

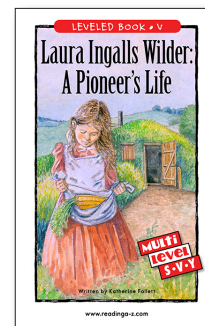
Key Question

How was pioneer life both exciting and dangerous?

Vocabulary

Academic vocabulary: *became (v.), discovered (v.), entire (adj.), except (adj.), remembered (v.), returned (v.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.



Story words

- *hardship (n.), homestead (n.), income (n.), pioneers (n.), prairie (n.), publisher (n.)*

Enrichment words

- *reciting (v.), stroke (n.), vivid (adj.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Laura Ingalls Wilder: A Pioneer's Life*.

Text features: Table of contents

Before reading, have the students locate the table of contents on page 3. Review the headings listed in the table of contents. Ask: *Why are these headings listed? What information would you expect to find under each of the headings? Why do the page numbers in the table of contents skip certain numbers?*

Ask and answer questions

Have students use the discussion about the table of contents to generate their own questions about the book. As they read, have students highlight information in the text that answers those questions. After reading, discuss as a group.

Graphic organizer: Sequence events

Review or discuss the meaning of a *sequence of events*. Invite students to share the important events related to Laura Ingalls Wilder's life. Write key words about each event on the board. Point out how the events go in order. Then have students use the [graphic organizer](#) to write in order the important events in Laura Ingalls Wilder's life.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What were the vivid memories that Laura had of living on the Kansas prairie?* (level 2)
- *Why didn't the family take their beds, tables and chairs when they moved?* (level 3)
- *What hardships do the family experience during their moves?* (level 3)
- *How does the author explain what homesteads are?* (level 1)
- *Why was disease and illness so serious in pioneer days?* (level 1)
- *What job did Laura take when she was sixteen?* (level 1)
- *How did Laura's books live on in American history?* (level 1)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Write what happened in the book in the order in which it happened.

BEGINNING



END