

On the Banks of Plum Creek

Day 1: Before You Read

1. Word Study

Multiple Meaning Words

Multiple meaning words are words that have more than one meaning. Readers need to use the context of the sentence the word is in to determine which meaning of the word is being used.

ex. The flat creek bank was warm, soft mud.

Brainstorm or use a dictionary to determine the two different meanings for bank.

1. _____

2. _____

The rushes in the wind made a wild, lonely sound.

Use a dictionary to determine the two meanings.

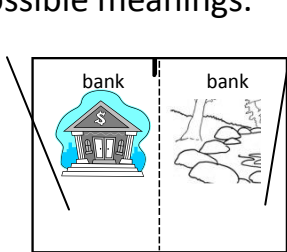
1. _____

2. _____

Below is a list of multiple meaning words from the first page of the selection *On the Banks of Plum Creek*.

When your teacher allows time, choose 1 to illustrate and explain at least two of the different possible meanings.

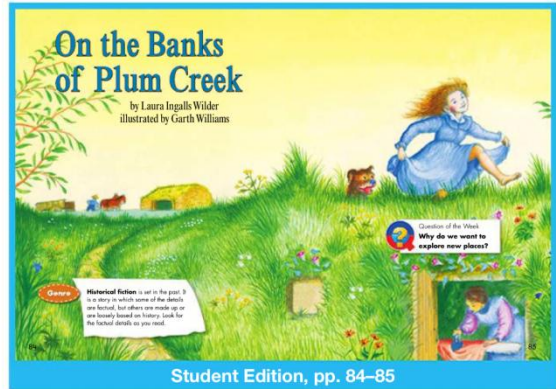
Use the word in a sentence using one meaning. Draw an illustration to go with the meaning.



Use the word in another sentence using another meaning. Draw an illustration to go with the meaning.

- badger
- bed
- flag
- jointed - look up joint
- patches - look up patch
- ruffled - look up ruffle
- springing- look up spring
- dishes - look up dish

2. Introduce Main Selection



GENRE Explain that **historical fiction** is realistic fiction that takes place in the past. It is a combination of imagination and fact: fictional characters are placed in a historically factual setting to act out a fictional plot.

PREVIEW AND PREDICT Have students preview the title, illustrations, and headings in *On the Banks of Plum Creek*. Have them predict what they think the story is about.

PURPOSE By analyzing *On the Banks of Plum Creek*, a historical fiction text, students will gain knowledge about exploring new places.

Take Notes from Above

Genre- _____

Story Prediction- _____


Reading Strategy of the Week:

Characters, Setting, Plot - _____

On the Banks of Plum Creek

Day 2-3: Close Reading Questions for While You Read

Name _____

Page	Question	My Answers
86	Independent: Circle the meaning of the word rushes as used in this sentence? <i>There along the creek <u>rushes</u> were growing, and blue flags.</i>	
86	Independent: Based on what you have read so far, what is the setting of the story, and who are the characters?	Setting - _____ _____ Characters - _____ _____
87	Independently: Does the story sound like it is realistic fiction or fantasy fiction? How do you know?	_____ _____ _____
87	Together: Fictional stories include a problem in the plot. From what you have learned about the setting and characters, what is one possible problem that could happen in this story? What made you say that? Use evidence from the text.	
88	Together: What is a clue the author gives that the girls might get into trouble later?	
89	Look at this paragraph from the story. <i>It ran twinkling over white gravel into a wide pool, curved against a low bank where the grass was short. Tall willows stood up on the other side of the pool. Flat on the water lay a shimmering picture of those willows, with every green leaf fluttering.</i>	Circle all the words that carry a positive connotation/meanings.
89	Together: What can we conclude about the setting?	
90	Together: What caused Laura to go under the water in the middle of the page? Check all the events that apply.	<input type="checkbox"/> Laura continued splashing <input type="checkbox"/> the water came up under Laura's skirt <input type="checkbox"/> there was nothing to hold on to <input type="checkbox"/> the calico stuck to Laura's legs <input type="checkbox"/> Laura hopped

On the Banks of Plum Creek

Day 2-3: Close Reading Questions for While You Read cont.

91	Together: How does the author create suspense?									
91	Independently: How is the illustration on this page different from all the ones before? Why does the author include this illustration?	<ul style="list-style-type: none"> ● ● 								
92	Together: Based on what you have read about Laura, what can you conclude about her? Circle all the words that describe her.	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">curious</td> <td style="text-align: center;">rule follower</td> </tr> <tr> <td style="text-align: center;">responsible</td> <td style="text-align: center;">daring</td> </tr> <tr> <td style="text-align: center;">energetic</td> <td style="text-align: center;">loves being outdoors</td> </tr> <tr> <td style="text-align: center;">likes to challenge the rules</td> <td style="text-align: center;">adventurous</td> </tr> </table>	curious	rule follower	responsible	daring	energetic	loves being outdoors	likes to challenge the rules	adventurous
curious	rule follower									
responsible	daring									
energetic	loves being outdoors									
likes to challenge the rules	adventurous									
92	Independent: What lesson do you think the author was trying to teach you in this section titled, "Deep Water?"									
93	Independent: Authors create suspense by using foreshadowing (giving readers hints of what is going to happen). Check off all the sentences on this page makes the reader think that Laura is going to get into trouble again?	<input type="checkbox"/> She remembered that she must not go near it. <input type="checkbox"/> The sunshine was very hot, and the wind was scorching. <input type="checkbox"/> Pa had said that she should not go to the tableland. <input type="checkbox"/> She jumped up, and she could see the deep, shady pool under the willows. <input type="checkbox"/> But she remembered she must not go there.								
95	Independent: Circle the words in the following sentences that help the author create a feeling of fear ? <i>"A frightful snarl came out of it. Its eyes sparkled mad, and fierce white teeth snapped almost on Laura's nose."</i>									
96	Together: Underline the sentence that best states why Laura is having trouble sleeping.	<i>"Everything was beautiful and good, except Laura. She had broken her promise to Pa. Breaking a promise was as bad as telling a lie. Laura wished she had not done it, and if Pa knew, he would punish her. "</i>								
97	Independent: What lesson do you think the author wants you to learn?									
98	Independent: How does Laura feel about being indoors?									
99	Together: When Laura and her Ma went to look for the badger the next day, he was no longer there. Why does the author chose to end the story this way?	☹								

On the Banks of Plum Creek

Name _____

On Your Own:

Reread page 86 of *On the Banks of Plum Creek*. Notice how the author uses the 5 senses really get the reader to feel like they are actually there in the setting of the story.

Directions: Using words from the story on page 86, fill in the 5 Senses Chart.

<u>SEE</u>	<u>HEAR</u>	<u>TASTE</u>	<u>TOUCH</u>	<u>SMELL</u>
• _____	• _____	X	• _____	• _____
• _____	• _____		• _____	• _____
• _____	• _____		• _____	• _____
• _____	• _____		• _____	• _____
• _____	• _____		• _____	• _____
• _____	• _____		• _____	• _____
• _____	• _____		• _____	• _____
• _____	• _____		• _____	• _____
• _____	• _____		• _____	• _____
• _____	• _____		• _____	• _____
• _____	• _____		• _____	• _____
• _____	• _____		• _____	• _____

On the Banks of Plum Creek

Day 1: Before You Read **ANSWERS**

1. Word Study

Multiple Meaning Words

Multiple meaning words are words that have more than one meaning. Readers need to use the context of the sentence the word is in to determine which meaning of the word is being used.

ex. *The flat creek bank was warm, soft mud.*

Brainstorm or use a dictionary to determine two different meanings for bank.

1. (noun) rising ground bordering a lake
2. (noun) a place dealing with funds/money
3. (noun) mound or pile
3. (noun) a slope
4. (verb) to count on

There are many more...



The rushes in the wind made a wild, lonely sound.

Use a dictionary to determine the two meanings.

1. (verb) go quickly
2. (noun) marsh plant

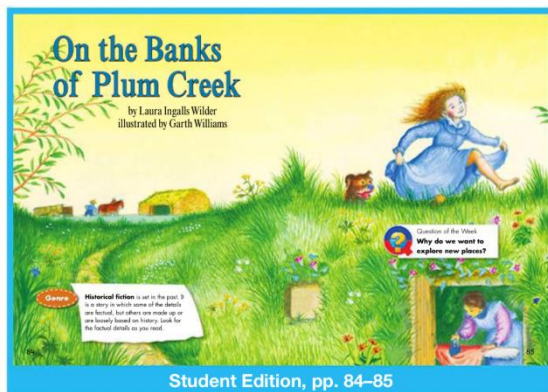
Below is a list of multiple meaning words from the first page of the selection *On the Banks of Plum Creek*.

When your teacher allows time, choose 1 to illustrate and explain at least two of the different possible meanings.

Use the word in a sentence using one meaning. Draw an illustration to	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>bank</p>  </div> <div style="text-align: center;"> <p>bank</p>  </div> </div>	Use the word in another sentence using another meaning. Draw an illustration to
--	--	--

- | | | |
|------------------|------------------|-------------|
| badger | bed | flag |
| jointed | - look up joint | |
| patches | - look up patch | |
| ruffled | - look up ruffle | |
| springing | - look up spring | |
| dishes | - look up dish | |

2. Introduce Main Selection



GENRE Explain that **historical fiction** is realistic fiction that takes place in the past. It is a combination of imagination and fact: fictional characters are placed in a historically factual setting to act out a fictional plot.

PREVIEW AND PREDICT Have students preview the title, illustrations, and headings in *On the Banks of Plum Creek*. Have them predict what they think the story is about.

PURPOSE By analyzing *On the Banks of Plum Creek*, a historical fiction text, students will gain knowledge about exploring new places.

Take Notes from Above

Genre- a combination of historical fact and fiction in a story.

Story Prediction- accept any prediction that includes children that are outside having adventures



Reading Strategy of the Week:

Characters, Setting, Plot - All important parts of a story that is organized to keep a reader's attention.

On the Banks of Plum Creek

Day 2-3: Close Reading Questions for While You Read

Name _____

Page	Question	My Answers
86	Independent: Circle the meaning of the word rushes as used in this sentence? <i>There along the creek <u>rushes</u> were growing, and blue flags.</i>	 or 
86	Independent: Based on what you have read so far, what is the setting of the story, and who are the characters?	Setting - <u>a wooded, outdoor area by a creek</u> Characters - <u>Laura, Mary, Pa (Ma has not been mentioned yet)</u>
87	Independently: Does the story sound like it is realistic fiction or fantasy fiction? How do you know?	<u>realistic fiction</u> <u>all the events that have happened could happen in real life</u>
87	Together: Fictional stories include a problem in the plot. From what you have learned about the setting and characters, what is one possible problem that could happen in this story? What made you say that? Use evidence from the text.	<u>The characters could get stuck in the mud or have trouble getting out of the water/drown</u>
88	Together: What is a clue the author gives that the girls might get into trouble later?	<u>Pa and Ma mention how the girls must never upstream beyond the valley to that hole, even to see it.</u>
89	Look at this paragraph from the story. <i>It ran <u>twinkling</u> over white gravel into a wide pool, curved against a low bank where the grass was short. Tall willows stood up on the other side of the pool. Flat on the water lay a <u>shimmery</u> picture of those willows, with every green leaf <u>fluttering</u>.</i>	Circle all the words that carry a positive connotation/meanings.
89	Together: What can we conclude about the setting?	<u>It is beautiful and isolated.</u>
90	Together: What caused Laura to go under the water in the middle of the page? Check all the events that apply.	<input checked="" type="checkbox"/> Laura continued splashing. <input type="checkbox"/> the water came up under Laura's skirt. <input checked="" type="checkbox"/> There was nothing to hold on to. <input type="checkbox"/> The calico stuck to Laura's legs. <input checked="" type="checkbox"/> Laura hopped.

On the Banks of Plum Creek

Day 2-3: Close Reading Questions for While You Read cont.


91	Together: How does the author create suspense?	<u>She explodes the moment giving the reader every tiny, sensory detail of what Laura was going through, feeling, hearing, and sensing.</u>
91	Independently: How is the illustration on this page different from all the ones before? Why does the author include this illustration?	<ul style="list-style-type: none"> ● <u>It looks old. (It is from the original 1937 publication)</u> ● <u>creates interest, shows some stories are timeless</u>
92	Together: Based on what you have read about Laura, what can you conclude about her? Circle all the words that describe her.	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><u>curious</u></p> <p>responsible</p> <p><u>energetic</u></p> <p><u>likes to challenge the rules</u></p> </div> <div style="text-align: center;"> <p>rule follower</p> <p><u>daring</u></p> <p><u>loves being outdoors</u></p> <p><u>adventurous</u></p> </div> </div>
92	Independent: What lesson do you think the author was trying to teach you in this section titled, "Deep Water?"	<u>Obey rules/your parents. There is a reason rules exist.</u>
93	Independent: Authors create suspense by using foreshadowing (giving readers hints of what is going to happen). Check off all the sentences on this page makes the reader think that Laura is going to get into trouble again?	<input checked="" type="checkbox"/> She remembered that she must not go near it. <input type="checkbox"/> The sunshine was very hot, and the wind was scorching. <input checked="" type="checkbox"/> Pa had said that she should not go to the tableland. <input checked="" type="checkbox"/> She jumped up, and she could see the deep, shady pool under the willows. <input checked="" type="checkbox"/> But she remembered she must not go there.
95	Independent: Circle the words in the following sentences that help the author create a feeling of fear ? " <u>A frightful snarl</u> came out of it. Its eyes sparkled <u>mad</u> and fierce white teeth <u>snapped</u> almost on Laura's nose."	
96	Together: Underline the sentence that best states why Laura is having trouble sleeping.	<u>"Everything was beautiful and good, except Laura. She had broken her promise to Pa. Breaking a promise was as bad as telling a lie. Laura wished she had not done it, and if Pa knew, he would punish her. "</u>
97	Independent: What lesson do you think the author wants you to learn?	<u>If you are not trustworthy, others will watch you closely. or Being trustworthy will keep you out of a lot of trouble</u>
98	Independent: How does Laura feel about being indoors? Find evidence in the text to support your opinion.	<p style="text-align: center;"><u>She despises it.</u></p> <p><u>"She thought that seam and that day would never end."</u></p>
98	Together: When Laura and her Ma went to look for the badger the next day, he was no longer there. Why does the author chose to end the story this way?	<p style="text-align: center;">☹</p> <p style="text-align: center;">As punishment for disobeying, Laura had to serve her punishment indoors for a day. Not getting to see that badger (2 days later) made her suffer for her bad decision a little bit more. Maybe the badger would have been there had she gone the day before.</p>

On the Banks of Plum Creek

On Your Own:

Reread page 86. As you read, notice how the author uses the 5 senses really get the reader to feel like they are actually there in the setting of the story.

Directions: Using words from page 86 of the story, fill in the 5 Senses Chart. Hint: You do not have to fill up all the lines, but should come close.

<u>SEE</u>	<u>HEAR</u>	<u>TASTE</u>	<u>TOUCH</u>	<u>SMELL</u>
<ul style="list-style-type: none"> • morning glory flowers • green leaves • oxen • water • green rushes • dark blue flags with 3 petals curved down, 3 petals standing up and • flat, creek bank mud • fat, gold & black, velvet bumble bees • little pale-yellow and pale-blue dragon flies 	<ul style="list-style-type: none"> • birds talking • birds singing <ul style="list-style-type: none"> - tweet - twitter - twitt - chee - ha - tiraloo • bumble bees • dragonflies' wings • mud squishing between toes 		<ul style="list-style-type: none"> • blue flags • velvet petals • silky petals • golden fur • velvet bumble bee • warm soft • water 	<ul style="list-style-type: none"> • morning glory flowers