Book: The Courage of Sarah Noble

Reading Focus of Book: Visualization

Flag and tag pages in chapter that do not have pictures to create a “picture” walk of the book through student’s eyes.

Skills within the book:
   - Simile
   - Imagery
   - Personification

Notes:
1. Packet Questions focus on three goal areas: Text, Critical Response and Inference skills
2. Homework Packet Grades (3 total) will be evaluated on the three goal areas.
3. Packet analyses of grades taken are included.
4. Each TKA day will have mini lessons or a focus skill for school reading time. Home Days will both follow up with the skill and have independent skills to complete. (Home Teachers may be required to instruct or assist students on some pages, but notification and clarity will be provided.)
Who was Sarah Noble?

Sarah Noble was born in Westfield, Massachusetts on March 22, 1699, fourth daughter of John and Mary Noble. Her mother was 34, and Sarah was her seventh child. She would have three more children after Sarah, all of whom would live except a younger brother William. Also included in the family was a sixteen year old step-sister, Abigail, whose mother, John Noble's first wife, had died in childbirth. It was a busy household in which every member participated in the farming and household chores.

Sarah’s was not a life to be idealized, and was not without fear. Westfield was on the fringe of the frontier, and it had been only twenty years since Sarah’s grandfather had been killed in King Philip’s War.

From what we know of John Noble, this frontier setting was partially responsible for his being in Westfield. Aside from the necessary farming activities, he was a trapper and fur trader, always fearful of civilization’s encroachment upon the wild animals necessary for his trade. Perhaps this is why he chose to move his family to the next frontier, New Milford in the Colony of Connecticut.

In the spring of 1707, Sarah Noble was 8 years old, but she would have been far more self-sufficient than we would think. For several years she would have participated in the family cooking. From the age of 4 she may have been responsible for carding, spinning, and knitting the entire family’s socks. She probably knew how to make candles, soap, set dyes, do the mending and could prepare simple herbal medicines. She was not today's eight year old.

John and Sarah, probably on foot, traveled the old trails, those paralleling our own, down Route No. 10 from Westfield to Farmington, west on Route No. 6 to Waterbury and Woodbury. From Woodbury they would have traveled over the Old Turnpike, up Chicken’s Hill to the fording place at the foot of Bennett Street and then to Fort Hill and the main Native American Encampment. It is possible that John had traveled this route before and even had
previous dealings with the local tribes on fur buying expeditions. It was likely, as Orcutt writes, noting Sarah's sister Margaret, at age 93, that Sarah was left with the Native Americans while John acted as a guide to the main Dutch fur-trading post at Fort Orange (Albany). It is also possible that he returned for the rest of his family, as the most popular story goes, but this is unlikely because his eldest son living at home was 22 and had purchased his own plot of land in New Milford on the same day as his father, therefore indicating his plans to move here with him.

Sarah's life in New Milford continued as it had in Massachusetts, centering around the household chores with occasional visits to her Native American neighbors, who are reported to have often carried her on their shoulders across the river. With the exception of several threats of Canadian Indian attacks during the colonial wars, trips to Woodbury for church when weather permitted, and an occasional illustrious visitor, Sarah grew quietly to maturity in her home on the northern end of the Green.

About 1721 Sarah Noble married Titus Hinman, Jr. of Woodbury, brother of her sister Mary's husband. She, like her mother, raised 11 children, although her first son died about the age of 2. Three of these children moved to Vermont in the general migration to a new frontier which moved Ethan Allen and his brothers shortly before the Revolution. Others of her family moved to New York and the Connecticut-claimed Wyoming Valley of present Pennsylvania. In fact, one of her grandsons was killed in the infamous Wyoming Massacre led by the Native American Joseph Brant in 1778.

Sarah's husband died in 1747 leaving the majority of his property to his eldest son as was the custom and we find no further record of Sarah, not even a death record. It is possible that she remarried. Many strong women like Sarah were known to outlive three husbands. Most likely, she joined the household of a younger son making another long journey to bring a home and civilization to the next frontier in the Green Mountains of Vermont.
**Day 1 at school:**

**Whole Group - Session 1**
Chapter 1 Preview - no reading! (15 minutes)

Discuss the time period of the book (1700's) and think of how different student life will be...
- you can chart their ideas or simply discuss

Discuss how Sarah and her father will travel...location of Massachusetts to where they buy land in Connecticut.
- **Thin Question:** Ask how they travel? (car, horse, carriage, wagon...etc.) Ask students to identify their thoughts by thumbs up/thumbs down raising their hand...or any other method...then reveal the truth! **(Horse)**
- **Thicker Question:** Do they use the horse to ride, why or why not? same voting or identifying way...then reveal (Not riding the horse, it’s loaded with their goods and it would slow them down more...travel is hard because roads are not established and so forth)
- Use maps and Sarah Noble Unit pages to discuss travel and locations. *(Unit pages are available in daily TKA days.)*

**Daily 3 activity**
(10-15 min. of independent time for students to read, partner read, or do word work)

**Whole Group - Session 2** (10-15 minutes)
Discuss Flagging and Tagging with Visualization as the goal. Student sample is shown for understanding. Discuss what visualization means and model a think aloud while I read a few pages from chapter 1. Reinforce that only one or two pictures will be drawn to show their connection. *The picture they draw should be a picture that is not already illustrated in the book.* A page number for the connection and a short description explaining the connection and picture will be placed on the sticky note for their identified visualization that the student has made.

**Daily 3 Activities (same as above)**
Whole Group Session 3
Class comes back together and reviews what has been completed so far

- Review background
- Review vocabulary

- Build a class exemplar poster for the word COURAGE.
  - Using chart paper, place the word courage in the center of the page.
  - Have students add 2-3 strong evidences of courage – teacher guided

Daily 3 Activities (Same as above)

While the students are in Daily 3 activities, classroom teacher can:

- meet in group
- benchmark kids
- one on one conference with students
Day 2 at school:
Whole Group - Session 1: **Chapter 2 Vocabulary**

Before reading chapter 2, there are some words you need to know. Read each word below, and then the sentence. The sentence is from the story and will help you decide what the word means. Think about what the word reminds you of. Write down what you think it means after reading the sentence. **Look in your glossary at the back of this packet.** Be sure you understand each word before reading chapter 2.

**Put the vocabulary on a transparency to review with the class – students complete orally with classroom teacher**

Students will have a vocabulary page to complete for vocabulary understanding – sample of student page is in T.E. packet.

**Daily 3 activity**
(10-15 min. of independent time for students to read, partner read, or do word work)
1. **latch**: The **latch** was lifted and a women stood in the doorway looking at them.

2. **heathen & savages**: “Taking this dear child into the wilderness with those **heathen savages**…”

3. **pity**: “So young, so young,” she said. “A great **pity**,”

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**Definition**: Use your glossary

**Draw** a picture of your word:

**Sentence**: Put the Vocabulary Words in **ABC order**:

__________________________

__________________________

__________________________

__________________________
Whole Group - Session 2 (10-15 minutes) Chapter 2

Whole Class Instruction is on:
When writing you can use words to show the reader exactly what you mean. Author’s use words to make a **WORD PICTURE**. To make a word picture use literary devices.

Introduce literary device skills by name only, making a class poster for reference.

★**Personification** - Giving human qualities to animals or objects
★**Imagery** - Using the five senses to describe something
★**Simile** - The comparison of two unlike things using *like* or *as*

**Focus Lesson: Literary Skill Personification**
Read a few samples from Literature and have students listen for the human qualities that are given to a nonhuman object or idea in a selected piece of work.

Katherine Mansfield wrote in her short story “How Pearl Button Was Kidnapped”,

> “Pearl Button swung on the little gate in front of the House of Boxes. It was the early afternoon of a sunshiny day with little winds playing hide-and-seek in it.”

- It personifies wind by saying that it is as playful as little children playing hide-and-seek on a shiny day.

See next page for more examples...
William Blake personifies Sunflowers in his poem “Two Sunflowers Move in a Yellow Room”.

“Two Sunflowers
Move in the Yellow Room.

‘Ah, William, we’re weary of weather,
said the sunflowers, shining with dew.
Our traveling habits have tired us.
Can you give us a room with a view?”

• The flowers are depicting a human characteristic of weariness caused by the weather. In a human way, they make a request to the poet to put them in a room with a window with plenty of sunshine.

"Opportunity may knock, but it seldom nags."
- David Mamet

• Here, opportunity is given the human ability to knock and nag.

Use the Personification page to display to identify examples from the book; Chapters 2 and 3

Daily 3 Activities (same as above)
Personification:

• In two of them the sticks of pine used instead of candles were already burning. They shone through the windows with a warm golden light that seemed to say, “Welcome, Sarah Noble!”

  (Chapter 2 p.6)

Which human quality was given?

______________________________________________

• The trees were the dark green of firs and the light green of birches in springtime. And now they were friendly. They were not like the angry dark trees that had seemed to stand in their path as they came.

  (Chapter 3 p.17)

Which human quality was given?

______________________________________________

Did you notice another literary device used? Was there a description?

Which sense(s) used? ____________________________
Whole Group - Session 3 (10-15 minutes) Chapter 2
Class comes back together and reviews what has been completed so far
- Review vocabulary
- Review Personification

- Continue building the class exemplar poster for the word **COURAGE**.
  - Have students add 2-3 strong evidences of courage – teacher guided

**Daily 3 Activities (Same as above)**

**End of lesson**
Day 3 at school:
Whole Group - Session 1: **Chapter 5 Vocabulary**
Classroom teacher will introduce new vocabulary for the chapter. Words will be explored by looking at any base words or from their own exposures in literature experiences.

Display the vocabulary worksheet to work as a whole group activity. Student worksheets are available.

**Making Words from Words**
Here are the vocabulary words for this chapter. Look up words in the *glossary* to understand what they mean!

- steadily
- Namesake
- Rustling
- Clink
- Petticoats
- Impatience
- Palisade

Choose ONE word from your vocabulary. Write it below. Use the letters to make as many words as you can! Have fun!

---

**Word I chose**

**Number of Words you made _____**

**Daily 3 activity**
(10-15 min. of independent time for students to read, partner read, or do word work)
Whole Group - Session 2 (10-15 minutes) Chapter 5

Whole Class Instruction is on:
When writing you can use words to show the reader exactly what you mean. Author’s use words to make a WORD PICTURE. To make a word picture use literary devices.

Introduce literary device skills by name only, making a class poster for reference.

★Personification - Giving human qualities to animals or objects
★Imagery- Using the five senses to describe something
★Simile - The comparison of two unlike things using like or as

Focus Lesson: Literary Skill Imagery

Read a few samples from Literature and have students listen for the five senses in describing.

E.B. White’s “Once More to the Lake“:

- “When the others went swimming my son said he was going in, too. He pulled his dripping trunks from the line where they had hung all through the shower and wrung them out. Languidly, and with no thought of going in, I watched him, his hard little body, skinny and bare, saw him wince slightly as he pulled up around his vitals the small, soggy, icy garment. As he buckled the swollen belt, suddenly my groin felt the chill of death.”

The images depicting the dampness of clothes, in the above lines, convey a sense of chilly sensation that we get from wet clothes.
E.B. White’s “Charlotte’s Web“:

"In the hard-packed dirt of the midway, after the glaring lights are out and the people have gone to bed, you will find a veritable treasure of popcorn fragments, frozen custard dribblings, candied apples abandoned by tired children, sugar fluff crystals, salted almonds, popsicles, partially gnawed ice cream cones and wooden sticks of lollipops."

The images depicting the fair, in the above lines, convey a sense of taste and visual sensation that we see and taste at an amusement park.

Use transparency to display sample from book to work on these skills

Students are to orally identify the imagery used and underline the key words that recognize the senses.

Daily 3 Activities (same as above)
Imagery:

- Sarah lay looking out at the fire which still glowed in the darkness. It was cold in the cave but Sarah was comfortable. Under the quilt she had wrapped herself in her warm cloak.

  *(Chapter 4 p.20)*

Which sense(s) used? _________________________

- And then the sounds began. There was a rustling and a sound of feet coming quietly nearer and nearer.... Sarah held tightly to the book and pulled her cloak around her. Rustle --- rustle--- --- --- Suddenly Sarah saw a bright eye peering at her through a clink in the log fence.

  *(Chapter 5 p.25)*

Which sense(s) used? _________________________
Whole Group - Session 3 (10-15 minutes) **Chapter 5**

Class comes back together and reviews what has been completed so far

- Review vocabulary
- Review **Imagery**

- Continue building the class exemplar poster for the word **COURAGE**.
  - Emphasize the Sarah Noble has noticed her own courage – see chapter 4 page 22
  - Have students add 2-3 strong evidences of courage – teacher guided

**Daily 3 Activities (Same as above)**

**End of lesson**
Day 4 at school:
Whole Group - Session 1: **Chapter 7 Vocabulary**

Classroom teacher will introduce new vocabulary for the chapter. Words will be explored by looking at any base words or from their own exposures in literature experiences.

Display the vocabulary worksheet to work as a whole group activity. Student worksheets are available.

**Chapter 7 Vocabulary: Puzzle Time**
Use the vocabulary words to answer the crossword puzzle. You can use your glossary to help you.

<table>
<thead>
<tr>
<th>across</th>
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<th>down</th>
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<tbody>
<tr>
<td>scarlet</td>
<td>squaw</td>
<td>mush</td>
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<tr>
<td>strides</td>
<td>mounting</td>
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</table>

ACROSS
1. a bright red color
2. a soften thicken meal; usually cornbread
3. to take long steps; to straddle

DOWN
1. a female Indian woman
2. to raise oneself up
Whole Group - Session 2 (10-15 minutes) **Chapter 7**

**Whole Class Instruction is on:**
When writing you can use words to show the reader exactly what you mean. Author’s use words to make a **WORD PICTURE**. To make a word picture use literary devices.

Introduce literary device skills by name only, making a class poster for reference.

★ **Personification** - Giving human qualities to animals or objects
★ **Imagery** - Using the five senses to describe something
★ **Simile** - The comparison of two unlike things using **like or as**

**Focus Lesson: Literary Skill Simile**

Read a few samples from Literature and have students listen for the comparisons with the words **like or as**

A simile is a figure of speech that makes a **comparison**, showing similarities between two different things. A simile draws resemblance with the help of the words “like” or “as”. Therefore, it is a direct **comparison**.

We can find simile examples in our daily speech. We often hear comments like “John is as slow as a snail.” Snails are notorious for their slow pace and here the slowness of John is compared to that of a snail. The use of “as” in the example helps to draw the resemblance. Some more examples of common similes are given below.

- “In the eastern sky there was a yellow patch like a rug laid for the feet of the coming sun . . .” — *The Red Badge of Courage*, by Stephen Crane
- "Why do you sit there looking like an envelope without any address on it?"
  - Mark Twain
Simile

- Sarah kept as still as a rabbit in danger.  
  (Chapter 5 p.25)

What comparison? ______________________

- The children came in, creeping nearer, creeping nearer, like small brown field mice, until they were all around Sarah, looking at her.  
  (Chapter 5 p.25)

What comparison? ______________________

- So she went out and filled a basket with the berries, which were like jewels in the grass.  
  (Chapter 6 p.29-30)

What comparison? ______________________

(Circle the clue word used that signals the simile)
Whole Group - Session 3 (10-15 minutes) **Chapter 7**

Class comes back together and reviews what has been completed so far
- Review vocabulary
- Review **Simile**

- Continue building the class exemplar poster for the word **COURAGE**.
  - Have students add 2-3 strong evidences of courage – teacher guided

**Daily 3 Activities (Same as above)**

**End of lesson**
Day 5 at school:
Whole Group - Session 1: **Chapter 10 Vocabulary**

Classroom teacher will introduce new vocabulary for the chapter. Words will be explored by looking at any base words or from their own exposures in literature experiences.

Display the vocabulary worksheet to work as a whole group activity. Student worksheets are available.

**Chapter 10 Vocabulary: Making Words from Words**
Read each vocabulary word with its meaning. Knowing what the word means helps you to understand what you are reading. **Pick 1** word and use the letters in that word to make as many words as you can!

- **quivers** – to tremble or vibrate
- **unsteady** – shaky or wobbly; not firm
- **knelt** – to bend your legs and put your knees on the ground
- **outlandish** – strange or odd as in appearance

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**Word I chose**

<table>
<thead>
<tr>
<th>Two Letter Words</th>
<th>Three Letter Words</th>
<th>Four Letter Words</th>
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<th>Five or More Letter Words</th>
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Whole Group - Session 2 (10-15 minutes) **Chapter 10**

**Whole Class Instruction is on: Courage**

See-Think-Wonder Visible Thinking: *(See Visible Thinking explanation worksheet attached in lesson for more information)*

Students will observe a picture that is paused from a video projected for display. Classroom teacher will prompt questions on what they see, think, or wonder and students will report their observations.

Sky diving Kid 7 years old
[https://www.youtube.com/watch?v=bNRtS9HH_8o](https://www.youtube.com/watch?v=bNRtS9HH_8o)

**Daily 3 Activities (same as above)**

Whole Group - Session 3 (10-15 minutes) **Chapter 10**

Class comes back together and reviews what has been completed so far

- Review vocabulary
- Review **See, Think, Wonder**
- Complete the class exemplar poster for the word **COURAGE**.
  - Have students add 2-3 strong evidences of courage – teacher guided

**Daily 3 Activities (Same as above)**

**End of lesson**
### Week 25

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td><strong>2013 School start on Monday (President’s weekend week</strong></td>
<td>If We have School: Introduce the book Discuss “Courage” Geography skills Build background</td>
<td>Vocab. Chap. 1 Complete p.5 b4 you read Read Chapter 1 (Flagging and Tagging) Packet p.5-8 V Bonus p.8 Extension</td>
<td>Vocab. Chap. 2 Complete p.9 before you read Read Chap. 2 (Flagging and Tagging) Packet p.10-12</td>
<td>Vocab. Chap. 3 Complete p.13 b4 reading Read Chap 3 Packet p.13-15</td>
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<td>Vocab. Chap. 4 Complete p.16 before you read Read Chap. 4 (Flagging and Tagging) Packet p.17-18</td>
</tr>
</tbody>
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**Monday/Wednesday Group based on Leveling**

- **A-Z reader: Colonial Life “L”*** - See lesson Plan for details
  - ☐ Ask and Answer Questions as you read
  - ***If the weeks fall and we have school on Monday – if not, it goes home for Tuesday’s reading***

- **A-Z reader: Meeting Father for Plymouth “O”** - See lesson Plan for details
  - ☐ Make and Revise Predictions
  - ☐ Story Elements

### Week 26

<table>
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<th>Monday</th>
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<tr>
<td>Vocab. Chap. 5 Complete p.19 before you read Read Chap. 5 (Flagging and Tagging) Packet p.20-21</td>
<td>Vocab. Chap. 6 Complete p.22 before you read Read Chap. 6 (Flagging and Tagging) Packet p.22-24</td>
<td>Vocab. Chap. 7 Complete p.25 before you read Read Chap. 7 (Flagging and Tagging) Packet p.26-27</td>
<td>Vocab. Chap. 8 Complete p.28 before you read Read Chap. 8 (Flagging and Tagging) Packet p.28-30</td>
<td>Vocab. Chap. 9 Complete p.31 before you read Read Chap. 9 (Flagging and Tagging) Packet p.32-33</td>
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</tbody>
</table>

**Monday / Wednesday Leveled Group**

- **A-Z reader: Colonial Life “L”*** - See lesson Plan for details
  - ☐ Ask and Answer Questions as you read
  - ***If the weeks fall and we have school on Monday – if not, it goes home for Tuesday’s reading***

- **A-Z reader: Meeting Father for Plymouth “O”** - See lesson Plan for details
  - ☐ Make and Revise Predictions
  - ☐ Story Elements
**Week 27**

<table>
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<th>Monday</th>
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<tbody>
<tr>
<td>Vocab. Chap. 10</td>
<td>Vocab. Chap. 11</td>
<td><strong>Sarah Noble Day!</strong></td>
<td>End of Book Activities</td>
<td>Preview the Next Book – Wild Whale Watch</td>
</tr>
<tr>
<td>Complete p.34 before you read</td>
<td>Complete p.37 before you read</td>
<td>(See Punch List for events to do on the day of the event ;0)</td>
<td>Complete p.40, 42, or p.42</td>
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</tr>
<tr>
<td>Read Chap. 10 (Flagging and Tagging)</td>
<td>Read Chap. 11 (Flagging and Tagging)</td>
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<td>✗ For Tickets complete any one or two more pages</td>
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<td>Turn packets in ☑</td>
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**Monday Group**

- Do **Fluency** Reading / Grades for as many students as possible

**Wednesday Group**

- **No Group due to Sarah Noble Day**
  - ☐ Candle Dipping
  - ☐ Hopscotch Bags
  - ☐ Johnny Cakes
  - ☐ Butter Churning
  - ☐ Weaving
  - ☐ Beading
  - ☐ Games: Nine Pins/Marbles
  - ☐ Finish any in class projects
# Week 25 – shows adjusted President’s week

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<tr>
<td><strong>President’s Week 25</strong></td>
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</table>
| *President’s week fall here:* | If President’s week fall here: No School | □ A-Z Colonial Life
ią Book Walk;
No Reading;
Summarize the book | Introduce the book
Discuss “Courage”
Complete p.1-4 together;
Geography skills | Vocab. Chap. 1
Complete p.9 before you read
Read Chapter 1
(Flagging and Tagging)
Packet p.5-8
į Bonus p.8 Extension | Vocab. Chap. 2
Complete p.9 before you read
Read Chap. 2
(Flagging and Tagging)
Packet p.10-12 |
| **If We have School:** | If We have School: | Vocab. Chap. 1
Complete p.5 b4 you read
Read Chapter 1
(Flagging and Tagging)
Packet p.5-8
į Bonus p.8 Extension | Vocab. Chap. 2
Complete p.9 before you read
Read Chap. 2
(Flagging and Tagging)
Packet p.10-12 | Vocab. Chap. 3
Complete p.13 b4 reading
Read Chap 3 Packet p.13-15 | Vocab. Chap. 4
Complete p.16 before you read
Read Chap. 4
(Flagging and Tagging)
Packet p.17-18 |
| (President’s weekend week) | **2013 School start on Monday** | **2013 School start on Monday** | **2013 School start on Monday** | **2013 School start on Monday** | **2013 School start on Monday** |
| Monday/Wednesday Group based on Leveling | | | | | |
| Readers to use for sure | A-Z reader: Colonial Life “L”*** - See lesson Plan for details
□ Ask and Answer Questions as you read
***If the weeks fall and we have school on Monday – if not, it goes home for Tuesday's reading | A-Z reader: Meeting Father for Plymouth “O” - See lesson Plan for details
□ Make and Revise Predictions
□ Story Elements | | | | | |
### Week 26 – shows adjusted President’s week

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<tr>
<td><strong>Optional:</strong> p. 17-18 Make Animal Skin story; put on display</td>
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### Monday / Wednesday Leveled Group

  - ☐ Ask and Answer Questions as you read
  - ***If the weeks fall and we have school on Monday – if not, it goes home for Tuesday’s reading

- A-Z reader: **Meeting Father for Plymouth “O”** - See lesson Plan for details
  - ☐ Make and Revise Predictions
  - ☐ Story Elements
Week 27 – shows adjusted President’s week

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<tbody>
<tr>
<td>Vocab. Chap. 8 Complete p.33 before you read</td>
<td>Vocab. Chap. 9 Complete p.37 before you read</td>
<td><strong>Sarah Noble Day!</strong> <em>(See Punch List for events to do on the day of the event ;0)</em></td>
<td>Vocab. Chap. 10 Complete p.41 before you read</td>
<td>Vocab. Chap. 11 Complete p.44 before you read</td>
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<tr>
<td>Read Chap. 8 (Flagging and Tagging)</td>
<td>Read Chap. 9 (Flagging and Tagging)</td>
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<td>Read Chap. 10 (Flagging and Tagging)</td>
<td>Read Chap. 11 (Flagging and Tagging)</td>
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<tr>
<td><strong>Packet p.35-36 (Indian sign language page)</strong></td>
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<td><strong>Sarah Noble Day!</strong> <em>(See Punch List for events to do on the day of the event ;0)</em></td>
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<td>Read Chap. 10 (Flagging and Tagging)</td>
<td>Read Chap. 11 (Flagging and Tagging)</td>
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<tr>
<td>Packet p.35-36 Turn packets in</td>
<td>Packet p.37-39</td>
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**Monday Group**

- Do **Fluency** Reading / Grades for as many students as possible

**Wednesday Group**

- **No Group due to Sarah Noble Day**
  - ☐ Candle Dipping
  - ☐ Hopscotch Bags
  - ☐ Johnny Cakes
  - ☐ Butter Churning
  - ☐ Weaving
  - ☐ Beading
  - ☐ Games: Nine Pins/Marbles
  - ☐ Finish any in class projects

End of Book Activities Complete p.40, 42, or p.42

For Tickets complete any one or two more pages

Preview the Next Book – Wild Whale Watch

Candle Dipping
Hopscotch Bags
Johnny Cakes
Butter Churning
Weaving
Beading
Games: Nine Pins/Marbles
Finish any in class projects
Home Teachers,

We will be “Flagging and Tagging” focusing on **Visualization** as our goal for this novel. You will have an 11x17 sheet of paper to gather “picture” post it notes during the reading of our novel, The Courage of Sarah Noble.

Students need to have at least ONE sticky note for each chapter they read. The Visualization sticky note MUST be on a page that DOES NOT have an illustration.

Your child’s “visualized” sticky note should have:
- a picture that was put in the student’s mind
- the page number the drawing is referring to
- a caption *(Mom you can write the caption because of size and space.)*

Students may have more than one sticky note per chapter, but only one post-it note is required. Arrange the sticky notes in Chapter order by page number on the 11x17 flagging sheet.

There are not any limitations on what your child can visualize. The goal is to show that the student is connecting with the novel that is meaningful in proving comprehension of chapters that are read.

Once the novel is complete you will have a Picture Summary of the book.
Vocabulary and Language Skills in packet:

**Vocabulary – Chapter Outline; each number represents the chapter in the book**

1. **Word Builders** – Building words through syllable chunks and matching – pairing up vocabulary word with its definition.

2. **Word Poster** – Defining a chosen vocabulary word, student written sentence with vocabulary, picture drawn of vocabulary word, placing vocabulary in alphabetical order.

3. **Syllable Count** – Determining the number of syllables in vocabulary words.

4. **Word Search** – Review of words through use of a glossary, then finding the chosen vocabulary in a puzzle.

5. **Making Words** – Using a student chosen vocabulary word, letters within the word are used to make new words.

6. **Matching** - Pairing up vocabulary word with its definition.

7. **Crossword puzzle** – Using words and definitions to complete a puzzle.

8. **Vocabulary Text Connections** – Choosing the correct vocabulary to complete a sentence from the chapter selection.

9. **Word Poster** – Defining a chosen vocabulary word, student written sentence with vocabulary, picture drawn of vocabulary word, placing vocabulary in alphabetical order.

10. **Making Words** – Using a student chosen vocabulary word, letters within the word are used to make new words.

11. **Vocabulary Understanding** – Determining if the vocabulary is used in sentences correctly.

**Language Skills: Chapter Outline of each chapter in the book**

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Chapter 3</th>
<th>Chapter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>initial blends fill in the blank</td>
<td>– ed endings</td>
<td>-ly words in ABC order</td>
<td>Rhyming Words</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>Chapter 6</td>
<td>Chapter 7</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Antonyms</td>
<td>Imagery, Simile, &amp; Personification</td>
<td>Compounds</td>
<td>Parts of Speech</td>
</tr>
<tr>
<td>Chapter 9</td>
<td>Chapter 10</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>Sentence Diagram (subject/predicate)</td>
<td>Adjectives</td>
<td>Proofreading a paragraph</td>
<td></td>
</tr>
</tbody>
</table>
Answer Key for Comprehension of The Courage of Sarah Noble

Chapter 1 p.5-7
1. Student definition of Courage; accept possible answers that show some formative evaluation of the word.
2. ❈ In the Deep Woods
3. ❘ 8 years old
4. ❈ She could cook for him and her Mama had to stay back with the baby
5. ❘ Both A & B
6. *Possible response but not limited to:* The night was quiet so, the noise sounded more clear, Sarah was a little afraid, so she was aware of all the sounds around her.
7. ⊙ A warm cloak
8. Keep up your courage Sarah Noble, keep up your courage.

Chapter 2 p. 10-11
1. ❘ Horse
2. *Possible response but not limited to:* She was caring towards her horse, she was old enough to understand that any help for Thomas was a nice thing to do, She was willing to do whatever she could to help.
3. ❘ With the Robinson Family
4. ⊙ They said the Indians would eat her
5. *Possible response but not limited to:* She did not treat the Robinson boys the same way they treated her, She remained respectful and did not cause trouble for anyone.
6. A list of possible things Sarah may be afraid of: list must be supported by events or information from the book

Chapter 3 p.13-14
1. ❘ He could drag logs or move heavy logs
2. *Possible response but not limited to:* She and Mr. Noble would live in a hut with a fence around it, or in a cave in the side of the hill.
3. *Possible response but not limited to:* They will have a shelter that will keep rain out and keep them safe from animals.
4. ❈ Great River; good
5. HT signature
6. Student writes a mature 2nd grade sentence telling how kindness has been shown

Chapter 4 p.17
1. ⊙ The Indians owned the land
2. *Possible response but not limited to:* bedding, pots, seeds for planting, tools, warm clothes for weather that would be coming, - students are to tell how their chosen item would be used supported by context of the text.
3. ❈ in a cave or in a hill across the river
4. A skunk
5. ⊙ It was encouragement that her mother gave her to trust God
Chapter 5 p.20-21
1. Read her Bible out loud
2. Sarah knew that God’s word would bring her comfort
3. Possible response but not limited to: They were curious about Sarah, they had never seen a girl like her, She sounded different than them
4. Possible response but not limited to: She was to read on in her Bible, She should be nice to them and not be afraid
5. She got angry with them

Chapter 6 p.22-23
1. False
2. True
3. True
4. False
5. True
6. False
7. False
8. True
9. True
10. False

Chapter 7 p.26
1. Possible response but not limited to: The trip was a long and tiring trip and would be too much for Sarah going both ways so soon, Mr. Noble was worried for her in making the trip back.
2. Afraid

Seeing Relationships:
1. “Sarah,” he said. “You have
2. I have lost my
3. “You mean I am to live
4. The next morning Sarah was very
5. “Sarah,” said her father. “You will be safe with
6. John Noble rode Quickly away – turning once, twice,
7. Tall John swung her

Tall John and his family.”
three times to wave to a very small girl in a red-brown cloak.
been brave, and now you will have to be braver.
courage,” said Sarah Noble.
up on his shoulder.
quiet as she stirred the mush for breakfast.
with the Indians?”
Chapter 8 p.28-28
1. All of the above
2. Possible response but not limited to: Staying with them was so different than with her family, She was ok playing with her friends during the day, but her night time routine has been saying prayers with her father/family
3. A Nightgown and comb
4. Furs
5. Possible response but not limited to: She was sad – she began to choke and cry while she prayed, she was a little scared because of it being a new place to sleep
6. Possible response but not limited to: She did not want to be disrespectful to them and she did not know if Tall John and his family would believe in her God.

Chapter 9 p.32-33
1. B She taught her how to weave a basket
2. D Indian clothes and deerskin moccasins
3. Possible response but not limited to: She was missing her Daddy and family and that helped her keep her courage, she said it to remind her to trust God and be secure in the decision her father made.
4. B She thought they may raid the village
5. D Sarah’s mom did not know the Indians, so how they dressed would be strange to her
6. Tall John
7. Possible response but not limited to: On his shoulders, the book said he swung her up like he always did and he would carry her like his own children

Chapter 10 p.35
1. Possible response but not limited to: She was excited, she shivered with excitement, Tall John could feel her shaking with excitement
2. C When she looked back, she thought about her fun times, but was ready to go home.
3. B Quivers of excitement
4. C It was outlandish
5. Possible response but not limited to: If they had packed and brought her Arabella her doll
1. © They were sitting by the fire
2. A Because she was worried about Sarah’s safety
3. Possible response but not limited to: She was now being a child and playing with her
doll and she was bringing comfort to her doll as her mother brought comfort to her,
she wanted to care for Arabella as her mother did for her.
4. D Both A & B
5. D She would have children and be a teacher
6. Possible response but not limited to: The cloak would be a reminder because her
mother gave it to her when she ventured out with her father, the cloak was what she
had comfort in knowing her mother made it for her trip and her mother would pray
for her while she and Mr. Noble were away.
7. D Both A & B
The Courage of Sarah Noble Answer Packet Analysis:

**Chapter 1 (Home) p.5-7**
1. Open Response
2. ✓Infer
3. ✓Text
4. ✓Infer
5. ✓Critical Response
6. Critical Response
7. Text
8. Text

**Chapter 2 (TKA) p.10-11**
1. Text
2. Infer
3. Text
4. Text
5. Infer
6. Open Response

**Chapter 3 (Home) p.13-14**
1. ✓Infer
2. Text
3. ✓Critical Response
4. ✓Text
5. HT Instruction
6. Open Response

**Chapter 4 (Home) p.17**
1. Critical Response
2. ✓Text/Inference
3. Text
4. ✓Text
5. ✓Critical Response

**Chapter 5 (TKA) p.20-21**
1. Infer
2. Critical Response
3. Critical Response
4. Infer

**Chapter 6 (Home) p.22-23**
1-10 all Text

**Chapter 7 (TKA) p.26**
1. Critical Response

**Chapter 8 (Home) p.28-29**
1. ✓Infer
2. ✓Critical Response
3. ✓Text
4. ✓Text
5. ✓Infer
6. ✓Critical Response

**Chapter 9 (Home) p.32-33**
1. ✓Text
2. ✓Text
3. ✓Critical Response
4. ✓Critical Response
5. ✓Infer
6. Infer
7. Infer

**Chapter 10 (TKA) p.35**
1. Infer/Text
2. Critical Response
3. Text
4. Text
5. Text

**Chapter 11 (Home) p.37-38**
1. Text
2. Critical Response
3. Critical Response
4. Critical Response
5. Text
6. Infer
7. Critical Response
Sarah Noble Web Link - Chapter 1 extension activity
  • Screech Owl

http://www.allaboutbirds.org/guide/Eastern_Screech-Owl/id/ac
**3 Home Work Packet Grades**

*** You will see my notes on answers missed or you may see “Initial.” This means the Initial Response. Initial Response is the grade I am taking. This gives a more accurate assessment of home / school dynamics.

<table>
<thead>
<tr>
<th><strong>Chapter 1</strong></th>
<th><strong>Chapters 1, 3-4</strong></th>
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<tbody>
<tr>
<td>_____ #2 Inference</td>
<td>Text _____/4</td>
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<tr>
<td>_____ #3 Text</td>
<td>Inference _____/3</td>
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<tr>
<td>_____ #4 Inference</td>
<td>Critical Response _____/3</td>
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<td>_____ #5 Critical Response</td>
<td>Total Comprehension _____/10</td>
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<tr>
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<td>_____ #3 Critical Response</td>
<td>_____ #4 Text</td>
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<tr>
<td>_____ #4 Text</td>
<td>_____ #5 Critical Response</td>
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<td>(Chapter 6 was all text based)</td>
<td>(Chapter 6 was all text based)</td>
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<tr>
<td>_____ #1 Inference</td>
<td>Text _____/5</td>
</tr>
<tr>
<td>_____ #2 Critical Response</td>
<td>Inference _____/2</td>
</tr>
<tr>
<td>_____ #3 Text</td>
<td>Critical Response _____/3</td>
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<tr>
<td>_____ #4 Text</td>
<td>Total Comprehension _____/10</td>
</tr>
<tr>
<td>_____ #5 Infer</td>
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<tr>
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<th><strong>Chapter 11</strong></th>
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<tbody>
<tr>
<td>_____ #1 Text</td>
<td><strong>Chapter 11</strong></td>
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<tr>
<td>_____ #2 Text</td>
<td>_____ #1 Text</td>
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<tr>
<td>_____ #3 Critical Response</td>
<td>_____ #2 Critical Response</td>
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<tr>
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<td>_____ #5 Text</td>
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<td>_____ #6 Inference</td>
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<td>_____ #7 Critical Response</td>
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<td>/ 10</td>
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</table>

(Grade is taken out of 10)
### Teacher Checking Key:

#### Chapter 1
- #2Ⓐ In the Deep Woods
- #3Ⓓ 8 years old
- #4Ⓑ She could cook for him and her Mama had to stay back with the baby
- #5Ⓓ Both A & B

#### Chapter 3
- #1Ⓓ He could drag logs or move heavy logs
- #3 Possible response but not limited to: They will have a shelter that will keep rain out and keep them safe from animals.
- #4Ⓑ Great River; good

#### Chapter 4
- #2 Possible response but not limited to: bedding, pots, seeds for planting, tools, warm clothes for weather that would be coming, - students are to tell how their chosen item would be used supported by context of the text.
- #4 A skunk
- #5Ⓒ It was encouragement that her mother gave her to trust God

#### Chapter 8
- #1Ⓓ All of the above
- #2 Possible response but not limited to: Staying with them was so different than with her family, She was ok playing with her friends during the day, but her night time routine has been saying prayers with her father/family
- #3Ⓐ Nightgown and comb
- #4 Furs
- #5 Possible response but not limited to: She was sad – she began to choke and cry while she prayed, she was a little scared because of it being a new place to sleep

#### Chapter 9
- #1Ⓑ She taught her how to weave a basket
- #2Ⓓ Indian clothes and deerskin moccasins
- #3 Possible response but not limited to: She was missing her Daddy and family and that helped her keep her courage, she said it to remind her to trust God and be secure in the decision her father made.
- #4Ⓑ She thought they may raid the village
- #5Ⓒ Sarah’s mom did not know the Indians, so how they dressed would be strange to her
### Chapter 11 p.37-38

1. They were sitting by the fire  
2. Because she was worried about Sarah’s safety  
3. *Possible response but not limited to:* She was now being a child and playing with her doll and she was bringing comfort to her doll as her mother brought comfort to her, she wanted to care for Arabella as her mother did for her.  
4. Both A & B  
5. She would have children and be a teacher  
6. *Possible response but not limited to:* The cloak would be a reminder because her mother gave it to her when she ventured out with her father, the cloak was what she had comfort in knowing her mother made it for her trip and her mother would pray for her while she and Mr. Noble were away.  
7. Both A & B