

Novel·Ties

LITTLE HOUSE IN THE BIG WOODS

LAURA INGALLS WILDER



A Study Guide

Written By Estelle Kleinman

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with *Little House in the Big Woods*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

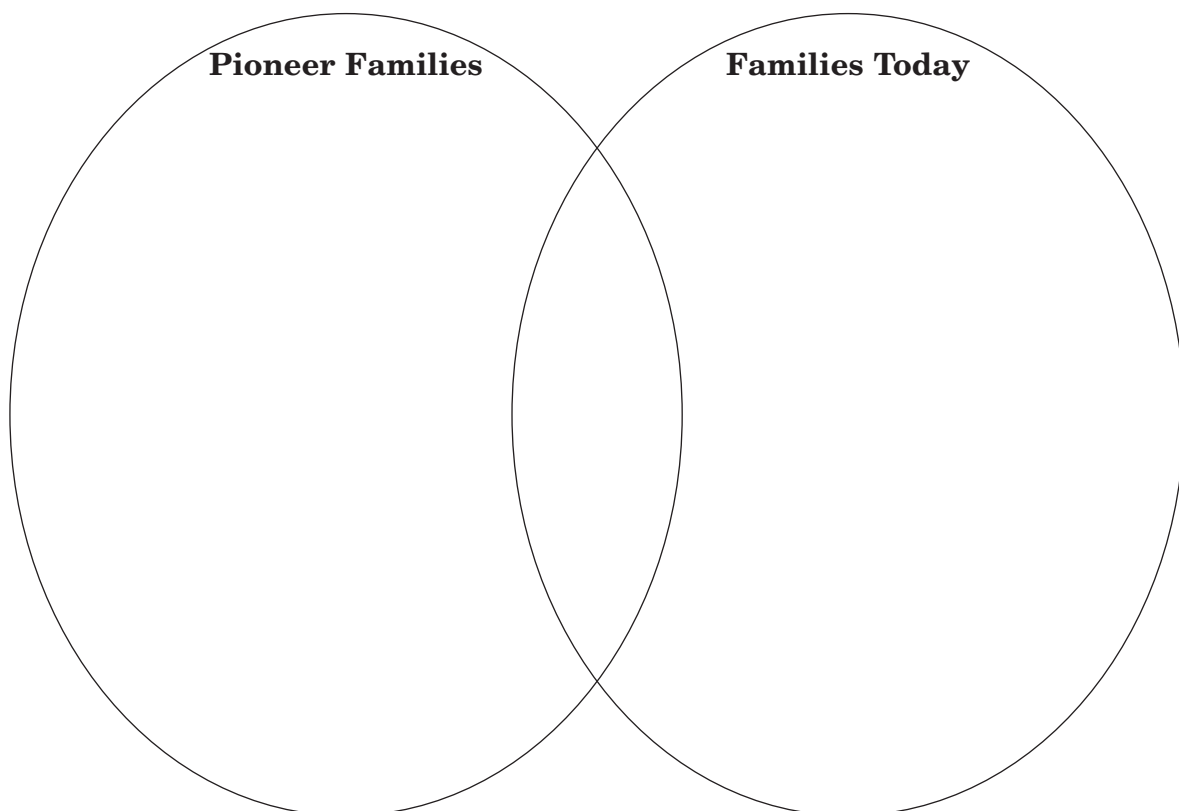
In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think the book will be about? Skim through the book and look at the illustrations that appear throughout. When do you think this story takes place? Have you read any other "Little House" books or any books by Laura Ingalls Wilder?
2. Locate biographical information about Laura Ingalls Wilder, the author of *Little House in the Big Woods*. Do you think authors should write about their own lives? If you were writing a story, would you choose to write about your own life?
3. Read the Background Information on page two of this study guide and do some additional research to learn more about the life of pioneer families living in Wisconsin. What do you think you would have liked most about life in those times? What do you think you would have liked least?
4. Use this Venn diagram to compare pioneer families with families today. Write about their similarities in the overlapping part of the circles. Add information as you continue to read the book.

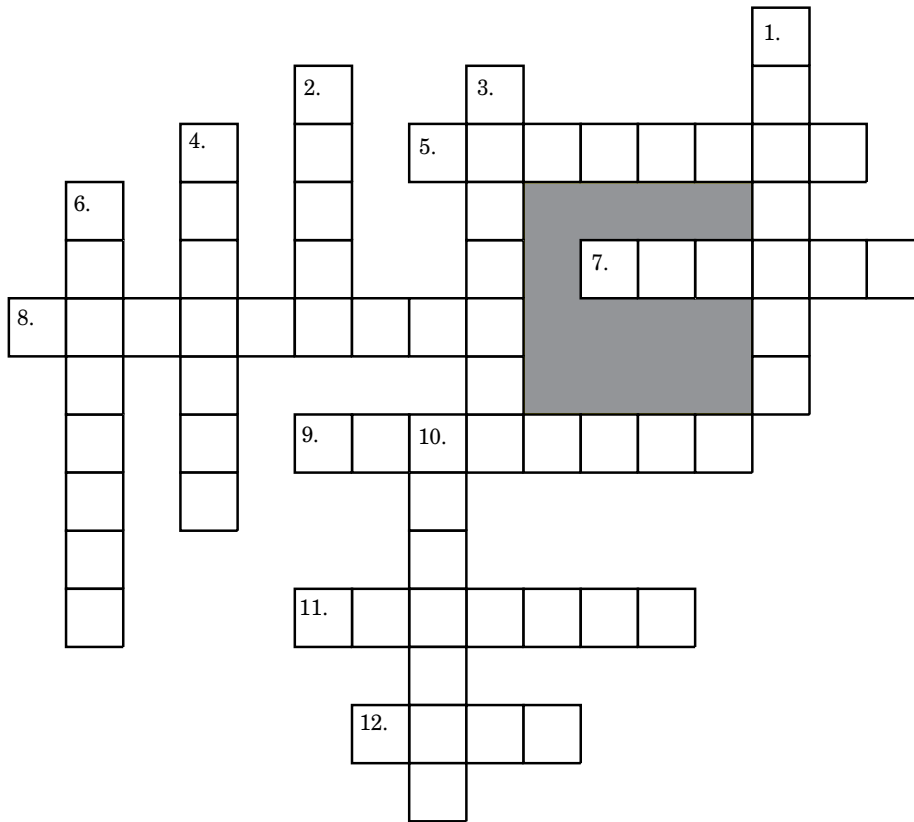


5. Locate videotapes of the television program "Little House on the Prairie," which portray some of the same characters you will meet in this book. Watch several of the early episodes and jot down your impressions of Laura, Mary, Pa, and Ma. As you read the book, see how the characters on the television program compare with those in the book.

LITTLE HOUSE IN THE BIG WOODS, WINTER DAYS AND WINTER NIGHTS

Vocabulary: Use words in the Word Box and the clues below to complete the crossword puzzle.

WORD BOX
 brindle
 brine
 bristles
 cosy
 hovering
 pantry
 scalded
 simmered
 smoldered
 thimble
 venison
 wreaths



Across

- 5. short, stiff hairs of a hog
- 7. small room in which food is kept
- 8. burned and smoked without flame
- 9. fluttering in the air
- 11. small cap worn on the finger when sewing
- 12. warm and comfortable

Down

- 1. twisted rings of flowers or leaves
- 2. very salty water
- 3. gray, tan, or tawny with darker streaks and spots
- 4. burned with hot liquid
- 6. remained just below the boiling point
- 10. deer meat

Read to find out how the family gets ready for winter.