**Farmer Boy**

Comments:

* This book is very well written, a fascinating read with all kinds of possibilities
* Main foci with the book Farmer Boy
1. Noticing illustrations
	* comparing text and illustrations, checking them for accuracy
2. Reading for details
	* T/F reading between the lines teacher-created sheets; these can be the kind they fill out as they read in pairs, or questions you ask as they read in class
	* doing their own drawing of detailed scenes – goes with reading for details
3. Vocabulary illustrations
	* consider doing a vocabulary bee at the end of the book
4. Imitation of book tear reading
	* a number of chapters lend themselves well to assigning 1-2 pages to each reading pairs, giving 15 minutes for preparation (they plan who reads what, may add simple props, and practice reading with expression) and then reading their assigned pages to the class. *Students 2012 – 2013 really loved this way of reading; it created curiosity and gave a chance to practice creativity.*
5. A “Quotes Booklet”

Other significant learning tools:

* Divider for the binder (since they add illustrations that go with the story it works best to do the divider later in the book . . . look for a chapter that is hard to come up with much of anything and have this be the project for that day – give 1-2 days to complete this)
* Title
* Author
* Illustrator
* several small or one larger illustration that goes with the story
* Plan a dress-up day; Laura Ingalls style, school in olden days style

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 Day 2: Compare illustrations with text for accuracy

1. Winter Evenings p. 13-29 Day 1: Compare illustration with text for accuracy

 Day 2: Locate answers to teacher-created questions

1. Winter Night p. 30-38 Verbally answer comprehension questions

 Compare illustration with text and write 5 statements

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1. Farmer Boy p. 362-372 Readers' Theater

 Copy 2-3 more good quotes

End of book project: Vocabulary Test – ???

**Lesson one: Introduction to Farmer Boy**

**Goal/Objective:**

* SWBAT: participate to teacher satisfaction in class discussion about the book author and illustrator, find the setting of the book Farmer Boy, and label/color the setting on a US map

**Teacher preparation and materials:**

* transparency of US map and book overview visual
* student copies of US map and overview visual of book
* entire set of Laura Ingalls books
* assign reading partners and turn-and-talk partners (latter based on seating arrangement)

**Background/Introduction Ideas:**

* Author: Laura Ingalls Wilder
	+ Born in 1867 in Wisconsin; pioneer family who traveled a lot; *show map of travels*
	+ Wrote a lot of books – *students name all they know; see books on inside cover. Make the series available for students to read on their own*
	+ Family tree – see inside cover *students find Laura's name*
* Genre: historical fiction --
	+ detailed and historically accurate portrayal of life in the 1800s
* Illustrator: Garth Williams
	+ Pictures talk – *note front cover and inside hay-riding picture, turn to partner and tell what they know about Almanzo, the Farmer Boy, from the picture; put picture of Almanzo on timeline*

**The book Farmer Boy**

1. Main character: Almanzo Wilder, the quiet farm boy Laura Ingalls married – *note her name Laura Ingalls Wilder*
* Almanzo loved horses. He works very hard to prove to his father that he is indeed mature enough to handle the beautiful colt in the barn, and ready to follow in his father’s footsteps.
1. Setting – time: *(first paragraph of p. 1 tells the setting well)*
* Find publisher date to know when Laura wrote the book, then read the first paragraph on page 1 and do the math to know the year in which the story is set
* Season is also clear from first paragraph
1. Setting – place:
* Same paragraph tells the state (town in chapter 2) *Students color & label New York State on their map*

Further expansion: as time allows do one or more of the following:

1. Read table of contents
* Number the chapter titles. How many are there?
* Students skim and see what they can learn about the book just by the titles
	+ What season will the book be about? *Laura takes us through a year of seasons on the farm*
	+ Which chapters specifically refer to winter, spring, summer, fall, and then winter again?
	+ Remembering the first paragraph of the book, will the book overlap, doing a couple winter months twice? *It starts in January and ends around Christmas, this is a complete year. Note author planning*
1. Draw a picture on the back of their US map – anything that depicts what we have talked about – covered wagon, horse and Almanzo, hay-riding picture . . .

**Lesson Two**

*Two days*

**Chapter One**

* School Days *p. 1-12*

**Goal/Objective:**

* SWBAT: (day one) complete in pairs the teacher-created T/F read-between-the-lines comprehension sheet and verbally justify their answers
* (day two) participate to teacher satisfaction in class comparison of text and illustrator's pictures on p. 7

**Background/Introduction**

* Schools had two month winter terms
* Teacher stayed in homes of patrons

**Vocabulary Words**

*Note: students underline the vocabulary words in their books as they come across them; they may also underline other words they do not know; definitions given according to how they are used in the book*

* bough p. 1 [ou as in out] *branch of a tree, especially the main branch*
* scuffle p. 4 *wrestle*
* thrash p. 5 *to whip*
* primer p. 7 [with a short i sound] *an small book used to teach children to read*
* fidget p. 8 *move restlessly*

**Comprehension Project/Reading in Pairs Time**

* Day one:
	+ Introduce vocabulary words
	+ Mark vocabulary words as they find them in the text (first time only)
	+ Fill out the T/F sheet portion of the teacher-created worksheet
	+ Students look at the pictures – especially p. 7 – and check if the illustrator accurately depicts the text. Pairs try to count a minimum of five details either accurately or inaccurately depicted

**Comprehension Project/Reading in Class Time**

* Day two:
	+ Review vocabulary words
	+ Before reading chapter as a class complete the four siblings' names and give brief descriptions of each part of the worksheet – *doing it ahead will test memory plus prime them to look for more as the class reads*
	+ Follow penciled in comments and questions and answer the T/F questions as you come to the answers in the reading.
	+ Compare text and illustration on p. 7.

**Extra:**

* individually illustrate one scene from chapter one, accurately depicting a minimum of five details. Suggestions:
	+ The little schoolhouse sitting at the foot of Hardscrabble Hill as described on p.4. Could include the woods, smoke from the chimney, shoveled path, the five boys, the four Wilder children approaching . . .
	+ Lunch recess at school as described on p. 11. You could include Hardscrabble Hill, the schoolhouse at the bottom of the hill, the bobsleds with loads of logs, the horses and men, the school boys . . .

Farmer Boy Chapter One p. 1-12 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Read between the lines to fill out the following with T for true or F for false. If any part of the sentence is false, mark it as F.*

1. \_\_T\_\_\_ They had one lunch box for all four of them.
2. \_\_T\_\_\_ Almanzo thought it wasn't fair that he had to carry the lunch box.
3. \_\_F\_\_\_ The schoolhouse was one mile from home – and they had to walk through the deep snow to get there. *It was 1 ½ miles*
4. \_\_T\_\_\_ Almanzo's mother was really a clever woman and worked harder than our mothers do today.
5. \_\_T\_\_\_ When they arrived, the little schoolhouse on the top of Hardscrabble Hill already had a fire going inside.
6. \_\_F\_\_\_ This was at least the second year the five big boys Hardscrabble Settlement had come to school to break it up. *Can't say for sure, but the statement that no teacher had ever completed the winter term successfully before gives the idea that there were several years already*
7. \_\_T\_\_\_ Sometimes teachers would whip little boys if they didn't know how to spell a word.
8. \_\_T\_\_\_ Even though all the other children were worried about the big boys, Mr. Corse didn't seem worried about them.
9. \_\_T\_\_\_ The school didn't have a bell to ring to signal the beginning of school.
10. \_\_F\_\_\_ Being the smallest and getting to sit on the front bench was the easiest place to do your school work. *There was no desk in front to set the books on*
11. \_\_T\_\_\_ The school had two **main** rules. *Could be debated, but in essence there were two with the details lining up under one of the two*
12. \_\_T\_\_\_ Father wanted his children to respect and obey the teacher.
13. \_\_T\_\_\_ Mr. Corse was a kind man. *He used recess instead of the ruler*
14. \_\_F\_\_\_ After lunch recess the boys came in late because they did not hear Mr. Corse rapping on the window. *They had gone too far away from the schoolhouse while riding behind the bobsleds*

List the four siblings, with their ages, in order and add any interesting description of them you find in the chapter. You will want to read between the lines.

* Royal – 13 – thoughtless, made the youngest carry the lunch box
* Eliza Jane – 12 bossy, thought she knew best
* Alice – 10
* Almanzo – 8 youngest, too frightened to talk to the teacher, had to carry the lunch box

Farmer Boy Chapter One p. 1-12 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. \_\_\_\_\_\_ Almanzo's mother was really a clever woman and worked harder than our mothers do today.
5. \_\_\_\_\_\_ When they arrived, the little schoolhouse on the top of Hardscrabble Hill already had a fire going inside.
6. \_\_\_\_\_\_ This was the second year the five big boys Hardscrabble Settlement had come to school to break it up.
7. \_\_\_\_\_\_ Sometimes teachers would whip little boys if they didn't know how to spell a word.
8. \_\_\_\_\_\_ Even though all the other children were worried about the big boys, Mr. Corse didn't seem worried about them.
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 \_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Lesson Three**

*Two days*

**Chapter Two**

* Winter Evening *p. 13 – 29 (long chapter)*

**Goal/Objective:**

* SWBAT: (day one) participate in class comparison of text and prepared visual illustrating the Wilders' three barns
* (day two) in pairs locate the answers to the teacher-created comprehension sheet

**Teacher preparation and materials:**

* take the pierced tin lantern to show
* transparency of the three barns map

**Background/Introduction**

* Daily review of vocabulary words and then introduce the new vocabulary words. Remind students to underline the vocabulary words in their books as they find them while reading in pairs. Invite them to also underline any other words they don't know from the section.

**Vocabulary Words** *definitions given according to how they are used in the book*

* dusk p. 13 *the time of day when it begins to become dark*
* eave p. 14 *the part of a roof that extends out past the wall*
* sedate p. 16 *quiet and steady*
* placid p. 16 *serene, calm, untroubled*
* frock p. 18 – note picture on p. 21 *a workman's outer garment*
* hoopskirt p. 23 *a long full skirt belled out with a series of connected circular wire supports*

**Comprehension Project/Reading in Pairs Time**

* Day one: Read as a class p. 13 – top of 16 and compare with the map of the three barns for accuracy.
	+ Mistakes:
		- barnyard is not square
		- open floor of south barn should be bigger than open floor of the big barn.
		- fence on the east side is turned wrong
	+ Theme: The Wilder family was rich
	+ Begin reading in pairs p. 16 – to as far as they get and look for the answers to the questions in the teacher-prepared sheet. Rather than write down the answer, students circle the number when they find the answer and be ready to answer verbally in class

**Comprehension Project/Reading in Class Time**

* Day two:
	+ Review vocabulary words
	+ Read the p. 16 – 29 in class verbally answering the questions from the worksheet as they are found

**\*\* Extra**: – as desired, have students bring tin cans, hammers, nails, and wires and create their own tin-pierced lanterns. Teacher may want to provide tea light candles

**Chapter two p. 16 – 29 Teachers Key**

Students look for these answers, circle when they find them, and be ready to answer verbally in class:

1. p. 17 Why did Father not allow Almanzo to handle the horses? *Because colts and young, unbroken horses are very easily spoiled. A young boy might tease or strike the young colts and that would ruin them. They would then learn to bite and kick and hate people. Father didn't yet trust Almanzo to always be gentle and patient with them.*
2. p. 18-19 Find three foods they fed the livestock. *Grain, hay, and carrots*
3. p. 19 Why were Royal and Almanzo never to take a lantern into the haymow – even when it was almost too dark to see? *For fear of fire*
4. p. 19 How could a barn be warm even when it was terribly cold outside? *The warmth of the bodies of all the livestock*
5. p. 20 What were the sure signs of every good barn cat? *Large ears and a long tail*
6. p. 20-21 Why did Father say Almanzo was a good milker? *He couldn't get any more milk out after Almanzo was finished*
7. p. 22 What was the name of the town close by the Wilder's farm? *Malone*
8. p. 23 Note in what order the men/boys washed up for supper. *Washed up: first father, then Royal, then Almanzo. Also note the order served: first Mr. Corse, then Mother, then the children oldest to youngest*
9. p. 27 What was Father's given name? *James*
10. p. 28 What was the table rule all children had to observe? *Children may not speak except to say thank you for the food.*
11. Name as many of the different foods Mother served for supper as you can remember
* *sweet mellow baked beans – with a bit of salt pork*
* *mealy boiled potatoes with brown ham-gravy*
* *ham*
* *bread with butter*
* *pale mashed turnips*
* *stewed yellow pumpkin*
* *plum preserves, strawberry jam, grape jelly, spiced watermelon-rind pickles*
* *pumpkin pie*
1. p. 29 Would the Hardscrabble boys really do a teacher very much damage? *The previous year they had hurt the teacher so badly that later he died of it.*
2. How can you tell Mr. Corse is scared about them coming to school? *Tricky, because he ISN'T.*

Chapter two p. 16 – 29 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Look for these answers, circle the number when you find them in the text, and be ready to answer verbally in class.

1. Why did Father not allow Almanzo to handle the horses? (p. 17)
2. Find three foods they fed the livestock. (p. 18-19)
3. Why were Royal and Almanzo never to take a lantern into the haymow – even when it was almost too dark to see? (p. 19)
4. How could a barn be warm even when it was terribly cold outside? (p. 19)
5. What were the sure signs of every good barn cat? (p. 20)
6. Why did Father say Almanzo was a good milker? (p. 20-21)
7. What was the name of the town close by the Wilder's farm? (p. 22)
8. Note in what order the men/boys washed up for supper. (p. 23)
9. What was Father's given name? (p. 27)
10. What was the table rule all children had to observe? (p. 28)
11. Name as many of the different foods Mother served for supper as you can remember.
12. Would the Hardscrabble boys really do a teacher very much damage? (p. 29)
13. How can you tell Mr. Corse is scared about them coming to school? *(you find!)*

**Lesson Four**

**Chapter Three**

* Winter Night *p. 30 – 38 (much shorter)*

**Goal/Objective:**

* SWBAT: read in pairs and then verbally answer several questions directly to the teacher
* in pairs write a minimum of five complete sentences describing what they see in the illustration on page 32 while comparing with the text for accuracy. Students then add to the illustration a minimum of two other details true to the text

**Background/Introduction**

* Extra: may want to eat popcorn as you read the chapter!
* Review vocabulary words
* Ask students to be alert to details. After reading in pairs they will verbally answer several questions (in pairs). Note that in this chapter contains several surprising things! *Do not tell the questions beforehand.*
	+ what other surprising food the Wilders fed their cattle ­ *potatoes*
	+ how cold it got at times in the winter in New York State – *40 below*
	+ what Almanzo liked to soak in a glass of milk – something that never made the full glass of milk run over *popcorn! Students describe it*
	+ how Father kept cattle from freezing in the terribly cold nights *he gets up at night to exercise them*
	+ what time Almanzo regularly got up mornings *5:00 am*
	+ why didn't Almanzo want to go to school? *He did not want to watch the big boys whip Mr. Corse*

**Vocabulary Words** *definitions given according to how they are used in the book*

* tallow p. 30 *fat from animals*
* bank p. 31 *to pile coals to keep them hot*
* rouse p. 36 *to wake up*

**Comprehension Project/Reading in Pairs Time**

* As students finish reading in pairs they come to verbally answer the questions listed in the introduction and then
* Work in pairs to write a minimum of five complete statements (on the teacher-prepared photocopy of p. 32) describing what they see in the illustration that connects with the text.
* Students then add 2-3 details not in the illustration that could accurately depict other details from the text. This could include bubbles with individuals thoughts or comments. Teacher give further examples as needed.
* While the rest work on the illustration project, pairs read to teacher for a reading grade *– could start this as soon as the pairs begin to read; go from pair to pair*

**Comprehension objectives fleshed out**

In pairs write a minimum of five complete statements describing what they see in the illustration on page 32 while comparing with the text for accuracy. Add any details to the picture they would like to

1. Royal pops popcorn in a cornpopper
2. Mother sits on the high-backed rocker knitting
3. Father carefully scrapes a new ax handle with a bit of broken glass
4. Alice sits on a hassock working on embroidery
5. Eliza Jane reads aloud from the newspaper
6. Almanzo drinks his mug of cider
7. Father has a full beard like described in chapter two p. 22
8. I would add
* bubbles out of Almanzo's head with the words “popcorn, Indians, milk”
* a clock with the hands pointing to 8:55
* Mr. Corse somewhere in the picture
* bubbles from Father saying, “40 below zero”

Farmer Boy Chapter Three Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a minimum of five complete sentences describing what you see in this illustration from p. 32 while comparing with the text for accuracy. Add any details to the picture you can that amplify the scene while staying accurate to the text.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson Five**

**Chapter four**

* Surprise! *p. 39 – 48*

**Goal/Objective:**

* SWBAT: accurately depict the meaning of vocabulary words with nine-patch word sheets
* Act out chapter with different groups of students playing different parts of the story; capture mood of story in acting
* Participate to teacher satisfaction in discussion of thoughts/feelings portrayed in the story.

**Background/Introduction**

* Review vocabulary words
* Have students narrate the crisis coming up
	+ the problem, how everyone expects it to end that day, how they wish it would end . . .
* Consider the title in the context of all this
* Introduce *mood or atmosphere: (could make brief stories of the following)*
	+ - dark night, woods, twigs snapping robbers lose *(scary mood)*
		- snow, candles, marshmellows *(joyful)*
		- Christmas program, our turn, many eyes on you *(nervous)*
		- dear pet kitten/dog, car wheels dead *(sad)*
* Father says lots of wise things in this book . . . be on the lookout in this chapter and following

**Vocabulary Words** *definitions given according to how they are used in the book*

* impudent p. 40 *mischievous, disrespectful*
* aboveboard p. 40 *without tricks, concealment, or disguise; honest, straightforward*
* lick p. 41 *to overcome or defeat*
* blubbered p. 45 *talk while sobbing*
* floundered p. 46 *struggle with plunging or struggling movements*

**Comprehension Project/Reading in Pairs Time**

* Read in pairs underlining vocabulary words the first time they occur
* As always discuss the illustrations in pairs
* Begin a nine-patch vocabulary sheet. List the word, definition, and a simple illustration

**Class Reading/Discussion Time**

* Teacher read from p. 43 (paragraph 2) to p. 46 (through paragraph 4) as students act out what is happening
* Look at picture on p. 45. Are the details accurate?  *(Missing blood, cuts through pants and shirt. John is in aisle still and boys are already going out the window)*
* Discussion questions:
	+ How are g big boys, Mr. Corse, and Mr. Richie different?
		- *Mr. Corse didn’t get angry or yell, kept his word, treated others with respect, was wise*
		- *he was steady, firm, understanding, gentle, just (punished Bill the most because he was the leader, John a little)*
		- *Mr. Ritchie was proud, loud, rough, didn’t respect teachers and encouraged his son to do the same*
	+ How are the big boys and Almanzo/the other students alike?
		- *they are all students under Mr. Corse's care,*
		- *all expect Mr. Corse to be whipped*
		- *all come to school in the winter time . . .*
		- *nobody studied that day – the big boys because they didn't want to, the rest because they were too nervous to focus*
	+ Different?
		- *The big boys are disrespectful, loud, coming in late, mocking Mr. Corse, laughing, intentionally disturbing*
		- *are encouraged by their parents to be disruptive*
		- *they PLAN to whip the teacher and are eager to do it, sure they will win.*
		- *They are not afraid of anyone (until . . . !)*
		- *Almanzo and the rest of the student boy intend to obey the teacher*
		- *they like the teacher*
		- *they are afraid of the big boys.*
		- *their parents want the students to respect the teacher*
	+ Should the big boys act they way they do? Why? *Respect/honor/obey authorities*
	+ Who was the most scared in the story?!

**Lesson Six**

**Chapter five**

* Birthday *p. 49-64*

**Goal/Objective:**

* SWBAT: participate to teacher satisfaction in class discussion about details that are left out of illustrations
* as a class complete teacher-created T/F worksheet. Students should justify their answers by referring back to the text

**Background/Introduction**

* Ask students what they do on their birthdays. Ask them to think about how their birthdays are the same or different from Almanzo’s as they read.
* Have them look for ways Almanzo’s life is the same as theirs or different.

**Vocabulary Words** *definitions given according to how they are used in the book*

* yoke p. 50  *a wooden frame for attaching to the necks of draft animals, esp. oxen, so they can be worked as a team*
* sleek p. 50 *smooth or glossy*
* curryings p. 50 *to rub or clean a horse with a currycomb*
* contradict p.54 *to speak against*
* astraddle p. 58 *astride with one leg on either side of*
* academy p. 62 *a secondary or high school, esp. a private one*

**Comprehension Project/Reading in Class Time** *– no reading in pairs today; too long a chapter to do both and variety is good.*

* mark vocabulary words as they get to them
* complete teacher-created T/F page as you read in class
* Notice the pictures. Are they true to the story? What details could be added that would be true to the text?
* Why did Mother start the suit now, if Royal wouldn’t need it until next winter? *It takes a long time to weave enough cloth for a suit. Plus she had to sew it too—likely by hand.*

Farmer Boy. chapter 5. Pages 49 – 64 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mark each sentence as true or false. You will need to read between the lines to find the answers. If **any** part of the sentence is false, mark it as false.

1. \_\_\_\_\_\_ Almanzo had been looking forward to his birthday for weeks.
2. ­­­­­\_\_\_\_\_\_ Because Almanzo thought Father might let him help train the colts later that year, he worked hard to prove himself trustworthy in training the calves.
3. \_\_\_\_\_\_ It was a cold, gray day outside.
4. \_\_\_\_\_ Father carefully instructed Almanzo how to teach the calves to come when he called, “Giddap”.
5. \_\_\_\_ At first the calves only came when Almanzo said “giddap” because they saw the carrot in his hand and wanted it.
6. Have you ever heard the phrase “Time flies when you are having fun”? Be ready to explain how you see that happening for Almanzo.
7. \_\_\_\_\_\_ Father was not as careful in how he cared for the calves as for the colts. *Be ready to explain your answer.*
8. \_\_\_\_\_ Almanzo ate in silence in the kitchen with its scrubbed-white walls and bright copper pots.
9. \_\_\_\_\_\_ The first thing Almanzo did with his new sled was rush outside and try it out.
10. ­­­\_\_\_\_\_\_ Almanzo likes to eat. *Be ready to explain your answer.*
11. \_\_\_\_\_ If you touched the pump handle with a bare finger it burned like fire because the pump house was so warm from all the heat of the animals’ warm bodies.
12. \_\_\_\_\_ Father explained that the reason cows would always return to their stanchion on their own (something horses would not do) was because cows really were smarter than the horses.
13. \_\_\_\_\_ Almanzo’s birthday was over when he crawled into bed like normal that night.

**Farmer Boy. chapter 5. Pages 49 – 64 Name: Teachers Key**

Mark each sentence as true or false. You will need to read between the lines to find the answers. If **any** part of the sentence is false, mark it as false.

* 1. \_\_\_f\_\_\_ Almanzo had been looking forward to his birthday for weeks. *Almanzo had forgotten that it was his birthday. p. 49*
	2. ­­­­­\_\_\_t\_\_\_ Because Almanzo thought Father might let him help train the colts later that year, he worked hard to prove himself trustworthy in training the calves. *p. 50*
	3. \_\_\_f\_\_\_ It was a cold, dismal day outside. *It was a cold, bright day. The sun was shining. p. 51 and 57*
	4. \_\_f\_\_ Father carefully instructed Almanzo how to teach the calves to come when he called, “Giddap”.  *He left Almanzo because Almanzo was old enough to do important things on his own. p. 53*
	5. Have you ever heard the phrase “Time flies when you are having fun”? Be ready to explain how you see that happening for Almanzo. *p. 54*
	6. \_\_\_f\_\_ Father was not as careful in how he cared for the calves as for the colts. *Be ready to explain your answer. p. 55 Father did care about the calves; he showed Almanzo how to wipe the yoke and bows with bits of hay so the calves would not get sore necks from them, and he didn’t allow Almanzo to work them so long that they got sullen.*
	7. \_\_t\_\_\_ Almanzo ate in silence in the kitchen with its scrubbed-white walls and bright copper pots. *p. 56*
	8. \_\_f\_\_\_\_ The first thing Almanzo did with his new sled was rush outside and try it out. *p. 57 He stroked the shiny-smooth wood*
	9. \_\_\_t\_\_ Almanzo likes to eat. *Be ready to explain your answer. p. 58 several times he went back into the house to get more apples, doughnuts, and cookies*
	10. \_\_\_f\_ If you touched the pump handle with a bare finger it burned like fire because the pump house was so warm from all the heat of the animals’ warm bodies. *p. 62*  *The pump house was very cold*
	11. \_\_f\_\_ Father explained that the reason cows would always return to their stanchion on their own (something horses would not do) was because cows really were smarter than the horses. *p. 64 Father was not sure why*
	12. \_\_f\_\_ Almanzo’s birthday was over when he crawled into bed like normal that night. *p. 64* *It was over when they finished chores together as usual.*

**Lesson Seven**

**Chapter six**

* Filling the Ice-House *p. 65 – 74*

**Goal/Objective:**

* SWBAT: in pairs number in order the steps of filling the ice house listed on the teacher-created worksheet
* as a class find two discrepancies between text and illustration on p.71

**Background/Introduction**

* Review vocabulary words
* Ask students how they think people like Almanzo’s family had cold things in the summer since they didn’t have electricity for refrigeration or freezers. Or didn’t they have anything cold in summer?

**Vocabulary Words** *definitions given according to how they are used in the book*

* bobsled p. 66 *a sled formed of two sleds coupled one behind the other (p. 71 has a picture)*
* crevice p. 72 *a narrow opening or crack*
* speckled p. 74 *dotted*

**Comprehension Project/Reading in Pairs Time**

* Note vocabulary words as they read.
* Work together to number the steps of filling the ice house in the correct order. *NOTE: students ought to read over the list before they start reading. That really helped.*
	1. *Cut a triangle hole in the ice.*
	2. *Cut strips 20 feet long and 20 inches wide.*
	3. *Divide strips into 20 inch squares*
	4. *Load blocks on sled with ice tongs*
	5. *Spread 3 inch layer of sawdust on ice house floor.*
	6. *Set blocks of ice three inches apart.*
	7. *Fill cracks and cover ice with sawdust.*

**Class Reading/Discussion Time**

* Before reading go over worksheet and check the order of steps
* As you read, look for two discrepancies between text and illustration on p. 71.
	+ Hole wrong shape.
	+ Ice cut into cubes on ice instead of in water. *Notice the bobsled is two sleds together.*
* Do you think something like this would work in Kansas? Why or why not?
	+ Does the ice get 20 inches thick?
	+ Would the sawdust be enough insulation in a hot Kansas summer to keep the ice from melting?
	+ What about the wind blowing through the cracks in the walls? Would that be a problem?

Farmer Boy pages 65-74 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number the steps of filling the ice house in the order the Wilders did them.

 \_\_\_\_\_\_­­ Cut strips 20 feet long and 20 inches wide.

 \_\_\_\_\_\_ Fill cracks and cover ice with sawdust.

 \_\_\_\_\_\_ Load blocks on sled with ice tongs.

 \_\_\_\_\_\_ Spread a 3 inch layer of sawdust on ice house floor.

 \_\_\_\_\_\_ Divide strips into 20 inch squares.

 \_\_\_\_\_\_ Cut a triangle hole in the ice.

 \_\_\_\_\_\_ Set blocks of ice three inches apart in ice house.

Farmer Boy pages 65-74 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number the steps of filling the ice house in the order the Wilders did them.

 \_\_\_\_\_\_­­ Cut strips 20 feet long and 20 inches wide.

 \_\_\_\_\_\_ Fill cracks and cover ice with sawdust.

 \_\_\_\_\_\_ Load blocks on sled with ice tongs.

 \_\_\_\_\_\_ Spread a 3 inch layer of sawdust on ice house floor.

 \_\_\_\_\_\_ Divide strips into 20 inch squares.

 \_\_\_\_\_\_ Cut a triangle hole in the ice.

 \_\_\_\_\_\_ Set blocks of ice three inches apart in ice house.

**Lesson Eight**

**Chapter seven**

* Saturday Night *p. 75– 83 – read silently then as a class*

**Goal/Objective:**

* SWBAT: actively review the vocabulary words and work at illustrating several
* choose a favorite sentence or paragraph to read to the rest.

**Background/Introduction**

* Book theme: food.
	+ What is one thing that comes up in every chapter of this book, so far? A common thread . . . something Almanzo keeps talking about? *Food.* Without looking back in the book make a class list of all the foods you can think of that were already talked about in the story.
* Why do you think it is talked about so much? *It’s what Almanzo remembered from his childhood and told Laura about when she wrote the book.*

**Vocabulary Words** *definitions given according to how they are used in the book*

* muffler p. 77 *a scarf worn around one’s neck for warmth*
* hatchet p. 77 *a small, short handled ax*
* avalanche p. 78 *a fall of large masses of snow and ice (usually down a mountain)*
* immense p. 78 *huge*
* racket p. 79 *a noisy disturbance or loud commotion*

**Comprehension Project/Reading in Pairs Time**

* Give 7-10 minutes to read silently; some will finish, others not. (It is fine if they don't finish for the entire chapter will then be read as a class.) Instruct students to look for a sentence or paragraph that they especially like (mark it lightly in your book) as they read silently.
* If finished early review vocabulary words and begin illustrating vocabulary words onto a nine-patch vocabulary worksheet

**Class Reading/Discussion Time**

* Before reading ask:
	+ What was the Saturday night feeling? How often did the Wilders take baths? Why?
	+ What other thing did they do on Saturdays that they didn’t do on other days? *Baking. Note the description of the food*
* Invite students to read their favorite sentence/paragraph while the rest begin illustrating vocabulary words

**Lesson Nine**

**Chapter eight**

* Sunday  *p. 84 - 94*

**Goal/Objective:**

* SWBAT: either in pairs or individually complete the teacher-created T/F worksheet and be ready to verbally justify their answers by referring back to the text
* use the context to guess the meaning of several (not frequently used today) words in the chapter

**Background/Introduction**

* Does your family have certain things that you do or don’t do on Sundays?
* Explain “according their means” p. 90 – students need to understand this for the comprehension sheet

**Vocabulary Words** *definitions given according to how they are used in the book*

* Do a class review of vocabulary words; *the potential vocabulary words from this chapter will be used as practice using the context to find the meaning*

**Comprehension Project/Reading in Pairs Time**

* Students read the assigned pages in pairs and find answers to teacher-created T/F worksheet. They should be ready to justify their answers verbally.

**Class Reading/Discussion Time**

* Read the pages and discuss the T/F worksheet
* Students use the context to decipher the meaning of the following words:  *(not used as vocabulary words since they are not commonly used words today)*
	+ scrooge p. 87 *to squeeze, crowd (also spelled scrouge)*
	+ mussed p. 87 *rumpled or disorderly*
	+ spurned p. 88 *kicked or trampled with the foot*
	+ slacken p.89 *to make looser*

Farmer Boy. Chapter 8. Pages 84-94 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Mark each statement as true or false. You will need to read between the lines to find the answers. If* ***any*** *part of the statement is false, mark it as false. Be ready to justify your answer in class.*

1. \_\_\_\_\_\_\_ The Wilder family ate pancakes “every” Sundays.
2. \_\_\_\_\_\_\_ Stacked pancakes meant Mother had poured lots of butter and maple sugar over the top of each stack.
3. \_\_\_\_\_\_\_ Mother never sat down to rest during the day except on Sundays.
4. \_\_\_\_\_\_\_ Because Father’s horses were gentle and perfectly trained they obeyed even the smallest crack of a whip.
5. \_\_\_\_\_\_\_ It took thirty minutes to drive to church.
6. \_\_\_\_\_\_\_ Father was the richest man in church.
7. \_\_\_\_\_\_\_ Frank’s father lived in town because he owned a store in New York City.
8. \_\_\_\_\_\_\_ Almanzo knew that Royal did not want a cap like Frank had because he called it a silly cap.
9. \_\_\_\_\_\_\_ Almanzo could hardly wait until he was old enough to drive his own team of horses.
10. \_\_\_\_\_\_\_ Father hardly allowed the boys to stroke the driving horses or colts because he was selfish and did not want to share his horses with them.
11. \_\_\_\_\_\_\_ On Sundays Almanzo’s family did nothing but go to church, eat, do necessary work and sit still all day.

Father hardly allowed the boys to stroke the driving horses or colts because he was selfish and did not want to share his horses with them.

**Farmer Boy. Chapter 8. Pages 84-94 Name Teacher Key**

Mark each statement as true or false. You will need to read between the lines to find the answers. If any part of the statement is false, mark it as false. Be ready to justify your answer in class.

1. \_\_\_T\_\_\_\_The Wilder family ate pancakes “every” Sundays.
2. \_\_\_F\_\_\_\_ Stacked pancakes meant Mother had poured lots of butter and maple sugar over the top of each stack. *They had butter and maple sugar between each pancake*
3. \_\_\_T\_\_\_\_ Mother never sat down to rest during the day except on Sundays. *Even when she sat down her hands and feet were busy.*
4. \_\_\_F\_\_\_\_ Because Father’s horses were gentle and perfectly trained they obeyed even the smallest crack of a whip. *They were so well trained he never used the whip.*
5. *\_\_\_*F\_\_ It took thirty minutes to drive to church. *They could drive the five miles to church, Father would stable and blanket the horses and they would still be on the church steps in the thirty minutes.*
6. \_\_\_T\_\_\_\_ Father was the richest man in church. *They all rented stalls according to their means and father’s was the nicest one.*
7. \_\_\_F\_\_\_\_ Frank’s father lived in town because he owned a store in New York City. *He owned a potato-starch mill in town and it was in Malone, not New York City.*
8. \_\_\_F\_\_\_\_ Almanzo knew that Royal did not want a cap like Frank had because he called it a silly cap. *Because Royal said this Almanzo knew he really did like the cap.*
9. \_\_\_T\_\_\_\_ Almanzo could hardly wait until he was old enough to drive his own team of horses. *He could hardly bear to wait all the years until he would be old enough. Lesson*
10. \_\_\_F\_\_\_\_ Father hardly allowed the boys to stroke the driving horses or colts because he was selfish and did not want to share his horses with them. *He did not let them touch his horses much because they could teach them tricks in five minutes that would take months for him to gentle out of them.*
11. \_\_\_T\_\_\_ On Sundays Almanzo’s family did nothing but go to church, eat, do necessary work, and sit still all day.

**Lesson Ten**

**Chapter 9**

* Breaking the Calves *p. 95 - 108*

**Goal/Objective:**

* SWBAT: summarize the chapter by recording (in complete sentences) and illustrating three main events onto a film strip visual.

**Background/Introduction**

* Talk about the title: what does it mean to break an ox?
* What’s one reason Almanzo wants to train the calves? *So father will trust him with the horses.*

**Vocabulary Words** *definitions given according to how they are used in the book*

* bawl p. 100 *cry*
* auger p. 102 *a hand drill*
* wallow p. 106  *roll*
* askew p. 107  *bent to one side*
* gee is pronounced [jee]

**Comprehension Project/Reading in Pairs Time**

* Read the assigned pages and in pairs then summarize the chapter by recording three main (or ones they mind most interesting) events in complete sentences onto the top row of the film strip visual. Finish by illustrating each in the box below the sentence. The events students choose may vary
	+ Suggested main events:
		- Almanzo taught the calves another lesson
		- Almanzo made a whip
		- The calves made Almanzo so angry he cried
		- the calves gave the boys a wild sled ride
* *Begin to listen to pairs read for a grade as soon as they begin to read in pairs to will help prevent the bottle-neck effect later.*

**Lesson Eleven**

**Chapter 10**

* The Turn of the Year *p.109 – 119*

**Goal/Objective:**

* SWBAT: either in pairs or individually complete the teacher-created T/F worksheet and be ready to verbally justify their answers by referring back to the text

**Background/Introduction**

* Review vocabulary words
* Introduce hyperbole (exaggeration for effect) [hie **PER** boh lee]
	+ Write on the board.
	+ Give examples of things they might say: I’m freezing. . . I have a ton of work . . .
* Tell the students to look for a part of the story that uses hyperbole. (p. 118-119)
* Note Father's wise saying p. 109; may want to start collecting wise sayings now?????

**Vocabulary Words** *definitions given according to how they are used in the book*

* intense p.109 *extreme*
* bore p. 110 *drill*
* aromatic p.112 *scented*

**Comprehension Project/Reading in Pairs Time**

* Read in pairs and complete the teacher-created T/F worksheet

**Class Reading/Discussion Time**

* Read the assigned pages and discuss the T/F worksheet as you get to each statement in the story.
* Discuss the hyperbole on pages 118-119
	+ miles of carpet?
	+ days and days (that would have to be a least 4) in the cellar?  *Yet this is all probably the way it seemed to Almanzo at nine years old.*

Farmer Boy. Chapter 10. Pages 109-119. Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mark each statement as true or false. You will want to read between the lines to find the answers. If **any** part of a statement is false, mark the statement as false.

1. \_\_\_\_\_ Almanzo gathered syrup from the buckets hanging on the trees and took it to the cauldron to be boiled into sap.
2. *Tally the things Almanzo did (and loved) about being out in the frozen woods. You may also read between the lines: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
3. \_\_\_\_\_ The great cauldron held LOTS of syrup, but Father and Almanzo could carry it all back to the house in their buckets in one trip.
4. \_\_\_\_\_ The Wilders did not buy sugar or syrup from the store.
5. \_\_\_\_\_ Alice was jealous of Almanzo because he got to stay home from school and play out in the snow all afternoon.
6. \_\_\_\_\_ Alice and Almanzo were good friends and got along very well together.
7. \_\_\_\_\_ This was the first year that the Wilders had sold potatoes to the New York potato buyers.
8. \_\_\_\_\_ The Wilders worked for three days to get all of their potatoes to town to the potato buyers.
9. *\_\_\_\_\_* Almanzo did not like any part of spring cleaning.
10. \_\_\_\_\_\_ The boys got a little whitewash on themselves when they whitewashed the cellar.

**Farmer Boy. Chapter 10. Pages 109-119. Name: Teacher Key**

Mark each statement as true or false. You will want to read between the lines to find the answers. If **any** part of a statement is false, mark the statement as false.

1. \_\_F\_\_\_ Almanzo gathered syrup from the buckets hanging on the trees and took it to the cauldron to be boiled into sap. *He gathered sap, not syrup. It was to be boiled into syrup, not sap.*
2. Tally the things Almanzo did (and loved) about being out in the frozen woods. You may also read between the lines: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* *he loved trudging through the frozen wild woods*
* *he walked on the fresh snow*
* *drank of the thin, sweet, icy-cold sap*
* *poked the roaring fire and watched sparks fly*
* *warmed his face and hand in the heat and smelled the sap boiling*
* *ate lunch with Father in the woods*
* *hunted wintergreen berries*
1. \_\_\_F\_\_ The great cauldron held LOTS of syrup, but Father and Almanzo could carry it all back to the house in their buckets in one trip. *Father returned to the woods to get the rest while Almanzo started chores.*
2. \_\_\_T\_\_ The Wilders did not buy sugar or syrup from the store.  *They made all they would need for the next year.*
3. \_\_\_F\_\_ Alice was jealous of Almanzo because he got to stay home from school and play out in the snow all afternoon. *She was jealous because he got to haul sap and eat wintergreen.*
4. \_\_\_T\_\_ Alice and Almanzo were good friends and got along very well together. *Be ready to give an example. They went wintergreen berry hunting together on Saturdays, they laughed together at each others' dirty faces when hauling the potatoes*
5. \_\_F\_\_\_ This was the first year that the Wilders had sold potatoes to the New York potato buyers. *They already knew exactly what to do, without being told. Father always knew when to buy and when to sell.*
6. \_\_\_T\_\_ The Wilders worked for three days to get all of their potatoes to town to the potato buyers.
7. *\_\_\_F\_\_* Almanzo did not like any part of spring cleaning. *He liked doing the whitewash.*
8. \_\_\_F\_\_\_ The boys got a little whitewash on themselves when they whitewashed the cellar. *It must have been a lot because Mother wondered if they got as much on the cellar as they did on themselves!*

**Lesson Twelve**

**Chapter 11**

* Springtime *p. 120 - 132*

**Goal/Objective:**

* SWBAT: actively review vocabulary words by recording, defining and illustrating vocabulary words onto a nine-patch vocabulary sheet OR narrate specific topics as described below

**Background/Introduction**

* Review vocabulary words
* How might Almanzo’s family farming methods be different from present day farmers' methods? Look for this as you read.

**Vocabulary Words** *definitions given according to how they are used in the book*

* mellow p.122 *moist and rich in nutrients*

**Comprehension Project/Reading in Pairs Time**

* Read the pages and verbally list to partner all the things they planted
* Work on recording, defining, and illustrating vocabulary words

**Class Reading/Discussion Time**

* How is the way the Wilders farmed different from the way farmers today farm?
	+ *Used horses*
	+ *scattered seeds by hand*
	+ *marked rows with horses*
	+ *then planted by hand in those rows*
	+ *planted LOTS of different crops: potatoes, wheat, rye, oats and Canada peas, carrots, and corn*
	+ *grew almost everything they used or fed to animals*
	+ *work together as a family; children regularly enter into the hard work*
	+ *use tractors and large machinery*
	+ *plant with machinery*
	+ *plant fewer kinds of crops*
	+ *sell their extra crops and then buy the rest of what they need to feed their animals etc.*
* Describe Bess and Beauty, the work horses (p. 121) *wise and sober, walked sedately and patiently, worked willingly*
* Describe Alice/Almanzo
* Describe potato planting: *fun, worked in pairs, cut so 2-3 eyes in each portion, good smell of earth, A & A hurried so they could have a minute to play, A made a whistle*
* Describe how father sowed seeds: *heavy sack on shoulder, walked, sweep of arm, bend of wrist, in time with step, evenly*
* Narrate the story of the lazy boy

**Lesson Thirteen**

**Chapter 12**

* Tin-Peddler *p. 133 – 140*

**Goal/Objective:**

* SWBAT: record a favorite sentence to share in class and tell why it was chosen
* complete in pairs a minimum of five bubbles on the map describing Mr. Brown, the peddler, and star the one they consider most important to the story today.

**Background/Introduction**

* Solder pronounced *sodder* with short *o* sound, no *l* sound

**Vocabulary Words** *definitions given according to how they are used in the book*

* Whinny p. 134 *neigh*
* Shrewd p 139 *crafty, clever*
* Heave p. 139 *lift with force or effort*
* Lurch p. 139 *roll or pitch suddenly; jerked*

**Comprehension Project/Reading in Pairs Time**

* Read the assigned pages and mark vocabulary words
* Find a sentence they really like and record onto the bubble map
* Complete the bubble map with words or phrases that describe Mr. Brown, the peddler. Make a star beside the one they think is the most important description for the story today
* As always, if finished early, work on a nine-patch vocabulary sheet

**Class Reading/Discussion Time**

* Students each read the favorite sentence they chose and tell why they like it
* Complete the bubble map of Mr. Brown as a class. Tell which they think is the most important to the story today. *Note not all will agree, this is an invitation to evaluate, not an exercise is right/wrong.*
* Mr. Brown
	+ fat
	+ jolly
	+ great story teller \*
	+ good horseman
	+ gives wise advice
	+ good tin-maker
	+ argued for good prices
	+ generous
	+ likes color and beauty
	+ jokster
	+ likes children
* Read the pages as a class as time allows

**Lesson Fourteen**

**Chapter 13**

* The Strange Dog *p. 141 – 153*

**Goal/Objective:**

* SWBAT: record a favorite sentence to share in class and tell why it was chosen
* draw a picture of the story and write a complete sentence to go with it

**Background/Introduction**

* How men know a horse's age *(look at their teeth – why?)*
* Why cows are milked at the same time morning and evening
* In this story we hear about more buyers from New York, this time not potato buyers, but horse buyers
* Bargaining – so if Father wants to end up with $200, what will he ask for?

**Vocabulary Words** *definitions given according to how they are used in the book*

* blemish p. 143 *defect or flaw*
* prowl p.147 *to sneak*
* stealthy p.149 *sly, secretive*
* cringe p. 149 *to shrink in fear*
* inquiry p. 152 [in KWIE ree OR IN kwuh ree] *investigation*
* Providence p. 152 *guidance of God*

**Comprehension Project/Reading in Pairs Time**

* Read the assigned pages and mark vocabulary words.
* Record a favorite sentence
* Draw a picture of the story and write a complete sentence describing the picture (may or may not be the favorite sentence
* Tally the number of ways the author tells us Mother is really worried

**Class Reading/Discussion Time**

* What do we know about the horse-buyer? *Wore city clothes, tapped his boots with little red whip, black eyes closely set, thin nose, pointy black beard, and mustache that is waxed and twisted at the ends. Seemed strange to Almanzo.*
* What do you know about the strange dog? *Skinny (his ribs show), and big. He seems to have protected the Wilders from getting robbed.*
* Discuss paragraph about Almanzo’s love of horses (page 142), read paragraph noted in margin. Almanzo’s love of horses is a theme in his life. Later when Laura meets and marries him, he still loves horses. How do we know that Father is beginning to trust Almanzo with a horses a little more?
* As needed give additional time to complete the drawings – teacher may want to read the chapter to them as they draw. Students finished with the drawing could help read the chapter. Or take reading grades while the rest draw.

**Lesson Fifteen**

**Chapter 14**

* Sheep- Shearing *p. 154 – 162*

**Goal/Objective:**

* SWBAT: either in pairs or individually complete the teacher-created T/F worksheet and be ready to verbally justify their answers by referring back to the text

**Background/Introduction**

* What is the season now? *spring* Why is this important? *Shearing must be done after the cold is over and before the hottest weather comes, so the sheep don’t get too hot or cold.*

**Vocabulary Words** *definitions given according to how they are used in the book*

* shear p. 154 *to cut wool from*
* boost p. 156 *to push*
* slope p. 156 *side of a hill*
* idle p. 158 *to be inactive*
* stern p. 159 *to [speak] firmly or severely*

**Comprehension Project/Reading in Pairs Time**

* Review vocabulary words in pairs before reading
* Read the assigned pages and mark vocabulary words
* Complete the teacher-created T/F worksheet
* If finished early . . .

**Class Reading/Discussion Time**

* Read and review the T/F worksheet in class for accuracy
* Explain joke as needed so students understand

**Farmer Boy. Chapter 14. p. 154 - 162 Name: Teacher Key**

Read between the lines to find out if the following statements are true or false. If **any** part of the statement is false, mark the statement as false.

1. \_\_\_F\_\_\_ Only one sheep could be washed at once. *Father and lazy John, and Royal and French Joe could both wash sheep at once.*
2. \_\_\_F\_\_\_ Washing the sheep was fun for all involved. *It was not fun for the sheep.*
3. \_\_\_T\_\_\_ The Wilders washed the sheep before they sheared them so that their wool would be clean.
4. ­­­­\_\_\_F\_\_\_ Lazy John sat down in the river because he tripped on a stone on the river bottom. *He sat down because a sheep butted him.*
5. \_\_\_F\_\_\_ Royal had to be careful not to let the clean fleeces fall on the dirty sheepfold floor. *Father had cleaned the sheepfold. Royal set the fleeces on the floor for Almanzo to take upstairs.*
6. \_\_\_T\_\_\_ Merinos are harder to shear than some other kinds of sheep.
7. \_\_\_F\_\_\_ Sometimes Father or Lazy John would accidentally cut the sheep’s skin a very little bit. *They cut close but never cut the sheep’s pink skin.*
8. \_\_\_F\_\_\_ Royal always had a fleece waiting for Almanzo when he came down the stairs. *At least twice Almanzo had to wait.*
9. ­­­\_\_\_F\_\_\_ The rest all “knew” there was no way Almanzo could be done first because the men always had to shear the sheep before he could carry the wool upstairs. *Almanzo did beat by taking an un-sheared sheep upstairs.*
10. \_\_\_T\_\_\_ Because Almanzo kept hurrying all afternoon, the men did not realize that he had tricked them by taking a sheep to the loft that had not been sheared.
11. \_\_\_F\_\_\_ Almanzo gave the sheep upstairs a bit of corn to keep it quiet. *He gave it a bit of hay.*
12. \_\_\_F\_\_\_ The sheep in the loft bleated because its corn had all been eaten and it was hungry. *It bleated because it heard all the other sheep had been let out to pasture.*
13. \_\_\_T\_\_\_ Almanzo couldn’t stop laughing because John and Royal looked so funny when they had heard Almanzo’s joke.

Farmer Boy. Chapter 14 p. 154-162 Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read between the lines to find out if the following statements are true or false. If **any** part of the statement is false, mark the statement as false.

1. \_\_\_\_\_\_ Only one sheep could be washed at once.
2. \_\_\_\_\_\_ Washing the sheep was fun for all involved.
3. \_\_\_\_\_\_ The Wilders washed the sheep before they sheared them so that their wool would be clean.
4. ­­­­\_\_\_\_\_\_ Lazy John sat down in the river because he tripped on a stone on the river bottom.
5. \_\_\_\_\_\_ Royal had to be careful not to let the clean fleeces fall on the dirty sheepfold floor.
6. \_\_\_\_\_\_ Merinos are harder to shear than some other kinds of sheep.
7. \_\_\_\_\_\_ Sometimes Father or Lazy John would accidentally cut the sheep’s skin a very little bit.
8. \_\_\_\_\_\_ Royal always had a fleece waiting for Almanzo when he came down the stairs.
9. ­­­\_\_\_\_\_\_ The rest all “knew” there was no way Almanzo could be done first because the men always had to shear the sheep before he could carry the wool upstairs.
10. \_\_\_\_\_\_ Because Almanzo kept hurrying all afternoon, the men did not realize that he had tricked them by taking a sheep to the loft that had not been sheared.
11. \_\_\_\_\_\_ Almanzo gave the sheep upstairs a bit of corn to keep it quiet.
12. \_\_\_\_\_\_ The sheep in the loft bleated because its corn had all been eaten and it was hungry.
13. \_\_\_\_\_\_ Almanzo couldn’t stop laughing because John and Royal looked so funny when they had heard Almanzo’s joke.

**Lesson Sixteen**

**Chapter 15**

* Cold Snap *p. 163 – 172*

**Goal/Objective:**

* SWBAT: create a divider sheet that goes with the book for their reading binders

**Background/Introduction**

* Recall the season. Would a cold snap be a problem for the Wilders? Why? *They already did their planting.*
* What did they make their clothes with? *Wool.* So were all their clothes white like the wool? What do they remember about the colors of the clothing in previous chapters? How did they get the different colors? In this chapter will read how they dyed their cloth and also how they made soap.
* Explain “shares” p. 164, “acre” and that frost usually ends the middle of April for us, but they were further north

**Vocabulary Words** *definitions given according to how they are used in the book*

* Pouch p. 165 *small bag or sack*
* Fragrant p. 167 *having a very pleasant smell, aromatic*
* Frail p. 167 *fragile*
* Dislocated p. 169 *to displace a bone from its proper position*

**Comprehension Project/Reading in Class Time**

* Read silently for 7-10 minutes, then read as a class
* Explain how the water saved the corn, discuss why this was important
	+ What would happen if their corn all froze?
		- Could they get more seed to plant next year?
		- How would they have food for themselves and their animals?
* After reading students begin creating divider sheets for their binders:
	+ Include: title, author, illustrator
	+ Draw a large picture(or several small ones) that depicts the story

**Lesson Seventeen**

**Chapter 16**

* Independence Day *p. 173 – 189*

**Goal/Objective:**

* SWBAT: demonstrate comprehension by working in pairs to present their assigned page(s) to the class utilizing good expression, appropriate oral interpretation and, (if desired) simple props

**Background/Introduction**

* What day was it in the last chapter? *July 3 (night between July 3 and 4 is when they saved the corn)*
* Is Independence Day still celebrated in America? What do we usually call it? How is it celebrated?
* We are part of another Kingdom—for peace, brotherhood, and respect, not fighting; for honoring our King, Jesus, and celebrating His word and coming, not glorying in an earthly Kingdom.
* In this chapter
	+ We will see what kind of man Father was; what impressed him, what he considered important
	+ Almanzo is tempted to lie and invited to be wise

**Vocabulary Words** *definitions given according to how they are used in the book*

* dappled *p. 174 spotted*
* parasols *p. 175 an umbrella used for shielding from the sun*

**Comprehension Project/Reading in Pairs AND Class Time**

* Read p. 173 – 179 bottom as a class and mark the vocabulary words
* After 179 assign the rest of the pages to different pairs (1 -2 per pair) and give time to prepare for a class presentation
* Suggested divisions for 6 pairs:
	+ p. 180
	+ p. 181
	+ p, 182
	+ p. 183 – 184
	+ p. 185 – 186
	+ p. 187 – 188
	+ final paragraph of 188 - 189
* Students have 12 - 15 minutes to
	+ read and mark who reads which sections
	+ practice expression
	+ practice movements
	+ may add (very simple) props
	+ and then return for the class presentations

**Discussion**

* Discuss “what a half dollar is” (p. 182).
	+ How does that compare with money today?
	+ What goes into a dollar today? How much does one have to work to earn? What can be gotten with it?
* Discuss how axes and plows made this country (p.188). What does Father mean? Do you agree?

**Lesson Eighteen**

**Chapter 17**

* Summer-Time *p. 190 – 202*

**Goal/Objective:**

* SWBAT: find a mark a favorite sentence or paragraph to share in class and tell why it was chosen
* continue working on the divider sheets

**Background/Introduction**

* Review vocabulary words
* When did the last chapter take place? July 4
* When would you usually think of summer starting? *Before July 4* They lived farther north, so summer would be shorter than here
* This chapter has lots of good descriptions. They will look for a favorite sentence/paragraph.
* Explain proverb: All work and no play makes Jack a dull boy.
* Look for how Almanzo tried to make himself grow faster

**Vocabulary Words** *definitions given according to how they are used in the book*

* slit p.191 *small cut*
* balk p. 193 *to stop short or refuse to go on*

**Comprehension Project/Reading Time**

* Assign each student ½ page, practice for 2-3 minutes then read to class
* Read the chapter as a class; discuss as you go along.
* Give students a chance to each read their favorite portions aloud to the class and tell what they like about it.
* Sentences/paragraphs I like*:*
	+ *second paragraph (p. 190),*
	+ *the second paragraph on page 196, and*
	+ *“Almanzo didn’t say anything, but inside he was all one joyful shout.” (p.199 near bottom of page)*
* Give time to work on dividers

**Lesson Nineteen**

*Two days*

**Chapter 18**

* Keeping House *p. 203 – 227 (very long)*

**Goal/Objective:**

* SWBAT: (day one) demonstrate comprehension by working in pairs to present their assigned page(s) to the class utilizing good expression, appropriate oral interpretation and, (if desired) simple props
* (day two) read as a class and look for connections between the adages given below and the story flow of this chapter

**Background/Introduction**

* Day one:
	+ Everyone is either guided by outer controls or inner. Watch for how the Wilder children were guided.
	+ Tell of when Dads went on trips and left us in charge – the fun we had, the responsibility we took, the $20. to go out to eat, the bacon . . . somethings were different with the Wilders than with us.
* Day two: Look for how the following three adages connect with the story:
	+ Belizeans say, “It's not stealing if you take oranges in the middle of the day” – because then anyone could see you and stop you. *So, they are saying if you can steal and get by, it is not wrong.* Look for how that fits in the story.
	+ A guilty conscience steals the pleasure from the day.

**Vocabulary Words** *definitions given according to how they are used in the book*

* scuffle p. 204 *to struggle I rough confusion*
* tilt p. 205 *to slope or incline*
* gangling p. 208 *think, tall, and awkward*
* rind p. 210 *hard outer layer of fruit*

**Comprehension Project/Reading Time AND Class Time:**

1. Day one: Read pages 203 - 208 bottom as a class looking to answer the questions below:
* Pages 203 – 208
	+ Where did Mother get her garden seeds for the next year's garden planting? *By letting its fruit grow without picking it*
	+ How can you tell Mother is worried about leaving the children alone? *She talks and talks reminding them of all kinds of things*
	+ How did the children first feel? *Scared.*  Second? *Giddy with excitement, a sense of “we can do whatever we want”*
	+ Which kind of sugar – maple sugar or white store-boughten sugar was most special to the Wilders? *Store-boughten.*  Which is most special to you? *Maple sugar.*  Why? *Availability*
	+ How can you tell Eliza Jane feels guilty about using the store-boughten sugar? *She smooths it down so you can hardly tell they used six cups of sugar.*
* Assign the following pages to pairs and present in class this imitation of a book tear. :) Give grades on preparation and presentation.
	+ 209 – 210
	+ 211 – 212
	+ 213 - 215
	+ 216 - 217
	+ 218 - 219
	+ 220 - 221
	+ 222
	+ 223
	+ 224
	+ 225 – short
	+ 226
	+ 227 – short
1. Day two: Read pages 209 – 227 as a class and looking for connection with the adages given in the introduction

**Lesson Twenty**

**Chapter 19**

* Early Harvest *p. 228 – 239*

**Goal/Objective:**

* SWBAT: actively review vocabulary words by recording, defining, and illustrating them onto nine-patch word sheets

**Background/Introduction**

* Explain a bit about hay-making: cutting, drying, raking into windrows, storing for the winter
* Talk about how moisture with wind cools things; the OT king who made an “air-conditioner” by having a stream of water falling and wind blowing through it to cool his palace room. Have students look for a similar idea in the story. *p. 229 – 230 the moist green leaves on top of the head added coolness*
* This chapter reminds me again of the Russian Mennonites and how they worked

**Vocabulary Words** *definitions given according to how they are used in the book*

* scythe p. 228 [sieth – long I and the th is as in “the”] *a long curved blade fastened to a handle used to cut grass*
* grindstone p. 228 *a flat revolving stone used for grinding*
* crown (of a hat) p. 229 *the top part – same as the crown of a tree, head, or a mountain*
* whet p. 231 *to sharpen by rubbing on a stone*
* windrow p. 231 *a row of hay heaped together*
* bounty p. 233 *something given generously; a generous gift or yield (as of a crop)*

**Comprehension Project/Reading in Pairs Time**

* Read this chapter in pairs and prepare 2-3 questions to ask the rest of the class and then
* work on the nine-patch vocabulary words sheet

**Class Reading/Discussion Time**

* Pairs ask their prepared questions then
* Either read as a class or in small groups/pairs for a grade while the rest work on the nine-patch vocabulary sheets

**Lesson Twenty-one**

*Two days*

**Chapter 20**

* Late Harvest p. 240-251

**Goal/Objective:**

* SWBAT: (day one) either in pairs or individually complete the teacher-created T/F worksheet and be ready to verbally justify their answers by referring back to the text
* (day two) in pairs by identify the 12 listed quotes from the book and then write a minimum of 3 of their own along with the name of the person they are quoting
* (day two) make a “Quotes Booklet” or envelope to store quotes collected in the next days and

**Background/Introduction**

* Look for ways you can tell Almanzo does not believe it is manly to let anyone see your tears. What do you think? Do real men ever cry in front of others? *Remember Arlyn telling his life story? Darrel talking about Seth and other times?*
* Look for ways the author tells you Almanzo really likes Alice.

**Vocabulary Words** *definitions given according to how they are used in the book*

* furrow p 243. *a trench in the earth made by a plow*
* chute p. 243 *an inclined plane or slide*
* snuffle p. 247 *to sniff audibly and repeatedly (almost crying)*
* poultice p. 248 *a soft, warm, medicated cloth applied to a sore*

**Comprehension Project/Reading Time:**

* Day One:
	+ Read in pairs completing the prepared T/F visual
	+ Follow by reading in class going over the visual (perhaps a teacher-read chapter?)
	+ Look for ways the author tells you Almanzo likes Alice:
* “the fire shone on her face like sunshine”
* she is kind, unselfish
* in an earlier chapter she was the “brave” one to tell Mother about the sugar
* Day Two:
	+ Do the enrichment activity from the Teacher's guide p. 49 – perhaps a whole day to this –
	+ Complete with in pairs or individually the sheet of 12 listed quotes and then
	+ Write a minimum of 3 other “famous” quotes, include the person's name they are quoting, and present to class
	+ Give time to finish an unfinished visuals

Farmer Boy; Chapter 20 p. 240 - 251 Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Decide if each statement is true or false. You will want to read between the lines. If **any** part of the sentence is false, mark it with F.

1. \_\_\_\_\_ Almanzo rolled all the pumpkins into piles for Father to haul to the barn.
2. ­­­­\_\_\_\_\_ Father, Royal, and Almanzo carefully picked all the apples they could from the ladders, then shook the rest from the trees.
3. \_\_\_\_\_ Almanzo liked gathering the cider apples better than picking the apples that were to be stored away for winter.
4. \_\_\_\_\_ All the garden things were gathered and put into the cellar.
5. \_\_\_\_\_ Father took the cider apples to the cider mill and left them there for the miller to make into cider.
6. \_\_\_\_\_ Almanzo and Alice pulled the two hundred bushels of carrots that grew from the little red seeds they had planted in the spring and threw them into the wagon for Father to take to the cellar.
7. ­­­\_\_\_\_\_ Some of the carrots were stored in the barn for the cattle.
8. \_\_\_\_\_ Royal did not have to haul the potatoes down the cellar stairs.
9. \_\_\_\_\_ The weather turned cold earlier than normal that fall.
10. \_\_\_\_\_ The potato tops were still green when they dug the potatoes.
11. \_\_\_\_\_ There was such a good harvest that some of the corn shocks didn’t fit in the barn and had to be put along the barn wall by the field.

**Farmer Boy; Chapter 20 p. 240 - 251 Name: Teacher Key**

Decide if each statement is true or false. You will want to read between the lines. If **any** part of the sentence is false, mark it with F.

1. \_\_F\_\_\_ Almanzo rolled all the pumpkins into piles for Father to haul to the barn.  *He could not roll his big milk-fed pumpkin.*
2. ­­­­\_\_\_F\_\_ Father, Royal, and Almanzo carefully picked all the apples they could reach from the ladders, then shook the rest from the trees. *They carefully picked all the perfect apples, then shook the rest from the trees.*
3. \_\_T\_\_\_ Almanzo liked gathering the cider apples better than picking the apples that were to be stored away for winter. *It was fun. It sounds like it was a relief not to need to be so careful.*
4. \_\_\_F\_\_ All the garden things were gathered and put into the cellar. *Onions and peppers were stored in the attic.*
5. \_\_\_F\_\_ Father took the cider apples to the cider mill and left them there for the miller to make into cider. *Father seems to have stayed at the mill until the cider was made.*
6. \_\_\_F\_\_ Almanzo and Alice pulled the two hundred bushels of carrots that grew from the little red seeds they had planted in the spring and threw them into the wagon for Father to take to the cellar. *All true except Royal cut the tops off and threw them into the wagon.*
7. ­­­\_\_F\_\_\_ Some of the carrots were stored in the barn for the cattle. *Father hauled the carrots to the house and shoveled them down the carrot shoot.*
8. \_\_T\_\_\_ Royal did not have to haul the potatoes down the cellar stairs. *He shoveled them in a window. (Clever!)*
9. \_\_\_T\_\_ The weather turned cold earlier than normal that fall. *Father had never seen weather like that for that time of the year.*
10. \_\_F\_\_\_ The potato tops were still green when they dug the potatoes. *The tops were dry.*
11. \_\_F\_\_\_ There was such a good harvest that some of the corn shocks didn’t fit even in Father’s big barns and had to be put along the barn wall by the field. *All true except the extra corn shocks were stored in the barnyard not field.*

To be used after Chapter 20: Late Harvest Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Quotation Review: How good is your memory?**

*For each of the following quotations, write the name of the person who said it.*

1. “Stay in at recess and learn it.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. “When a man undertakes a job he has to stick to it till he finishes it.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. “I guess I know how to handle my own calves.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. “I'll tell story for story and sing song for song . . . “ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. “You mean to say we must keep all that money in the house overnight!” \_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. “They're high-spirited, full of ginger and gentle as kittens.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. “All right, two hundred it is. I'll lose money by it, but here you are.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. “There's the fleece! I've got it upstairs and you haven't sheared it! I beat you! I beat you!” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. “I dare you to ask him.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. “It's work, son. That's what money is; it's hard work.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. “I guess I was aggravating. But I didn't mean it.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. “This one's yours because you're hurt . . . ” \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Now on the back **you** make a list of 3-5 quotes not listed here! Include the name of the person you are quoting.

**To be used after Chapter 20: Late Harvest Name Teacher - Key**

**Quotation Review: How good is your memory?**

*For each of the following quotations, write the name of the person who said it. Answers in Teachers Guide p. 49.*

1. “Stay in at recess and learn it.” **Mr. Corse**
2. “When a man undertakes a job he has to stick to it till he finishes it.” **Father**
3. “I guess I know how to handle my own calves.”  **Almanzo**
4. “I'll tell story for story and sing song for song . . . “  **Nick Brown**
5. “You mean to say we must keep all that money in the house overnight!” **Mother**
6. “They're high-spirited, full of ginger and gentle as kittens.” **Father**
7. “All right, two hundred it is. I'll lose money by it, but here you are.” **the horse-buyer**
8. “There's the fleece! I've got it upstairs and you haven't sheared it! I beat you! I beat you!” **Almanzo**
9. “I dare you to ask him.” **Frank**
10. “It's work, son. That's what money is; it's hard work.”  **Father**
11. “I guess I was aggravating. But I didn't mean it.”  **Eliza Jane**
12. “This one's yours because you're hurt . . . ” **Alice**

Now on the back **you** make a list of 3-5 quotes not listed here! Include the name of the person you are quoting.  *Mine:*

* *Almanzo's smarter than you think! –* ***Father***
* *A miss is as good as a mile! –* ***Mother***
* *Goodness! Don't dawdle so! –* ***Eliza Jane***
* *Whose boss are you? –* ***Almanzo***

**Lesson Twenty-two**

*Two days*

**Chapter 21**

* County Fair *p. 252 – 274 (very long)*

**Goal/Objective:**

* SWBAT: (Day one) p. 252-261actively review the vocabulary words and either record, define, and illustrate words onto a nine-patch vocabulary sheet or use 2-3 words of their choice in sentences for the class to guess OR add \_\_\_ quotes to the quotes booklet
* (Day two) p. 262-274 copy the assigned section observing all the spellings, indentations, quotations, commas, etc., compare with a classmate and correct/check . . . and then draw a picture OR add \_\_\_ quotes to the quotes booklet

**Background/Introduction**

* Look for an example of being a good sport
* Look for good Father quotes
	+ Never bet your money on another man's game. p. 256
	+ one on p. 263
* Today will meet Mr. Paddock and Frank again

**Vocabulary Words** *definitions given according to how they are used in the book*

* haunches p. 257 *the back end*
* gaunt p. 258 *haggard as from ongoing hunger or age*
* fang p. 259 *a long pointed tooth*
* crevice p. 261 *narrow opening caused by a crack*
* substantial p. 263 *real, important*
* tier p. 263 *a layer in a series of rows as of seats*
* lapel p. 271 [luh PEL] *the front part of a coat collar folded back*

**Comprehension Project/Reading Time**

* Day One:
	+ read in pairs p. 252 - 261; look for a short section they want to read to the class or to the teacher. As they finish reading and preparing their section, review vocabulary words and either work on a nine-patch sheet, use words in sentences, or finish any unfinished visuals. Favorite paragraphs include:
		- p. 255 top paragraph
		- p. 257 bot and 258 top
		- p. 258 bot and 259 top
* Day Two:
	+ read as a class the rest of the chapter p. 262 - 274
	+ copy the final paragraph on page 271 noting all the spelling, commas, indentation, capitals, etc.
		- goal is no mistakes; ask a peer to review the section noting all the above
	+ then draw the scene

Chapter 21 p. 271 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Copy the final paragraph on p. 271. Observe carefully all the spellings, commas, quotations, capital letters . . . Compare your written work with a partner, have them sign, and then draw the scene described.

 Father's hand clapped on Almanzo's shoulder. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Checked by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Draw a picture from this chapter. Add a sentence to describe what you drew.*

**Lesson Twenty-three**

**Chapter 22**

* Fall of the Year *p. 275-284*

**Goal/Objective:**

* SWBAT: accurately illustrate four pictures on the gathering of beechnuts onto a teacher-created worksheet
* in pairs answer teacher-created questions on the passage and then listen while teacher reads a section, compare the book's illustration on candle-making, and then retell the steps to reading partner

**Background/Introduction**

* A theme in this book: frugality

**Vocabulary Words** *definitions given according to how they are used in the book*

* frugal (my added word) *thrifty, very careful with money and other resources; not wasteful*
* bonfire p. 279 *a large fire built in the open air*
* carcass p. 279 *a dead animal body*
* lard p. 279 *fat used for frying*
* beef versus hog *beef is meat from cows or steers*
* tallow p. 283 *fat from beef used mostly for soaps and candles*
* taper *pointed*
* Indian summer *– the warm days after a cold fall snap*

**Comprehension Project/Reading in Class Time**

* All read as a class: First read p. 275 – 277 and note the three steps they will draw on the prepared
* worksheet of how they gathered beechnuts: *visual prepared; note excellent descriptions*
	+ In the beech grove all the yellow leaves had fallen. They lay thick on the ground beneath the slim trunks and delicate bare limbs of the beeches. The beechnuts had fallen after the leaves and lay on top of them.
	+ Father and royal lifted the matted leaves carefully on their pitchforks and put them, nuts and all, into the wagon.
	+ And Alice and Almanzo ran up and down in the wagon, trampling down the rustling leaves to make room for more.
	+ Picture of choice from this section p. 275 – 277
* then continue reading in class p. 278 to end, answering questions below as you go along
	+ students sit in their reading pairs and orally answer the questions to each other when found – “turn and talk” style rather than one answering for all in class
	+ note that teacher reads the section (p. 283 – 284) on candle-making while students look at the excellent illustration; at end they in pairs try to talk through the process with partner

p. 278

* What did Father call “poor man's fertilizer” and how did he use it?
* Why would he call it “poor man's fertilizer” and use it when he was rich?
* How did they insulate the house and barn from the bitter cold of winter?

p. 279

* What animals were to be butchered that day?
* Why did Mother save the **hog's** fat? *Also see 280-281*
* How did Father show frugality with the beef hide?

p. 280

* Where was their deep freeze to store the meat all winter? How would that work in Kansas? Why?

p. 281

* Why didn't Mother use beef fat to make lard too?

p. 283-284

* Ask your teacher to read p. 283-284 to you while you look at the picture and follow the process
	+ Afterwards turn to your partner and see if they two of you together can talk through the process.
* Why did candle-making time come right after butchering time?

After completing the class reading, give students time to complete the prepared worksheet.

Chapter 22 p. 275 – 284 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Answer the following questions orally with your partner:

1. What did Father call “poor man's fertilizer” and how did he use it?
2. Why would he call it “poor man's fertilizer” and use it when he was rich?
3. How did they insulate the house and barn from the bitter cold of winter?
4. What animals were to be butchered that day?
5. Why did Mother save the **hog's** fat? *Also see 280-281*
6. How did Father show frugality with the beef hide?
7. Where was their deep freeze to store the meat all winter? How would that work in Kansas? Why?
8. Why didn't Mother use **beef** fat to make lard too?
9. Ask your teacher to read p. 283-284 to you while you look at the picture and follow the process
* *Now turn to your partner and see if the two of you together can talk through the process.*
1. Why did candle-making time come right after butchering time?

**Lesson Twenty-four**

**Chapter 23**

* Cobbler *p. 285-298*

**Goal/Objective:**

* SWBAT: copy the assigned section observing all the spellings, indentations, quotations, commas, etc., compare with a classmate and correct/check

**Background/Introduction**

* Academy – the school in Malone five miles away; they couldn't walk there and back each day so they stayed. The three oldest were going there this year, only Almanzo was not. *So if it is a high school, why did they suddenly all three start in one year?*
* Look for phrases that tell you Alice is Almanzo's favorite sibling. *There are several in this chapter.*

**Vocabulary Words** *definitions given according to how they are used in the book*

* cobbler p. 285 *a man who makes or repairs shoes*
* carpet-bag p. 287 *a traveling bag made of carpet fabric*
* deportment p 295 *manners or how one carries himself*
* mortified p. 296 *embarrassed deeply*
* saucer p. 296 *a small shallow dish in which a cup is set*
* drudge p. 297  *to do dull, tedious work*

**Comprehension Project/Reading Time**

* The descriptions of the cobbler are a bit tedious; perhaps its time for a partial teacher-read
	+ Look for phrases that tell you Alice is Almanzo's favorite sibling – there are several.
	+ What attitude changes do you sense in Royal, Eliza Jane, and Alice now that they are going to the Academy (the first two). Why might that be? *Peer dependence. Could this fit with the only controlled from the outside idea (Keeping House chapter) versus obedience based on love?*
* Students copy carefully/precisely the conversation between Mother, Alice, and Eliza Jane on p.296
	+ Note all the indentations, quotation marks, etc.
	+ Students compare and check each others; where different, they compare with book
	+ Goal: no mistakes for teacher to catch!
* May want to read in pairs to teacher for grade while rest copy the section; could also finish making the booklet for good quotes coming up in next lesson

Chapter 23 p. 296 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Copy the conversation between Mother, Alice, and Eliza Jane on p. 296. Observe carefully all the commas, quotations, indentations . . .

 Eliza Jane was more bossy than ever. She said Almanzo's boots made too much noise. She even told Mother that she was mortified because Father drank tea from his saucer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson Twenty-five**

**Chapter 24**

* The Little Bobsled *p. 299-304*

**Goal/Objective:**

* SWBAT: copy a quote by Father in todays lesson onto an index card for the “Quotes Booklet”
* listen to the explanation of how the bobsled was built and follow along by pointing out all the details on the illustration given on p. 303.

**Background/Introduction**

* Discuss the different ways the word tongue is used: tongue in our mouths, our shoes . . . today a different tongue is referred to
* Talk about the flexibility of young trees versus the strong hard inflexibility of mature trees

**Vocabulary Words** *definitions given according to how they are used in the book*

* hew p. 300 *carve*
* sapling p. 302 *a young tree*
* pliable p. 302 *flexible*

**Comprehension Project/Reading Time**

* Read first in class; teacher or appointed student read p. 300 bottom to the very top of 304
	+ everyone else carefully follows the explanation pointing out the details on the illustration shown on p. 303. *Note that looking at the illustration makes it easy to understand; this is not too difficult.*
* Make a “Quotes Booklet”
* Look for a good quote by Father in this chapter, copy one or more onto index cards and save to put into the booklet
* Read in pairs to teacher for grade while rest make a “Quotes Booklet” and copy a Father's quote from today's lesson

My quote by Father:

* Father's quote: “You won't find two alike in the whole world, son,” Father said. “Not even two blades of grass are the same. Everything is different from everything else, if you look at it.”

**Lesson Twenty-six**

**Chapter 25**

* Threshing *p. 305-311 (short chapter)*

**Goal/Objective:**

* SWBAT: as a class find and list one or more examples of how each of the five senses are either referred to directly or indirectly in this chapter.
* Find another good quote in this chapter and copy it for the “Quotes Booklet”

**Background/Introduction**

* show pictures of a harrow, a flail, and a fanning-mill – the hopper is the top part where you put the “stuff” in (from the appendix in the Teacher's guide p. 86-87)
* a peck-measure is equal to about 8 quarts

**Vocabulary Words** *definitions given according to how they are used in the book*

* tassel p. 306 *bound at one end with loose threads on the other*
* cud p. 306 *food regurgitated from the stomach to the mouth and chewed again*
* rivet p. 306 *to fasten*

**Comprehension Project/Reading Time**

* Read silently for a few minutes, then in class – teacher may need to finish listening to individuals for grade (begun previous lesson) while the rest work on comprehension tools
* As a class find and list one or more examples of each of the five senses referred to in this chapter – either directly referred to or indirectly.
* Talk about meaning of “Haste makes waste” from Father's quote on p. 308
* Find another good Father quote and copy a portion of it

**Comprehension objectives fleshed out**

* Five senses:
	+ Sight: *snow whirled, the bright-eyed colts*
	+ Hearing: *wind howled, apple trees rattled, cows chewing their cud, the THUD, THUD, THUD!, Almanzo and Father talking, horses whinnying, sheep bleating, pigs grunting*
	+ Smell: *faint smell of pumpkins, strawy smell of wheat*
	+ Taste: *chewing the grains of wheat*
	+ Touch: *Almanzo stroking the soft noses of the horses, swinging the flail, using the pitchfork*
* Father's quote: *recommended short version underlined*
	+ “That's a lazy man's way to thresh. Haste makes waste, but a lazy man'd rather get his work done fast than do it himself. That machine chews up the straw till it's not fit to feed stock, and it scatters grain around and wastes it. All it saves is time, son. And what good is time, with nothing to do? You want to sit and twiddle your thumbs, all these stormy winter days?”

**Lesson Twenty-seven**

*Two days*

**Chapter 26**

* Christmas *p. 312-328 (long chapter)*

**Goal/Objective:**

* SWBAT: (Day one) demonstrate comprehension by working in pairs to present their assigned page(s) to the class utilizing good expression, appropriate oral interpretation and, (if desired) simple props
* (Day two) find and accurately copy a minimum of two quotes by people of choice

**Background/Introduction**

* Day one: review vocabulary words
* Day two: Do any of us ever feel needy inside? Weak and broken, like crying . . . ? do we ever try to hide that? Want others to think we are always OK and on top and have no problems . . . ?
	+ refer to real men who cry, to my letting them see my weakness . . .
	+ tell story of mother who when they were eating dinner at 2:00 and visitor came they rushed to hide the dinner so visitor wouldn't see they had been so late
	+ visiting some friends where I get that feeling of never wanting others to think they could be needy, had worked and worked to prepare for company (and impress them with how nice/well-managed they were); prided themselves in a weedless garden, and doing so many things well . . .
	+ in this chapter we can tell what is important to Mother and Father

**Vocabulary Words** *definitions given according to how they are used in the book*

* scour p. 313  *to polish by scrubbing*
* brooch p. 319 *[brohch] an ornament held by a pin and worn around the neck*
* cravat p. 319 [cruh VAT]  *a band of fabric worn around the neck as a tie*
* ladle p. 325 [LAY dl] *to dip or scoop*

**Comprehension Project/Reading Time**

* Day one: read in class p. 312 – 317 top; give out the assignments, practice their parts and read them to class
	+ Pages to prepare and read in pairs to the rest of the class: *these sections look good; give reading grades to individuals as they read*
		- p. 317 first full paragraph to nearly bottom of 318
		- p. 318 final paragraph 320 ( a bit longer)
		- p. 321 to top of p. 323 (shorter)
		- p. 323 first full paragraph through p. 324
		- p. 325 – 326 to almost the bottom
		- p. 326 bottom to 328 middle
* Day two: read in class p. 317 to end, looking for quotes to add to booklet

My quotes of choice: “Hi! Leave that be! Where's my pants?” (Royal) and “Mercy on us” (Mother)

**Lesson Twenty-eight**

**Chapter 27**

* Wood-Hauling *p. 329-343*

**Goal/Objective:**

* SWBAT: accurately complete the teacher-created sequencing list in pairs
	+ copy accurately 1-2 favorite quotes from this chapter into their quote booklet

**Background/Introduction**

* Some swear words on p. 338; simply cross them out *do they know why we don't “black them out”?*
* Father really treats Almanzo like a man in this chapter – he is ten years old

**Vocabulary Words** *definitions given according to how they are used in the book*

* flounder p. 338 *to struggle helplessly*
* figure p. 342 *to calculate numbers*
* arithmetic p. 343 *math*

**Comprehension Project/Reading Time**

* Read the assigned pages and do the sequencing project
* Accurately copy 1-2 more quotes onto index cards to add to their quotes booklet

**Comprehension objectives fleshed out**

\_\_\_5\_\_ “Well, well, no bones broken!” Father said cheerfully.

\_\_\_2\_\_ Driving his own sled and oxen, Almanzo followed his father into the woods.

\_\_\_4\_\_ A log fell on Almanzo and smashed him into the snow.

\_\_\_7\_\_ Almanzo stayed patient with his team regardless of their mistakes.

\_\_\_1\_\_ Almanzo did not have to go t school because it was time to haul wood.

\_\_\_8\_\_ Once hauling was finished, Almanzo returned to school.

\_\_\_3\_\_ Almanzo searched for three straight poles to use for skids.

\_\_\_6\_\_ Star and Bright could not move because the sled was too heavily loaded.

Farmer Boy Chapter 27 p. 329 - 343 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number the following events from chapter 27 in order from 1-8.

\_\_\_\_ “Well, well, no bones broken!” Father said cheerfully.

\_\_\_\_\_ Driving his own sled and oxen, Almanzo followed his father into the woods.

\_\_\_\_\_ A log fell on Almanzo and smashed him into the snow.

\_\_\_\_\_ Almanzo stayed patient with his team regardless of their mistakes.

\_\_\_\_\_ Almanzo did not have to go t school because it was time to haul wood.

\_\_\_\_\_ Once hauling was finished, Almanzo returned to school.

\_\_\_\_\_ Almanzo searched for three straight poles to use for skids.

\_\_\_\_\_ Star and Bright could not move because the sled was too heavily loaded.

Farmer Boy Chapter 27 p. 329 - 343 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number the following events from chapter 27 in order from 1-8.

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\_\_\_\_\_ Once hauling was finished, Almanzo returned to school.

\_\_\_\_\_ Almanzo searched for three straight poles to use for skids.

\_\_\_\_\_ Star and Bright could not move because the sled was too heavily loaded.

**Lesson Twenty-nine**

*Two days--?*

**Chapter 28**

* Mr. Thompson’s Pocketbook *p.344-361*

**Goal/Objective:**

* SWBAT: copy accurately 2-3 more quotes into their quote book
	+ work on illustrating vocabulary words on the nine-patch vocabulary sheet

**Background/Introduction**

* Bargaining – remember how Mother bargained with the peddler? Asking for more than she knew he would be willing to give . . .
* Show a picture of a hay press p. 88 of Teachers guide, in the appendix
* Twice a bad word comes up, cross it out (durn p. 55 both times)

**Vocabulary Words** *definitions given according to how they are used in the book*

* shinny p. 349 *to climb by hugging the object with the arms and the legs*
* liveryman p. 350 *someone who works in a stable that boards horses*
* entitled p. 358 *has a right to*

**Comprehension Project/Reading Time**

* Read the assigned pages then accurately copy 1-2 more quotes onto index cards to add to their quotes booklet
* If two days are taken for this chapter, add time to do a nine-patch vocabulary sheet

**Comprehension objectives fleshed out**

* My quotes
	+ “Learning is best put into practice. What say you ride to town with me tomorrow, and sell that load of hay?” – Father
	+ “Here,” he said, handing the nickel back. “Keep your nickel. I can't change it.” – Almanzo
	+ “I don't know as anyone's entitled to anything for common honesty.” – Father

**Lesson Thirty**

**Chapter 29**

* Farmer Boy *p.362-372*

**Goal/Objective:**

* SWBAT: demonstrate comprehension by working in pairs to present their assigned page(s) to the class utilizing good expression, appropriate oral interpretation and, (if desired) simple props
* copy accurately 2-3 more quotes into their quote book

**Background/Introduction**

* What do they think about living on a farm versus in town?
	+ Farm: a lot of hard work, out in all kinds of weather, money hard earned, works independently, raises their own food . . .
	+ Town: job easier, not out in all kinds of weather, a hard worker could make money more easily in town, a business owner must cater to his customers . . .
* What is Royal wishing to become? Why might he want that?
* A wheelwright is one who builds and repairs wheels. Why would that be a booming business?

**Vocabulary Words** *definitions given according to how they are used in the book*

* apprentice p. 363 *one who works for instruction*
* a piece of your mind p. 366 *an opinion, usually said with strong feeling*
* beck and call of every Tom, Dick, and Harry p. 366 *always available to do whatever others are wanting you to do*
* cater p. 366 *to give to others whatever they ask for*

**Comprehension Project/Reading Time**

* Read page 362 – 366 top as a class then assign each group one of the following parts to practice. *Encourage dramatic speaking and acting.*
	+ Mother and Father dialogue p. 366 top to bottom p. 367
	+ Father and Almanzo dialogue p. 367 bottom to 370 middle
	+ Father and Almanzo dialogue p. 370 middle to 372
* Groups present their assigned pages to the class

**End of book project** – not sure if you need more. This book is LONG and has such great comprehension things already included that it may be an overkill to do more?????

* A vocabulary bee might work

Too may visuals weary a child and teacher. While they generally like and do well with visuals, do not do a visual every day . . .

Vary the T/F visuals in this book:

* Some with reading partner (filled in as they read)
* Some in class (not having seen the visual ahead of time)
* Some alone! – may want to do this on a volunteer basis

Some of these chapters have too many ideas included. The purpose is not to overwhelm and decrease interest . . . keep your antennae out to ascertain that is not happening.