

Includes 10 creative ACTIVITIES & PROJECTS!

- Focuses include: **plot, character analysis, figurative language, theme, & more**
- **Deepen** and **extend** student understanding

Name _____

CAUSES and EFFECTS

Match the causes in the left column with the effects in the right column by writing the appropriate letters on the given lines.

CAUSES	EFFECTS
1. Winter is approaching soon. (Chapter 1) _____	A. Laura receives presents, and Pa plays "Pop Goes the Weasel" for her.
2. When he was a little boy, Pa did not get the cows home before dark. (Chapter 3) _____	B. Pa and Uncle Henry ignore Charley at first, when he is getting stung by yellow jackets.
3. Prince, the dog, growls at Aunt Eliza and won't let her pass him. (Chapter 4) _____	C. Mary and Laura are in complete awe when they see all the houses, and the store.
4. Laura receives a beautiful rag doll for Christmas. (Chapter 4) _____	D. Ma is very happy and says she will wear her delaine dress.
5. Laura is terribly bored by having to be quiet and still on Sunday. (Chapter 5) _____	E. Pa gets scared by a screech-owl who says, "Who? Who?" and he runs home as fast as he can.
6. It is Laura's sixth birthday. (Chapter 5) _____	F. Aunt Eliza becomes frustrated at Prince, but then finds out he is protecting her from a panther.
7. Pa struggles to make it to town because of how hard it is to walk in the soft snow. (Chapter 6) _____	G. Pa does not come home before dark, which worries everyone in the family.
8. They experience something called a "sugar snow." (Chapter 7) _____	H. Laura's family prepares by hunting, fishing, and slaughtering a hog.
9. Pa tells Ma that there will be a dance. (Chapter 7) _____	I. Grandpa is able to make enough maple sugar to last all year.
10. Laura overhears Pa telling Ma that Uncle George is a wild man. (Chapter 8) _____	J. Laura exclaims that she hates Sunday, so Pa has a talk with her, and then spansks her the next day.
11. Mary and Laura get to go to town for the very first time. (Chapter 9) _____	K. Laura is unsure whether she is afraid of Uncle George or not.
12. Charley plays pranks on Pa and Uncle Henry while he is helping them with harvesting. (Chapter 11) _____	L. Laura is so happy she can hardly sleep.

RL 33/RL 43/RL 53/RL 63

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Name _____

Partner Up: QUESTIONS AND ANSWERS

Choose a different question stem for each question below. Circle your choice in the box. With your partner, write questions about the story, and then write their answers.

Circle one: Who What Where When Why How	Answer:
Question:	
Circle one: Who What Where When Why How	Answer:
Question:	
Circle one: Who What Where When Why How	Answer:
Question:	
Circle one: Who What Where When Why How	Answer:
Question:	

RL 30/RL 40/RL 50/RL 61

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Common Core codes are listed on the bottom of each activity.








Additional Resources included:

- Culminating Project Choices to wrap up the unit
- Accompanying Grading Sheet

Name _____

Culminating Project Choices

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least _____ stars. Color in the stars of the project(s) you choose.

<p>Pioneer Time Activity ☆☆</p> <p>In the story, Ma does many things that we do not need to do anymore in modern times, such as churn butter, make cheese, or make hats. Choose one of these activities, look up instructions on how to do it properly, and complete the activity. Record the process with either photos, or videos. Be prepared to share your experience and your finished product with the class.</p> 	<p>Setting Art ☆</p> <p>The setting of this story is very unique. Choose an artistic way to create the setting. You might consider a painting, a diorama, a poster, or a colored pencil drawing. Create the setting.</p> 	<p>Laura Ingalls Wilder Books ☆☆☆</p> <p>Choose another book by Laura Ingalls Wilder to read, such as <i>Little House on the Prairie</i>. Make a project that represents the book in a creative way. For example, you may write a book report, or you may create an art piece portraying the book.</p> 
<p>Game On ☆☆☆</p> <p>Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.</p> 	<p>A Letter to the Author ☆</p> <p>Did you know that this book is autobiographical? This means that the stories are based upon Laura Ingalls Wilder's real life. Write a letter to her, expressing your thoughts and questions about her life and her stories.</p>	<p>Newspaper ☆☆☆</p> <p>Write a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!</p> 
<p>3D Characters ☆☆☆</p> <p>Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.</p> 	<p>Paper Bag Book ☆☆☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to include the book's title, author, and a picture.</p> 	<p>Animal Report ☆☆☆</p> <p>Laura and her family must interact a great deal with wild animals. Choose one of the animals from the story and conduct research about the animal. Look up information such as habitat, what they eat, how they live, and other interesting facts. Write a report on your findings. Be sure to cite your sources.</p>

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Name _____

Culminating Project Choices: Grading Sheet

<p>Project Choice #1</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #2</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #3</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Project Choice #4</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #5</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #6</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Project Choice #7</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #8</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #9</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

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SO EASY to prep and use!

- Answer keys
- Activity Packet Cover featuring original, hand drawn art
- Focus standards listed for each activity

Name _____

Setting the Big Woods of Wisconsin

In *Little House in the Big Woods*, the setting is frequently described. The author uses detailed and poetic setting descriptions to give the story a certain feeling, and to help you better picture the story. Think about the setting of the story, and complete the activities below.

- Write some quotes from the book that help you to picture the setting.
 "The great, dark trees of the Big Woods stood all around the house, were other trees and beyond them were more trees. As far as a man could see north in a day, or a week, or a whole month, there was nothing but woods."
 "Then they could see the drifts of snow outdoors and the great trees and black, making thin blue shadows on the white snow." (page 28)
- Draw an illustration of the setting here.
- Write about at least one time in the story when the setting reflects the characters.
 On page 156, the text reads, "After the sugar snow had gone, spring was in the leafing hazel bushes along the crooked rail fence." Everything was bright and cheery, and this is reflected in the girls. The next paragraph how Laura and Mary beg to be allowed to run barefoot, and they had hours playing outside in the sunshine. (Answers will vary.)
- What emotions does the setting give to you or to the characters? Write them in the thought bubbles below.
 (Note: The emotions may change throughout the story, so don't be afraid to write more than one.)

Boredom

Excitement

Cheeriness

Cozy

TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		3	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	4	Partner Up: Questions and Answers	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	5	Lessons to Learn	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	6	Main Events	any
		7	Causes and Effects *Answer Key on page 18	Use with Chapters 1-11.
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	8	Little House in the Big Woods: Characters *Answer Key on page 19	Use throughout the novel.
Setting Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	9	Setting the Big Woods of Wisconsin *Answer Key on page 20	Use after finishing the novel.
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	10-11	Figurative Language: Personification *Answer Key on page 21-22	Use throughout the novel.
Connecting Text with Illustrations or Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	12	My Book Cover	Use after finishing the novel.
Reading Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	13	Reading Strategy: Preview Walk	Use before reading the novel.
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	14-15	Little House in the Big Woods: Freewriting	Use after finishing the novel.
		16-17	Culminating Project Choices with Grading Sheet	Use after finishing the novel.
		18-22	Answer Keys provided for: • Causes and Effects • Little House in the Big Woods: Characters • Setting the Big Woods of Wisconsin • Figurative Language: Personification	

ACTIVITY PACKET

Little House in the Big Woods

By Laura Ingalls Wilder



name _____

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www.nothingbutclassresources.com

Digital version included, through Google Slides:

Name Text here

READING STRATEGY: PREVIEW WALK

Before you read the story or book, take a preview walk through it, and record your findings of the text features listed below. Use these clues to predict what might happen in the story.



Text Features	What I Found	What I Predict
Cover Art	Text here	Text here
Illustrations	Text here	Text here
Repeated Words or Names	Text here	Text here
Chapter Titles	Text here	Text here
Story or Book Summary (on the back or on the inside cover)	Text here	

Your purchase includes both the PAPER version and the GOOGLE version of this resource.

RL 3.10/RL 4.10/RL 5.10/RL 6.10

out Class

- Eye-catching digital version contains **full-color, interactive adaptations** of all resources.
 - **Text boxes** are already placed everywhere students must type.
 - Works for **distance learning**. Students can access the digital version from home OR school.
 - Teachers and students can easily send this back and forth using **Google Drive or Google Classroom!**
 - **Easy instructions** included!
- ** IMPORTANT NOTE ****

The digital Google Drive version contains mostly the same content as the printable version. However, some assignments, such as drawing activities, have been replaced with more **digitally friendly assignments**, which may include such features as **movable or drag-and-drop pieces**.

New to digital learning? Don't worry. Easy instructions are included. If you have more questions, feel free to reach out!

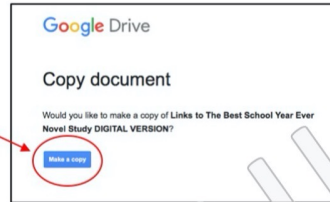
Instructions

for Digital Version/Google™ Drive Document

1. You will need Internet access and a Google™ account (which is free).
2. Click on the blue link below. You will be prompted to make a copy of the Google™ document. Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

[Digital Version: Ramona Quimby, Age 8](#)

Click here first!

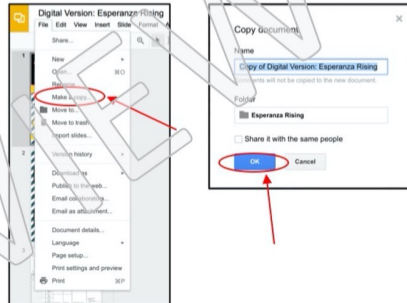


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

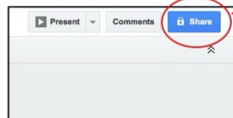
3. If you completed Step 2 correctly, the document just transferred to your Google account. It will contain the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.



4. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.
5. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.
6. Once you're ready, share the documents with your students. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



Note: Sharing with students can also be done through Google™ Classroom.

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

Your purchase includes both the PAPER version and the GOOGLE version of this resource.