*Sarah, Plain and Tall*

**Literature Focus Unit**

Anita Cornell

**Overview of *Sarah, Plain and Tall* Literature Focus Unit**

**Grade Level: 3rd Grade**

**Standards:**

**English Language Arts:**

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

b. Provide reasons that support the opinion.

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

b. Develop the topic with facts, definitions, and details.

3.L.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

**Mathematics**

3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.

**Science**

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

3-LS1-1.B. Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

**Social Studies**

3.6.1 Identify the varying roles (e.g., parent, teacher, brother/sister, student, girl/boy scout, community volunteer) that individuals play in various groups (i.e., family, school, and communities).

**Art**

4.1.5 Know how different visual art media, techniques, and processes are used to communicate ideas, experience, and stories.

***Week Schedule***

**Day One**

* The teacher will read Chapters One and Two of *Sarah, Plain and Tall*.
* Students will answer two reading log questions, one from each chapter.
* Students will write an advertisement for an item or pet.

**Day Two**

* The teacher will read Chapters Three and Four of *Sarah, Plain and Tall* using the “fill in as I read” method.
* Students will answer two reading log questions, one from each chapter.
* Students will complete three math story problems related to Chapters Three and Four using the shells and silk flowers provided.

**Day Three**

* The teacher will read Chapters Five and Six of *Sarah, Plain and Tall*.
* Students will answer two reading log questions, one from each chapter.
* In groups of two, students will write one or two paragraphs describing winter weather in Kansas and what they do during the winter.
* Students will play Vocabulary Charades using vocabulary words from Chapters One through Six in *Sarah, Plain and Tall*.

**Day Four**

* The teacher will alternate reading Chapters Seven and Eight aloud with the students.
* Students will answer two reading log questions, one from each chapter.
* Students will plant flower seeds in Styrofoam cups.

**Day Five**

* The teacher will read Chapter Nine aloud to the students, which will conclude the book.
* Students will answer one reading log question from Chapter Nine. This will be the last reading log entry.
* Students will take a unit assessment on *Sarah, Plain and Tall*.
* Students will draw a seascape using colored pencils.
* Students will watch the movie *Sarah, Plain and Tall*.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Checklist for *Sarah, Plain and Tall***

Student’s

Check Points

\_\_\_\_ 1. Read *Sarah, Plain and Tall*. (20) \_\_\_\_

\_\_\_\_ 2. Write nine entries in reading log. (10) \_\_\_\_

\_\_\_\_ 3. Write an advertisement for an item or a pet. (5) \_\_\_\_

\_\_\_\_ 4. Complete three math story problems for Chapters Three and Four. (10) \_\_\_\_

\_\_\_\_ 5. Write one or two paragraphs about winter in Kansas with a partner. (10) \_\_\_\_

\_\_\_\_ 6. Play Vocabulary Charades with the class. (5) \_\_\_\_

\_\_\_\_ 7. Plant flower seeds and take care of them daily. (5) \_\_\_\_

\_\_\_\_ 8. Complete Unit Assessment for *Sarah, Plain and Tall*. (30) \_\_\_\_

\_\_\_\_ 9. Draw a seascape using colored pencils. (5) \_\_\_\_

Total \_\_\_\_\_\_\_\_\_\_\_\_

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**Day 1: Chapters One and Two**

**Grade Level: 3rd Grade**

**Subject(s) Area: English Language Arts: Comprehension and Collaboration**

**Materials Needed:**

*Sarah, Plain and Tall* book (1 for the teacher, 1 per student); notebooks; pencils; white printer paper; colored pencils; crayons; whiteboard; whiteboard markers; and unit folders (1 per student); and checklist (1 per student).

**Standards:**

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**Objectives:**

* The learner will **demonstrate** an understanding of what I have read from Chapters One and Two in *Sarah, Plain and Tall* through a class discussion and a reading log journal entry for Chapters One and Two.

**Learning Activities:**

(2 hours)

1. I will show students the cover of the book *Sarah, Plain and Tall* and ask them what they think this book will be about.

2. Before I start reading *Sarah, Plain and Tall* to the students, I will share with them different facts about the author using the biography on the book jacket.

3. I will read Chapters One and Two aloud to the class.

4. As a class, we will discuss what occurred in Chapters One and Two of *Sarah, Plain and Tall*.

5. In their reading logs students will answer the following questions from Chapters One and Two that are written on the board:

* In Sarah’s first letter to Jacob, she told him that she was not mild mannered. Why do you think she told him this?
* Caleb reads Sarah’s letter many times. Why do you think he did this?

6. Students will write an advertisement to put in a newspaper for an item or a pet they would like to own. Students will need to make sure their advertisements include specific characteristics they would like in that item or pet, such as a pet being lovable or playful or a used iPad that has all the latest features and is in good condition.

7. Students will keep their reading logs and their other assignments for this unit in their unit folders. I will check their reading logs each day (Days One through Five) and will give points for their assignments. The unit folders will be in a file box at a designated place in the classroom.

**Assessment:**

I will assess students’ understanding of the content in Chapters One and Two in by reading their responses to the two questions that I have assigned them to answer in their reading logs.

**Reflection:**

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**Day 2: Chapters Three and Four**

**Grade Level: 3rd Grade**

**Subject(s) Area: English Language Arts: Opinion Pieces and Mathematics: Multiplication**

**Materials Needed:**

*Sarah, Plain and Tall* books (1 copy for the teacher and 1 copy per student); *Sarah, Plain and Tall* movie (<https://www.youtube.com/watch?v=n5dsKxnabk0>); computer; projector; reading logs; pencils; whiteboard; whiteboard markers; one hundred shells (twenty per small group); twenty silk flowers each of paintbrush flowers, clover, and prairie violets and fifteen each of roses and bride’s bonnet; and *Sarah, Plain and Tall* Chapters Three and Four Story Problems Math Worksheet (1 per student).

**Standards:**

English Language Arts Standard:

3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

b. Provide reasons that support the opinion.

Mathematics Standard:

3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.

**Objectives:**

* The learner will **develop** answers in their reading logs to two questions, one from Chapter Three and one from Chapter Four, that use his or her opinion of what is occurring in relation to the characters’ thoughts and support his or her answers using information directly from those chapters.
* The learner will **apply** his or her knowledge of products of whole numbers to **solve** two story problems that use objects related to Chapters Three and Four.

**Learning Activities:**

(2 hours)

1. Show clip (14:51-15:40) from the movie *Sarah, Plain and Tall* (<https://www.youtube.com/watch?v=n5dsKxnabk0>) when Sarah first arrives at the train station.

* Explain that the train in the movie that Sarah arrives in is like one that would have been used at the time the story takes place.

2. I will read Chapters Three and Four. As I read about Caleb’s made up song on page twenty-seven, I will stop and play that song clip from the movie (34:03-34:14). As I read about the song Sarah sings with Anna and Caleb on page thirty, I will stop and play that song clip from the movie (35:17-36:39).

* To use a different reading method with the students, I will have them fill in as I read. Students will say a word that I do not say as I am reading the story.

3. As a class, we will discuss the major events, such as Sarah’s arrival, and the characters’ thoughts and feelings about her arrival. In a guided discussion, students will compare and contrast the prairie and the sea based on what we have read so far.

4. In their reading logs students will answer the following questions from Chapters Three and Four that are written on the board:

* In the story Anna said, “I wished we had a sea of our own.” What do you think Anna might have meant by this comment? What would be the reasons she would wish for a sea of their own?
* Caleb keeps repeating “That means Sarah will stay.” to Anna after he hears comments that Sarah makes. Do think that Caleb would like Sarah to stay with them or go back to Maine? What facts from the story support your opinion?

5. In small groups of four, students will be given sets of shells and different silk flowers. Students will be using their knowledge of multiplication to solve the story problems that are related to items named in Chapters Three and Four in *Sarah, Plain and Tall* using the items I have provided for them.

* Sarah brought five sea clams, five oysters, five razor clams, and five conch shells from Maine to show Anna and Caleb. How many shells did she bring all together?
* Sarah and Caleb picked four paintbrush flowers, four clover flowers, and four prairie violets. How many flowers did Sarah and Caleb pick?
* Sarah put three roses and three bride’s bonnet into a vase. How many flowers were in the vase?

**Assessment:**

I will assess students’ understanding of Anna’s and Caleb’s thoughts and feelings in Chapters Three and Four by reading the students’ opinions and looking for support from facts in the book, where applicable, that support their opinions to both of the reading log questions. I will assess students’ understanding of using multiplication to solve story problems by reading each story problem on their worksheets and by checking their work and their answers to the different story problems.

**Reflection:**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Story Problems Math Worksheet**

***Sarah, Plain and Tall***

**Chapters Three and Four**

Directions: Solve the story problems below using multiplication and the shells and silk flowers provided.

1. Sarah brought five sea clams, five oysters, five razor clams, and five conch shells from Maine to show Anna and Caleb. How many shells did she bring all together?

2. Sarah and Caleb picked four paintbrush flowers, four clover flowers, and four prairie violets. How many flowers did Sarah and Caleb pick?

3. Sarah put three roses and three bride’s bonnet into a vase. How many flowers were in the vase?

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**Day 3: Chapters Five and Six**

**Grade Level: 3rd Grade**

**Subject(s) Area: English Language Arts: Informative Writing and Vocabulary**

**Materials Needed:**

*Sarah, Plain and Tall* books (1 copy for teacher and 1 copy per student); *Sarah, Plain and Tall* movie (<https://www.youtube.com/watch?v=n5dsKxnabk0>); computer; projector; reading logs; pencils; whiteboard; whiteboard markers; scissors; white printer paper; Vocabulary Sheet for Vocabulary Charades game with vocabulary definitions for each word; and bowl.

**Standards:**

English Language Arts Standards:

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

b. Develop the topic with facts, definitions, and details.

3.L.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

**Objectives:**

* The learner will **develop** answers in his or her reading log to two questions that uses his or her **inferences** about the characters’ thoughts and feelings in Chapters Five and Six.
* The learner will **demonstrate** an understanding of informative writing by **explaining** and **organizing** an answer about how he or she would describe a Kansas winter to someone who lives in a place that does not have cold and snowy winters.
* The learner will **demonstrate** his or her understanding of the different vocabulary word definitions that are found in Chapters One through Six in a Vocabulary Charades game in which he or she will act out the definition of a vocabulary word and his or her classmates will guess the vocabulary word.

**Learning Activities:**

(2 hours)

1. I will ask students the following question before I start reading Chapters Five and Six: Has there ever been time that you were brave while someone with you was afraid?

* In an in-class discussion, four students will share times that they have been brave with the rest of the class.

2. I will read Chapters Five and Six aloud to the students. As I read about Sarah’s, Anna’s, and Caleb’s first words and about the dunes on pages 33-36, I will stop reading and play the dune clip from the movie (57:01-59:17).

* I will tell students that a dune is a hill of sand close to an ocean. I will explain that the haystack is the prairie version of the sand dune that Sarah used to slide down in Maine.

3. As a class we will discuss the events that occurred in Chapters Five and Six of *Sarah, Plain and Tall*.

4. In their reading logs students will answer the following questions from Chapters Five and Six that are written on the board:

* What did Sarah do when she saw the dead lamb? Why do you think that Sarah did not let Anna and Caleb near it?
* In Anna’s perfect dream, what does she dream about and what does this tell you about her feelings for Sarah?

5. In groups of two, students will discuss how they will describe a winter in Kansas to a friend who lives in Florida. Then, they will write one or two paragraphs describing the winter weather in Kansas and what they do during the winter.

6. Students will play Vocabulary Charades using the vocabulary words from Chapters One through Six, which are as follows: primly, roamer, dune, shuffling, holler, energetic, feisty, murmur, scatter, and collapse. Students will draw a vocabulary word out of a bowl. Then, they will act out the definition of each vocabulary word and the class will guess what word they are acting out.

**Assessment:**

I will assess students’ understanding of the content in Chapters Five and Six in *Sarah, Plain and Tall* through reading their responses to the questions in their reading logs and the paragraph about a Kansas winter that they wrote with a partner. To assess students’ understanding of the meanings of different vocabulary words in Chapters One through Six in the book, I will use students’ responses throughout the game to assess how well they understand the meanings of different vocabulary words.

**Reflection:**

**Vocabulary Charades**

**Vocabulary Sheet**

primly - stiffly

roamer – a person who goes to various places without a reason

dune – a large, mostly flat open area with grasses and few trees

shuffling – moving in a clumsy way

holler – to shout

energetic – being very active

feisty – being brave

murmur – complaining quietly

scatter – toss over an area

collapse – to fall down

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**Day 4: Chapters Seven and Eight**

**Grade Level: 3rd Grade**

**Subject(s) Area: English Language Arts: Point of View and Science: Plants**

**Materials Needed:**

*Sarah, Plain and Tall* books (1 copy for teacher and 1 copy per student); four packets of zinnia seeds; four packets of marigold seeds; Styrofoam cups (1 per student); water; potting soil; two spoons; reading logs; and pencils.

**Standards:**

English Language Arts Standard:

3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

Science Standard:

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

3-LS1-1.B. Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

**Objectives:**

* The learner will **infer** what a character from *Sarah, Plain and Tall* is saying through quotes from two different characters that are used in his or her reading log questions.
* The learner will **demonstrate** his or her knowledge of planting seeds and growing plants by planting a flower seed and then taking care of it daily.

**Learning Activities:**

(2 hours)

1. I will ask students if they have ever been in a bad thunderstorm with wind, rain, and hail.

* I will have four students share their bad thunderstorm experience with the rest of the class.

2. I will alternate reading Chapters Seven and Eight aloud with the students.

3. As a class we will discuss what is happening in Chapters Seven and Eight.

4. In their reading logs students will answer the following questions from Chapters Seven and Eight on the board:

* In the book Maggie said, “There are always things to miss. No matter where you are.” What do you think she meant when she said this? Why do you think that?
* When Caleb tells Sarah, “Women don’t wear overalls,” what does Sarah say to him? What does this tell you about Sarah?

5. I will bring zinnia and marigold seeds to class, which are two of the types of flowers that Sarah and Maggie plant for Sarah’s garden. Each student will fill a Styrofoam cup three-fourths full of potting soil and plant two seeds of his or her choice. Then, he or she will pour water in his or her cup to wet the soil and will water his or her plants regularly.

6. When the seed grows into a flower plant, the students will take their plants home and plant them in their own gardens.

**Assessment:**

I will assess students’ understanding of the characters’ thoughts and opinions through students’ responses in their reading logs.

**Reflection:**

**University of Mary Division of Education**

**Day 5: Chapter Nine**

**Grade Level: 3rd Grade**

**Subject(s) Area: Social Studies: Identity and Art: Visual Art Media**

**Materials Needed:**

*Sarah, Plain and Tall* books (1 copy for teacher and 1 copy per student); reading logs; pencils; colored pencils (enough for every student); white printer paper (1 per student); *Sarah, Plain and Tall* Unit Assessment (1 per student); and *Sarah, Plain and Tall* movie (<https://www.youtube.com/watch?v=n5dsKxnabk0>).

**Standards:**

Social Studies:

3.6.1 Identify the varying roles (e.g., parent, teacher, brother/sister, student, girl/boy scout, community volunteer) that individuals play in various groups (i.e., family, school, and communities).

Art:

4.1.5 Know how different visual art media, techniques, and processes are used to communicate ideas, experience, and stories.

**Objectives:**

* The learner will **identify** Sarah’s changing role throughout the story.
* The learner will **recall** the different vocabulary words, characters, and events that occurred in the book *Sarah, Plain and Tall* by completing an assessment.
* The learner will **illustrate** his or her seascape using colored pencils to **show** what the sea looks like at Sarah’s home in Maine.

**Learning Activities:**

(2 hours)

1. I will ask students to predict whether or not they think that Sarah will stay with Jacob, Anna, and Caleb.

* I will have four students shared their predictions with the rest of the class.

2. I will conclude this book by reading Chapter Nine aloud to the students.

3. As a class we will discuss the events that occurred in Chapter Nine and the conclusion of the story.

4. In their reading logs, students will answer the following question on the board for Chapter Nine:

* Why do Anna and Caleb want Sarah to stay and be their new mother?
* This will be the last entry that students will write in their reading logs.

5. Students will take a unit assessment after they have finished their last reading log entry.

6. When students are finished with their assessment they will draw a seascape using colored pencils on white printer paper.

(One hour and thirty-five minutes)

7. After students’ lunch time, I will show them the full movie of *Sarah, Plain and Tall* (One hour and thirty-five minutes).

**Assessment:**

I will assess students’ understanding of the vocabulary words, events, and characters in *Sarah, Plain and Tall* through an assessment that I will grade. I will assess students’ understanding of Anna and Caleb’s desire for Sarah’s role to be that of their father’s wife and their new mother through reading their responses to the last reading log question. I will assess students’ understanding of visual art media by assessing their drawings of their seascapes.

**Reflection:**

***Sarah, Plain and Tall*** Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

*Section 1: True and False*

**Directions**: Read each statement below. Place a T on the line if you think a statement it TRUE. Place an F on the line if you think the statement is FALSE. If FALSE, underline the false part of the statement and add a correct wording below the sentence.

1. \_\_\_\_\_\_ Mama died shortly after Anna was born.
2. \_\_\_\_\_\_ Sarah Wheaton is from Maine.
3. \_\_\_\_\_\_ Papa’s name is William.
4. \_\_\_\_\_\_ Sarah brought a cat with her named Seal.
5. \_\_\_\_\_\_ Sarah taught Anna to swim while Papa plowed.
6. \_\_\_\_\_\_ Sarah misses the mountains back home.
7. \_\_\_\_\_\_ Papa teaches Sarah how to drive the wagon.

*Section 2: Multiple choice*

**Directions**: Read each question and circle the letter of choice that best answers each question.

1. **Who is the author of *Sarah, Plain, and Tall*?**

1. E.B White
2. Patricia MacLachlan
3. Laura Ingalls Wilder
4. Lauren Brooke
5. **How does Papa find Sarah?**
6. He meets her at the train station.
7. Maggie introduces him to Sarah at a wedding dance.
8. He places an ad for a wife in the newspaper.
9. They meet at church.
10. **According to Anna, what did Papa do more of when Mama was alive?**
11. Sang more.
12. Went church often.
13. Smiled more.
14. Went fishing more.
15. **What is something fun that Sarah did with Anna and Caleb?**
16. Went swimming in the sea
17. Picked wild flowers
18. Jumped in a “dune” made of hay
19. Both b and c
20. **Sarah and William used to slide down a dune into a what?**
21. River
22. Lake
23. Sea
24. Cow pond
25. **How are Sarah and Maggie alike?**
26. They are the same age.
27. They both moved away from home to find a husband.
28. They love to sew.
29. They both have two sisters.
30. **What did Caleb do when Sarah returned from town with the wagon?**
31. Asked what she brought for him
32. Whined that she took too long
33. Told her to go away
34. None of the above

*Section 3: Matching*

**Directions**: Match the vocabulary word in Column B with its correct definition in Column A by writing the letter to the left of the definition. Each vocabulary word will be used only once. Not all of the words in Column B will be used.

Column A Column B

1. \_\_\_\_ Plain or not attractive a. Sly
2. \_\_\_\_ Shimmered brightly b. Roamer
3. \_\_\_\_ A person who annoys someone c. Hitched
4. \_\_\_\_ A sudden gust of wind and precipitation d. Pesky
5. \_\_\_\_ A hill of sand close to an ocean e. Homely
6. \_\_\_\_ A dishonest way of being clever f. Gleamed
7. \_\_\_\_ Stiffly g. Squall
8. \_\_\_\_ A large, mostly flat open area with grasses and few trees h. Primly
9. \_\_\_\_ Attached or connected i. Dune
10. \_\_\_\_ A person goes to various places without a reason j. Prairie

k. Savanna

l. Wagon

*Section 4: Short Answer*

**Directions:** Read each sentence and fill in the blank(s) with the correct answer.

1. Sarah is wearing a \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ when she arrives on the train in the beginning of the book.
2. Sarah was missing the colors of the \_\_\_\_\_\_\_\_\_ in her picture for William.

*Section 5: Essay*

**Directions:** Answer the following essay with four to five sentences. Make sure that you use complete sentences and correct punctuation.

Who is the narrator of *Sarah, Plain and Tall*? Describe how the narrator’s thoughts and feelings have changed throughout this story.

**Answer Key:**

*Section 1: True and False*

**Directions**: Read each statement below. Place a T on the line if you think a statement it TRUE. Place an F on the line if you think the statement is FALSE. If FALSE, underline the false part of the statement and add a correct wording below the sentence.

1. \_\_\_F\_\_\_ Mama died shortly after Anna was born.

*Caleb*

1. \_\_\_T\_\_\_ Sarah Wheaton is from Maine.
2. \_\_\_ F\_\_\_\_ Papa’s name is William.

*Jacob*

1. \_\_\_T\_\_\_ Sarah brought a cat with her named Seal.
2. \_\_\_T\_\_\_ Sarah taught Anna to swim while Papa plowed.
3. \_\_\_F\_\_\_ Sarah misses the mountains back home.

*Sea*

1. \_\_\_T\_\_\_ Papa teaches Sarah how to drive the wagon.

*Section 2: Multiple choice*

**Directions**: Read each question and circle the letter of choice that best answers each question.

1. **Who is the author of *Sarah, Plain, and Tall*?**

1. E.B White
2. Patricia MacLachlan
3. Laura Ingalls Wilder
4. Lauren Brooke
5. **How does Papa find Sarah?**
6. He meets her at the train station.
7. Maggie introduces him to Sarah at a wedding dance.
8. He places an ad for a wife in the newspaper.
9. They meet at church.
10. **According to Anna, what did Papa do more of when Mama was alive?**
11. Sang more.
12. Went church often.
13. Smiled more.
14. Went fishing more.
15. **What is something fun that Sarah did with Anna and Caleb?**
16. Went swimming in the sea
17. Picked wild flowers
18. Jumped in a “dune” made of hay
19. Both b and c
20. **Sarah and William used to slide down a dune into a what?**
21. River
22. Lake
23. Sea
24. Cow pond
25. **How are Sarah and Maggie alike?**
26. They are the same age.
27. They both moved away from home to find a husband.
28. They love to sew.
29. They both have two sisters.
30. **What did Caleb do when Sarah returned from town with the wagon?**
31. Asked what she brought for him
32. Whined that she took too long
33. Told her to go away
34. None of the above

*Section 3: Matching*

**Directions**: Match the vocabulary word in Column B with its correct definition in Column A by writing the letter to the left of the definition. Each vocabulary word will be used only once. Not all of the words in Column B will be used.

Column A Column B

1. \_\_e\_\_ Plain or not attractive a. Sly
2. \_\_f\_\_ Shimmered brightly b. Roamer
3. \_\_d\_\_ A person who annoys someone c. Hitched
4. \_\_g\_\_ A sudden gust of wind and precipitation d. Pesky
5. \_\_i\_\_ A hill of sand close to an ocean e. Homely
6. \_\_a\_\_ A dishonest way of being clever f. Gleamed
7. \_\_h\_\_ Stiffly g. Squall
8. \_\_j\_\_ A large, mostly flat open area with grasses and few trees h. Primly
9. \_\_c\_\_ Attached or connected i. Dune
10. \_\_b\_\_ A person goes to various places without a reason j. Prairie

k. Savanna

l. Wagon

*Section 4: Short Answer*

**Directions:** Read each sentence and fill in the blank(s) with the correct answer.

1. Sarah is wearing a *yellow bonnet* when she arrives on the train in the beginning of the book.
2. Sarah was missing the colors of the *sea* in her picture for William.

*Section 5: Essay*

**Directions:** Answer the following essay with four to five sentences. Make sure that you use complete sentences and correct punctuation.

Who is the narrator of *Sarah, Plain and Tall*? Describe how the narrator’s thoughts and feelings have changed throughout this story.

*The narrator of Sarah, Plain and Tall is Anna.  At first Anna does not know how she feels about Sarah coming from Maine to live with them.  In the middle of the story, Anna really likes having Sarah living at their house, but she is scared that that Sarah will leave them and go back to Maine.  At the end of the story, Anna is glad that Sarah is going to stay with them.  Anna is happy that Sarah will marry Papa in the spring.*

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| Content | | | | | |
| 1 2 3 | | | | | |
| Details do not stay on topic | | A few details that go with the topic. | Details are appropriate and go with the topic. | | |
| Organization | | | | | |
| 1 2 3 | | | | | |
| The beginning, middle, and end are very unclear. | It is not always easy to tell what is in the beginning, middle, and end of my writing. | | | | Writing has a clear beginning, middle, and end. |
| Completeness and Punctuation | | | | | |
| 1 2 3 | | | | | |
| The writing is choppy with little or no punctuation use. | The writing is somewhat complete with some punctuation use. | | | The writing is complete with correct use of punctuation. | |

**Other Books by Patricia MacLachlan**

**Other Books in the *Sarah, Plain and Tall* Series**

*Skylark*. (1994). New York: HarperCollins.

*Caleb’s story*. (2001). New York: HarperCollins.

*More perfect than the moon*. (2004). New York: HarperCollins.

*Grandfather’s dance*. (2006). New York: HarperCollins.

**Additional Books**

*Baby*. (1993). New York: Delacorte Press.

*Kindred souls*. (2012). New York: HarperCollins.