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## Sarah Plain and Tall Book Study [3rd grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: *Sarah Plain and Tall* Book Study

Grade Level: 3rd

Subject/Topic Area(s): Reading

Designed By: Karen Morrison

Time Frame: 15 days

School District: Richardson Independent School District

School: Forestridge Elementary

School Address and Phone:

10330 Bunchberry Drive, Dallas, Texas 75243

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### **Brief Summary of Unit** (Including curricular context and unit goals):

In this unit, students will be doing a chapter book study using the novel, *Sarah Plain and Tall*. At the end of the unit, the students will deeply understand that there are always things to miss no matter where you are, a sense of belonging happens when someone accepts where they are, and that we carry symbols and artifacts that represent the people and places that matter the most to us. Students will be engaged using the 6 *Reading Comprehension Strategies*: Phonics/Decoding, Predict/Infer, Monitor/Clarify, Question, Summarize, Evaluate. Other skills such as analytical thinking, predicting outcomes and connecting text to self through writing will also be focused on in this unit. Students will understand the close relationship between location and lifestyle, the profound connection between symbols and memories, and how comparisons are a natural way to connect different moments in time. As for a culminating activity at the end of this unit, the students are presented with the challenge that they are forced to move to a new home, and can only take 3 things with them. In a presentation each student will defend why their 3 artifacts symbolize their home.

**Unit: Sarah Plain and Tall book study**

**Grade: 3<sup>rd</sup>** 3.3 cd, 3.6 e, 3.7a, 3.8b, 3.9a-k, 3.10bcd, 3.11hij, 3.14ab

**Stage 1: Desired Results**

**Understandings**

*Students will understand that...*

- There are always things to miss no matter where you are.
- A sense of belonging happens when someone accepts where they are.
  - Everyone has a desire to belong
- We carry symbols and artifacts that represent the people and places that matter to us
  - Symbols and artifacts connect people with their memories and emotions.

**Essential Questions**

- What would you need to make a different place feel like home?
  - What do we mean by “home”?  
(Is home a permanent dwelling or is it artifacts that we carry with us?)
- How can the absence or presence of artifacts change a character’s mood or feeling?
- Which is more helpful to a person: letting go of the past and moving forward or constantly connecting the present to the past?

**Knowledge**

*Students will know...*

- Different locations mean living different lifestyles (New England Coast vs. Midwest Plains)
- Meaning of symbols
- Symbols and artifacts have a profound influence on memories and emotions
- Comparisons are natural way to connect past with present

**Skills**

*Students will be able to...*

- Analyze character emotions
- Predict outcome based on character actions
- Connect text to self through writing
- Compare and contrast locations and lifestyles

<p><b>Content Standards</b></p> <p>(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:</p> <p>(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);</p> <p>(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3);</p> <p>(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</p> <p>(E) read silently for increasing periods of time (2-3).</p> <p>(7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:</p> <p>(A) read classic and contemporary works (2-8)</p> <p>(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</p> <p>(B) develop vocabulary through reading (2-3)</p> <p>(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <p>(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);</p> <p>(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);</p> <p>(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);</p> <p>(E) draw and discuss visual images based on text descriptions (1-3);</p> <p>(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);</p>	<p>(G) identify similarities and differences across texts such as in topics, characters, and themes (3);</p> <p>(H) produce summaries of text selections (2-3);</p> <p>(I) represent text information in different ways, including story maps, graphs, and charts (2-3);</p> <p>(J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and</p> <p>(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).</p> <p>(10) Reading/literary response. The student responds to various texts. The student is expected to:</p> <p>(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);</p> <p>(C) support interpretations or conclusions with examples drawn from text (2-3); and</p> <p>(D) connect ideas and themes across texts (1-3).</p> <p>(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:</p> <p>(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);</p> <p>(I) identify the importance of the setting to a story's meaning (1-3); and</p> <p>(J) recognize the story problem(s) or plot (1-3).</p> <p>(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The student is expected to:</p> <p>(A) write to record ideas and reflections (K-3);</p> <p>(B) write to discover, develop, and refine ideas (1-3)</p>
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## Stage 2: Assessment Evidence

### Performance Task:

#### *Moving Memories Presentation*

**Many of your families once lived in a different country, and later moved to the United States. Some of you have lived in the same place over a long period of time. Imagine that your caregiver has just told you that you have to move to a new place. Think about all the feelings and emotions you might experience as you hear this unexpected news. You know that you will miss what is now familiar to you. You have been told that you may bring three things with you. What would you choose to take with you and why? Why would these three things remind you of your home? In a formal presentation, you will have the opportunity to share these “symbols of home” with the class. The different parts needed for this presentation will be given to you in a rubric form. Your grade will be determined based on your ability to meet expectations of the presentation.**

\*see attached performance assessment and rubric

### Other evidence:

Chalk Talk and T-Chart pre-assessments, Book Study Journal writing reflections, vocabulary blocks, vocabulary assessments using [spellingcity.com](http://spellingcity.com), Chapter Study Guides, Venn Diagram, Independent **B.M.E.** summaries in journal, Unit Test

## Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

### Day 1:

- **Pre-Assessment-** (Chalk Talk) On large butcher paper, teacher writes the word “HOME.” Students all sit around butcher paper with a marker and write while timer is set. Chalk Talk guidelines are as follows: 1) Students may not talk, gift of silence 2) Students are to think about the focus word “home” and write words or phrases of what “home” means to them 3) Students may ‘piggy-back’ their ideas with other students \*draw a line and write another word or phrase that connects the ideas together\*
- Engage students in conversation about the written responses on the chalk-talk. Have students determine what the re-occurring ideas- was a similar word or phrase used several times? Discuss the differences in the responses. Teacher creates a list on the board of student responses.
- Based on the responses, then create a working definition of “home.” Highlight that the students created different ideas about the same word--home

### Day 2:

- Review chalk-talk discussion from yesterday as a means of continuing conversation about home, provide students a copy of “This is Home” lyrics by Switchfoot
- Students read lyrics silently to themselves first, then listen to the song twice
- Provide students with a crayon for them to highlight important words or phrases in lyrics to them
- Discuss how in the song, the singer is talking about leaving an old place behind, but trying to carry memories with him. Again and again, he states, “This is home.” He’s some place new and unfamiliar, yet he calls it *home*, a place where *he finally belongs*. How is this possible?
- Write essential question on board:  
**What would you need to make a different place feel like home?**
  - **What do we mean by “home”?**  
**(Is home a permanent dwelling or is it artifacts that we carry with us?)**
- Allow students to write in their provided Book Study Journal their feelings and thoughts after reading these questions (The **Book Study Journal** will be turned in at the end of the book study. Teacher will take journal writing reflections for a grade)
- Think-Pair-Share—allow students to whisper chat about their reflections from their journal
- Share whole group, concluding with a challenge to the students: As we begin reading our novel, keep in mind ways in which the subject of *home* is discussed, we will be doing further writing on this topic

### Day 3:

Today we will be engaging in a location comparison between the Midwest Plains and New England coast

\*\*prior to this day, check out books in school library about these 2 regions and/or Maine and Kansas specifically\*\*

- **Pre-Assessment:** Access Prior Knowledge, determine what students already know about the New England Coast and Midwest Plains
  - On large butcher paper, teacher creates a T-chart (headings New England Coast and Midwest Plains)
  - Provide students with sticky notes and have write something they might know about the region
  - Use this as a spring-board for further conversations, already noting similarities and differences
- As means of providing visual background knowledge essential to understanding content in novel, have students watch the following from <http://streaming.discoveryeducation.com/>

Discovery Streaming:

(for Maine)

“The Northern New England States: Maine, New Hampshire and Vermont”

“Physical Features of the Region” (segment from “US Geography: From Sea to Shining Sea: New England Region”)

(for Kansas)

“American Geography Close-Ups: Midwest, Vol 2”

“Ideal Climate of the Midwest”

- After watching video clips, teacher does a picture walk with books about Maine and Kansas
- Location/Lifestyle Discussion

Given what we now know about these different geographic regions, what are some assumptions we can make about the lifestyle of the individuals who live there. What kinds of jobs could people have in the New England coast area?

If I’m living in the plains of Kansas, can I have the same job? Why? Brainstorm on the board, “I live...so I can...”



(Examples: I live in the mountains, so I can ski in the wintertime. I live on the island of Hawaii so I can make a living with fishing and boating) Ask students to share other examples.

- If time allows, give each students an index card. On their index card they can either write the name of a location, or describe a lifestyle (how a person lives, what a person does)
- Students then each have an opportunity to read their card, while the class determines either the best location or kind of lifestyle, depending
- **Students, independently complete a Venn Diagram, comparing and contrasting assessing their knowledge of what they now know about the Midwest Plains and New England coast**
- **\*\*Explain to students that having an understanding of the differences between these two locations is very important for understanding in the novel because these 2 places are considered HOME to the main characters**

**Day 4: Buffer Day**

**Day 5:** This day is dedicated to front-loading vocabulary from the novel...

- Provide students with vocabulary word list from the novel
- Read words and definitions as a whole class
- Students glue Vocabulary List into journal, on blank page next to it, write heading “Unfamiliar Words While Reading” (this will be used during the reading)
- Students create 10 Vocabulary Blocks in journal (2 per page)

Word: Definition:  Picture in my mind 
Word: Definition:  Picture in my mind 

- Teacher chooses first 5 words to write into vocabulary blocks and leads students through guided practice, modeling think-alouds for drawing the picture in mind
- Students then do the last 5 Vocabulary blocks on their own as a form of **vocabulary assessment** in their Book Study Journal
- Further **vocabulary assessments** can be done on <http://www.spellingcity.com/> (teachers create an account and create spelling word list using vocabulary words, students then can access words and so a variety of activities with them)

**Day 6:**

This day is dedicated to a quick vocabulary review and to predicting plot and character motivations via a “Tea Party” conversation to introduce Sarah Plain and Tall...

- Vocabulary Review: Teacher draws a picture of Sarah Plain and Tall vocabulary word on board, students guess word and give definition (can be done whole group or with teams)
- Tea Party Conversation
  - Provide for students the following direct quotations from the novel. (These quotations have been previously selected as pivotal moments in the text, words and phrases that drive the plot and reveal character emotion).
  - Provide the following quotations on sentence strips, one to each student

**Sarah Plain and Tall quotations written on sentence strips**

<i>“Did Mama sing every day?” (3).</i>	<i>“I looked across the long dirt road that crawled across the plain, remembering the morning that Mama had dies, cruel and sunny,” (5).</i>
<i>“...if you remember the songs, then I might remember her too,” (6).</i>	<i>“You don’t sing anymore,” (7).</i>
<i>“A wife? You mean a mother?” (8).</i>	<i>“...I would be interested in your children and about where you live. And you,” (9).</i>
<i>“My favorite colors are the colors of the sea, blue and gray and green, depending on the weather,” (11).</i>	<i>“I will wear a yellow bonnet. I am plain and tall,” (15).</i>
<i>“He was afraid,” (17).</i>	<i>“Will she like us?” (18).</i>
<i>“Did you bring some sea?” (19).</i>	<i>“Time enough for her to change her mind and leave us,”(20).</i>
<i>“Sarah sang a song we had never heard before as we sat on the porch, insects buzzing in the dark, the rustle of cows in the grasses,” (26).</i>	<i>“Then Sarah listened once more, with a look so sad and far away that Caleb leaned against me,” (22).</i>
<i>“Summer was when the wedding would be,” (23).</i>	<i>“ ‘Something is missing,’ she told Caleb,” (31).</i>
<i>“Our dune,” (32).</i>	<i>“ ‘There is wind by the sea’... ‘There is wind here,’” (35).</i>
<i>“ ‘The sea is salt’, said Sarah, ‘It stretches out as far as you can see. It gleams like the sun on glass. There are waves,’” (37).</i>	<i>“And Sarah was happy,” (37).</i>
<i>“Do not miss the hills. Do not miss the sea,” (40).</i>	<i>“There are always things to miss...no matter where you are,” (40).</i>

- Each student, with sentence strip in hand is to have the goal of “greeting” every student in the classroom. One by one, each student will approach another, shake hands, and each recite the quotation from their sentence strip, say nothing more. Then they both move on the next student. Once all statements have been shared everyone returns back to their desks. (The Tea Party conversation could be done using an inner-outer circle and rotating from person to person).

- Teacher places all sentence strips in pocket chart and has whole group discussion... *What did you hear? What did you say? What do we think is going on? Which statement do you think is very important to the story?* After reading and hearing these quotations now tell students the title of the book and ask for predictions about the novel

**Day 7:** Today we begin our Book Study. Each student will be provided a copy of Sarah Plain and Tall. We will be listening to an audio CD of the book. Listening to the text instead of reading aloud or independently will accomplish many purposes: stopping, pausing and reflecting on the text as needed as well as providing a support for learners with special needs, ESL and second-language learners.

- Before students begin to listen to the novel, review Tea Party sentence strips and challenge students to be careful listeners/readers for these quotations. If one of the statements is heard during the book study, tell students to raise hand their hand and we'll pause for reflection on the statement in context with the story
- Also, review with students the *6 Reading Comprehension Strategies*: Phonics/Decoding, Predict/Infer, Monitor/Clarify, Question, Summarize, Evaluate

Have students use their Book Study Journal (the blank page next to their pasted vocabulary sheet, "Unfamiliar Words While Reading")

- Throughout listening to the novel, students may write any words or phrases they are unfamiliar with, by the end of the book study, students will be required to have found definitions using classroom dictionaries along with a "picture in my head"
- Listen to Chapters 1, 2,3 with pauses for comprehension checks, predictions, probing questions, discussion  
Go back to essential question: **What would you need to make a different place feel like home?**  
➤ **What do we mean by "home"?**  
**(Is home a permanent dwelling or is it artifacts that we carry with us?)**

Students journal about how their understanding of this question has been changed or enhanced after reading these chapters

- **Students complete Chapters 1, 2 and 3 of Chapter Study Guide**
- Think-Pair-Share responses from study guide with partner

**Day 8:**

- Ask students, aloud, for summaries (**B**eginning, **M**iddle,**E**nd) of the first three chapters for review
- Answer any questions about content or vocabulary from yesterday
- Listen to audio CD of Chapter 4
- Students record any unfamiliar words or phrases in journal
- Teacher continues to use *6 Comprehension Strategies* and pauses for comprehension checks, predictions, probing questions, discussion
- **Complete Chapter 4 study guide**

In this chapter, Sarah has brought with her to Kansas, sea shells as a reminder and symbol of the sea and her home in Maine. This is the first time in the book in which the idea of artifacts and symbols is mentioned. This will be the focus of discussion today. As a means of discussion, teacher should bring with them that day an artifact from his/her home that symbolizes home to them. This is important to share with students, in anticipation of their culminating project assessment. The teacher's think-alouds are going to be especially important here. Teacher should create a chart for the students to scaffold learning.



Example of Artifacts Chart:

Artifact	How does this artifact represent home?
(ex) Silver cross that hangs on wall	(ex) Reminds me of my grandmother who gave it to me when she passed away. She told me home would be wherever the cross hung.
<i>(in remaining spaces add artifacts mentioned in the book, and how they represent home??)</i>	
↓	↓

- In circle group discussion, have students create definition of symbols. Thinking about the examples on the chart, create a working definition on the meaning of symbols. Simply, a **symbol** is an object that represents something else.
- In the context of the novel, ask this essential question: **How can the absence or presence of artifacts change a character's mood or feeling?** Discuss this in context of the chapter with Sarah's sea shells. Have the students journal in their Book Study Journal the answer to this question. **This question will be continually addressed as the book continues.** When new artifacts are mentioned add them to the Artifact chart. This will also further deepen the student's understanding of what **symbols** mean.
- Think-Pair-Share journal responses

#### Day 9

- Ask students for summary (**B**eginning, **M**iddle,**E**nd) from Chapter 4 whole group
- Answers any questions about content or vocabulary from yesterday
- Listen to audio CD of Chapter 5,6
- Students record any unfamiliar words or phrases
- Teacher continues to use *6 Comprehension Strategies* and pauses for comprehension checks, predictions, probing questions, discussion
- Add to Artifacts Chart
- **Complete Chapter 5,6 Study Guide**
- Think-Pair-Share

#### Day 10

- Ask students for summaries (**B**eginning, **M**iddle,**E**nd) from Chapter 5,6 whole group
- Answers any questions about content or vocabulary from yesterday
- Listen to audio CD of Chapter 7 and 8
- Students record any unfamiliar words or phrases
- Teacher continues to use *6 Comprehension Strategies* and pauses for comprehension checks, predictions, probing questions, discussion


Discussion today should be focused on the Tea Party quotation (also an enduring understanding) found on page 40, **“There are always things to miss, no matter where you are.”** Take a moment to step back and have the students locate all the places in book in which a character misses someone or something. Students might recall even from the first chapter, Caleb missing his mother and missing the singing. This is a powerful theme in the book, as both Sarah and Papa, Anna and Caleb all are experiencing loss and emptiness. As a means of coping with the absence of a beloved memory of person or place, the characters try to compare their past with their present. For example, Caleb connects the past with his mother and singing; so now in the present, he longs for a new mother to sing. Sarah misses the sandy dunes of Maine, so the children help her re-create the dunes in her past using haystacks in the present.


- Add to Artifacts Chart
- **Complete Chapter 7,8 Study Guide**
  - To extend the learning activity for Chapter 7 in the study guide:


CHAPTER SEVEN

*Sarah misses her home and life back in Maine, what are some things, people or places that you miss?*

*My Heart Longs For...*

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- Have students re-write this question in their journal for a reflection. Pose the essential question: **Which is more helpful to a person: letting go of the past and moving forward or constantly connecting the present to the past?** Have students think about a time when they really missed someone or something. Teacher can provide a personal example. In novel, Sarah coped because she brought artifacts with her that symbolized home as well as tried to compare Maine to Kansas and tried to make them feel the same. What do you do when you miss someone? Is it easier for you to accept where you are and stop saying, “I miss, I miss, I miss.” Or do you feel better when you say you miss someone or something and you try to find commonalities. For example, what if where you used to live there was a pond and running trail that you always go to every evening. You ran there, played there, had picnics there and made several memories. Now you’re in a new location, so would you say “I really miss that park and trail.” Or would you say, “I really miss that park and trail, so I’m going to try to find a new one where I am now and make new memories.
- Students personally ponder and reflect on this in their journals.

**Day 10** Buffer Day

**Day 11**

- **Ask students to record summaries (Beginning, Middle,End) from Chapter 7,8 independently in Book Study Journal**
- Answers any questions about content or vocabulary from yesterday
- Listen to audio CD for final Chapter 9
- Students record any unfamiliar words or phrases
- Teacher continues to use *6 Comprehension Strategies* and pauses for comprehension checks, predictions, probing questions, discussion
- Add to Artifacts Chart
- **Complete Chapter 9 Study Guide**

- Final journal writing reflection topic: You have now finished the novel. How has your understanding of home changed from the beginning of the novel? The characters taught us that symbols and artifacts \*reference to Artifacts Chart\* help us with change and transition. How do you feel about this?
- Think-Pair-Share

### Day 12

- **Sarah Plain and Tall Unit Test**
- Introduce performance assessment and rubric (\*see attached) Allow students to have time during class to brainstorm what artifacts they might bring. Provide each student a note card to prepare for presentation

#### Project Reminders and Expectations:

- ✓ Remember when we discussed what a SYMBOL means in class. A symbol is an object that represents something else. The three things you bring from home must be a symbol of your home and what home means to you.
- ✓ You must have at least 3 objects to bring to class.
- ✓ Your presentation will be in front of the class, so it's important that you remember how to be a professional speaker, speaking clearly, making eye-contact and answering audience questions with more than a "yes" or "no."
- ✓ When you describe your object, I will want you to use good adjectives (describing words) to tell the class about what you brought. For example, when was a particular picture taken, who painted the picture (tell us the background story)

- Ask students to bring their artifacts tomorrow (may keep in lockers)

### Day 13

- In class project preparation
- Provide each student 3 note card to prepare for presentation  
Explain and model to students that when people give formal presentations they may make notes to guide their thinking. Address the rubric, and what specific components are needed in the explanation section of the presentation. Students may give mock presentations to teacher or fellow classmates to get ready.

### Day 14 & 15

#### **Performance Assessment Presentations**



## Moving MEMORIES

Many of your families once lived in a different country, and later moved to the United States. Some of you have lived in the same place over a long period of time. *Imagine* that your caregiver has just told you that you have to move to a new place. Think about all the feelings and emotions you might experience as you hear this unexpected news. You know that you will **miss** what is now familiar to you. **You have been told that you may bring three things with you.**

What would you choose to take with you and why? Why would these three things remind you of your home? How are these things a SYMBOL of home?

In a formal presentation, you will have the opportunity to share these “symbols of home” with the class. The different parts needed for this presentation will be given to you in a rubric form. Your grade will be determined based on your ability to meet expectations of the presentation.

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### Project Reminders and Expectations:

- ✓ Remember when we discussed what a SYMBOL means in class. A symbol is an object that represents something else. The three things you bring from home must be a symbol of your home and what home means to you.
- ✓ You must have at least 3 objects to bring to class.
- ✓ Your presentation will be in front of the class, so it's important that you remember how to be a professional speaker, speaking clearly, making eye-contact and answering audience questions with more than a “yes” or “no.”
- ✓ When you describe your object, I will want you to use good adjectives (describing words) to tell the class about what you brought. For example, when was a particular picture taken, who painted the picture (tell us the background story)



## Moving Memories RUBRIC

	<b>(3) Meets Expectations</b>	<b>(2) Approaches Expectations</b>	<b>(1) Does not meet expectations</b>
<b>Artifacts</b>	I brought 3-5 artifacts that remind me of home.	I brought 1 or 2 artifacts that remind me of home.	I did not bring any artifacts that remind me of home.
<b>Explanation</b>	I can name and use feeling words to describe how my 3 artifacts are a symbol of home.	I can describe my artifacts, but have difficulty explaining how they symbolize home.	I cannot describe my artifacts nor how they are a symbol of home.
<b>Presentation</b>	I spoke clearly, made eye-contact with audience and thoroughly answered questions asked by the audience	I spoke quietly and with a fast pace. I gave short answers to questions asked by the audience.	I was silly, did not have body control and could not answer questions in a clear manner.

# **“This is Home”**

by:Switchfoot

I've got my memories  
They're always  
Inside of me  
But I can't go back  
Back to how it was  
I believe now  
I've seen too much  
But I can't go back  
Back to how it was  
Created for a place  
I've never known

**Chorus:**

**This is home**  
Now I'm finally  
Where I belong  
Where I belong  
Yeah, this is home  
I've been searching  
For a place of my own  
Now I've found it  
Maybe this is home  
Yeah, this is home

**Belief over misery**  
I've seen the enemy  
And I won't go back  
Back to how it was  
And I got my heart

**Set on**  
**What happens next**  
I got my eyes wide  
It's not over yet  
We are miracles  
And we're not alone

**(Chorus)**

**And now after all**  
**My searching**  
**After all my questions**  
**I'm gonna call it home**  
**I got a brand new mindset**  
**I can finally see**  
**The sunset**  
**I'm gonna call it home**

**(Chorus)**

**Now I know**  
**Yeah, this is home**

**I've come too far**  
**Now I won't go back**  
**This is home**

<http://www.lyricstop.com/t/thisishome-switchfoot.html>

# CHAPTER STUDY GUIDE

## CHAPTER ONE

*Describe what you already know about Caleb and Anna? What kind of characters are they? How would you describe them?*

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## CHAPTER TWO

*Pretend YOU were going to write a letter back to Sarah. What would you say?*

Dear Sarah,

Very Truly Yours,

## CHAPTER THREE

*Describe the differences between the prairie and the sea:*

PRAIRIE

SEA

CHAPTER FOUR

*What do you think about Caleb's prediction on page 25, "Sarah will stay." At this point in the book, what do you think will happen? Why do you feel this way?*

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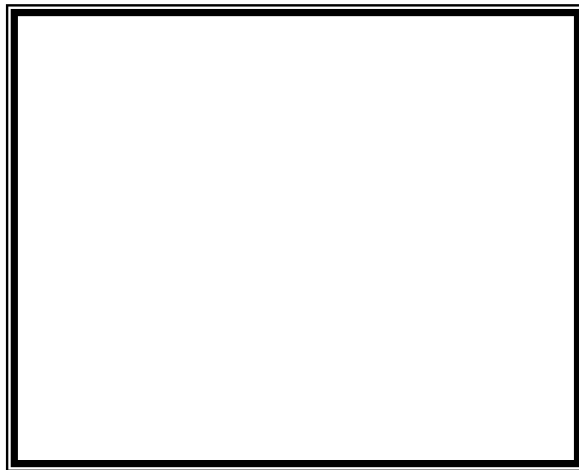
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CHAPTER FIVE

*Draw the picture you see in your head about the dune described in this chapter, and what the characters do with the dune.*



CHAPTER SIX

*What is meant by, "And Sarah was happy," (37) as the last sentence of the chapter? Explain why might Sarah be happy at this point in the story.*

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**CHAPTER SEVEN**

*Sarah misses her home and life back in Maine, what are some things, people or places that you miss?*

*My Heart Longs For...*



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**CHAPTER EIGHT**

*Describe a time in which you were in the middle of a bad storm. What did you do? How did you feel?*

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**CHAPTER NINE**

*What does Caleb mean by, "Sarah has brought the sea!" (57)?*

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*If you could end this story in a different way, how would you end it?*

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# Comprehension Strategies

**Phonics/Decoding**



**Predict/Infer**



**Monitor/Clarify**



**Question**



**Summarize**



**Evaluate**

