several) events would (or would not) change the story. This process can be used to help students become proficient in distinguishing major plot movers from minor story details.

The Characters. . .

Too often, when they are asked to describe a story character’s personality, the only answer many students can muster is “nice.” This portion of the Novel Teaching Pack, coupled with related activities from **Think, Write, Create**, is a well of opportunities for those teachers who wish to eradicate “nice” from their students’ vocabularies!

Questions that identify a character’s personality and/or motivation are purposely and carefully included with the plot movers. Again, the questions do not require **interpretation**. They simply establish that someone did or said something—knowledge that is invaluable when character analysis is required.

Implied Meaning and Story Clues. . .

The objective tests include items that establish the existence of story components carrying ***implied meaning***. ***Story clues*** that tantalize the reader with hints of future events also appear as questions. At this point in the novel study, as before, **interpretation** is not the goal. **Awareness** of the **facts** is the target.

Developing/Improving Listening Skills. . .

Listening skills are rightfully included on every list of state competency requirements. Rather than always requiring students to answer test questions on a printed page, why not surprise them occasionally by doing the test orally and meeting competency goals at the same time?

Discussion Guide Capability. . .

The objective tests are helpful discussion guides. Use individual items on these pages to draw student attention to sequence, cause and effect, story clues (foreshadowing), character traits, recognizing and interpreting implied meanings, etc. These “thinking out loud” sessions are an **important building block** for the next learning phase.

5. Think, Write, Create

In this section, students pack up what they already know about the novel and go exploring into its every nook and cranny. Some activities require the simplest interpretation or application, while others will challenge the most proficient thinkers. There is a high probability that young scholars, even reluctant ones, will label some of the selections as ***fun***.

Rationale:

Guidelines. . .

Most of the items in this section are based on the skills presented in the ***Taxonomy of Educational Objectives (Bloom’s Taxonomy)***. There are two reasons for this choice. First, it mirrors the Novel Teaching Pack’s primary purpose of building a variety of sophisticated thinking skills on a foundation of basic knowledge. Second, in following the taxonomy guidelines, activities that correlate with many state educational standards emerge automatically.

Organization. . .

Chapter-specific activities are grouped and presented according to their corresponding sets of **Short Answer Questions** and **Objective Test** page(s). Having led students through the basics for each chapter (or selected section), teachers may shop in this section for in-depth activities to optimize student understanding and interest. Armed with a firm grasp of each successive chapter, students are more likely to anticipate, embrace, and enjoy the next section. By repeating the process, students are also mastering concepts and intricacies connected to the **whole** novel.

The **Whole Book Activities**, as their name indicates, require a grasp of the theme(s), characters, implications, etc. as they apply to the full novel. These pages are a teacher’s smorgasbord of culminating possibilities. In some cases, the choices are outgrowths of concepts that students have dealt with in a previous activity. In others, students are encouraged to look at the novel from a new angle.

Levels of Difficulty. . .

A broad spectrum of **difficulty levels** to accommodate the needs of individual students, including the gifted, is an integral part of ***Think, Write, Create***. However, **all** items from this section are intended to **challenge** and **sharpen** thinking abilities.

Activities. . .

Every novel teaching pack includes activities that require students to choose and use precise, appropriate, and meaningful **vocabulary**. These exercises involve choosing a group of words to describe a character’s personality or behavior. The following example is from ***Charlotte’s Web***.

Eight-year-old Fern cried and begged her father not to destroy the runt pig. She sealed the little animal’s fate by asking her father if he would have killed her if she had been born very small.

- Which **two** of the following words do you think **best** describe the way Fern’s father behaved during this episode? Explain your choice. Include the definitions of the words you selected in your answer.

<i>practical</i>	<i>sensitive</i>	<i>loving</i>	<i>cruel</i>	<i>considerate</i>
<i>realistic</i>	<i>flexible</i>	<i>callous</i>	<i>compassionate</i>	<i>logical</i>

- Choose **two** words from the list below that you believe **best** describe Fern’s behavior. Explain why they are the appropriate words. Use the definitions of your choices as part of your explanation.

<i>impulsive</i>	<i>compassionate</i>	<i>assertive</i>	<i>tender-hearted</i>	<i>hysterical</i>
<i>undisciplined</i>	<i>naive</i>	<i>juvenile</i>	<i>humane</i>	<i>empathetic</i>

In each case students work with a given collection of terms, all of which can be correctly applied to the character(s) in question. However, the individual words have strengths of meaning. It is the student's task to analyze both the character's behavior and the words, make choices, and then cite events from the story to support his/her selection.

Teachers may opt to narrow the choices to fewer words, choose words for individual students, divide the class into groups and offer a specific set of words to each group, or use the assignment as it is written. Whatever the technique, it is here that the word **nice** can be knocked off the shelf, shattered on the floor, and swept out the door. No longer necessary. Useless. Gone!

Other items in this section challenge students to . . .
*write for self-expression, for communication, and
for entertainment*
form opinions and theories
*cite "evidence" from the story to support their
explanations and opinions*
connect personal experience to story situations
become familiar with and identify literary elements
analyze story characters and events
make predictions based on given facts

think about social issues
*create drawings, diagrams, photos, maps,
models, recordings, films, etc.*
imagine
categorize
engage in research and data gathering
recognize and perceive story theme(s)
understand point of view

Cross Curricula. . .

Think, Write, Create takes full advantage of opportunities to connect both major themes and the smallest story detail to other realms of the curriculum. In **Charlotte's Web**, for example, students may apply their calculation skills to a page of "Spider Math." In the **Holes** teaching pack students are challenged to create a game that utilizes a "saved" group of Camp Green Lake's holes.

Options, options, and more options. . .

Think, Write, Create is purposely bulging at the seams to give teachers **pick-and-choose options** for
individualizing assignments
group work
whole class activities
capitalizing on student interest
homework
short-term and long-term projects
differentiating assignments

6. Graphic Organizers

Ideas for the graphic organizers are pulled from the chapter or whole book activities and expanded into a writing assignment. Priority is given to those topics that allow a student to relate personal experiences, make choices, empathize with a story character, and/or imagine.

Structure. . .

The organizers do not repeat a set pattern of circles, squares, lines, etc., prescribed for a particular type of writing. Each one is tailored to a **specific idea** pulled from the novel. **Structured directions** for organizing the topic support the student at this stage of the process so that **writing** is the major focus.

Non-writing Organizers. . .

Sometimes, students are enticed to stretch their imaginations by filling out "forms" or writing "diary entries." One graphic organizer from **Hatchet**, for example, allows students to assume the persona of the pilot who rescued Brian by writing three entries into his log—the day before the rescue, the day of the rescue, and the day after the rescue. In the **Holes** Novel Teaching Pack, students become detectives and conduct a "background check" on Mr. Sir, recording their findings on the provided "official form." In these cases, composition skills take a back seat to **imagination, empathy, and pure enjoyment**. Teachers may wish to capitalize on student enthusiasm by asking for a written "report" based on the information entered on the forms.

7. Answer Keys

Keys for **all items that require a specific answer** are included in this section.

A final note from the author. . .

It is my personal wish that when the last page has been read, the last activity completed, and the last idea discussed, at least one of your students will ask, "What are we going to read next?"



Margaret Whisnant

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Chapter Summaries

Chapter 1

- Anna Witting, her younger brother Caleb, and Papa live on the prairie.
- Anna misses her mother, who died after giving birth to Caleb.
- Caleb's smile makes Anna love him when he is three days old.
- Caleb constantly asks questions about their mother and the day he was born.
- Ann and Caleb's mother sang every day, but now Papa doesn't sing any more.
- Papa announces that he has advertised for a wife, like their neighbor Matthew, whose wife Maggie came from Tennessee. Sarah Elizabeth Wheaton of Maine has answered Papa's advertisement.
- Sarah lives with her brother who is about to be married, and she feels a move is necessary. She loves the sea, but she is willing to travel. She is not mild mannered and she has a cat.

Chapter 2

- There is a get-acquainted exchange of letters between Caleb, Papa, Anna and Sara.
- Caleb reads and reads Sarah's first letter many times. He wonders if she will come, if she will stay, and if she will think he and Anna are loud and pesky.
- In her letter to Caleb, Sarah writes about her cat Seal and her house by the sea. She confesses that she does not know if she snores.
- Sarah agrees to travel by train to the prairie and stay for a month. She will wear a yellow bonnet. She is plain and tall.
- Sarah wants the children to know that she sings.

Chapter 3

- Sara arrives in the spring.
- Before he leaves for the day's trip to the train and back to fetch Sarah, Papa brushes his hair, wears a clean blue shirt, and a belt instead of suspenders.
- Anna and Caleb wait impatiently for Sarah. Caleb wonders if she will like them.
- Sarah brings Seal, her cat, which Papa says will be good in the barn, but Sarah says it will be good in the house, too.
- Sarah gives Caleb a shell, and she gives Anna a sea stone.
- The children notice that Sarah is not smiling when she turns and looks out over the plains. They worry that Sarah is already lonely for the sea.

Chapter 4

- The dogs, Lottie and Nick, love Sarah first. They sleep beside her bed. Seal is a roamer, and no one knows where he sleeps.
- Papa and Anna are shy around Sarah, but Caleb talks to her with ease.
- Sarah and the children pick wildflowers. They talk about the prairie roses and bride's bonnet and the flowers that grow by the sea.
- Sarah makes stew. Papa bakes bread for the family. Sarah nods, "Ayuh," when Papa says the stew is fine.
- After dinner, Sarah tells them about her brother William. At dusk she cuts Caleb's hair on the front steps and scatters his curls for the birds to use for their nests. Caleb is pleased when she says they can look for the nests of curls later.
- Sarah cuts Papa's hair, too. Anna finds him behind the barn tossing pieces of his hair into the wind for the birds.
- Sarah brushes Anna's hair and ties it with a rose velvet ribbon. Anna thinks the hairstyle makes her look like Sarah's daughter.
- As they sit on the porch, Sarah sings a song the children had never heard before. Papa sings as if he had never stopped.
- Sarah announces that she has never touched a sheep, and she wants to see one the next day. Then they talk of seals. Both Caleb and Sarah wish they could touch one right at that moment.

Vocabulary Definitions

(Arranged According to Story Order)

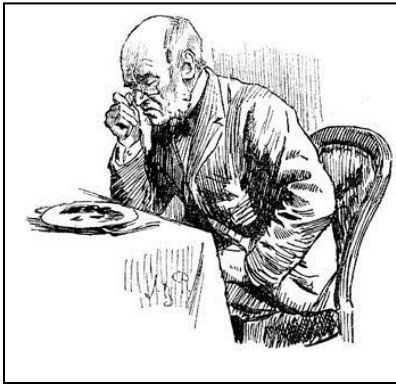
- hearthstone** Stone used in the construction of the floor of a fireplace, usually extending into the room (p. 1)
- stirred** 1. Moved slightly with irregular motion
2. Agitated something, as a liquid, by a continuous circular movement (p. 1)
- homely** Not attractive or good looking; plain (p. 5)
- horrid** Dreadful; disagreeable; awful (p. 5)
- wretched** Miserable; distressed; very unhappy (p. 5)
- feisty** Full of spirit; spunky; ill-tempered; cantankerous (p. 7)
- harshly** Done in an unpleasant, cruel, or severe way (p. 7)
- shuffling** Sliding the feet along the ground while walking; intermixing so as to change the position of cards in a deck (p. 8)
- energetic** Full of activity, vigor, or power (p. 9)
- limited** existing within a boundary; confined; restricted; having limits (p. 9)
- pesky** Troublesome; annoying (p. 12)
- peering** looking closely or searching, as in an effort to see clearly; peeping out or appearing slightly; staring (p.15)
- clattered** Made a rattling sound (p. 19)
- roamer** One who moves about aimlessly from place to place (p. 22)
- scallop** 1. A free-swimming mollusk (marine animal) having fan-shaped bivalve shells with a radiating fluted pattern
2. To edge (cloth, for example) with a series of curved projections
3. To bake in a casserole with milk or a sauce and often with bread crumbs
4. To cut (meat) into thin boneless slices (p. 22)
- paddock** A fenced area, usually near a stable, used chiefly for grazing horses.(p. 23)
- coarse** Rough, especially to the touch; homespun; rude; offensive.(p. 28)
- charcoal** 1. A drawing pencil or crayon made from the material obtained by heating or charring wood or other organic matter that contain carbon
2. The product resulting from heating or charring of wood or other organic matter that contains carbon (p. 29)
- collapsed** Broke down suddenly in strength; fell down (p. 35)
- treaded** 1. Kept the head above water while in an upright position by pumping the legs
2. Went about on foot; walked (p. 37)
- primly** Properly; precisely; orderly; stiffly and formally (p. 39)
- nasturtium** 1. a plant whose blooms are usually yellow, orange, or red
2. a brilliant orange-yellow (p. 41)
- portion** 1. A part of a whole
2. A part that is allotted to a person such as a serving of food (p. 45)
- squall** 1. A brief, sudden violent windstorm, often accompanied by rain or snow
2. To scream or cry loudly (p. 47)
- pungent** Sharp, biting, or acrid especially to the taste or smell (p. 47)
- eerie** Strange; frightening; mysterious (p. 48)
- scuttling** 1. running or moving with short, hurried movements; scurrying (p. 53)
2. *Nautical*: The act of sinking a ship by cutting or opening a hole or holes in its hull
- stern** 1. firm, strict, or uncompromising, hard, harsh, or severe in manner; of an unpleasantly serious character; austere
2. *Nautical*: The rear part of a ship or boat (p. 53)
- dusk** The time of day immediately following sunset; the darkest part of twilight, especially in the evening (p. 56)
- wailed** Made a prolonged, high-pitched sound suggestive of a cry p. 56)

Dictionary Digs

Dig into your favorite dictionary to find the answers to the following questions some special words from **Sarah, Plain and Tall**. Write the letter of the correct answer in the blank before each number.

- _____ 1. Which word can be substituted for *harshly* in the following sentence so that its meaning is not changed? *Mom wagged her finger **harshly** at the sight of my feet on the couch.*
(A) quickly, (B) sternly, (C) absentmindedly
- _____ 2. The most likely place to find a **hearthstone** is (A) near an entrance door, (B) in a fireplace, (C) on a roof, near a chimney.
- _____ 3. A *antonym* of **pesky** is (A) annoying, (B) vexing, (C) delightful.
- _____ 4. Which of the following is something that probably would **not** be described as **homely**?
(A) a person dressed in old, tattered clothing, (B) a sparkling clean room with new furniture, (C) a dog with a matted coat and crooked ears.
- _____ 5. In addition to a *brief, sudden violent windstorm, often accompanied by rain or snow*, what is another definition of the word **squall**? (A) a long alleyway between buildings, (B) to scream or cry loudly, (C) to erupt in a short burst of energy.
- _____ 6. Which of the following cartoons best illustrates the act of **peering**?

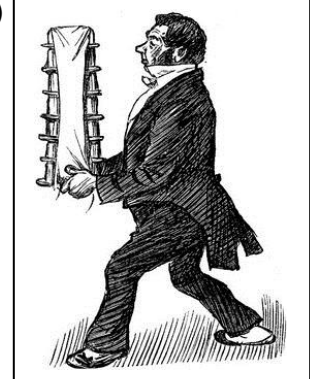
(A)



(B)



(C)



- _____ 7. **Charcoal** is (A) a substance that is mined from rock and earth, (B) useful as a type of medicine, (C) produced when wood or other matter containing carbon is heated or charred.
- _____ 8. A *synonym* for **eerie** is (A) bizarre, (B) delightful, (C) cumbersome.
- _____ 9. Which of the following phrases illustrates the correct use of **pungent**? (A) a **pungent** time at the amusement part, (B) a **pungent** ending to the story, (C) the **pungent** aroma of chili peppers.
- _____ 10. The animals *most likely* to be kept inside a **paddock** are (A) kangaroos, (B) large dogs, (C) horses.
- _____ 11. Which word can be substituted for **horrid** in the following sentence so that it is changed to an opposite meaning? *The band's performance was **horrid**.*
(A) awesome, (B) disgusting, (C) repugnant
- _____ 12. The phrase that means the same thing as a **portion** of the pie is (A) an ingredient of the pie, (B) a piece of the pie, (C) an admirer of the pie.
- _____ 13. Which of the following is **not** a correct definition of **treaded**? (A) walked, (B) kept the head above water in an upright position by pumping the legs, (C) increased in weight.
- _____ 14. **Dusk** is the time of day (A) immediately following sunset, (B) between midnight and sunrise, (C) immediately after the sunrise.

Hide-and-Seek Words

A vocabulary word in each of the following sentences has left its proper place and hidden itself in the group of five words printed in **bold** type. Return each word to its correct location by writing it in the blank where it belongs. Spelling counts.

stirred **peering** **harshly** **dusk** **charcoal**

1. Part of the kitten's game was _____ at me from under the couch, and then leaping on my ankles as I walked by.
2. Nathan _____ only slightly under his warm blanket when the alarm clock sounded.
3. We came in from riding our bikes at _____ just as the streetlights began to blink on.
4. An artist has to be careful when working with _____ as it is easily smudged.
5. The cold wind blew _____ through my thin jacket, causing me to scuttle down the street.

horrid **treaded** **portion** **eerie** **energetic**

6. After a short nap and a bowl of hot soup, I felt _____ enough to go back out to frolic in the snow.
7. The movie was _____! I didn't understand the plot and it was too long.
8. An _____ sound floated through the forest, sending every animal scurrying for cover.
9. Mom cut a small _____ from the pie and topped it with a dollop of ice cream.
10. I _____ water for a few seconds as I watched the diver plunge into the pool.

wailed **primly** **roamer** **hearthstone** **feisty**

11. The puppy played a _____ game of tug of war with a large dog.
12. Marla sat in a chair and _____ to express her disappointment at being denied the privilege of going shopping with friends.
13. Toys were strewn haphazardly along the fireplace _____.
14. My cat is a _____ on a constant quest to find new and hidden napping places throughout the house.
15. Janie _____ styles her hair and puts on make-up each morning.

Short Answer Questions

Chapter 1

1. Why didn't Anna love Caleb right away when he was born? What caused her to love him?
2. What was Caleb's reason for wanting Anna to remember the songs his mother sang?
3. What was the problem with the old housekeeper?
4. Where did Papa get the idea to advertise for a wife?
5. Where did Sarah live?
6. What was it that Sarah had always loved and why was she now willing to leave it?
7. How did Sarah describe her personality?

Chapter 2

1. Instead of cooking and braiding hair, what did Sarah say she preferred doing?
2. What did Sarah's brother do for a living?
3. Of Papa, Anna, and Caleb, who seemed the most eager for Sarah to come?
4. What description did Sarah send of herself so the family would recognize her?

Chapter 3

1. What did the grass fields look like when Sarah came in the spring?
2. Where were the children when they spotted the dust from the wagon and Sarah's yellow bonnet?
3. How do you know that Seal will get to come into the house?
4. How did Anna and Caleb know that Sarah was already lonely on the day of her arrival?
5. What did Anna wish?

Chapter 1 Pages 3-10

Write the **letter** of the correct answer in the blank before each question.

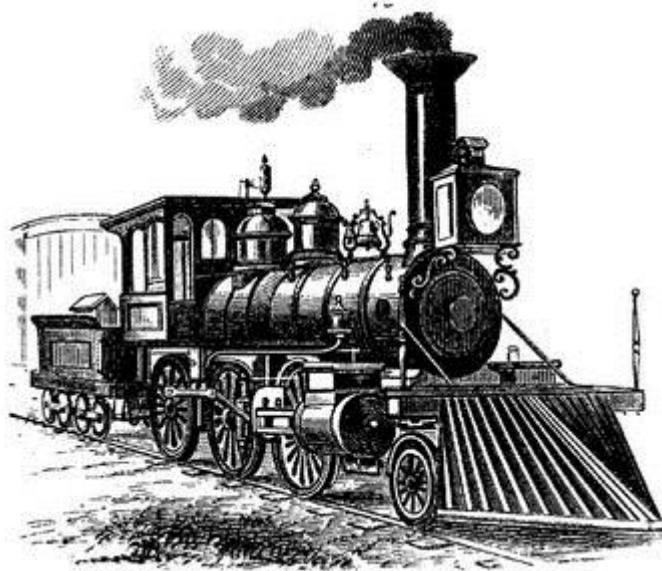
- _____ 1. What question did Caleb ask about his mother? (A) Was she pretty? (B) Did she sing every day? (C) Why did she leave?
- _____ 2. How many dogs were lying on the hearthstone? (A) two, (B) three, (C) four.
- _____ 3. Who named Caleb? (A) his father, (B) his sister, (C) his mother.
- _____ 4. Caleb's mother (A) died the day after he was born, (B) left last spring, (C) was killed in a storm three years ago.
- _____ 5. What were the last words Anna's mother said to her? (A) "Isn't he beautiful, Anna?" (B) "See you in the morning." (C) "You did a good job, Anna."
- _____ 6. Caleb and Anna lived (A) in California, (B) in the mountains, (C) on the prairie.
- _____ 7. When this story began, (A) summer was only a week away, (B) winter was almost over, (C) it was a glorious spring day.
- _____ 8. After Anna's mother died, Papa didn't (A) sing any more, (B) want any relatives around, (C) want to keep Caleb.
- _____ 9. How long did it take Anna to love Caleb? (A) a year, (B) months, (C) three days.
- _____ 10. What was it about Caleb that made Anna love him? (A) his resemblance to their mother, (B) his smile, (C) his small size.
- _____ 11. Caleb thought he might remember his mother if Anna (A) would tell him all her memories, (B) could remember the songs she sang, (C) would tell him more about the day he was born.
- _____ 12. Jack was (A) Papa's brother, (B) one of the dogs, (C) Papa's horse.
- _____ 13. What food did the family eat? (A) stew, (B) rabbit, (C) potato soup.
- _____ 14. Caleb asked his father (A) why he didn't sing any more, (B) what he did in town, (C) what his mother looked like.
- _____ 15. The family once had a housekeeper who (A) snored and let the fire go out, (B) didn't like the dogs, (C) never smiled.
- _____ 16. Papa told Anna and Caleb he had advertised for (A) a housekeeper, (B) a caretaker, (C) a wife.
- _____ 17. Sarah Elizabeth Wheaton was from (A) Tennessee, (B) Maine, (C) Kansas.
- _____ 18. Which of the following was **not** a fact about Sarah? (A) She had never been married. (B) She didn't like cats. (C) She was not mild mannered.
- _____ 19. Why did Sarah want to leave Maine? (A) She didn't like the sea. (B) Her brother made her work. (C) Her brother that she lived with was getting married.
- _____ 20. Anna and Caleb wanted to ask Sarah (A) if she sang, (B) if she liked children, (C) if she liked dogs.



Chapter 2
Pages 11-15

Write either **True** or **False** in the blank before each statement.

- _____ 1. Caleb, Papa, and Anna wrote letters to Sarah.
- _____ 2. Sarah liked to cook more than anything else.
- _____ 3. Sarah's favorite colors were the colors of the sea.
- _____ 4. Caleb read and reread the book on sea birds Sarah sent to Anna.
- _____ 5. Unlike Caleb, Anna was certain Sarah would come to visit them, and she would like them.
- _____ 6. In his letter, Caleb asked Sarah if she snored.
- _____ 7. Sarah had a pet dog.
- _____ 8. Sarah agreed to come for a month.
- _____ 9. Sarah described herself as plain and tall.
- _____ 10. In her letter to Papa, Sarah wrote that she did sing.



Chapter 3
Pages 16-21

Write either **Yes** or **No** in the blank before each question.

- _____ 1. Was it still winter when Sarah arrived?
- _____ 2. Did Papa groom and dress any differently from his usual way when he went to pick up Sarah?
- _____ 3. Were Caleb and Anna allowed to skip their chores because Sarah was coming?
- _____ 4. Did Caleb ask Anna if Sarah would be nice like Maggie and then wonder if she would like them?
- _____ 5. Was Sarah wearing a yellow bonnet when she arrived?



- _____ 6. Did the dogs bark at Papa and Sarah?
- _____ 7. Was Anna the first to speak to Sarah?
- _____ 8. Did Sarah bring Anna and Caleb something from the sea?
- _____ 9. Did Sarah bring her cat?
- _____ 10. Did Papa notice that Sarah was already lonesome for the sea?

Whole Book Test

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Caleb and Anna's mother (A) disappeared in a storm, (B) died the day after Caleb was born, (C) left to go back to her old home.
- _____ 2. Caleb and Anna's mother (A) sang every day, (B) was not very strong, (C) told fantastic stories.
- _____ 3. Sarah was from (A) Tennessee, (B) Maine, (C) California.
- _____ 4. Caleb, Anna, and Papa lived (A) in the mountains of Tennessee, (B) near a desert, (C) on the prairie.
- _____ 5. Sarah wanted to leave her brother's house because (A) he was getting married, (B) he was cruel to her, (C) he was planning to sell it and move.
- _____ 6. Caleb and Anna had two pet (A) horses, (B) sheep, (C) dogs.
- _____ 7. What was the name of Sarah's cat? (A) Sandy, (B) Seal, (C) Dune.
- _____ 8. What color was Sarah's bonnet? (A) red, (B) yellow, (C) blue.
- _____ 9. How did Papa find Sarah? (A) He advertised in newspapers for a wife. (B) Maggie and Matthew introduced them. (C) She had relatives in town.
- _____ 10. What gift did Sarah bring to Caleb and Anna? (A) books, (B) songs, (C) sea shells.
- _____ 11. Who loved Sarah first? (A) Papa, (B) the dogs, (C) Anna.
- _____ 12. Who talked to Sarah from morning till night? (A) Papa, (B) Caleb, (C) Anna.

Full product has 33 questions.

Think, Write, Create

Chapter Activities

Chapter 1

Which of the following words do you think **best** describes the way Anna treated her little brother?

loving sympathetic patient affectionate

- Use Anna's words and behaviors to support your choice.
- In what way had Anna become the "mother" in her family?
- How do you know that Papa missed Anna and Caleb's mother?
- What proof do you have that he loved Anna and Caleb?

By the time he told Anna and Caleb about the letter from Sarah, Papa had already advertised in the newspapers for a wife.

- Write the advertisement that you think Papa put in the newspapers. Try to imagine the things that attracted Sarah's attention as you compose Papa's words. (See **Graphic Organizer #1**)

In her first letter, Sarah gave several clues that she was ready for a new life. For example, she had never been married, though she had been asked.

- Imagine what the story behind these words might have been and write an explanation.
- Explain how Sarah reveals the following things about herself

*She tells the truth.
She is considerate.
She is a responsible person.
She will not be pushed around.
She loves animals.*

Chapter 2

Sara's favorite colors were blue and gray and green—the colors of the sea. What are your three favorite colors? Use the combined set of colors to create a piece of art. You may use paper, colored pencils, paint, crayons—whatever you like best.

In her letter to Caleb, Sarah answered lots of questions. Write the letter that you think she had received from Caleb. (See **Graphic Organizer #2**)

Find evidence in the chapter to prove that Caleb really wanted Sarah to come. Can you explain why he seemed to be more eager for a mother than Anna?

Think, Write, Create

Whole Book Activities

In her last letter before she began her journey to meet Papa, Anna, and Caleb, Sarah described her appearance as “plain and tall.” Beginning with the color of the bonnet she wore, explain how Sarah proved throughout the story that she definitely was not “plain” in the personality department.

Papa complimented Sarah on her fine stew, and he allowed her to cut his hair, which he tossed into the wind for the birds as Sarah had done with Caleb’s curls. Then he sang with her as if he had never stopped singing.

These are only three of the story clues that Papa is falling in love with Sarah. Find at least **four** more bits of evidence to prove that Sarah made Papa happy, and he wanted her to stay—just like Anna and Caleb. Use your information to write a composition with the title **Papa Loves Sarah**.

Sarah loved the sea. Her first word was *dune*, and her cat was named *Seal*.

- What did Sarah find with Papa, Anna, and Caleb that made her love them more than the sea?
 - Could Sarah have found exactly the same thing if she had stayed in Maine? Explain your answer.
-

- Find **four** examples from the story to prove that Sarah was an adult tomboy.
 - Do you think Papa approved? How do you know?
-

Sarah arrived in the spring with a promise to stay for a month to see how things were. Caleb was the first to notice—when Sarah picked flowers to dry so they would last all winter long—that she wanted to stay longer than a month. What are some other things that Sarah did or said that meant she intended to stay?

Papa's Advertisement

In the center space write ***Papa's Advertisement for a Wife***

On the four lines radiating from the oval write the following subtopics:

Himself and the Children

The House and Farm

The Prairie

What I'm Looking for

In the ovals, list the things you think Papa might have said about each of the four subtopics. Write Papa's advertisement for a wife.