

*Learning Language Arts
Through Literature*

The Purple Book

Grammar | Vocabulary | Spelling | Reading | Composition
Research Skills | Higher Order Thinking Skills

3rd Edition

Book Study Reading Guide

Teacher Book



Common Sense Press
Simple to teach. Easy to learn.

Learning Language Arts Through Literature Book Studies - Purple Book

In addition to the 36 weekly lessons in the Purple Book, your student will have the opportunity to read four novels throughout the year.

Farmer Boy by Laura Ingalls Wilder

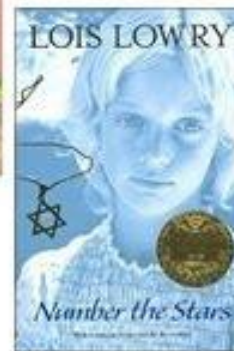
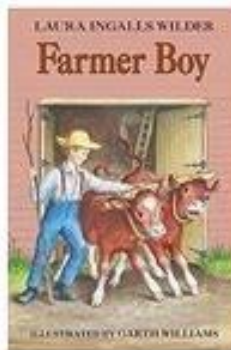
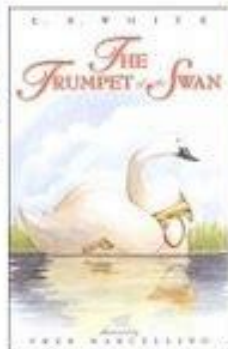
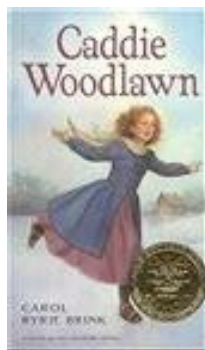
The Trumpet of the Swan by E. B. White

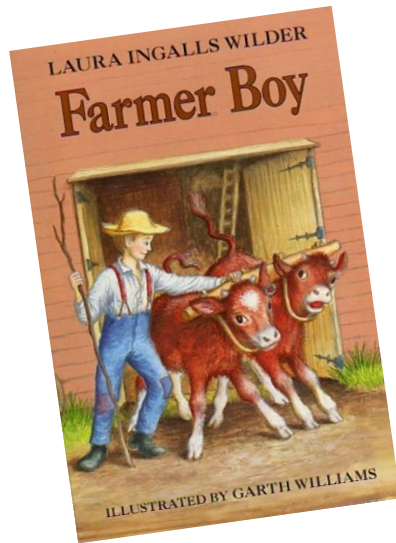
Number the Stars by Lois Lowry

Caddie Woodlawn by Carol Ryrie Brink

According to your schedule, choose when and how much time to assign each book or use the following suggested reading plans. A summary for each book can be found in the Purple Teacher's Book.

Students will review vocabulary words and learn to interpret word meaning from understanding the context. You may also choose from a variety of suggested activities that will expand the understanding of what has been read. Discussion questions have been provided to aid in building reading comprehension. Do not make this a tedious task but use the questions as a springboard for your student to tell you about the story.





Farmer Boy By Laura Ingalls Wilder

This suggested reading plan will take 15 days and can be assigned to fit your schedule. Your student may feel comfortable combining days, or you may spread the reading out more. Sequencing events and the answers to the discussion questions can be found in the Purple Teacher's book.

- **Day 1: Read Ch. 1-2**

Vocabulary: petrified

- **Day 2: Read Ch. 3-4**

What did Almanzo think Bill Ritchie was going to do to Mr. Corse? What happened instead?

- **Day 3: Read Ch. 5-6**

Almanzo's father said that he and Royal could stay home from school to help with the ice cutting. Why do you think Father allowed the boys to miss school?

Vocabulary: geraniums

- **Day 4: Read Ch. 7-8**

At the end of chapter 8, it says that Almanzo is glad when it is time to do his chores. Why do you think so?

- **Day 5: Read Ch. 9-10**

Father helped Almanzo make a whip. What was it used for? Why did Almanzo never whip his calves?

- **Day 6: Read Ch. 11-12**

Explain how the wilders planted potatoes.

- **Day 7: Read Ch. 13-14**

Mother was nervous about having money in her house. Where were all the places she hid her money?

- **Day 8: Read Ch. 15-16**

*How did Almanzo get his half dollar?
What was Almanzo going to do with his half dollar?*

- **Day 9: Read Ch. 17-18**

Vocabulary: cultivate

- **Day 10: Read Ch. 19-20**

Vocabulary: reaping

- **Day 11: Read Ch. 21-22**

Almanzo won first prize for his pumpkin at the County Fair. He thought perhaps he had cheated by feeding his pumpkin milk. Do you think he cheated?

- **Day 12: Read Ch. 23-24**

Vocabulary: apprentice

- **Day 13: Read Ch. 25-26**

*Christmas dinner was a delicious feast for Almanzo.
Describe your favorite meal in detail.*

- **Day 14: Read Ch. 27-29**

Why do you think Father gave Starlight to Almanzo?

- **Day 15: Vocabulary Sentences, Sequencing Events**



Trumpet of The Swan By E. B. White

This suggested reading plan will take 16 days and can be assigned to fit your schedule. Your student may feel comfortable combining days, or you may spread the reading out more. Story activities and answers to the discussion questions can be found in the Purple Teacher's book.

- **Day 1: Read Ch. 1-2**

Vocabulary: treacherous

- **Day 2: Read Ch. 3**

The swans were cautious of Sam at first. How did he become their friend?

- **Day 3: Read Ch. 4**

- **Day 4: Read Ch. 5-6**

What was Louis's problem and how did this make him feel?

Although Louis could not speak, it did not stop him from learning to swim and fly. Is there something you can't do? Now, list all the things you can do.

Vocabulary: buoyant

- **Day 5: Read Ch. 7**

In class, Louis wrote the word "catastrophe" on the blackboard. Some of the students gave their definition of the word. Tell your teacher what you think "catastrophe" means

- **Day 6: Read Ch. 8-9**

Louis' father broke into a music store to steal a trumpet for his son. What do you think of his actions?

Vocabulary: serenity, extraordinary

- **Day 7: Read Ch. 10-11**

- **Day 8: Read Ch. 12**

Tell me about the rescue of Applegate Skinner.

- **Day 9: Read Ch. 13-14**

At Camp Kookooskoos, Mr. Bicycle added one more item for Louis to carry around his neck. Can you think of all the items which now hung around Louis' neck? Why did Louis want Sam to cut his webbed foot?

- **Day 10: Read Ch. 15**

- **Day 11: Read Ch. 16**

- **Day 12: Read Ch. 17**

- **Day 13: Read Ch. 18**

- **Day 14: Read Ch. 19**

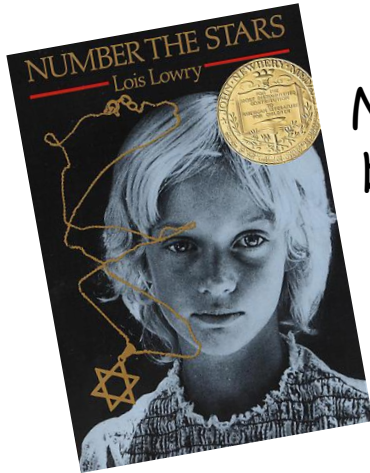
Louis and Serena had a problem. How did Sam help them?

Vocabulary: triumphant

- **Day 15: Read Ch. 20-21**

Tell me what happened when Louis' father returned the stolen money to the music store?

- **Day 16: Vocabulary Sentences, Story Activities**



Number The Stars by Lois Lowry

This suggested reading plan will take 11 days and can be assigned to fit your schedule. Your student may feel comfortable combining days, or you may spread the reading out more. The story activities and the answers to the discussion questions can be found in the Purple Teacher's book.

- **Day 1: Read Ch. 1**

Explain why the girls were afraid of the soldiers.

Why did Mama tell the girls to walk another way to school?

Vocabulary: rucksack, obstinate, cafe, halt

- **Day 2: Read Ch. 2**

Explain why the King of Denmark surrendered to Germany.

What did the Danish do to their ships after the Nazis took over Denmark? Why?

- **Day 3: Read Ch. 3**

What was unusual about Mrs. Hirsch's shop?

Why was Annemarie frightened that evening?

Vocabulary: resistance, swastika

- **Day 4: Read Ch. 4-5**

Why do you think it was so hard for the people to buy things in Denmark? What things were they not able to buy?

Why was Ellen staying with Annemarie's family? Who awakened them during the night?

How did Papa 'save the day'?

● **Day 5: Read Ch. 6-7**

*Where did Mama and the girls go for vacation?
Describe Uncle Henrik and his life.*

● **Day 6: Read Ch. 8-9**

*Why did Mama prepare the living room?
Why did Annemarie think that Mama and Uncle Henrik were lying to her?
Why did Annemarie not tell Ellen the truth about Great-aunt Birte?*

● **Day 7: Read Ch. 10-11**

*Why did the soldiers come to the house?
How did Mama 'save the day'?
What was in the casket?
Why was Peter there too?*

● **Day 8: Read Ch. 12-13**

*Where was Mama taking the Rosens? Why?
What did Annemarie find at the bottom of the steps?*

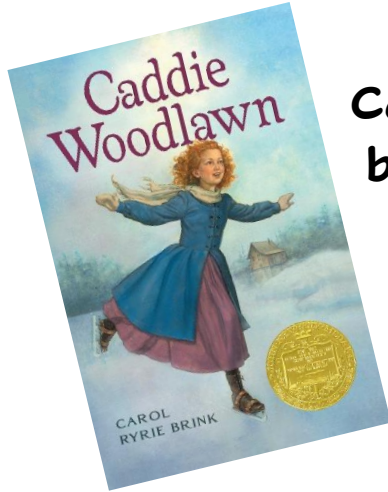
● **Day 9: Read Ch. 14-15**

*Where was Annemarie going that took her through the woods?
What was at the end of the path?*

● **Day 10: Read Ch. 16, afterword**

*How did Annemarie show her bravery?
Why was the handkerchief so important?
What parts of this story are true?*

Day 11: Vocabulary Sentences, Story Activities



Caddie Woodlawn by Carol Ryrie Brink

This suggested schedule will take 13 days and can be assigned to fit your schedule. Your student may feel comfortable combining days, or you may spread the reading out more. The compare and contrast activity and the answers to the discussion questions can be found in the Purple Teacher's book.

- **Day 1: Read Ch. 1-2**

- **Day 2: Read Ch. 3-4**

*From what you read about the Woodlawn children, who do you feel most like?
Why?*

Vocabulary: perilous

- **Day 3: Read Ch. 5-6**

- **Day 4: Read Ch. 7-8**

Vocabulary: adjustments

- **Day 5: Read Ch. 9-10**

- **Day 6: Read Ch. 11-12**

Vocabulary: consult

- **Day 7: Read Ch. 13-14**

- **Day 8: Read Ch. 15-16**

Vocabulary: gruesome

● **Day 9: Read Ch. 17-18**

● **Day 10: Read Ch. 19-20**

Who were the two unexpected heroes in Chapter 19? Why were they “unexpected” and how were they heroes?

● **Day 11: Read Ch. 21-22**

Vocabulary: comply

● **Day 12: Read Ch. 23-24**

Tell me about the big decision the Woodlawn family had to make.

● **Day 13: Vocabulary Sentences, Compare and Contrast**



A very special thanks to Chanda Walker for her assistance in creating this reading guide.