



LITERATURE LESSON PLANS

Good children's literature
appeals not only to the child
in the adult,
but to the adult in the child.

~ ANONYMOUS ~

Little House 2

Time: 40 minutes
qualities of a pioneer

Reading: 1st half of Chapter 1

Review: Wilder's life and the character

Goal: Introduce the simple, but difficult life in the Big Woods

Principle: It is wise to work and lay aside provisions for the future when they are available.

Scripture: He who gathers in summer is a son who acts wisely, but he who sleeps in harvest is a son who acts shamefully (Proverbs 10:5).

TEACHER

Vocabulary:

attic (n.) Floor consisting of open space at the top of a house directly below the roof; often used for storage.

brindle (n.) Having a gray or brown pattern or a patchy coloring; used especially of the patterned fur of dogs and cats.

cellar (n.) A room under a house below ground level used for storage and food supplies.

hickory (n.) An American hardwood tree used to smoke and flavor meats when burned.

pantry (n.) A small storeroom near the kitchen for food supplies.

preparation (n.) The act of preparing or fitting for a particular purpose, use, service, or condition. Preparation is intended to prevent evil or secure good.

sluggard (n.) A person who is lazy, idle, and habitually inactive.

trundle bed (n.) A low bed on wheels designed to be stored under a higher bed.

venison (n.) The flesh of deer (deer meat).

Wisconsin (n.) One of the fifty states located in north central United States near Lake Superior and Lake Michigan.



Preparation to Teach:

1. Be certain that you have read the entire classic before teaching. For this lesson, reread the first half of chapter 1, "Little House in the Big Woods."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, student vocabulary card, setting graphic organizers, and coloring page 1, "Great dark trees of the Big Woods."



Teaching Plan:

1. Distribute student binders.

STUDENT



Key Word:

- provision** (n.) 1) Something provided.
2) A store of food or clothing.



Reason Questions:

1. Why do you think the Book of Proverbs has so much to say about gathering food in the harvest season?
2. What would happen if the Ingalls family did not work hard to store plenty of food for the winter months?
3. Why doesn't Pa just hunt for food as they need it? Do you think he could find game (meat) in the winter? Tell why or why not.
4. Have you ever had to change your actions today to prepare for the future? Explain.
5. Name things you can do to plan ahead for your future?
6. How will planning ahead help you? Name the outcomes or results of wise planning and diligence.



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Little House setting graphic organizer:
"a little gray house made of logs"
"the great, dark trees of the Big Woods stood all around the house ... where the wild animals lived"
"a comfortable house" with an attic and a cellar

2. Review the individuality of Laura Ingalls Wilder and the contributions she made as an American pioneer woman.
3. Pin the student vocabulary card on the Treasure Chest bulletin board and define the word for the children.
Remind the children that the Living God is a God of providence. Both the word “providence” and the word “provision” have the same Latin root “provideo,” which means “to see ahead.” Providence is “the foresight accompanied with the procurement of what is necessary for future use or with suitable preparation.” Just as God sees our future and provides for us before we need it, so did Laura’s father and mother store food during harvest for the long, harsh, cold winter months in Wisconsin for their family. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Compare the ways of the shameful sluggard with the ways of the wise ant from Proverbs 6: 6-11:

Go to the ant, O sluggard, observe her ways and be wise, which, having no chief, officer or ruler, prepares her food in the summer and gathers her provision in the harvest.

How long will you lie down, O sluggard? When will you arise from your sleep? “A little sleep, a little slumber, a little folding of the hands to rest” — your poverty will come in like a vagabond and your need like an armed man.
5. Distribute coloring page 1, “Great dark trees of the Big Woods,” to the children so they can color while you’re reading.
6. Read the first half of chapter 1 aloud to the children.
7. Write Little House setting notes on the chalkboard and have children copy onto their setting graphic organizers.
8. Ask the reason questions and have children respond orally.
9. Teach the children the song “BINGO,” a popular children’s song from the 19th century.
10. Before completing the lesson, have the children repeat the student oral work.
11. You may end with a short prayer and blessing for the children.

Oral Work:

I desire to be wise like the ant and provide for success in my future.

Singing:

“BINGO”

The song, “BINGO,” is a simple, long-standing English children’s song. It may have been one that Mary and Laura sang as they played in the attic.

The music can be found online:
<http://bussongs.com/songs/bingo.php>

Verse 1

There was a farmer had a dog,
And Bingo was his name-o.
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
And Bingo was his name-o.

Verse 2

There was a farmer had a dog,
And Bingo was his name-o.
(clap)-I-N-G-O
(clap)-I-N-G-O
(clap)-I-N-G-O
And Bingo was his name-o.

Verse 3

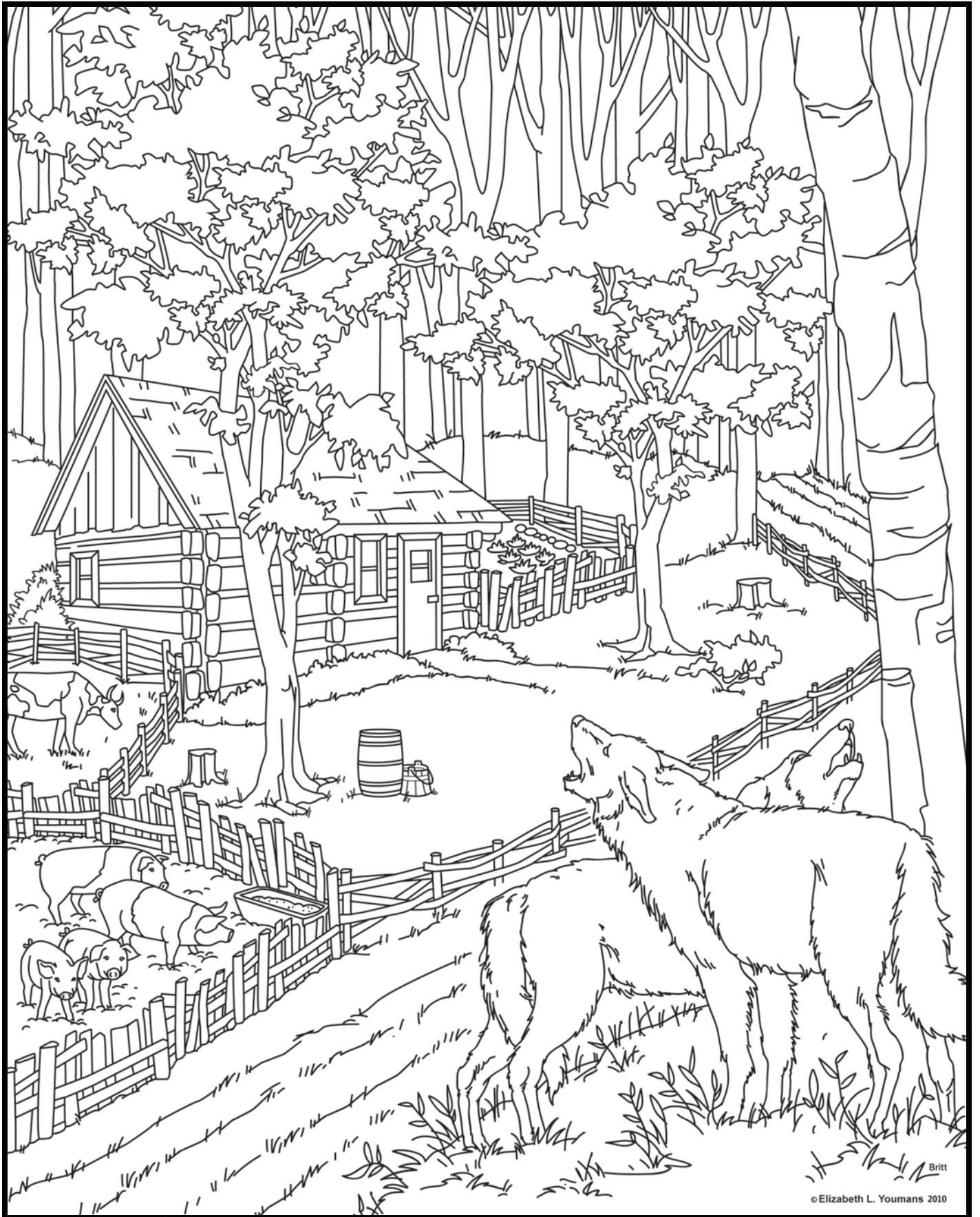
There was a farmer had a dog,
And Bingo was his name-o.
(clap)-(clap)-N-G-O
(clap)-(clap)-N-G-O
(clap)-(clap)-N-G-O
And Bingo was his name-o.

Continue for three more verses until the children are only clapping the name.

Little House in the Big Woods Setting

Using the words of the author, record setting notes for *Little House in the Big Woods*

A large rectangular area with a black border, containing 20 horizontal lines for writing.



Britt
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Great, dark trees of the Big Woods stood all around the house.

Little House in the Big Woods Quilt

A project inspired by 19th century pioneers' paper quilts and the wildlife that lives in the Big Woods



During the American pioneer era, “paper quilting” was popular. Paper was used to make the patterns and each individual piece of cut fabric was basted around the paper pattern. Paper was scarce in the early American west. Women saved letters from home, newspaper clippings and pages from catalogs to make their patterns. The paper not only served as the pattern for the quilt but as insulation inside. The paper found between these old quilts has become a primary source to tell us about pioneer life in the 19th century.

Our Project:

Children will make one square each to form a large classroom paper quilt.

Supplies:

- patterns (our patterns include a wolf, a bear, an elk and an owl) and/or pictures of woodland animals (Re-read pages 1-3 of *Little House in the Big Woods* and list the animals mentioned.)
- construction paper (assorted colors for the quilt square and the wild animals)
- scissors
- rubber cement glue

Instructions for Class:

1. Create the center Little House quilt square for the children to see the craft design. (Our pattern for this square follows.)
2. Choose three colors of construction paper for your quilt.
3. Cut one 8 x 8-inch square from the same color of paper (ours is white) for each child. This becomes the foundation for the quilt square.

4. To make quilt square patterns:

- Fold an 8 x 8-inch piece of construction paper of another color (ours is black) into thirds, making a triangle. Cut four triangles for each quilt square.
- Fold an 8 x 8-inch piece of construction paper of the third color (ours is green) into fourths, making a smaller triangle. Cut four triangles for each quilt square.



5. Distribute supplies to each child and have them glue four of the larger triangles (ours are black) to the foundation square (see pattern above).
6. Glue four of the smaller triangles (ours are green) to the foundation square.
7. Have each child choose one of the woodland animal patterns OR have them draw their own pattern on a piece of scrap paper. Cut out the pattern and copy it onto a piece of colored construction paper.
8. Cut and glue the animal to the center of the quilt square.
9. Have children print their name on the back of their squares.
10. When all the squares are finished, lay them out on the floor to create the "quilt." Place the log house square in the middle of the quilt. Turn over each square and tape their edges together on the back.
11. Hang your Little House in the Big Woods quilt on the wall as a decoration, while you continue reading *Little House in the Big Woods* to the children.
12. Print or type a sign on your computer and place it underneath the quilt: "*Little House in the Big Woods Quilt*"