

Critical Thinking Skills



Sarah, Plain and Tall

Skills For Critical Thinking		Chapter Questions									Writing Tasks	Graphic Organizers
		Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Review	
LEVEL 1 Remembering	<ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence Events 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Understanding	<ul style="list-style-type: none"> Compare and Contrast Summarize State Main Idea Describe Classify 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Applying	<ul style="list-style-type: none"> Plan Interview Infer Outcomes 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysing	<ul style="list-style-type: none"> Draw Conclusions Identify Supporting Evidence Motivations Identify Cause and Effect 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Evaluating	<ul style="list-style-type: none"> State & Defend An Opinion Make Judgements 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Creating	<ul style="list-style-type: none"> Predict Design Create Imagine Alternatives 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

SAMPLE

Based on Bloom's Taxonomy



Before You Teach



1,2,3

Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in this **Literature Kit™** are especially suited to a study of *Sarah, Plain and Tall*. Below are suggestions for using each organizer in your classroom. They could also be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).

Comparison Chart

Sarah's former home was quite different from her new home with the Wittings, wasn't it? In the chart below consider each item listed under CRITERIA and fill in the details for Sarah's old and new homes.

CRITERIA	FORMER HOME	NEW HOME
With whom did Sarah live?		
Where was the home located?		
What did the people in her household do for a living?		
What is the climate like?		
What is the land like around here (geography)?		
What is the vegetation like here?		

© CLASSROOM COMPLETE PRESS 53 Sarah, Plain and Tall CC2308

COMPARISON CHART

Sarah's former home in Maine was quite different from her new home on the prairies with the Witting family. In the **Comparison Chart** students are asked to consider five things which are similar between the two homes, and five things that are different. The details of these choices are listed under the second and third columns. It would probably be profitable for the teacher to lead the class in a brain-storming session before attempting the activity.

Found on Page 53.

MAKING UP SARAH'S MIND

It must have been difficult for Sarah to decide whether or not to stay with the Wittings. She came as a complete stranger, and within one short month was expected to decide her future for the rest of her life. Students are asked to imagine that they are in Sarah's position, and using the chart provided, they are to list as many reasons both for staying and leaving as they can think of. They are then asked to select one or two of the reasons from each category which they feel are the most convincing for staying or leaving.

Found on Page 54.

Sequence Chart

List the main events of *Sarah, Plain and Tall* in the order in which they occurred.

Sarah, Plain and Tall

- First
- Next
- Last

© CLASSROOM COMPLETE PRESS 55 Sarah, Plain and Tall CC2308

SEQUENCE CHART

The plot of *Sarah, Plain and Tall* is filled with memorable events – so much so that it is a tall order to isolate the “main events” of the novel, as this assignment expects. In assigning the **Sequence Chart** activity, it might be helpful for the teacher to remind the students that each event selected should be a key component in moving the plot toward the climax of the novel (the scene where Sarah returns to the farm after her trip to town).

Found on Page 55.

Making up Sarah's Mind

It must have been very difficult for Sarah to decide whether or not to stay with the Wittings. She came as a complete stranger within one short month was expected to decide her future for the rest of her life. Sarah didn't know what to do, and had a lot of thoughts going through her mind – both for staying and for going back to Maine. Imagine you are Sarah. Using the chart below as many reasons as you can think of for staying and for leaving as you can. Then pick out or summarize one or two of the best reasons for each category.

WHY I SHOULD STAY	WHY I SHOULD LEAVE

© CLASSROOM COMPLETE PRESS 56 Sarah, Plain and Tall CC2308



Chapter Three

1. What is meant to form a ***first impression*** of someone?

2. In your opinion, what is most difficult thing about meeting new people? Please explain your answer.

Vocabulary

Complete each sentence with a word from the list.

preacher

quilt

paintbrush

alarm

hitched

windmill

clattered

woodchuck

chores

suspend

1. The old woman was going to _____ the bucket over top of the well.
2. I'm sure that a _____ must have got into our vegetable garden.
3. Are you going to help your sister with the _____, Caleb?
4. A loud crack of thunder will _____ just about anyone.
5. The horse and buggy _____ into the yard, disturbing all of the chickens.
6. "Don't you think you should ask the _____ if he will marry you?" Anna asked.
7. They spread the _____ over my parents' bed.
8. The _____ is a source of power on the farm.
9. She _____ the horses to the buggy.
10. "Be sure to clean that _____ off good or it will be ruined," his dad told him.



Chapter Three

1. Answer each question with a word from the chapters.

- a) Sarah came in the season of _____.
- b) It took Papa a whole _____ to get to the train and back.
- c) Papa's two horses were called _____ and _____.
- d) The name of Sarah's cat was _____.
- e) Sarah told them that the _____ fly high and drop the shells on the rocks below.

2. Use the words in the box to fill in the blanks.

paintbrush

mic

moon

olive

yellow

- a) When Sara came home, the _____ covered the prairie.
- b) Sarah was wearing a _____ bonnet.
- c) Mama had planted the Russian _____ years ago.
- d) Papa said that the cat would be good in the barn for _____.
- e) The shell that Sarah gave Caleb was called a _____ snail.

NAME: _____

After You Read



Chapter Three

Answer each question with a complete sentence.

1. Why do you think Papa brushed his hair, and wore a clean blue shirt when he went to meet Sarah?

2. List any three of the chores Anna and Caleb did while they waited for their dad and Sarah to return.

3. Describe the gift that Sarah gave to Anna.

4. How was it formed?

5. How did the land around the farm remind Sarah of the sea?

6. What had the children seen in Sarah's look that made them think the preacher might not come to marry Sarah and Papa?



Journaling Prompt

Meeting Papa, Anna and Caleb must have been a very exciting event for Sarah. Describe her feelings in a journal entry at the end of this first day on the Witting farm.