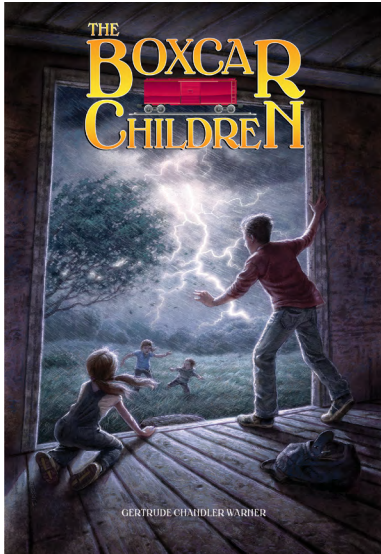


The Boxcar Children



written by **GERTRUDE CHANDLER WARNER**

and illustrated by **L. KATE DEAL**

HC 978-0-8075-0851-0 // PB 978-0-8075-0852-7

Written by Laurina Cashin, We Love Children's Books.

This guide is aligned to the Common Core State Standards for Grade 1, but standards for other grades may also apply.

PRE-READING

Ask students if they have imagined living with their siblings but without adults. Ask them to describe where they would live and what the home would look like.

Explain that *The Boxcar Children* is about four orphaned children living on their own. It is the first in a series of books about their adventures.

VOCABULARY

fountain

delicious

eager

afraid

thorn

treasures

garage

scissors

handkerchief

explorer

admired

surprise

magic

bundles

DISCUSSION QUESTIONS AND WRITING PROMPTS

Ask students to tell you about what happened during the story. Make a timeline of main events on a chalkboard or bulletin board.

Ask students to imagine writing a contemporary, realistic story about four children living in a boxcar. How would the story be different in today's world? What are some aspects of everyday life today that the Alden children didn't need to think about? (You can ask students to consider stranger danger, access to money, ease of mobility, and other examples to get the discussion started.)

Henry, Jessie, Violet, and Benny each have different personalities. Ask students to name characteristics and skills of each child, citing examples from the text. Ask students to compare and contrast the four siblings. Which one is more like themselves and why? Following discussion, students can write a character sketch of their favorite Alden sibling.

Ask students to write a description of two settings in the story using details from the text.

The roles of girls and boys and men and women have changed since the time *The Boxcar Children* was written. Ask students to cite examples from the story of changes in gender roles.

The Alden children were inventive and resourceful with the things they used. For example, they make a ladle by tying a stick to the handle of a cup. Ask students to write about something resourceful they've done.

Ask students, "What do the children learn about themselves during the story?" and "What do they learn about their grandfather?"

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS—GRADE 3

READING STANDARDS FOR LITERATURE

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series.) This standard applies when title is used with others in the Boxcar Children series.

WRITING STANDARDS

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.