

**UNIT TITLE**

Laura Ingalls Wilder: Inspiring Students To Make A Personal Connection With Reading

**DESCRIPTION**

This author study unit will help to draw students into the life of Laura Ingalls Wilder and create a lasting impression of her life and literature within them so they can make a personal connection with reading.

**STUDENT IMPACT OF THIS FUND FOR TEACHERS FELLOWSHIP**

This experience has impacted students in that they will be able to see the teacher assuming the role of the student. My experiences during this fellowship will be theirs and as a result students will be able to make that real-world connection with Laura Ingalls Wilder that I am looking for. The knowledge that they will gain through my travels and experiences will be invaluable. Bringing my first-hand experiences back to share with them in and of itself will be of benefit to them.

**GRADE LEVEL AND CONTENT AREA**

4<sup>th</sup> Grade (Adaptable for grades Kindergarten-6<sup>th</sup>)  
Library (Collaborative with Social Studies and Communication Arts)

**AUTHOR NAME AND SCHOOL**

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**SETTING**

<b>Where/When does this unit fit into your larger curriculum map?</b> Second Quarter
<b>What skills and knowledge will students need <i>before</i> beginning this unit?</b> None
<b>What are the unit goals?</b> Enhance knowledge and inspire students to make a personal connection with reading Draw students into the life of Laura Ingalls Wilder Create a lasting impression of Laura Ingalls Wilder’s life and literature within students
<b>What is the time frame?</b> Library: 50 min per week over 9 weeks

**UNIT SCAFFOLD**

<b>Enduring Understandings: This unit is grounded in what big idea(s)?</b> The overall goal of this unit is to draw students into the life of Laura Ingalls Wilder and create a lasting impression of her life and literature within them so they can make a personal connection with reading.
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**Essential Questions: What questions frame this unit and guide student inquiry?**

1. What contributions did Laura Ingalls Wilder make to Missouri and national heritage?
2. Why is the writing of Laura Ingalls Wilder significant to Missouri students?
3. Why is the writing of Laura Ingalls Wilder significant to students across the United States?

**STUDENT LEARNING OBJECTIVES****What will students know?**

Students will demonstrate an understanding of the contributions made by Laura Ingalls Wilder to our state and national heritage and the significance of her writings.

**What skills will students demonstrate?**

An understanding that good readers make connections with what they read

A connection with the life of Laura Ingalls Wilder and her writings

An understanding of how to apply pre-reading and post-reading strategies to the reading process

A connection between text ideas and own experiences

An awareness that literature reflects a culture and historic time frame

**What performance standards are addressed?**

Missouri Communication Arts Grade Level Expectations:

Reading 1 F: Pre-Reading

Reading 1 G: During Reading

Reading 1 H: Post-Reading

Reading 1 I: Making Connections

Missouri Social Studies Grade Level Expectations:

Missouri, United States and World History 2a A 1

Missouri Show-Me Standards

SS6, CA2, CA3

Goals: 1.6, 2.1

**EVIDENCE OF LEARNING**

1. Students will be able to identify and describe the significance of Laura Ingalls Wilder.
2. Students will be able to identify and describe the contributions Laura Ingalls Wilder made to our state and national heritage.
3. Students will be able to identify and explain connections between text ideas and their own experiences.

**LEARNING PLAN**

Over a period of nine weeks kindergarten through sixth grade students will participate in an author study of Laura Ingalls Wilder. Kindergarten through third grade students will work with the *First Little House Books* series and fourth through sixth grade students will work with the eight *Little House on the Prairie* chapter books. Fourth grade students will also extend this unit into the regular classroom as they begin studying famous Missourians and work on completing individual projects for this unit of study. The ultimate goals of the author study unit are to get students reading and to help students connect with what they read so that they will keep reading. I will do this by sharing my Laura Ingalls Wilder travel experiences with them. My experiences

will be theirs and as a result, students will be able to make that real-world connection with Laura Ingalls Wilder that I am looking for. The personal connections that I will make through my travels will create a lasting impression upon my students and show them that learning can be a tremendously worthwhile experience. Students will see my journals and the documentation of my trip. They will see me encountering the same areas of our great nation that Laura Ingalls Wilder and her family did. I will be able to bring life to the scenes of Wilder's books for them and bring back first-hand accounts of the sights and sounds of her home places. Ultimately, my students will see me making that personal connection with Laura Ingalls Wilder and her writing, which will in turn, help them to achieve the goals that I have for them. The knowledge that they will gain through my travels and experiences will be invaluable. I will be sharing my first-hand experiences with students and guiding them in learning how to make those real-world connections with reading and helping them learn to create mental pictures in order to help them deepen those connections with reading. Students will be able to examine and explore photographs, memorabilia and other artifacts that will ultimately enhance the overall experience for them.