

# Includes 13 creative ACTIVITIES & PROJECTS!

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

Name \_\_\_\_\_

## Sarah, Plain and Tall: Themes

Underneath the three story themes below, you will find a list of related questions. Choose and circle one question in each category to answer. Be sure to thoroughly explain your answer. In the very bottom boxes, illustrate your answers in creative ways.

THEME 1: <i>New Beginnings</i>	THEME 2: <i>Family</i>	THEME 3: <i>Abandonment</i>
<div><div>1. In the story, who experiences new beginnings? How do they feel about the new beginnings?</div><div>2. In detail, write about a time that you have experienced a new beginning.</div><div>3. Do you believe that new beginnings can often signify hope? What else can new beginnings bring?</div><div>4. How does Sarah struggle with new beginnings in the story?</div></div>	<div><div>1. Write about your family.</div><div>2. Compare and contrast your family with the family from the story.</div><div>3. Write about the relationship that Caleb and Anna have. What type of relationship is it, and how do you know?</div><div>4. Some people think of families as having a mom, a dad, and their children, but this story shows us that's not necessarily true. Write about some different kinds of families you know.</div></div>	<div><div>1. Caleb feels abandoned by his mother. How does Caleb show his fear of abandonment throughout the story?</div><div>2. Even though this theme is sad, how does the author show this theme with some humor?</div><div>3. If Sarah hadn't come back to the family at the end of the story, how do you think Caleb would have reacted?</div></div>
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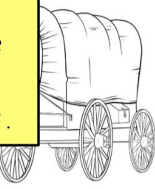
RL 3.2/RL 4.2/RL 5.2/RL 6.2

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Name \_\_\_\_\_

## CAUSE AND EFFECT

In the boxes on the left, read about three events from the story. In the boxes to the right, write about an effect that each of these events caused.

Story Events	Effects
<div><div>Sarah talks about the sea, and she tells them that her first word was "dune." (Chapter 5)</div><div></div></div>	<div></div>
<div><div>A squall hits. (Chapter 8)</div><div></div></div>	<div></div>
<div><div>on driving the wagon herself. (Chapter 9)</div><div></div></div>	<div></div>

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

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# Additional Resource included:

- Culminating Project Choices to wrap up the novel study
- 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><b>Prairie Lands ☆☆</b></p> <p>This story takes place in a prairie. Prairies are unique ecosystems. Conduct research about prairie lands. Find out where they are, what animals they have, examples of food chains, and other unique characteristics. Compile your findings in a creative way (like a brochure, a poster, or a PowerPoint presentation). Present it to the class.</p>	<p><b>History of Transportation ☆☆☆</b></p> <p>In the late 1800s, cars did not yet exist. Write about the evolution of transportation between then and now. Include information about when wagons, trains, cars, and other modes of transportation were invented, and write about how they changed life. Read it to the class.</p>	<p><b>Sequels ☆☆☆</b></p> <p>Read one or more of the sequels that follow <i>Sarah, Plain and Tall</i>. (These books are titled <i>Skylark</i>, <i>Caleb's Story</i>, and <i>More Perfect than the Moon</i>.) Write a book report about this book. Read it to the class.</p>
<p><b>Game On ☆☆☆</b></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><b>Alternate Ending ☆</b></p> <p>Do you wish that <i>Sarah, Plain and Tall</i> had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending. Read your ending to the class.</p>	<p><b>Newspaper ☆☆☆</b></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><b>3D Characters ☆☆☆</b></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. Present your project to the class.</p>	<p><b>Paper Bag Book ☆</b></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><b>Letter to the Author ☆</b></p> <p>Write a letter to the author of the book. Include your comments about why you liked or disliked the book. Ask questions about things you're still curious about. Read your letter to the class.</p>

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Name \_\_\_\_\_

## Culminating Project Choices: Grading Sheet

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

## ACTIVITY PACKET

### Sarah, Plain and Tall

By Patricia MacLachlan



Name \_\_\_\_\_

#### 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	Questions Multi-Flow Map	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	5	Sarah, Plain and Tall: Themes	Use after finishing the novel.
Plot	RL 3.2/RL 4.2/RL 5.2/RL 6.2	6	Chapter Highlights <i>Answer Key on page 21</i>	any
		7	Cause and Effect <i>Answer Key on page 22</i>	5-9
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	8	Sarah, Plain and Tall: Character Notes <i>Answer Key on page 23</i>	Use throughout the novel.
		9	You vs. Character	any
Setting Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	10	Setting: Sarah, Plain and Tall <i>Answer Key on page 24</i>	Use throughout the novel.
		11	Setting: Then and Now <i>Answer Key on page 25</i>	Use after finishing the novel.
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	12-13	Figurative Language: Similes <i>Answer Key on page 26-27</i>	Use throughout the novel.
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	14	Dear Diary	any
Connecting Text with Illustrations or Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	15	My Book Cover	Use after finishing the novel.
Reading Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	16	Reading Strategy: Predictions	Use throughout the novel.
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	17-18	Sarah, Plain and Tall: Freewriting with Quote Suggestions	any
		19-20	Culminating Project Choices with Grading Sheet	Use after finishing the novel.
		21-27	Answer Keys provided for: • Chapter Highlights • Cause and Effect • Sarah, Plain and Tall: Character Notes • Setting: Sarah, Plain and Tall • Setting: Then and Now • Figurative Language: Similes	

Come back for MORE RESOURCES LIKE THIS!

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[www.nothingbutclassresources.com](http://www.nothingbutclassresources.com)

Name \_\_\_\_\_

#### SETTING: Then and Now

It is estimated that this book was written about people living in the United States prairie lands in the late 1800s. Certain events may have played out differently if they occurred in modern times rather than back then. Read about the events from the book below, in the THEN column. In the appropriate boxes under the NOW column, write about how these events would be different if they took place now.

THEN

NOW

Mama passes away after giving birth to Caleb at home.

Mama probably would have given birth in a hospital, and maybe she would have survived.

for the family over an

Anna would cook food on a stove or in an oven, instead of a fire.

advertisement in the  
life.

Papa might have met a new wife in a different way, like online, or through friends.

the children write  
th for a while.

They may have communicated through email instead of snail mail.

their house by train  
wagon.

Sarah would probably fly to their house, and it would have been a much shorter and easier journey.

by a big squall, and  
the barn.

They probably would not be surprised by the squall, because they would have been warned about it ahead of time on TV, and maybe they would have rode it out in a basement instead of a barn.

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# Digital version included, through Google Slides:

Name Text here

## Sarah, Plain and Tall: Themes

Underneath the three story themes below, you will find a list of related questions. Choose and circle one question in each category to answer. Be sure to thoroughly explain your answer. In the very bottom boxes, illustrate your answers in creative ways. (To draw illustrations in Google Slides, use the drawing tools by clicking on Insert>Shape and Insert>Line.)

THEME 1: New Beginnings	THEME 2: Family	THEME 3: Abandonment
<div><div>1. In the story, who experiences new beginnings? How do they feel about the new beginnings?</div><div>2. In detail, write about a time that you have experienced a new beginning.</div><div>3. Do you believe that new beginnings can often signify hope? What else can new beginnings bring?</div><div>4. How does Sarah struggle with new beginnings in the story?</div></div>	<div><div>1. Write about your family.</div><div>2. Compare and contrast your family with the family from the story.</div><div>3. Write about the relationship that Caleb and Anna have. What type of relationship is it, and how do you know?</div><div>4. Some people think of families as having a mom, a dad, and their children, but this story shows us that's not necessarily true. Write about some different kinds of families you know.</div></div>	<div><div>1. Caleb feels abandoned by his mother. How does Caleb show his fear of abandonment throughout the story?</div><div>2. Even though this theme is sad, how does the author show this theme with some humor?</div><div>3. If Sarah hadn't come back to the family at the end of the story, how do you think Caleb would have reacted?</div></div>
<div>Text here</div>	<div>Text here</div>	<div>Text here</div>

RL 3.2/RL 4.2/RL 5.2/RL 6.2

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- 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**.

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



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

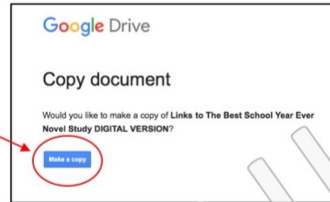
## Instructions

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!

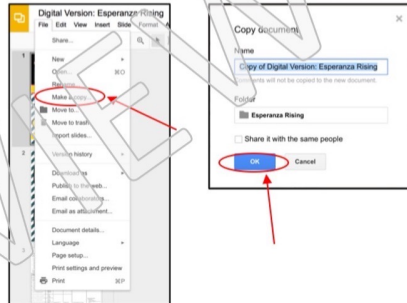


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

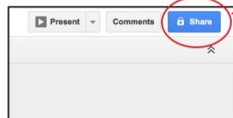
3. If you completed Step 2 correctly, the document just transferred to your Google account. It will contain the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere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