

# Here's What You'll Get with the Little House in the Big Woods Book Club

## Making Inferences Lesson Plans for 6 Book Club Meetings

### 4 Part Lesson Plans

**Book Club**

**Little House in the Big Woods**  
By: Laura Ingalls Wilder  
Grade Level: 4 / Guided Reading Level: Q

**Discussion Questions and New Vocabulary**

**Meeting #3**  
**A Note About the Discussion Questions and Vocabulary**

The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.

You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading this selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

**Chapters 4-5 Discussion Questions:**

- How did Prince save Aunt Elizabeth? (He warned her of a panther near the place where she gets water. pg. 71)
- What did Laura receive for Christmas? (A rag doll. pg. 74)
- Why did Laura dislike Sundays? (The children had to be quiet and listen to Bible stories. pg. 86)

**Chapters 4-5 New Vocabulary:**

- Catechism (pg. 89) - a book that explains the beliefs of the Christian religion by using a list of questions and answers
- Sabbath (pg. 90) - a weekly day of rest and worship that is observed on Sunday by Christians
- Tanned (pg. 96) - beat someone, such as a child (spank)

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

**Book Club**

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**Inferring the Author's Purpose**

**Meeting #3 Continued**

- Draw students' attention to chapter 5.
  - Give students a minute or so to review the chapter. Ask them what they think the purpose of the chapter was.
    - Possible answers:
      - to inform us about the Ingalls' religion
      - to show how Laura and her sister felt when they couldn't play on Sundays
      - to entertain us with the story of grandpa and the pig.
  - Next, ask students to support their inferences about the author's purpose with evidence from the text.

**Model How to Respond to Reading**

- Add students' inferences to the making inferences chart.
- Next, model how to add a note indicating the author's purpose following the example on the next page.
  - Remind students that authors have a variety of reasons to include specific details. When we are able to get even more information about characters, setting, plot, etc.
- Ask students to review the inferences they made during their independent reading and to make notes about the author's purpose.
- Invite students to share an inference and their inferred author's purpose in pairs or with the group.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

**Book Club**

**Little House in the Big Woods**  
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**Meeting #4 Continued**  
**Wrap Up the Book Club Meeting**

- Assign students to independently read chapters 9 and 10. Students should continue with Readers' Notebook entries and significant passages that support the themes they have identified.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.
- Tell students that they are responsible for the following:
  - Tracking inferences.
  - Making a prediction at the end of each chapter and supporting their prediction with an inference.
  - Responding to reading using the Reading Response Board.

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**Cite the Text to Support Inferences**

- Be sure to model how to use quotation marks and how to cite the page number.
- Ask students what the author's purpose might be in writing this passage.
- Sample answers: to show what life is like in 1870 in this wilderness; to give us a picture of her life as a little girl.

Page	In the story it says:	I infer that:
9	"Laura and Ma wrapped the fire for several days. When the smoke stopped coming through the cracks, Laura would bring more rocks, bricks..."	Laura had to work hard with her Ma and her sister to keep the fire going.

**Take Time to Reflect (2 minutes)**

- Distribute the student self-evaluation assessments.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).

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Sample Notebook Entry for Making Inferences

**Introduce Making Inferences**

**Inferring the author's purpose**

**Cite the text to support inferences**

**Drawing conclusions based on inferences**

**Using inferences to make predictions**

**Reflecting on inferences and predictions**

**Reflecting on inferences, predictions, and conclusions**

**Inferring the author's Purpose Chart**

Page	Chapter	Inference and Prediction	Supporting Text	Author's Purpose
10	Big Woods	...the pig was so fat and so fat that it couldn't fit in the pen...	"The pig was so fat and so fat that it couldn't fit in the pen..."	to entertain us with the story of grandpa and the pig.

**Take Time to Reflect (2 minutes)**

- Distribute the student self-evaluation assessments.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
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# Book Club Management Materials

## Book Club Calendar

Month: \_\_\_\_\_ Name: \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**Start the Conversation**

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club  
Little House in the Big Woods

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Custom Calendar Template

Conversation Prompts

## Expectation Guide for Before, During, and After Book Club

Name: \_\_\_\_\_

How I Did in Little House in the Big Woods Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in Book Club
I had my materials				
I shared my thinking				After I was responsible
I asked someone a question				
I stayed on task, listened, and showed respect to others				
I took the time to reflect				
Date: I know when and where I will prepare for the next meeting				
Score	A Note from Your Teacher			
/ 27				

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## Student Self-Evaluation Rubric

Name: \_\_\_\_\_

How I Did in Little House in the Big Woods Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in Book Club
I had my materials				
I shared my thinking				After I was responsible
I asked someone a question				
I stayed on task, listened, and showed respect to others				
I took the time to reflect				
Date: I know when and where I will prepare for the next meeting				
Score	A Note from Your Teacher			
/ 27				

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Tied to the Book Club Expectation Guide

## Reader's Response Option Board

Name: \_\_\_\_\_

Write about the way this story was told. Was it told in 1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.	Make an inference about the main character. What makes the character happy? Give examples.	Write about the things a reader needs to know to understand the text.	Choose a scene from the book. Tell how it would be different if it was in a movie.
Write about the main problem and solution unfolded in the story.	Write about the way this story was told. Who told the story?	What is the overall mood of this book? Why do you think so? Give examples.	What is the theme of this book? Why do you think so? Give examples.
<b>Directions:</b> Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.	<b>RL.4.1</b> Write about the three inferences you made while reading. Explain why these inferences are important.	<b>RL.4.4</b> Write about the new words you read. What do you think the words mean? Why?	<b>RL.4.4</b> What are some powerful words or phrases used in the text? Why are they powerful?
<b>RL.4.10</b> Write about the reading strategies you used to help you be a better reader.	<b>RL.4.5</b> Which chapter was the most important? Why do you think so?	<b>RL.4.6</b> Write about the author's message and use evidence from the text to support your thinking.	<b>RL.4.9</b> Tell the genre of your text and explain how you know.
<b>RL.4.3</b> Compare and contrast two characters. Tell how they are the same and different.	<b>RL.4.1</b> Make an inference about the main character. What makes the character happy? Give examples.	<b>RL.4.10</b> Write about the things a reader needs to know in order to understand the text.	<b>RL.4.7</b> Choose a scene from the book. Tell how it would be different if it was in a movie.
<b>RL.4.5</b> Write about the way the main problem and solution unfolded in the story.	<b>RL.4.4</b> Give at least 2 examples of figurative language. Tell how the language affected your comprehension.	<b>RL.4.10</b> What did you learn about yourself as a reader today? Use examples from the text.	<b>RL.4.2</b> Write a summary of the text that you read today.

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with 4<sup>th</sup> Grade Common Core Alignment

# Book Club Assessment Materials

Name: \_\_\_\_\_

**Little House in the Big Woods**  
Book Club Focus Assessment

**Making Inferences**

**Directions:** Read each of the following passages from *Little House in the Big Woods* and select the inference you would draw from it.

**What does the author mean by "tanning".**

(A) Getting tan in the sun  
(B) Spanking  
(C) Using the sun to make a cow's hide useful leather  
(D) All of the above

**What can you infer from the story inside the story of "Grandpa's Sled and the Pig."**

(A) Pigs were wild in Grandpa's day  
(B) Pigs were not used for food but for fun  
(C) Life was even harder in Grandpa's day than in Laura's  
(D) None of the above  
(E) All of the above

**Why do you think that Laura ended the story with the lines: "Now is now. It can never be a long time ago."**

CCSS:ELA-LITERACY.RL.4.1 Little House in the Big Woods Book Club | @BookPages.com

Focus Assessment for Making Inferences

Practice with multiple choice questions

One essential question for each of the 4<sup>th</sup> grade Reading Literature standards

Name: \_\_\_\_\_

**Little House in the Big Woods**  
CCSS Assessment

**Directions:** Use what you know about *Little House in the Big Woods* to answer each of the following questions.

**After the sun went down, they could not slide downhill, not even once. That would be breaking the Sabbath. What does the underlined word mean?**

(A) The rules  
(B) The day when they are to worship  
(C) The sled  
(D) The family's traditions

**Explain the difference between the main story and the stories in the middle of the chapters like, "The Story of Pa and the Voice in the Woods."**

**Who is telling the story?**

(A) Laura (first person)  
(B) Pa (second person)  
(C) Someone observing them (third person)  
(D) All of the above

CCSS Assessment 4<sup>th</sup> Grade Reading Standards for Literature | @BookPages.com

Complete Common Core Assessment

Answer Keys

**Answer Key**

**Little House in the Big Woods**  
CCSS Assessment

**Directions:** Use what you know about *Little House in the Big Woods* to answer each of the following questions.

**Why do you think that Pa didn't shoot the deer?**

(A) They didn't need meat because it was summer.  
(B) He was afraid the bear would come after the carcass.  
(C) It was so beautiful, strong, free and wild, he just couldn't.  
(D) None of the above.  
(E) A and C.

**Which of the following best captures the theme of the text?**

(A) Parents were hard on children in those days.  
(B) Children had to do without any love and affection in those days.  
(C) Simple things in life can make people happy.  
(D) Hard work is necessary for a successful life.  
(E) C and D.

**Describe Ma in detail.**

Answers will vary. Sample answers include: she is hard working; she came from a family in the East where she had nice dresses; she loves to dance.

Rubric with optional Common Core Alignment

**Making Inferences Focus Assessment Rubric**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**CCSS Reading Literary Text Standard 4.1**  
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	5 Correct
<b>Secure:</b> The student identifies details and examples to draw accurate inferences and determine author's purpose.	<b>Not able to do so at beginning:</b> Unable to identify details and examples to draw accurate inferences, some of the time.	Unable to identify details and examples to draw accurate inferences and determine author's purpose most of the time.	Unable to identify details and examples to draw accurate inferences and determine author's purpose all of the time.	Unable to identify details and examples to draw accurate inferences and determine author's purpose all of the time.

**If student is less than secure, he or she needs to work on the following:**

- Make sense of what's being read
- Identify details and examples
- Draw inferences
- Explain what the text says
- Understand the text
- Cite specific examples and details to support understanding.

Book Club  
Little House in the Big Woods

CCSS:ELA-LITERACY.RL.4.1 Little House in the Big Woods Book Club | @BookPages.com

**Running Record**

*Little House in the Big Woods* Guided Reading Text Level: Q Word Count: 100

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy Rate: (# of words correct/100 words)

Error Rate: (# of incorrect words/100 words)

Self-Correction Rate: (# of words self-corrected/100 words)

Time: (in seconds) Words For Minute: (100/seconds read x 60)

	Easy	Instructional	Hard
95% - 100% Accuracy	90% - 94% Accuracy	50% - 89% Accuracy	
E = Error SC = Self-Correction M = Misreading S = Structure/Spelling V = Visual			

COGNITIVE INFORMATION USED

Focus	E	SC	M	V	E	SC	M	V
1 Once upon a time, sixty years ago, a little girl lived in the Big Woods of Wisconsin in a little gray house made of logs, the great, dark trees of the Big Woods stood all around the house, and beyond them were other trees and beyond them were more trees. As far as a man could go to the north in a day, or a week, or a whole month, there was nothing but woods. There were no houses. There were no roads. There were no people. There were only trees and the wild animals who had their homes								

**Analysis and Comments:**

Noted By: \_\_\_\_\_ @BookPages.com

Running Record

# Vocabulary Connections Resources

**Vocabulary Connections** **Little House in the Big Woods**  
By: Laura Ingalls Wilder  
Grade Level: 4 / Guided Reading Level: Q

**Important Words to Know and Understand in "Little House in the Big Woods"**

**Calico** (pg. 108)  
A light, printed cotton cloth.

**Catechism** (pg. 89)  
A book that explains the beliefs of the Christian religion by using a list of questions and answers.

**Delaine** (pg. 128)  
A lightweight dress fabric of wool with a printed pattern.

**Galluses** (pg. 170)  
Suspenders.

**Hearth** (pg. 236)  
The floor in front of a fireplace.

**Honeycomb** (pg. 195)  
A group of wax cells with six sides that are built by honeybees in their hive and that contain young bees or honey.

**Sabbath** (pg. 90)  
A weekly day of rest and worship that is observed on Sunday by Christians.

**Thresher** (pg. 221)  
A machine that separates the seeds of wheat from the plant.

**Thrashing** (pg. 58)  
To hit someone with a stick.

**Venison** (pg. 9)  
The meat of a deer.

Vocabulary Word List | ©BookPages.com

## Important Words to Know and Understand in Little House in the Big Woods

**Vocabulary Connections** **Little House in the Big Woods**  
By: Laura Ingalls Wilder  
Grade Level: 4 / Guided Reading Level: Q

<b>Calico</b>	<b>Catechism</b>	<b>Delaine</b>
A light, printed cotton cloth.	A book that explains the beliefs of the Christian religion by using a list of questions and answers.	A lightweight dress fabric of wool with a printed pattern.
<b>Galluses</b>	<b>Hearth</b>	<b>Honeycomb</b>
Suspenders.	the floor in front of a fireplace.	A group of wax cells with six sides that are built by honeybees in their hive and that contain young bees or honey.

Definition Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections** **Little House in the Big Woods**  
By: Laura Ingalls Wilder  
Grade Level: 4 / Guided Reading Level: Q

<b>Sabbath</b>	<b>Thresher</b>	<b>Thrashing</b>
A weekly day of rest and worship that is observed on Sunday by Christians.	A machine that separates the seeds of wheat from the plant.	To hit someone with a stick.
<b>Venison</b>		
The meat of a deer.		

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections** **Little House in the Big Woods**  
By: Laura Ingalls Wilder  
Grade Level: 4 / Guided Reading Level: Q

<b>Calico</b> is a/an noun verb adverb adjective Definition of Calico:	<b>Catechism</b> is a/an noun verb adverb adjective Definition of Catechism:	<b>Delaine</b> is a/an noun verb adverb adjective Definition of Delaine:
Calico looks like this:	Calico looks like this:	Calico looks like this:
Calico reminds me of:	Calico reminds me of:	Calico reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games with Little House in the Big Woods**

**Directions:** Complete the sentences below by using the vocabulary words from the Word Bank.

**Word Bank**  
calico venison hearth delaine  
galluses thresher catechism sabbath

- Deer meat is known as \_\_\_\_\_.
- I go to \_\_\_\_\_ class in to prepare for my first communion.
- Farmers use \_\_\_\_\_ to separate the seeds of wheat from the plant.
- The fireplace \_\_\_\_\_ protects your flooring from burrs.
- \_\_\_\_\_ are one way to hold up your pants.

**Directions:** Choose a vocabulary word from the Word Bank. Write a sentence using the word.

Name: \_\_\_\_\_

Answer Key in the Big Woods

1. venison  
2. catechism  
3. thresher  
4. hearth  
5. galluses

Write a sentence using the word.

Answer Key | ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections** **Little House in the Big Woods**  
By: Laura Ingalls Wilder  
Grade Level: 4 / Guided Reading Level: Q

**Little House in the Big Woods**  
By Laura Ingalls Wilder

A new word from this book is \_\_\_\_\_.

Name: \_\_\_\_\_

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

## Personalized Vocabulary Bookmark

**Vocabulary Connections**

**Directions:** Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

**New Word**

**Visualize**  
Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**  
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

## Vocabulary Word Extension Activities

# Complete Common Core Alignment

Common Core State Standards Correlation
Little House in the Big Woods Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Little House in the Big Woods" correlate with the following English Language Arts Common Core State Standards for fourth grade.
<b>Book Club Lesson Plan and Resources</b>
<b>Reading Literature</b>
<b>RL.1</b> - Refer to details and examples in a text when explaining what the text says explicitly and drawing inferences from the text.
<b>RL.2</b> - Determine a theme of a story, drama, or poem from details in the text, summarize the text.
<b>RL.3</b> - Describe in detail a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>RL.4</b> - Compare the meaning of words and phrases as they are used in a text, recognizing those most able to distinguish characters, events, settings, and moods.
<b>RL.5</b> - Analyze how different mediums (e.g., print and digital) use unique features (e.g., text, images, sound, or video) to enhance their content and style, including the choices made in their design.
<b>RL.6</b> - Compare and contrast the point of view from which different stories are narrated, including the differences between first and third person narratives.
<b>RL.7</b> - Make connections between the text or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
<b>RL.8</b> - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil; and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<b>RL.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading Foundational Skills</b>
<b>RF.3</b> - Show and explain knowledge of phonics and word analysis skills in decoding words.
<b>RF.4</b> - Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b>
<b>W.1</b> - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>W.2</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Speaking &amp; Listening</b>
<b>SL.1</b> - Come to discussion prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore issues under discussion.
<b>SL.2</b> - Follow agreed-upon rules for discussion and carry out assigned roles.
<b>SL.3</b> - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and draw to the attention of others.

Book Club Common Core Alignment

Common Core State Standards Correlation
Little House in the Big Woods Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Little House in the Big Woods" correlate with the following English Language Arts Common Core State Standards for fourth grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<b>L.4</b> - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>L.5</b> - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, encyclopedias and atlases) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>Language</b>
<b>L.4</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., ignited, viewed, trembled); and that are basic to a particular topic.

Vocabulary Connections  
Common Core Alignment