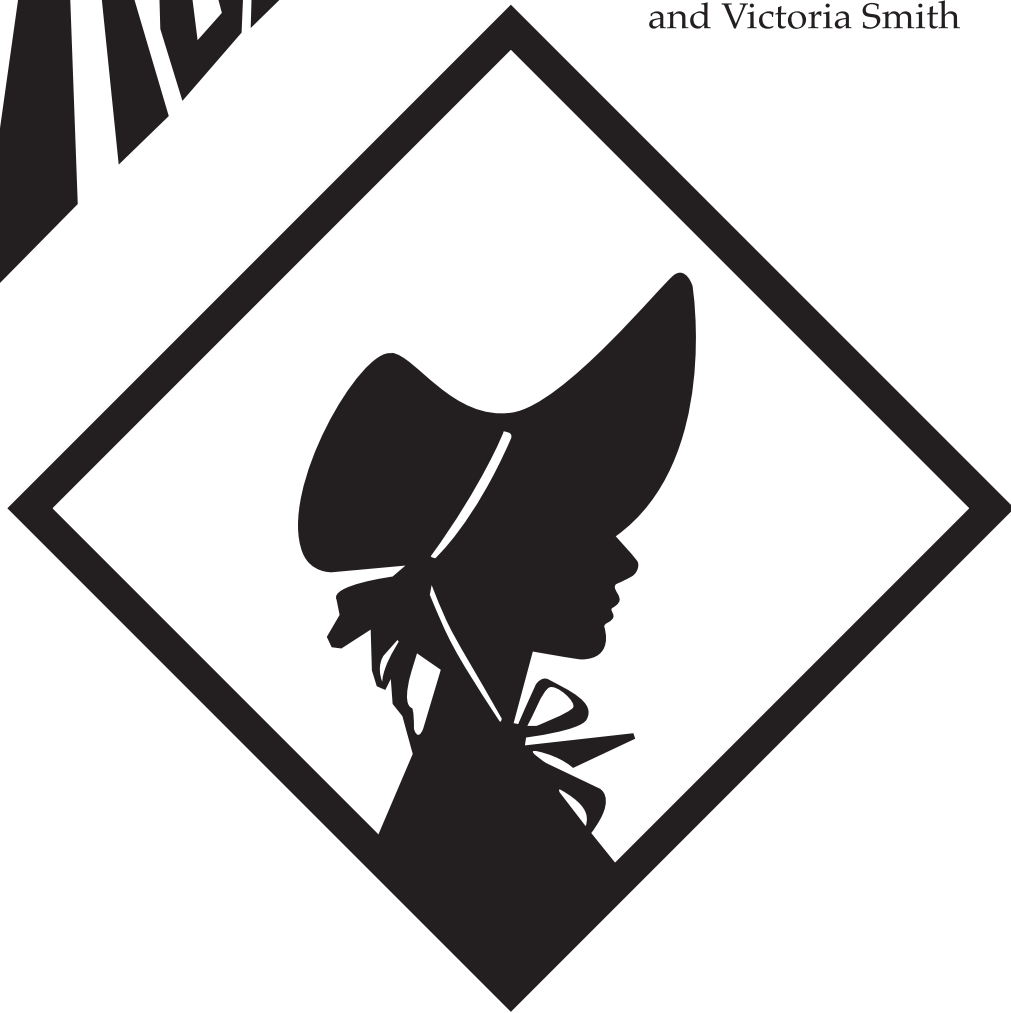


# DO Reading!

by Amy Headley  
and Victoria Smith



## Sarah, Plain and Tall Literature Study

## DEAR TEACHER,

The enclosed Literature Study was designed by teachers with you and your students in mind. We believe it is the most comprehensive and practical Literature Study you will ever use. We feel it's important to review the special features of this Literature Study and help to familiarize you with it.

1. The Literature Study has been divided into four parts. **Part I** will focus on chapters 1-2, **Part II** will focus on chapters 3-5, **Part III** will deal with chapter 6-7 and **Part IV** will focus on chapters 8-9.
2. Each chapter is followed by "Let's Talk About It" discussion questions. These questions deal with issues raised in the chapters. A suggestion for the use of these questions is to have students first answer them independently, then get together with a partner or small group to share their thoughts and feelings. Finally, if time permits, selected students could share with the whole class.
3. Students will complete Vocabulary Cards for each chapter, complete a context clues activity and take quiz at the end of each of the four parts over those vocabulary words. As teachers, we know the frustration of having students look up words in the dictionary, only to find multiple meanings. If a child doesn't know the meaning of the word, it's unfair to expect him or her to be able to pick out and write down the correct definition for the word as it is used in the context of the passage in the book. Therefore, we have created a **Glossary** of words with their definitions. This Glossary is located on pages 83-85. We suggest that you make copies for each student. The vocabulary quizzes and the context clues activities will utilize these definitions. You might want to copy the Vocabulary Cards onto tag board and encourage students to bring in a box for storing the cards on their desks.
4. Comprehension questions will be answered after students have read each chapter. We have designed two formats for you to use at your own discretion: short answer and multiple choice. As a suggestion, you might try having students complete the short answer questions after reading each chapter, and then use the multiple choice questions as a quiz the next day. If students have been diligent to read the chapters and answer the short answer questions correctly, they will be successful on the multiple choice quizzes.
5. Answers to all of the activities can be found on pages 86-94.
6. Bookmarks and a certificate for successfully completing the Literature Study can be found on pages 81-82.

# LET'S TALK ABOUT IT

(Chapter 3)

In the third chapter of *Sarah, Plain and Tall*, Sarah arrived. Read the questions below and write down some of your thoughts on the lines provided. Use the back of this paper if you need more room. Be ready to discuss some of your answers.

- On the day of Sarah's arrival, Anna and Caleb did all of their chores and then sat on the porch to wait. Caleb had all sorts of questions. "Will she be nice?" "How far away is Maine?" "Will she bring some sea?" "Will she like us?"

Put yourself in Caleb's place. What questions would you have been asking your big sister if a stranger was arriving at your house?

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Anna never asked any questions while she and Caleb were waiting on the porch for Sarah to arrive. Why do you think she kept her thoughts to herself?

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- When Sarah arrived, she brought her cat and gifts for each of the children.

If you left your home and moved thousands of miles to a strange place, what three things would you take with you? Explain why.

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# LET'S TALK ABOUT IT

(Chapter 4)

In the fourth chapter of *Sarah, Plain and Tall*, Sarah sang for the first time. Read the questions below and write down some of your thoughts on the lines provided. Use the back of this paper if you need more room. Be ready to discuss some of your answers.

- Long before Sarah's arrival, the most important question was if Sarah could sing and when she might sing for them. Anna wanted her father to write Sarah a letter and, "ask her if she sings." When Sarah arrived, Caleb wanted to know, "when will we sing?"

Why do you think it was so important to Anna and Caleb that Sarah sing for them?

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If someone new came to live in your house, what one thing would you like for him or her to be able to do? Explain why this would be so important to you.

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- Sarah lived by the sea and had never touched sheep before. Anna and Caleb lived on the prairie and had never touched a seal before.

Think about where you live. Name some of the animals that you have never touched.

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# PLANT GUIDE

## PART 1

**A**nna wants to make a plant guide as a gift for Sarah. In her plant guide, she plans to draw all of the new plants that Sarah has seen on the prairie and all of the plants that Sarah misses in Maine. She also wants to describe each plant so Sarah will have valuable information about each plant.

Anna has started a book titled *Anna's Guide to Plants* and she has drawn a picture of each plant. Anna has even written descriptions for each plant. Now she is too busy with her chores on the prairie. She needs your help to finish.

It's a big job, so she has divided the task into two parts. **Part I** will involve the plants found in Chapters 3 and 4. In **Part II**, you will focus on plants found in Chapter 7. You will also put the finished book together in **Part II**.

To finish **Part I** of *Anna's Guide to Plants*, you will need:

- descriptions of the 10 plants found in Chapters 3 and 4.
- Anna's unfinished pages with the pictures already on them.
- coloring pencils.
- scissors.

### Directions:

1. Cut out the 10 pages for **Part I** of *Anna's Guide to Plants*. (Cut on the dotted lines.)
2. Use the 10 pages that you just cut out and descriptions that Anna wrote of the 10 plants to correctly color each plant. (Some of the plants bloom in more than one color, so you can choose the color for those plants from the information given.)
3. Use the descriptions that Anna wrote and the lines provided on each of the 10 pages to fill in Anna's required information about each plant.
4. When you are finished with all 10 pages, put them in a very safe place. You will need to get them out again for **Part II**.

**NOTE:** Some of the plants you will read about have been eaten or used as medicine to treat illnesses. Anna is not suggesting that you eat plants. In fact, she wants to warn you that eating these plants can be very dangerous.

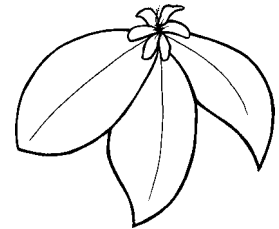
# FLOWERS



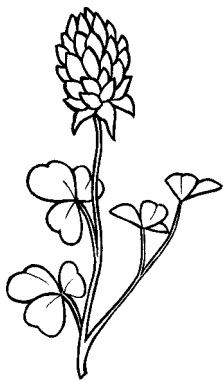
ASTER

The name Aster means “star.” The Aster is a member of the daisy family. In Europe, the Aster is planted in gardens, but in North America the Aster is a wildflower that grows along roadsides and in meadows. Asters have small, daisy-like flowers with yellow or orange centers that are surrounded by deep purple, lavender, blue, pink, rose, or white petals. Most varieties of the Aster bloom from early summer until the first frost in autumn. Some types of Asters are eaten in salads.

Bride’s Bonnet is a wildflower that grows in forests where the soil is moist. It will usually be found growing beneath the shade of a tree. Bride’s Bonnet blooms with white blossoms in spring and early summer. The flowers provide nectar for insects, but they are too bitter to be eaten by humans.



BRIDE’S BONNET



CLOVER

Clover is a weed that grows along roadsides and in lawns, meadows, and golf courses. Clover blooms during the summer months in white, pink, red, and yellow flowers. Children find Clover useful for making chains and bracelets and are always looking out for the lucky four-leaf Clover. Raw Clover contains protein and can be eaten, but in large amounts it can give animals and humans a stomach ache. A tea can also be made from the dried flower heads and dried Clover can be ground into flour. The red Clover is Vermont’s state flower. Some people have boiled red Clover in water and used it to treat breathing problems and coughs.



FLAX

Flax has been grown since ancient times when it was used to make clothing and relieve stomach aches. In 1617, Flax seeds were brought to America. By 1875, Flax was being planted across the western prairies. Today, Flax is used in breads, baked goods, and as animal feed. The Flax seed is pressed to produce linseed oil which is used to make environmentally safe paints, wood and concrete sealers, and glues. Flax plants bloom from early spring to late summer and produce light blue flowers.

Goldenrod, the state flower of Kentucky and Nebraska, is a sweet smelling weedy herb. Goldenrod blooms in yellow from early summer until autumn's first frost. Some types of Goldenrod yield a dye. Other types of Goldenrod have been used in teas and for medical purposes. The nectar of the Goldenrod is an important source of food for bees, wasps, butterflies, moths, flies, and beetles.



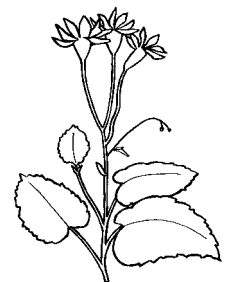
GOLDENROD

The Indian Paintbrush, Wyoming's state flower, is a wildflower. It is parasitic, which means it relies on the nourishment from the roots of other plants to grow. This is why it is difficult to plant Indian Paintbrush in a garden by itself. The actual paintbrush flower is not colorful, it is the plant's leaves that are colorful. The leaves of the Indian Paintbrush can be red, scarlet, orange, and bright yellow. The flowers bloom from spring to early summer. The Indian Paintbrush supplies nectar to hummingbirds. Native Americans once used the Indian Paintbrush to make dyes and paints for ceremonies and as a medicine to put on burns. They also crushed the plant's leaves and ate them for stomach troubles.

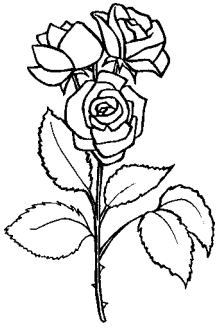


INDIAN  
PAINTBRUSH

Ragwort is a weed that is poisonous to cattle, horses, and other grazing livestock. If eaten, Ragwort can cause weakness, blindness, and death in animals, and can make humans very sick as well. Each Ragwort plant may produce 250,000 seeds per year. Once Ragwort begins to grow, it is difficult to get rid of it because seeds can remain in the soil for as long as 15 years. If Ragwort is pulled up, it will often regrow from the roots. The flower of the Ragwort can range in color from almost white to golden-yellow. Ragwort blooms during the autumn and spring months of the year.



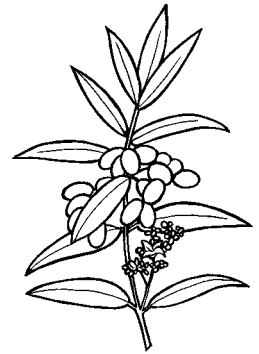
RAGWORT



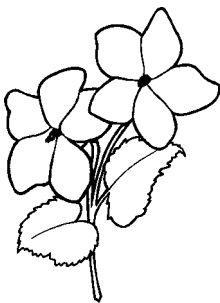
ROSE

The Rose is the most popular garden flower in the world. Its popularity has earned the Rose a place as the state flower of New York, Iowa, and Georgia. In the United States, more than 60 million Rose plants are grown each year to make gardens more beautiful or to supply cut flowers. There are more than 20,000 different kinds of Roses in the Rose family. Roses bloom from early spring to late summer in many different colors including red, pink, yellow, lavender, peach, orange, and white. Deer, caterpillars, and rabbits like to eat Roses. Some people use Rose petals in their salads or dry the petals and make hot tea. Roses produce a sweet fruit which is high in vitamin C.

Russian Olive trees are grown in many warm regions of the world. Many people think of the Russian Olive as a weed because it grows wild in some areas and drinks up all of the water, choking out other plants. It can reach a height of 30 feet and blocks sunlight to other shorter plants. Farmers plant Russian Olive trees as a windbreak. During the summer months, Russian Olive trees bloom with creamy yellow flowers that are replaced by fruit that is a hard seed surrounded by soft, yellow, mushy material that cannot be eaten by humans. Birds eat the seeds of the Russian Olive and drop some in places where new trees sprout up. Some states have even banned the sale of Russian Olive trees.



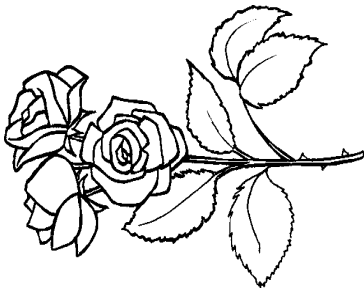
RUSSIAN OLIVE



VIOLETS

Violets are found throughout most of the world. Violets are so popular, they are the state flowers of Illinois, New Jersey, Rhode Island, and Wisconsin. Violets grow wild in woodlands, prairies, meadows, on mountains, and even in the coldest Antarctic regions. Violets can be white, yellow, pale lavender, deep blue, or purple. Prairie Violets, like those found in Sarah, Plain and Tall are golden in color. Insects and birds are attracted to Violets because of their nectar. Some Violets have a sweet fragrance, while others have no odor at all. Most true Violets bloom in autumn and spring and take a break from blooming in the summer. The blossoms of some varieties of Violets can be eaten, used to thicken soups, or candied for a sweet treat.

## ROSE



The Rose is so popular, it is the state flower in these three states:

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There are more than \_\_\_\_\_ kinds of Roses in the Rose family, and more than \_\_\_\_\_ Rose plants are grown each year. Roses bloom from \_\_\_\_\_

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Two interesting facts about Roses are \_\_\_\_\_

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## FLAX



Flax has been grown since ancient times when it was used

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In \_\_\_\_\_, Flax seeds were brought to America.

By \_\_\_\_\_, Flax was planted across the prairies.

Flax blooms from \_\_\_\_\_

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Two interesting facts about Flax are \_\_\_\_\_

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## ASTER

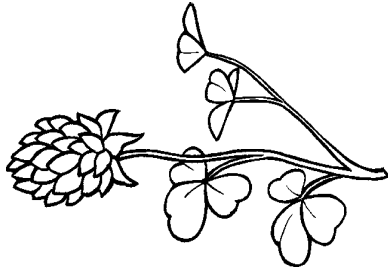


The name Aster means \_\_\_\_\_  
In Europe, Aster is planted in  
gardens, but in North America,  
Aster is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Most varieties of Aster bloom \_\_\_\_\_  
\_\_\_\_\_

Two interesting facts about Aster are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## CLOVER



Clover is a weed that can be  
found in these places:  
\_\_\_\_\_  
\_\_\_\_\_

Children use Clover for making \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Clover blooms \_\_\_\_\_

Two interesting facts about Clover are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## INDIAN PAINTBRUSH



Indian Paintbrush is a wildflower that is parasitic. This means that

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Indian Paintbrush blooms

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and it supplies nectar to

Two interesting facts about Indian Paintbrush are

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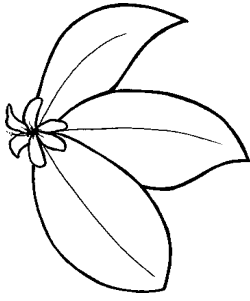
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## BRIDE'S BONNET



Bride's Bonnet is a wildflower that can be found in these places:

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Bride's Bonnet blooms

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The color of the blossoms are

Two interesting facts about Bride's Bonnet are

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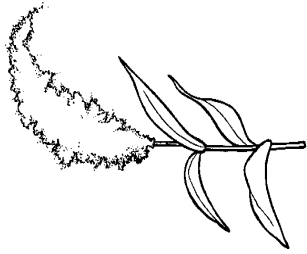
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## GOLDENROD



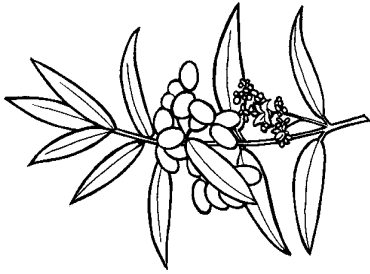
Goldenrod is a sweet smelling  
weedy herb that is also the state  
flower of \_\_\_\_\_ and  
\_\_\_\_\_

Goldenrod blooms in yellow from \_\_\_\_\_  
\_\_\_\_\_

The nectar of the Goldenrod is important to \_\_\_\_\_  
\_\_\_\_\_

Two interesting facts about Goldenrod are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## RUSSIAN OLIVE



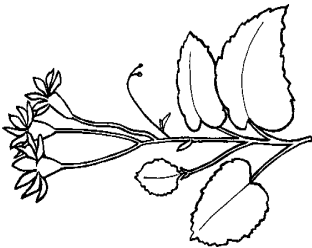
The Russian Olive is a tree that  
grows in many warm regions of  
the world. People think of the  
Russian Olive as a weed because  
\_\_\_\_\_

Russian Olive trees bloom \_\_\_\_\_  
\_\_\_\_\_

Two interesting facts about the Russian Olive tree are  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## RAGWORT

Ragwort is a weed that is poisonous to \_\_\_\_\_



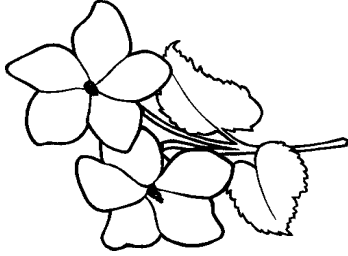
If eaten, it can cause \_\_\_\_\_

Ragwort blooms \_\_\_\_\_

Two interesting facts about Ragwort are \_\_\_\_\_

## VIOLETS

Violets are found all over the world and are the state flowers of \_\_\_\_\_



Most true Violets bloom \_\_\_\_\_

Two interesting facts about Violets are \_\_\_\_\_

# POINT OF VIEW

When an author writes a story, he or she must decide from which **point of view** the story will be told. The **point of view** lets the reader know who is telling the story and how much information about the characters' thoughts and feelings will be revealed.

There are four major types of **point of view**. Read the description of each and see if you can tell from which point of view the book *Sarah, Plain and Tall* is being told.

**First Person:** The narrator is a character in the book who is also telling the story. This person refers to him or herself as "I" throughout the story. In first person point of view, the narrator can only describe what he or she is thinking or feeling. *As I walked toward the front gates of the carnival, I could already feel my stomach moving up and down. Seeing my best friend Jonathon made me feel much better.*

**Third Person Objective:** The narrator is outside the story and can only report what he or she sees and hears. *Molly walked toward the front gates of the carnival holding her stomach. She looked up as Jonathon was walking toward her.*

**Third Person Limited:** The narrator is outside the story, but is able to see into the mind of one of the characters. *Molly was already feeling sick as she walked toward the front gates of the carnival. She felt much better when she saw her best friend Jonathon walking toward her.*

**Third Person Omniscient (ahm•NIH•shent):** The word omniscient is a fancy word that means "all knowing." In third person omniscient, the narrator is outside the story, but is able to see into the minds of all the characters. *Molly was already feeling sick as she walked toward the front gates of the carnival. As Jonathon walked toward her, he wondered why his best friend was acting so strangely.*

The same scene plays out in each of the examples above. Based on the **point of view**, the author is able to tell the reader some, all, or none of the characters' thoughts and feelings. **Point of view** gives an author a lot of control over the story!

You have probably already figured out that *Sarah, Plain and Tall* is told in first person. Anna is the narrator and you know what only she is thinking and feeling throughout the story.

# WHICH POINT OF VIEW?

In this activity, you will use what you have learned to decide from which **point of view** a story is being told.

**Directions:** Read each of the selections below and decide whether it is being told from **first person** (the narrator is telling the story), **third person objective** (the narrator is outside the story and can only report what he or she hears or sees), **third person limited** (the narrator is outside the story, but is able to see into the mind of one of the characters), or **third person omniscient** (the narrator is “all knowing” and is able to see into the minds of all the characters).

Write your answers on the lines provided. Spelling counts!

1. Maria still couldn't figure out why Luke didn't tell her about the accident. As he walked toward her, she was finally going to ask why he kept the secret from her.  
\_\_\_\_\_
2. It doesn't seem to matter what I think. Everybody is always telling me what to do anyway.  
\_\_\_\_\_
3. As Aaron pulled his sweater over his head he felt another burst of cold wind. Aaron thought that Cody would be cold too, but his twin brother's sweater was still in his backpack.  
\_\_\_\_\_
4. Lance plays football on the seventh grade team. His best friend William didn't make the team this year. Lance's sister, Emily is a cheerleader for the eighth grade team.  
\_\_\_\_\_
5. Jennifer was watching anxiously as the clock ticked. She couldn't wait until the end of the school day so she could spend the evening at her dad's house. Her father waited patiently by the curb, looking forward to seeing his daughter for the first time in two weeks.  
\_\_\_\_\_
6. Lisa met me after school and told me that she couldn't stay over tomorrow night because she failed her Science test. It makes me angry that she didn't study.  
\_\_\_\_\_

## CALEB'S STORY

In this activity, you will use the information you have gathered in Caleb's Character Web and some of your own thoughts to write a story about Caleb in first person **point of view**. Caleb will be the narrator in your story and you will only be able to describe Caleb's thoughts and feelings.

**Directions:** Use the outline below and Caleb's Character Web to write a story about Caleb in first person **point of view**. When you are finished, rewrite your final draft story on a new piece of paper.

My name is Caleb and I would like to tell you a few things about myself and my family. Right now, there are only three of us in our family: my sister Anna, my father, and me. My mother died right after I was born. We live on the prairie and my big sister Anna is pretty much in charge of taking care of my father and me. The way I feel about Anna is \_\_\_\_\_

\_\_\_\_\_

When I was born, I thought I was a beautiful baby. Of course, I couldn't see myself, so I have to depend on my sister Anna to tell me what I was really like as a baby. Anna told me that when I was born I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Hearing all of these things about myself makes me feel \_\_\_\_\_

\_\_\_\_\_

Soon we will have a new visitor in our house. Her name is Sarah. I wrote Sarah a letter and I asked her \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My sister Anna asked me why I asked those questions. I think these are important questions because \_\_\_\_\_

\_\_\_\_\_

When Sarah comes, I hope she stays forever because \_\_\_\_\_

\_\_\_\_\_

# ANSWERS TO ANNA'S GUIDE TO PLANTS

## PART I

### ASTER

The name Aster means star. In North America, Aster is a wildflower that grows along roadsides and in meadows. Most varieties of Aster bloom from early summer until the first frost in autumn.

### BRIDE'S BONNET

Bride's Bonnet is a wildflower that can be found in forests in moist soil underneath the shade of a tree. Bride's Bonnet blooms in spring and early summer. The color of the blossoms are white.

### CLOVER

Clover is a weed that can be found growing along roadsides, in lawns, meadows, and golf courses. Children use Clover for making chains and bracelets. Clover blooms during the summer months.

### FLAX

Flax has been grown since ancient times when it was used to make clothing and relieve stomach aches. In 1617, Flax seeds were brought to America. By 1875, Flax was planted across the prairies. Flax blooms from early spring to late summer.

### GOLDENROD

Goldenrod is the state flower of Kentucky and Nebraska. Goldenrod blooms with small yellow flowers from early summer until autumn's first frost. The nectar of the Goldenrod is important to bees, wasps, butterflies, moths, flies, and beetles.

### INDIAN PAINTBRUSH

Indian Paintbrush is a wildflower that is parasitic. This means that it relies on the nourishment from the roots of other plants to grow. Indian Paintbrush blooms from spring to early summer and supplies nectar to hummingbirds.

### RAGWORT

Ragwort is a weed that is poisonous to cattle, horses, and other grazing livestock. If eaten, it can cause weakness, blindness, and death in animals, and can make humans very sick as well. Ragwort blooms during the autumn and spring months of the year.

### ROSE

The Rose is so popular, it is the state flower of New York, Iowa, and Georgia. There are more than 20,000 kinds of Roses in the Rose family, and more than 60 million Rose plants are grown each year. Roses bloom from early spring to late summer.

### RUSSIAN OLIVE

People think of the Russian Olive as a weed because it grows wild in some areas and drinks up all of the water, choking out other plants. Russian Olive trees bloom during the summer months.

### VIOLETS

Violets are the state flowers of Illinois, New Jersey, Rhode Island, and Wisconsin. Most true Violets bloom in autumn and spring and take a break from blooming in the summer.

## ANNA'S GUIDE TO PLANTS GRADING CHART

Criteria	Points Possible	Points Earned
Correctly coloring 17 plants	34 (two pts. each)	
Two interesting facts about each plant	51 (three pts. each)	
Book pages in ABC order	10	
Neatness of finished book	5	
<b>Total</b>	<b>100</b>	

## CALEB'S STORY GRADING CHART

Criteria	Points Possible	Points Earned
<b>Answered each of the six statements in first person point of view</b>	<b>60 (10 points each)</b>	
<b>Spelling/Grammar</b>	<b>15</b>	
<b>Punctuation/Captalization</b>	<b>15</b>	
<b>Neatness of Final Draft</b>	<b>10</b>	
<b>Total</b>	<b>100</b>	

### ANSWERS TO WHICH POINT OF VIEW?

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. third person limited</li> <li>3. third person limited</li> <li>5. third person omniscient</li> <li>7. third person limited</li> </ol> | <ol style="list-style-type: none"> <li>2. first person</li> <li>4. third person objective</li> <li>6. first person</li> </ol> |
|---|---|