

Unit 1/Week 4

Title: By the Shores of Silver Lake

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.3, RL.4.4, RL.4.7, RL.4.10; W.4.2, W.4.4, W.4.9; SL.4.1, SL.4.6, L.4.1, L.4.2, L.4.4, L.4.5

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

This excerpt is a description of a journey by train taken by the Ingalls family when trains were still considered new.

Synopsis

Laura Ingalls and her family are traveling by train to meet her father in Tracy. This story describes their first train ride as they head further West to build a new home.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.
(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
Why is the family traveling? Why now and not at another time? (pg. 111)	The family is leaving their farm and heading West by train. They have been sick with scarlet fever. Mary went blind because of scarlet fever. Pa has gone ahead.
Pa had gone ahead to claim a homestead. What is a homestead? (pg.g. 111)	Homestead-a piece of land given by the government to settlers willing to farm it.
Read this sentence in the first paragraph that begins, " <i>All the girls were in school now...</i> ", Who is thinking this? From whose point of view is the story written? (pg. 112)	Laura's thinking that the other girls will see the train roaring by and know that she was riding it. The story is told in the third person, but we experience it through Laura's point of view.
What are some clues that tell us that this story took place a long time ago? (pg. 112-113)	Type of clothing: Ma's dress was dark delaine with lace collar and cuffs, hat was black straw with a narrow brim. Girl's dresses were calico and they wore hats. Trains often wrecked. Travel by horse drawn wagon Illustration also provides clues.
On page 115 how did the author describe the train?	Engine's round front window glared in the sunshine. Smokestack flared upward to a wide top. Black smoke rolled up from it. Sudden streak of white shot up through the smoke. The whistle screamed a long wild scream.

Lara wants to bounce on the seats but she must behave properly. What does this tell you about her and her age? (pg. 116)	Laura was torn between being a little girl and acting grown up.
How did the train feel and sound to Laura when it began moving? (pg. 118)	The train jerked, jolting her backward. Laura's chin bumped hard on the seat back. Her hat slid on her head. The train jerked again, but not so bad. It began to shiver. The shivering grew faster and louder. The wheels went rub-a-dub dub.
Who is the conductor? What is his job? (pg. 119)	The man who wore a blue coat with wide brass buttons and a cap with CONDUCTOR in letter across the front was the conductor. His job was to take the passenger tickets and punch holes with a machine.
How does Mary learn about her surroundings, even without eyesight? (pg.121)	Mary can tell the conductor is tall because she notices his voice is high up. She feels that the train going fast. She touches things as well. In addition, Laura also tries to be eyes for Mary by describing the surroundings.
Why does Laura begin describing the head in front of her? (pg. 122)	Laura says "Now I will see the people". She is going to help Mary see the people around them by describing how they look.
What invention on the train amazes Laura? (pg. 123)	"He turning a little handle and the water comes out right out." The picture on page 123 shows a water faucet.
On page 124, Laura cannot walk straight. "The lurching car made her sway and grab at the seat backs all the way." Based on this description, what do you think "lurching" means?	The train was suddenly moving unsteadily, swaying back and forth side to side.
Laura's first walk to the water fountain is different from her final walk back to the fountain. In what ways is it different? (pg. 124)	"the car swaying, but this time she did not touch one sit that she passed. She could walk almost as well as the conductor."
Why did Ma buy the candy? What did Laura, Carrie and Mary do with their candy? (pg. 126)	Ma bought the candy and told the girls they needed to celebrate their first train ride. Laura, Carrie and Mary divided the candy so each other them had two pieces. They were going to eat one and save a piece for the next day, but after a while they all began licking their second piece and finished it by the time they arrived in Tracy.

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING Words addressed with a question or task	WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction
TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text		Page 111- Platform, Satchel, Homestead, Flurry Page 112-Craned Page 122-Bristly, Callused Page 126-Shanties Bobs, Suspected, Depot, Jolts
STUDENTS FIGURE OUT THE MEANING Sufficient context clues are provided in the text	Page 111-Homestead Page 119-Conductor Page 124-Lurching car	Page 111- Severly,

Culminating Task

- Re-Read, Think, Discuss, Write

1. *Laura and her family are nervous and even a little scared about their journey. What do the details in the text tell you about travel in the 1870s?*

Answer: Laura's family was used to traveling by wagon, which had not cost them any money. Laura and her family arrived early so they did not miss the train. Trains went faster than horses could run. They went so terribly fast during that time that they often wrecked.

2. *What actions tell you how the family was feeling during the trip and as they arrived at their destination?*

Answer: Carrie felt safer when she was sitting between Laura and Mary. Carrie was really afraid of going on a train. Carrie asked if Pa was going to meet them before night and ma said she hoped so. On page 115 the author states, "You cannot tell what may happen when you go traveling on a train. It is not like starting out all together in a wagon." When Laura heard the train her heart began to beat so fast she could hardly hear her Ma. Once the family was on the train the engine whistled and Laura and Mary both jumped. Laura was excited when she describes the water faucet on the train and thought it was marvelous once she had an opportunity to get a drink. When a boy came by selling candy Laura and Carrie knew they could have any, yet suddenly Ma opened her purse and bought a box for 10 cents, telling the girls, "after all, we must celebrate our first train ride."

Additional Tasks

- Use specific details from the text to describe Laura. What inference can you make regarding her age and her relationship with her sister Mary?

Answer: Laura's dress was brown calico sprinkled with small red flowers. Her hair hung down her back in long brown braids and a red ribbon ties their ends together. There was a red ribbon around the crown of her hat. When they arrived at the station, Laura guided Mary on to the platform. When Laura heard the train her heart began to beat so fast she could hardly hear her Ma. Laura wanted to bounce on the seats when she boarded the train, but knew she needed to behave properly. Laura looks out for Mary. When Mary first became blind Pa had told Laura she needed to see for Mary. Laura described what she saw on the train to Mary such as the seats and the people sitting around them.