LITTLE HOUSE IN THE BIG WOODS

LAURA INGALLS WILDER

Perfection Learning®
PORTALS TO READING

Reading Skills Through Literature

LITTLE HOUSE IN THE BIG WOODS

Laura Ingalls Wilder

Reproducible Activity Book
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The *Portals to Reading* series accompanies time-tested literature that should be an important part of every school’s reading program. The activities will reinforce a wide variety of language and reading skills which are generally part of the curriculum at the reading level of the novel. However, the *Portals* pick-and-choose format gives you the final decision about which activities will enhance your students’ personal learning.

The activities in this book are based on sentences and paragraphs especially written to support the teaching objective of each lesson. Clearly, such literary matters as style and flavor may be experienced only by reading the book itself. Thus, the words of the author have been left where they belong—in their pure form in the pages of the novel.
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# Study Skills

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# Creative Skills

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Laura Ingalls was born February 7, 1867, in Wisconsin. During her childhood, she moved frequently with her family throughout the Midwest, gaining the experiences that she would later turn into her Little House series.

After her marriage to Almanzo Wilder in 1885, Laura became interested in improving conditions for farm women in Missouri. She became a popular speaker and served for many years as household editor for the Missouri Ruralist.

Mrs. Wilder was inspired to write about her life by her daughter, Rose, who worked as a reporter in San Francisco. With Rose’s help, Mrs. Wilder spent some time in San Francisco polishing her writing skills.

When Little House in the Big Woods was published in 1932, it became an immediate success. The book also proved to be a milestone in literature—it was the first work about pioneer life written especially for children.

The success of her initial effort encouraged Mrs. Wilder to complete another eight books in the series. She completed the last Little House book in 1943, at the age of seventy-six.

Mrs. Wilder received numerous awards for her work. In addition, the American Library Association honored her by creating the Laura Ingalls Wilder Medal. This medal is given to authors and illustrators who contribute significantly over a period of time to children's literature.

Laura Ingalls Wilder’s books are all completely autobiographical. “I lived everything that happened in my books,” she once wrote. “It is a long story, filled with sunshine and shadow....”

Mrs. Wilder died in 1957, at the age of ninety.
The Story in Brief

*Little House in the Big Woods* is a true story. Laura Ingalls Wilder and her family really experienced all the events recounted in the book.

Laura and her family live in the Big Woods in the state of Wisconsin. Life in the Ingalls’ sturdy log cabin is simple and often hard. There are always plenty of chores to do, such as threshing, butchering, maple-sugaring, butter-churning, baking, cleaning, and much more. But there are rewarding pleasures too. Pa’s fiddlin’ and story-telling, Ma’s good food, community dances, and trips to town are all memorable joys.

Simply but vividly written, this account of Laura’s frontier childhood captures the everyday challenges and joys of pioneer living. *Library Journal* calls *Little House in the Big Woods* one of “the most popular books ever written for young boys and girls.”
Using Short Vowels

Read the words in the word box. Each word contains a short vowel sound. Say the words to yourself and listen for the short vowel sounds. Then read each sentence. Choose a word from the word box to complete each sentence.

Example: There were only a few houses ________scattered____ along the edge of the Big Woods.

1. Laura and Mary shared a ________________ bed.
2. Jack, a ________________ bulldog, guarded the cabin door at night.
3. Pa built a rail ________________ around the house to keep out bears and deer.
4. Pa used bark chips and ________________ to start a fire in a hollow tree trunk.
5. Ma made wreaths of red ________________ to store for winter.
6. Laura’s ________________ came to help Pa butcher the hog.
7. Mary and Laura played catch with a ball made from the inflated hog ________________.
8. Ma made sausage from finely ________________ meat and seasonings.
9. Pa played his ________________ after all the evening chores were done.
10. The ________________ attic was filled with pumpkins, onions, squash, and other foods for winter.
Using Compound Words

The word box contains all compound words. Compounds are made by putting two smaller words together. Read each compound word. Then read the sentences below. In the blank in each sentence, write the compound that best completes the sentence.

Example: Wild animals roamed ______________ in the Big Woods.

1. The Ingalls’ _______________ growled at the wolves in front of the house.

2. On rainy days, Laura and Mary played _______________ in the attic.

3. The Ingalls’ house had a big room, a _______________, and an attic.

4. When winter came, the _______________ were as high as the house.

5. Pa left before _______________ to go fishing.

6. When Pa returned at night, he brought a _______________ of fish from Lake Pepin.

7. A black bear reached inside the _______________ to grab the pig.

8. Ma boiled the hog’s head, chopped the meat, and made _______________.

9. Laura and Mary took turns roasting the pig’s tail in the _______________.

bed/room       bull/dog
pig/pen       up/stairs
head/cheese   every/where
day/light    cook/stove
wagon/load    snow/drifts
Using Long Vowels

Read the words in the word box. Each word contains a long vowel sound. Say the words to yourself and listen for the long vowel sounds. Then read each sentence. Choose a word from the word box to complete each sentence.

**Example:** Pa set animal traps along the ________creeks_____.

1. Pa used an ax to cut a piece of ___________ bear meat for dinner.

2. The ___________ hams and venison were stored in the attic.

3. One of Laura’s chores was to ___________ dishes.

4. Laura liked to help Ma with the _____________.

5. Ma used _____________ carrot to add color to the butter.

6. Ma gave each girl enough dough to make a small _____________ of bread.

7. Ma made paper dolls for Laura and Mary from stiff _____________ paper.

8. When Pa played the fiddle, Laura clapped her hands to the _____________.

9. The dog and the cat watched the _____________ in the fireplace.

10. The girls shivered with fright when Pa _____________ like a panther.
Finding Base Words

Each word below has been made by adding an ending such as -ly, -ed, or -ing to a base word. On the blank beside each word, write the base word.

Example: hoping ____ hope_____

1. hurried _______________ 11. dropped _______________
2. solidly _______________ 12. churning _______________
3. fairies _______________ 13. breathless _______________
4. bigger _______________ 14. golden _______________
5. kept _______________ 15. shining _______________
6. leaky _______________ 16. steadily _______________
7. roughness _______________ 17. stories _______________
8. larger _______________ 18. slammed _______________
9. littler _______________ 19. knees _______________
10. evenly _______________ 20. purring _______________
Listening for Syllables

Say each of the words below to yourself. The number of vowel sounds you hear in each word will be the same as the number of syllables. Decide how many syllables are in each word. Then write the number on the blank line after each word.

Example: carefully __3__

1. minute ______ 16. measure ______
2. temptingly ______ 17. afraid ______
3. gathered ______ 18. naughty ______
4. beautifully ______ 19. afternoon ______
5. hearth ______ 20. earlier ______
6. blackened ______ 21. chipmunks ______
7. greased ______ 22. animals ______
8. polished ______ 23. twittering ______
9. gunpowder ______ 24. ravines ______
10. barrel ______ 25. branches ______
11. together ______ 26. caught ______
12. greasy ______ 27. looked ______
13. securely ______ 28. thrashing ______
14. easily ______ 29. remember ______
15. reloaded ______ 30. obeyed ______
The following questions are about some of the characters and events in the book. Write the answers on the lines below the questions. Be sure to use complete sentences.

1. What did Pa do each evening before he told stories to the girls? __________

_________________________________________________________________

2. What happened when the girls touched the new bullets? _________________

_________________________________________________________________

3. Where did Pa keep the loaded rifle? _________________________________

_________________________________________________________________

4. Why did Pa need to kill bears and panthers with one shot? _____________

_________________________________________________________________

5. What was one of Pa’s chores when he was young? ________________________

_________________________________________________________________

6. What scared Pa in the dark woods? _________________________________

_________________________________________________________________

7. What happened when Pa wasted time and stayed in the woods until after dark? _______________________________
Classifying Words

In each group of words below, one word does not belong with the others. Read all four words in each group. Decide which word doesn’t belong and cross it out.

Example: walls path windows eaves

1. head neck arms shirt
2. horses cows stars panthers
3. robes bed chairs table
4. icicles snow frost branches
5. sled coat boots mittens
6. bread pies cookies pan
7. Mary Laura Aunt Eliza Baby Carrie
8. presents Christmas Peter Santa Claus
9. candy red pink blue
10. Prince Ma Jack Black Susan

Christmas
Determine Cause and Effect

To determine a cause, ask “What is the reason?” To determine an effect, ask “What is the result?” Match the causes and effects below. Write the number of the cause in front of its effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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<tbody>
<tr>
<td>1. The winter seemed long.</td>
<td>______ Laura had to go to bed first.</td>
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<tr>
<td>2. Mary and Laura had their baths on</td>
<td>______ Laura chased Jack around the house.</td>
</tr>
<tr>
<td>Saturday night.</td>
<td></td>
</tr>
<tr>
<td>3. Laura was younger than Mary.</td>
<td>______ Pa told the girls a story.</td>
</tr>
<tr>
<td>4. Laura couldn’t stand being quiet any</td>
<td>______ On Sunday, Mary and Laura were very</td>
</tr>
<tr>
<td>longer.</td>
<td>clean.</td>
</tr>
<tr>
<td>5. Laura and Mary sat on Pa’s lap.</td>
<td>______ The girls became tired of staying</td>
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<td></td>
<td>in the house.</td>
</tr>
<tr>
<td>1. Grandpa’s father said a long prayer.</td>
<td>______ The boys couldn’t wait to go</td>
</tr>
<tr>
<td></td>
<td>sledding.</td>
</tr>
<tr>
<td>2. Grandpa’s family didn’t cook a hot</td>
<td>______ Grandpa’s family walked to church.</td>
</tr>
<tr>
<td>meal on Sundays.</td>
<td></td>
</tr>
<tr>
<td>3. Grandpa’s family wasn’t allowed to</td>
<td>______ Grandpa’s family ate a cold</td>
</tr>
<tr>
<td>hitch up the horses on Sunday.</td>
<td>breakfast Sunday morning.</td>
</tr>
<tr>
<td>4. Grandpa and his brothers built a new</td>
<td>______ Grandpa’s father said “Amen.”</td>
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<td>sled.</td>
<td></td>
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<td>5. George, James, and Grandpa took the</td>
<td>______ Grandpa’s father took the boys to</td>
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<td>new sled out without permission.</td>
<td>the woodshed to punish them.</td>
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Sundays

LITTLE HOUSE IN THE BIG WOODS

Determining Cause and Effect

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Matching Synonyms

A synonym is a word having the same or nearly the same meaning as another word. Read each sentence. Choose a synonym from the word box to replace the italicized word.

Example: ____ shook ____ The icicles quivered as they hung in the sunlight.

1. Pa had been trapping wild animals all winter.
2. Ma would make dresses from the calico Pa brought from town.
3. The animal’s eyes were glittering in the lantern light.
4. Ma snatched the lantern and Laura and then ran to the house.
5. Ma was mending a shirt while she waited for Pa to come home.
6. In spring, bears left their dens to search for food.
7. The bears were often cross when they first woke up in the spring.
8. Ma was trembling as she thought about how she’d slapped the bear.
9. No matter what Pa did, the bear would not budge.
10. Pa wore his gay plaid jacket.
Discovering Meaning Through Context

Read the following sentences. Three meanings are given for each italicized word. Use the context of the sentence to figure out which meaning is correct. Underline the correct meaning.

Example: As the day became warmer, chunks of snow fell from the trees.

pieces flakes drifts

1. Ma covered Laura with another quilt because she was shivering.

hot awake shaking

2. There were mounds of new snow on top of the fence posts.

balls piles buckets

3. The bear licked his chops at the sight of the sugar.

lips paws nose

4. Pa’s eyes twinkled as he handed the girls the sugar cakes.

glared sparkled closed

(continued)
5. Grandpa bored a hole in the maple tree.

drilled  found  saw

6. The sap ran into a cedar bucket.

plastic  metal  wooden

7. Pa explained to Laura that it didn’t hurt the tree any more than when she would prick her finger.

lick  stick  bite

8. Grandpa used a sled to haul the barrel of sugar from tree to tree.

pull  roll  lift

9. A basswood ladle was used to skim the syrup.

paddle  spoon  pan

10. Grandpa would get store sugar for company.

baking  animals  visitors
Classifying Word Groups

Read the following sentences. Decide if the italicized part of the sentence tells you where, when, or how. Underline the correct choice.

**Example:** It was so warm that the icicles fell *one by one.*

1. Laura pressed her face *against the cold window pane.*

2. The melting snow looked *soft and tired.*

3. *Before night,* the small patch of mud had grown larger.

4. Ma promised Laura and Mary they could play outside *tomorrow.*

5. For days, the sun shone *brightly.*

6. Laura tasted the snow that lay *in the fold of Pa’s sleeve.*

7. Pa came in and hung his gun *over the door.*

8. The girls put the sugar cakes *beside their plates.*

(continued)
Classifying Word Groups
The Sugar Snow

9. *After supper*, Pa told the girls about the sugar snow. where when how

10. Grandpa whittled the wood *with his knife*. where when how

11. Grandpa skimmed the sap *every few minutes*. where when how

12. Grandpa ladled the syrup *into the milk pans*. where when how

13. Pa said the family was going to Grandpa’s *on Monday*. where when how

14. Pa said a snow *this time of year* meant Grandpa could make more sugar. where when how

15. Ma smiled *happily* when Pa said there’d be a dance. where when how
Using Cloze Reading

Read the paragraphs below. Use the words in the word box to fill in the blanks. The first example is done for you.

The (1) _____ sleigh _____ bells rang merrily as the horses pulled the sled through the Big Woods. Grandma was standing in the doorway as the Ingalls family came into the (2) ____________________.

Ma and the aunts helped in the kitchen while Grandma made hasty (3) ________________. (4) ________________ smells filled the house.

After dinner, Laura sat on the bed and watched as the aunts (5) ________________ their long hair. They wore hand-knit white (6) ________________, starched white petticoats, and beautiful dresses.

Finally, Aunt Ruby fastened her (7) ________________ with a red rose pin she had made herself.

Uncle George blew his (8) ________________ to let everyone know the dance was about to begin. Laura thought Ma was the best (9) ________________ in the world. Uncle George and Grandma danced a lively (10) ________________. Finally, Uncle George was too tired to continue. Grandma jigged a little more and smiled as everyone (11) ________________.

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A synonym is a word having the same or nearly the same meaning as another word. Read each sentence. Choose a synonym from the word box to replace the italicized word.

Example: _______ collecting _______ Pa wanted to leave early so he could help with the gathering of sap.

1. Along the way, Pa pointed out tracks of wild creatures that lived in the Big Woods.
2. Laura saw tracks of a deer that bounded away.
3. Grandpa hewed the wood for the floors with his ax.
4. Laura loved to run the length of Grandma’s spacious house.
5. The aunts wore pretty white petticoats with lace around the edges.
6. People began to square dance while Pa called the figures.
7. Grandma and Uncle George were jigging to Pa’s fiddle music.
8. Uncle George gasped, threw up his arms, and stopped dancing.
9. Everyone watched anxiously as Grandma ladled syrup into patty-pans.
10. Laura watched the men stamping their boots on the floor as they danced.
Remembering Details

The following questions are about some of the characters and events in the book. Write the answers on the lines below the questions. Be sure to use complete sentences.

1. Why did Laura and Mary need to wash their feet every night? ______________
   ___________________________________________________________________

2. Who were Charlotte and Nettie? ________________________________
   ___________________________________________________________________

3. What did Pa tell Laura and Mary they could do as soon as the crops were in? ________________
   ___________________________________________________________________

4. Why did the girls take a bath in the middle of the week? ______________
   ___________________________________________________________________

5. Why did Ma wind the girls’ hair around rags? _________________________
   ___________________________________________________________________

6. What happened when Pa lifted Laura into the wagon to go home? _______
   ___________________________________________________________________

7. What did Laura plan to do with her candy heart? _______________________
   ___________________________________________________________________
Matching Antonyms

An antonym is a word that means the opposite or nearly the opposite of another word. Read each sentence. Choose an antonym from the word box to replace the italicized word.

Example: ________ back ________ Pa built two playhouses in front of the house.

______________ 1. Laura saw a fawn with the tiniest feet and the softest muzzle.

______________ 2. Ma wanted the girls to have curly hair.

______________ 3. The girls made fresh leaf hats for their dolls.

______________ 4. Smoke rose from the chimneys of the houses.

______________ 5. Laura saw boys and girls running and shouting.

______________ 6. There was a wide porch on the front of the store.

______________ 7. Pa laughed and told Ma to choose some bright calico for a new apron.

______________ 8. The girls received thin, white, heart-shaped candy.

______________ 9. The lake water had polished the pebbles smooth.

______________ 10. Laura thought it had been the most wonderful day of her life.
Determining Alphabetical Order

Words are listed in a dictionary in alphabetical order. Number the five words in each list below to show the order in which they would appear in the dictionary. Write a 1 in the blank before the word that comes first alphabetically, and so on.

Example:

3. cookie
5. cookstove
1. clothes
2. coming
4. cooking

A. strike
swelled
strap
shoulder
shone

B. fields
full
filled
fiddle
fresh

C. laughed
little
like
loaded
lazy

D. underbrush
usual
understood
unwound
uncle

E. honey
hollow
hunting
heaping
hoop
Choosing Correct Meanings

Each of the words in the word box can have more than one meaning. Read the sentences below. Complete each sentence by writing one of the words from the word box in the blank space. You will use each word twice.

Example: Ma would ___________ clean ______ the house thoroughly when guests were coming.

1. Ma explained that ______________ cheese was really unripened yellow cheese.
2. Ma sent the men to the ______________ to find Pa.
3. Laura didn’t ______________ playing with the little boy who had come to visit.
4. Pa made a wooden stand for the cheese ______________.
5. Ma wouldn’t need to buy cheese at the ______________.
6. Laura and Clarence climbed around in the leafy ______________ trees.
7. Pa was ______________ underbrush from the edge of the Big Woods.
8. Laura couldn’t __________________ the thought that Mary had prettier hair.
9. Pa had to __________________ the cow every day.
10. Ma would __________________ the liquid out of the curds.
11. Mary and Laura wore __________________ dresses when company visited.
12. Ma used fresh __________________ to make the cheese.
13. Pa told Laura she needed to __________________ him.
14. Ma would __________________ the cheese for winter use.
15. Pa scared the __________________ away from the bee tree.
Using Guide Words

At the top of each dictionary page are guide words. These words are the first and last words on a dictionary page. The other words on the page fall in alphabetical order between the guide words.

Put the words in the word box in alphabetical order under the correct guide words. The first one has been done for you.

<table>
<thead>
<tr>
<th>fields</th>
<th>fine</th>
<th>cradles</th>
</tr>
</thead>
<tbody>
<tr>
<td>swung</td>
<td>curved</td>
<td>stoop</td>
</tr>
<tr>
<td>knot</td>
<td>afternoon</td>
<td>eleven</td>
</tr>
<tr>
<td>ladylike</td>
<td>thick</td>
<td>jumping</td>
</tr>
<tr>
<td>shelter</td>
<td>jackets</td>
<td>playing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>act—fin</th>
<th>final—march</th>
<th>mare—tongue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. afternoon</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
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</table>
Writing a Journal Sample

Imagine that you are Laura. In the sample journal below, tell how you feel about your cousin Charley and the trouble he causes during the harvest.

Name ____________________________

Harvest
Creating a Picture

Draw one of the scenes the author describes in chapter 13, “The Deer in the Wood.” Then write your own description of what you have drawn.
Recalling a Character

Think about a character from this book. Imagine that you are describing this character to someone who has not read the book. Write your description of the character. Try to include information about the character’s appearance, likes and dislikes, behavior, friends, family, and so forth.

Character: ____________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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Writing a Book Recommendation

Do you think other students would enjoy reading *Little House in the Big Woods*? On the lines below, explain why you would recommend reading the book. Mention specific things you liked about the story. For example, did you think the Ingalls family seemed real? Did you think the story was interesting? Did you think the story gave a true picture of life in pioneer times? If you didn’t like the book, tell why you would not recommend it.
Explaining Feelings

The questions below ask you to describe the feelings you had as you read the book. Read each question carefully. Write your response on the lines provided. Explain why you felt the way you did.

1. How did you feel when Laura received a new doll for Christmas?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. How did you feel when Ma and Laura found the bear in the barnyard?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

3. How did you feel when everyone was dancing at Grandpa’s house?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
4. How did you feel when the storekeeper said Mary was pretty and he didn’t say anything about Laura?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

5. How did you feel when Charley played tricks on Pa and Uncle Henry?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

6. How did you feel when Charley was stung by the yellow jackets?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

7. How did you feel when Pa said he couldn’t shoot the doe and fawn?

_________________________________________________________________
_________________________________________________________________
Optional Spelling and Vocabulary Lists

Below are four word lists from the book. The words can be used as spelling or vocabulary words.

<table>
<thead>
<tr>
<th>Chapters 1-3</th>
<th>Chapters 4-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>twisting</td>
<td>shoveled</td>
</tr>
<tr>
<td>whispering</td>
<td>catechism</td>
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<tr>
<td>fierce</td>
<td>crescent</td>
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<tr>
<td>venison</td>
<td>curlicues</td>
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<tr>
<td>hickory</td>
<td>enormous</td>
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<td>smoldered</td>
<td>buckskin</td>
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<tr>
<td>hearth</td>
<td>muzzle</td>
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<tr>
<td>glittering</td>
<td>whittled</td>
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<tr>
<td>mustaches</td>
<td>panthers</td>
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<tr>
<td>scramble</td>
<td>stalking</td>
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<tr>
<td></td>
<td>briars</td>
</tr>
<tr>
<td></td>
<td>switch</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapters 8-10</td>
<td>Chapters 11-13</td>
</tr>
<tr>
<td>faintly</td>
<td>cousins</td>
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<tr>
<td>shoulders</td>
<td>crimson</td>
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<tr>
<td>yoke</td>
<td>cradles</td>
</tr>
<tr>
<td>swagger</td>
<td>shock</td>
</tr>
<tr>
<td>corset</td>
<td>whetstone</td>
</tr>
<tr>
<td>flounces</td>
<td>sharpening</td>
</tr>
<tr>
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<td>sullen</td>
</tr>
<tr>
<td>saucer</td>
<td>blubbering</td>
</tr>
<tr>
<td>wisps</td>
<td>bawled</td>
</tr>
<tr>
<td>dreadfully</td>
<td>liar</td>
</tr>
<tr>
<td></td>
<td>braided</td>
</tr>
</tbody>
</table>
Supplementary Activities

Below is a list of ideas that could be used as supplementary or culminating activities.

I. Oral reading
   A. To the entire class
   B. To each other
   C. To the teacher
   D. To a tape recorder

II. Group discussions
   A. Author’s writing style
   B. Ideas gained from the book
   C. Parts of the book
      1. Most important
      2. Most humorous
      3. Most saddening
      4. Most exciting
      5. Most liked
   D. Characters
      1. Did the characters seem real?
      2. What did you like best about each character?
      3. What did you dislike most about each character?
      4. Which character was the student’s favorite? Why?
      5. List questions to ask each character.

(continued)
Supplementary Activities

III. Spelling bee using words from the book

IV. Role play situations from the book

V. Artistic creations
   A. Murals
   B. Dioramas
   C. Book jackets
   D. Posters
   E. Puppets
   F. Poetry
   G. Costumes
   H. Portraits
   I. Mobiles
   J. Songs
   K. Newspaper headlines, articles, and drawings

VI. Research
   A. Wisconsin history
   B. Pioneer life
   C. Ingalls family
   D. Sugaring
   E. Bees
   F. Bears

VII. Read other books by the same author
Response Key

WORD ATTACK SKILLS

Using Short Vowels (page 7)
1. trundle; 2. brindle; 3. fence; 4. moss; 5. peppers; 6. uncle; 7. bladder; 8. chopped;
9. fiddle; 10. snug

Using Compound Words (page 8)
1. bulldog; 2. upstairs; 3. bedroom; 4. snowdrifts; 5. daylight; 6. wagonload; 7. pigpen;
8. headcheese; 9. cookstove

Using Long Vowels (page 9)
1. frozen; 2. smoked; 3. wipe; 4. baking; 5. grated; 6. loaf; 7. white; 8. music; 9. flames;
10. screamed

Finding Base Words (page 10)
1. hurry; 2. solid; 3. fairy; 4. big; 5. keep; 6. leak; 7. rough; 8. large; 9. little; 10. even;
11. drop; 12. churn; 13. breath; 14. gold; 15. shine; 16. steady; 17. story; 18. slam;
19. knee; 20. purr

Listening for Syllables (page 11)
1. 2; 2. 3; 3. 2; 4. 4; 5. 1; 6. 2; 7. 1; 8. 2; 9. 3; 10. 2; 11. 3; 12. 2; 13. 3; 14. 3; 15. 3; 16. 2;
17. 2; 18. 2; 19. 3; 20. 3; 21. 2; 22. 3; 23. 3; 24. 2; 25. 2; 26. 1; 27. 1; 28. 2; 29. 3; 30. 2

COMPREHENSION SKILLS

Remembering Details (page 12)
1. Pa sat by the fire and molded fresh bullets for hunting. 2. Laura and Mary would burn
their fingers on the hot bullets. 3. Pa kept the rifle on the hooks over the front door. 4. An
animal could attack Pa before he had a chance to reload his rifle. 5. Pa had to go into the
woods and bring the cows home before dark. 6. Pa was scared by a screech-owl. 7. Grandpa
gave Pa a thrashing with a stout switch.

Classifying Words (page 13)
1. shirt; 2. stars; 3. robes; 4. branches; 5. sled; 6. pan; 7. Aunt Eliza; 8. Peter; 9. candy;
10. Ma

Determining Cause and Effect (page 14)
Set 1: 3; 4; 5; 2; 1
Set 2: 4; 3; 2; 1; 5
Matching Synonyms (page 15)
1. catching; 2. cloth; 3. sparkling; 4. grabbed; 5. sewing; 6. homes; 7. angry; 8. shaking; 9. move; 10. bright

Discovering Meaning Through Context (page 16)
1. shaking; 2. piles; 3. lips; 4. sparkled; 5. drilled; 6. wooden; 7. stick; 8. pull; 9. spoon; 10. visitors

Classifying Word Groups (page 18)
1. where; 2. how; 3. when; 4. when; 5. how; 6. where; 7. where; 8. where; 9. when; 10. how; 11. when; 12. where; 13. when; 14. when; 15. how

Using Close Reading (page 20)
1. sleigh; 2. clearing; 3. pudding; 4. spicy; 5. braided; 6. stockings; 7. collar; 8. bugle; 9. dancer; 10. jig; 11. cheered

Matching Synonyms (page 21)
1. animals; 2. ran; 3. cut; 4. large; 5. slips; 6. directions; 7. dancing; 8. panted; 9. eagerly; 10. pounding

Remembering Details (page 22)
1. Their feet were dirty from running barefoot outdoors. 2. Charlotte and Nettie were Laura’s and Mary’s dolls. 3. Pa said they could all go to town. 4. The next day the girls were going to town for the first time. 5. Ma wanted the girls to have curly hair for their visit to town. 6. Laura’s dress pocket ripped because she had filled it with too many pebbles. 7. Laura planned to save her candy heart forever because she thought it was too pretty to eat.

Matching Antonyms (page 23)
1. biggest; 2. straight; 3. stale; 4. sank; 5. whispering; 6. narrow; 7. dull; 8. fat; 9. rough; 10. horrible

STUDY SKILLS

Determining Alphabetical Order (page 24)
A. 4; 5; 3; 2; 1
B. 2; 5; 3; 1; 4
C. 1; 4; 3; 5; 2
D. 2; 5; 3; 4; 1
E. 3; 2; 5; 1; 4

Choosing Correct Meanings (page 25)
Using Guide Words (page 27)

<table>
<thead>
<tr>
<th>act—fin</th>
<th>final—march</th>
<th>mare—tongue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. afternoon</td>
<td>1. fine</td>
<td>1. playing</td>
</tr>
<tr>
<td>2. cradles</td>
<td>2. jackets</td>
<td>2. shelter</td>
</tr>
<tr>
<td>3. curved</td>
<td>3. jumping</td>
<td>3. stoop</td>
</tr>
<tr>
<td>4. eleven</td>
<td>4. knot</td>
<td>4. swung</td>
</tr>
<tr>
<td>5. fields</td>
<td>5. ladylike</td>
<td>5. thick</td>
</tr>
</tbody>
</table>

CREATIVE SKILLS

Writing a Journal Sample (page 28)
Responses will vary.

Creating a Picture (page 29)
Responses will vary.

Recalling a Character (page 30)
Responses will vary.

Writing a Book Recommendation (page 31)
Responses will vary.

Explaining Feelings (page 32)
Responses will vary.
LITTLE HOUSE IN THE BIG WOODS

WORD ATTACK SKILLS
Using Short Vowels
Using Compounds Words
Using Long Vowels
Finding Base Words
Listening for Syllables

COMPREHENSION SKILLS
Remembering Details
Classifying Words
Determining Cause and Effect
Matching Synonyms
Discovering Meaning
  Through Context
Classifying Word Groups
Using Cloze Reading
Matching Antonyms

STUDY SKILLS
Determining Alphabetical Order
Choosing Correct Meanings
Using Guide Words

CREATIVE SKILLS
Writing a Journal Sample
Creating a Picture
Recalling a Character
Writing a Book Recommendation
Explaining Feelings
Supplementary Activities

SPELLING AND VOCABULARY
Optional Spelling and Vocabulary Lists

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