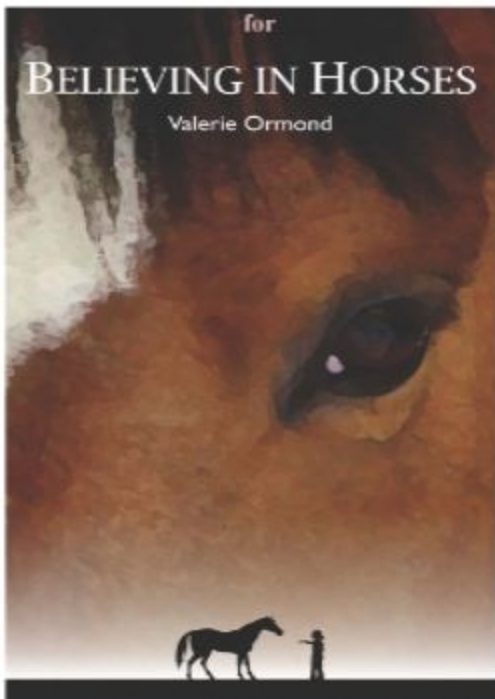


TEACHER'S TACK



TACKING UP TOOLS TAKE IN:

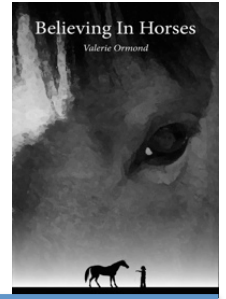
- 🔗 Unit Plans
- 🔗 Pre-Reading Guide
- 🔗 Lesson Plans
- 🔗 Worksheets
- 🔗 Vocabulary & Organizers
- 🔗 Critical Thinking Chapter Questions
- 🔗 Group Discussion Starters
- 🔗 Curriculum Connections
- 🔗 Author Interview

Created by Edward Ormond



Believing In Horses

Stable Workhorses



TEACHER'S TACK

By

EDWARD ORMOND

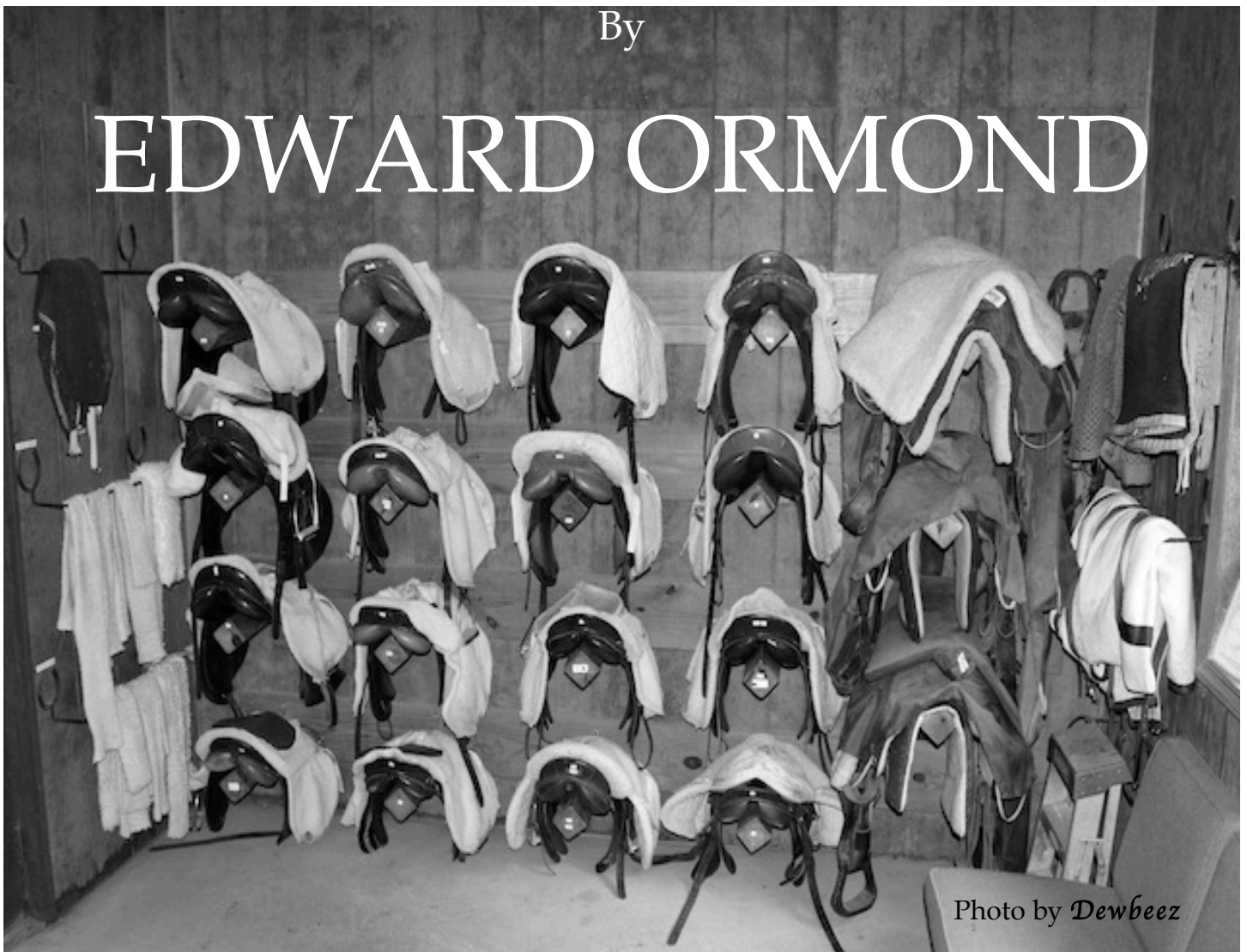


Photo by Dewbeez

The Foaling

This Teacher's Guide was born in the District Courthouse in Annapolis, Maryland. My sister, Valerie Ormond, gave me one of her early manuscripts which I read while I was waiting to serve Jury Duty. The pages had wide margins that called to the educator in me to write notes. By the second sentence I had underlined the word "cope" as a good vocabulary word and had noted a mapping activity that could be practiced in the second paragraph! The topic sentence of that paragraph also led to my first comprehension question. And there it was, though unplanned, the Teacher's Tack was born during the two days I waited to be summoned. I did not get chosen to serve my civic duty that day, but perhaps I will in another way with this publication.

Valerie had shared some of her drafts of Believing in Horses with me and we had gone on several "Field Trips" together as she conducted research for the book, so I was not surprised by the book's plot but extremely touched by the subtle principled lessons it contained. Again, the teacher inside me couldn't resist pointing attention to them by creating comprehension questions. Later, my "bridled" enthusiasm was met with "unbridled enthusiasm" as I shared my ideas with the author. She even gave me my own "Activities and Discussion Guides" tab on her Website! That honor inspired the rest of the activities and I can't wait for the next book she writes to touch youngster's souls. I'd like to dedicate this guide to my sister, Valerie Ormond, for *believing* in me and to Mr. Ormond's students in whom I always believed.

One of my favorite "soul stirring" research trips with my sister, the author, was to the auction house in Pennsylvania. I was willingly brought along (like Austin) as company and an extra pair of eyes and ears to soak up the atmosphere for the book, but mind you – I am not a fan of horses and have a slight fear of the big critters. My Great Dane, Hamlet, helped me get used to huge animals and of course; visiting my sister's own three horses, which leads me to why being drawn to one huge horse in particular in those auction barns was so remarkable. As Valerie and I were touring the barns before the auctions I was brave enough to venture out on my own and discovered "Goliath" sadly facing the wall, silent and still. I was literally drawn towards this Belgian Work Horse unafraid of him even though his back leg looked thicker than I and his rump was above my head! His gloomy calmness reminded me of the horse, Artax, in the *Swamps of Sadness* and I felt sorry for him as my sister found me and whispered that he was drugged and most likely was going to be sold cheaply for slaughter. Many of the experiences we shared are reflected in her book and our writings and now you know some of the background to the questions in my last Chapter Chunk and can probably guess *my* answer as to whether I would have hugged "Goliath."

If you are in receipt of this bound guide, then you are fulfilling Sadie's belief that "Everything happens for a reason." As part of a presentation at SOMIRAC on "Authors and Educators Creating Treasured Reading" my sister decided we should self-publish this edition so participants could have easier access to the materials than printing pages off of the website. I don't think either one of us realized how deeply this partnership helped both of us. Our name for the company, VEDA Readers, is a mash-up of the first two letters in our names and is Sanskrit for Knowledge – Something we have both believed in from our own early childhood to the present – and future...

If you'd like to pursue more knowledge about the creation of the Teacher's Tack and some of the activities or ask questions of either me or my sister, visit the website and write us at www.believinginhorses.com

TEACHER'S TACK

By: Edward Ormond

A Guide for

Believing In Horses

By: Valerie Ormond

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 - **Hey! – *A Lesson on Tone***
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PLANNING SHEET for BELIEVING IN HORSES

Each of the lessons suggested below can take from one to several days to complete.

Chapters 1 – 11 Pages 1 - 110

LESSON OUTCOME(S)	<u>LESSON ONE</u>	<u>LESSON TWO</u>	<u>LESSON THREE</u>	<u>LESSON FOUR</u>	<u>LESSON FIVE</u>
TEACHER DIRECTED ACTIVITY	<p>-The Learner Will (TLW) use strategies to prepare for reading; Make connections to the text from prior knowledge and experiences. (R1.E.2.d) *<i>Maryland Learning Outcomes (R=Reading)</i></p> <p>-TLW use a variety of strategies and opportunities to understand word meanings and to increase vocabulary. (LA1.D.3.c)</p>	<p>-TLW analyze characterization. (R3.A.d)</p> <p>-TLW use strategies to make meaning from the text using a graphic organizer to record important ideas of information. (R1.E.3.i)</p>	<p>-TLW make predictions and ask questions about the text. (R1.E.2.c)</p> <p>-TLW make, confirm, or adjust predictions. (R1.E.3.e)</p> <p>-TLW read critically to evaluate the text; identify and explain questions left unanswered by the text. (R3.A.8.b)</p>	<p>-TLW identify and explain how the actions of the character(s) affect the plot. (R3.A.3.f)</p>	<p>-TLW identify and describe the author's use of language; Author's Craft. (R3.A.7.a-f)</p> <p>* Use of Dialogue</p> <p>* Words & Phrases/Vocabulary</p> <p>* Figurative Language</p> <p>* Words & Phrases appealing to senses and feelings</p> <p>* Repetition and Exaggeration</p>
INDEPENDENT ACTIVITIES	<p>TLW set up a novel "Barn" folder to keep and sort various activities.</p> <p>Assign Vocabulary Growth, Chapter 1 Reading, Activities and Comprehension for Chapter 1.</p> <p>Learners should create and complete a Thinking/Story Map to indicate setting, characters, problem, etc.</p>	<p>Begin Rename/Explain exercise with "What's In A Name" worksheet.</p> <p>Assign Vocabulary, Reading, Activities and Comprehension for Chapters 2-4. TLW continue with the "Riding Herd" G.O.</p> <p>Ch. 3 is a good time to begin "Breed Brood."</p>	<p>In groups (different than Lit Circles) have each pupil create a chart to track their predictions with "Event, Clue It Would Happen, and Page #'s." Discuss as a group and add to chart. Meet to discuss as often as more may be revealed!</p> <p>Assign Vocabulary, Reading, Activities and Comprehension for Chapters 5&6.</p>	<p>Think-Pair-Share students to brainstorm how characters other than Sadie have affected the plot thus far – or in the future (thus extending the previous foreshadowing lesson). Report out as a class.</p> <p>Continue to add to "Sadie's Lessons" Worksheet.</p> <p>Assign Vocabulary, Reading, Activities and Comprehension for Chapters 7-9.</p>	<p>Each team member is responsible for learning a specific part of the topic (dialogue, language, etc.) Students will work in groups of other groups and then return back to their own groups to present their findings. Team members could then be quizzed on all topics.</p> <p>Assign Vocabulary, Reading, Activities and Comprehension for Chapters 10&11.</p>
ON-GOING ACTIVITIES	<p>Analyze text features by using the "What's In A Name" exercise. (LA3.A.2.a)</p> <p>Keep up with the mission's progress using "Sadie's Checklist."</p> <p>Bring the "Breed Brood" Bio's up to date. (LA1.E.3.i)</p> <p>Explain how characters affect the plot with "Sadie's Lessons." (LA3.A.3.f)</p> <p>Analyze characterization with "Riding Herd On Characters." (LA3.A.3.e)</p>		<p>Develop comprehension by conducting Literary "Round-Up" Discussions. (LA1.E.1.c)</p> <p>Use writing-to-learn strategies such as "Reading Response Journals." (LA/W4.A.2.a)</p> <p>Increase Vocabulary Growth/Opportunities with the "Quarter Horse Word Herd" of Graphic Organizers (LA1.D.2.b)</p> <p>Discussion/Comprehension/Interdisciplinary Activities</p>		

PLANNING SHEET for BELIEVING IN HORSES

Each of the lessons suggested below can take from one to several days to complete.

Chapters 12 – 22 Pages 111 - 204

LESSON OUTCOME(S)	<u>LESSON SIX</u>	<u>LESSON SEVEN</u>	<u>LESSON EIGHT</u>	<u>LESSON NINE</u>	<u>LESSON TEN</u>
	<p>-TLW demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress while speaking. (R7.A.1.a)</p> <p>-TLW identify how the language of the presentation contributes to effect and meaning while listening. (R6.A.2.b)</p>	<p>-TLW analyze the importance of civic participation as a citizen of the United States of America. (Political Science -1.B.2)</p> <p>- TLW analyze historic documents to determine the basic principles of United States government and apply them to real-world situations. (Core Learning Goal 1.1.1)</p>	<p>-TLW identify and explain the effect of repetition of words or phrases. (R2.A.5.c)</p> <p>-TLW Identify and explain words and phrases that create tone. (R3.A.7.c)</p>	<p>-TLW periodically paraphrase important ideas or information while reading. (R1.E.3.g)</p> <p>-TLW paraphrase the text or portions of the text. (R1.E.4.f)</p>	<p>TLW identify and explain the author's/ text's purpose and intended audience</p> <p>- Connections between the text and the intended audience. (a)</p> <p>b. TLW identify and explain the author's opinion. (R2.A.4.a&b)</p>
TEACHER DIRECTED ACTIVITY	<p>Read aloud the first four paragraphs of Chapter 12 noting that Mr. Edwards <i>"required students to speak in front of the class because it was a skill they would need in life."</i></p> <p>Since you agree with him, you will play a Listening & Speaking Game with the class to improve their skills!</p> <p>- See <i>"Speaking 'Pony'"</i> - because it's just a little idea of a lesson plan!</p>	<p>Bill of Rights and Responsibilities AND How citizens can promote the common good lesson.</p> <p>- See <i>"Speaking Out" Pony</i></p> <p>Lots of objectives covered here! (PolSci-1.B.1.b) Analyze the external factors that influence the law-making process including the roles of the media, lobbyists, Political Action Committees, special-interest groups, citizens and public opinion (Gov-1.B.2.a.) Analyze the relevancy of sources and perspectives of information such as internet sites and online newspapers</p>	<p>"Tone" Lesson</p> <p>- See <i>"Hey!" Pony</i></p> <p>Get some music ready!</p> <p>Focus on Chapter 17.</p>	<p>"Carrot-Phrasing" Lesson</p> <p>- See <i>"Carrots" Pony</i></p> <p>Paraphrasing definitions/directions</p> <p>- See <i>"Carrot-Phrasing" Worksheet</i></p> <p>Infer character traits</p> <p>-See <i>"Believing Inferences" Worksheet</i></p>	<p>Read the following Q&A taken from an interview with the author, Valerie Ormond:</p> <p><i>"Is there a message in your novel that you want readers to grasp?"</i></p> <p>Yes - when people believe in themselves and their causes, anything is possible."</p> <p>Read the lesson outcomes to the students and conduct a whole class Literary Discussion about these topics being sure to consider the author's opinion about the plight of unwanted horses. Consider having the students write to the author about connection to the lesson(s) learned during the reading.</p>
INDEPENDENT ACTIVITIES	<p>Assign Vocabulary, Reading, Activities and Comprehension for Chapters 12 & 13.</p>	<p>Assign Vocabulary, Reading, Activities and Comprehension for Chapters 14-16.</p>	<p>*Assign Vocabulary, Reading, Activities and Comprehension for Chapters 17-19.</p>	<p>Paraphrase Pages: (Varies depending upon students' abilities.)</p> <p>Assign Vocabulary, Reading, Activities and Comprehension for the final Chapters: 20-22.</p>	<p>TLW prepare for participation in a culminating activity to celebrate</p> <p style="text-align: center;"><i>"Believing In Reading!"</i></p>
ON-GOING ACTIVITIES	<p>Analyze text features by using the <i>"What's In A Name"</i> exercise. (LA3.A.2.a)</p> <p>Keep up with the mission's progress using <i>"Sadie's Checklist."</i></p> <p>Bring the "Breed Brood" Bio's up to date. (LA1.E.3.i)</p> <p>Explain how characters affect the plot with <i>"Sadie's Lessons."</i> (LA3.A.3.f)</p> <p>Analyze characterization with <i>"Riding Herd On Characters."</i> (LA3.A.3.e)</p>			<p>Develop comprehension by conducting Literary "Round-Up" Discussions. (LA1.E.1.c)</p> <p>Use writing-to-learn strategies such as "Reading Response Journals." (LA/W4.A.2.a)</p> <p>Increase Vocabulary Growth/Opportunities with the "Quarter Horse Word Herd" of Graphic Organizers (LA1.D.2.b)</p> <p>Discussion/Comprehension/Interdisciplinary Activities</p>	

Believing In Horses

Pre-Reading Guided Activity

1. In your opinion, what are "beliefs?" _____

2. Do you believe in *anything*? (Circle) Yes No

3. List 5 of your "Beliefs:"

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

4.  **READING ROUND-UP:** Choose/Circle ONE "Belief" to share with your discussion group.

5. What do you think you already know about horses? _____


6. Try to list 5 breeds of horses:

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

7. "Rate" your "Horse Sense:" LOW = 1 2 3 4 5 = HIGH

Name _____

Date _____

8.  **READING ROUND-UP:** Choose/Circle a response from #'s 5 or 6 to share with your literary discussion group. Record at least one interesting fact you learned during the exchange of thoughts and ideas.


9. "Re-Rate" your "Horse Sense:" LOW = 1 2 3 4 5 = HIGH


10. What do you know about the geography of Maryland? (i.e.: location, place, human-environment interaction, movement, and region.)

11. Can you list 5 interesting *historical* facts about Maryland?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

12. "Rate" your "Knowledge of Maryland:" LOW = 1 2 3 4 5 = HIGH

13.  **Challenge:** Sketch an outline map of Maryland. Add any pertinent details or elements you feel are necessary to good cartography.

 **READING ROUND-UP:** Re-Rate your "Knowledge of Maryland" using the scale above and, as a group, share evaluations. Locate an interesting fact in your notes that you had not previously known about the "Old Line State" to boost your group's Thoroughbred Thinking!

I Believe I learned today...

Believing In Horses

I Believe I learned today...

Believing In Horses

I Believe I learned today...

Believing In Horses

I Believe I learned today...

Believing In Horses



Believing In Horses

Lesson Pony

Lesson Topic: *Paralanguage*

Learner Outcome(s):	<p>The learner will demonstrate effective speaking skills.</p> <p>The learner will adjust style through clarity, emphasis, pitch, rate and volume when speaking to reflect emotions and paralanguage.</p>
Anticipatory Set: (Motivation)	<ol style="list-style-type: none"> 1. Tell the learners that today they will be playing a game to help their speaking skills. 2. Read the following statements using the given emotion: <i>"I just won a Blue Ribbon." (sad)</i> <i>"My favorite pet is lost in the woods." (happy)</i> <i>I love to watch T.V." (angry)</i> 3. Ask the learners what emotion was expressed after each statement, and did the emotion match the statement? Why or why not? (Leading up to paralanguage or how the voice was used.) 4. State outcome.
Procedure:	<ol style="list-style-type: none"> 1. Introduce paralanguage and definitions. (Provided) 2. Cut up the "Paralanguage - Voice" sheet into separate cards. Have volunteers pick a card and read the motivational quote in the given paralanguage style. Then have the audience try to guess the paralanguage style. 3. Discuss how students could combine styles to show emotion. <p style="text-align: center;">Example: nervous: rate - fast pitch - high (Sample Quote to model) <i>"A good rider can hear his horse speak to him.</i> <i>A great rider can hear his horse whisper."</i> </p> 4. Cut up the "Paralanguage - Emotions" sheet into separate cards. Ask volunteers to read the horse quotations expressing the given emotion. Have the audience guess the emotions AND which paralanguage styles were combined to express the emotions.
Assessment:	<p>Teacher observation.</p>
Closure:	<p>Review today's outcome. Link to tomorrow's learning.</p>
Independent Practice:	<p>Rehearse speeches. Encourage the learners to practice paralanguage on their future presentations.</p>

Believing In Horses

∞ PARALANGUAGE ∞

(SOUND OF VOICE)

- PITCH:** highness or lowness of sound
- CLARITY:** pureness of sound – precise and clear
- RATE:** speed of sound – fast/slow
- VOLUME:** the degree of loudness or intensity of a sound
- EMPHASIS:** stress on words or syllables



NOTE: *Emotions may be expressed by using one or more of the above techniques i.e.:
sadness = rate, volume, clarity*

PARALANGUAGE - Voice

DIRECTIONS: Copy once and cut into cards.

<p>stress <u>underlined</u> word (emphasis)</p> <p>"I am a part of <u>all</u> those I have met."</p> <p style="text-align: right;"><i>(-Lord Alfred Tennyson)</i></p>	<p>stress <u>underlined</u> words (emphasis)</p> <p>"Learning is <u>never</u> done <u>without</u> errors and defeat."</p> <p style="text-align: right;"><i>(-Vladimir Lenin)</i></p>
<p>loudly (volume)</p> <p>The important thing is not to stop questioning.</p> <p style="text-align: right;"><i>(-Albert Einstein)</i></p>	<p>softly (volume)</p> <p>Imagination is more important than knowledge.</p> <p style="text-align: right;"><i>(-Albert Einstein)</i></p>
<p>in a high voice (pitch)</p> <p>"Friendship with oneself is all-important, because without it one cannot be friends with anyone else."</p> <p style="text-align: right;"><i>(-Eleanor Roosevelt)</i></p>	<p>in a low voice (pitch)</p> <p>"Nothing gives one man so much advantage over another as to remain cool and unruffled under all circumstances."</p> <p style="text-align: right;"><i>(-Thomas Jefferson)</i></p>
<p>precise and clear (clarity)</p> <p>"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. "</p> <p style="text-align: right;"><i>(-Henry Ford)</i></p>	<p>mumbled (clarity)</p> <p>"Never give in--never, never, never, never, in nothing great or small, large or petty, never give in except to convictions of honour and good sense."</p> <p style="text-align: right;"><i>(-Winston Churchill)</i></p>
<p>quickly (rate)</p> <p>"Knowledge rests on knowledge; what is new is meaningful because it departs slightly from what was known before. "</p> <p style="text-align: right;"><i>(-Robert Oppenheimer)</i></p>	<p>slowly (rate)</p> <p>"I never lose sight of the fact that just being is fun."</p> <p style="text-align: right;"><i>(-Katharine Hepburn)</i></p>

PARALANGUAGE - Emotions

DIRECTIONS: Copy once and cut onto cards.

<p>excited</p> <p>"A man on a horse is spiritually, as well as physically, bigger than a man on foot."</p> <p><i>(-John Steinbeck)</i></p>	<p>sad</p> <p>"If you have seen nothing but the beauty of their markings and limbs, their true beauty is hidden from you."</p> <p><i>(-Author Unknown)</i></p>
<p>frightened</p> <p>"To me, horses and freedom are synonymous."</p> <p><i>(-Veryl Goodnight)</i></p>	<p>nervous</p> <p>"Show me your horse, and I will tell you who you are."</p> <p><i>(-English Proverb)</i></p>
<p>angry</p> <p>"All horses deserve, at least once in their lives, to be loved by a little girl."</p> <p><i>(-Author Unknown)</i></p>	<p>serious</p> <p>"When I bestride him, I soar, I am a hawk. He trots the air, the earth sings when he touches it."</p> <p><i>(-William Shakespeare)</i></p>
<p>silly</p> <p>"There are only two emotions that belong in the saddle; one is a sense of humor and the other is patience."</p> <p><i>(-John Lyons)</i></p>	<p>disappointed</p> <p>"I can make a General in five minutes but a good horse is hard to replace."</p> <p><i>(-Abraham Lincoln)</i></p>
<p>hopefully</p> <p>"Horses change lives. They give our young people confidence and self esteem. They provide peace and tranquility to troubled souls- they give us hope!"</p> <p><i>(-Toni Robinson)</i></p>	<p>suspiciously/secretively</p> <p>"There is no secret so close as that between a rider and his horse."</p> <p><i>(-Robert Smith Surtees)</i></p>



Believing In Horses

Lesson Pony

Lesson Topic: Bill of Rights - 1st Amendment - Freedom of Expression

*How can citizens promote the common good/Participate in our government?

Learner Outcome(s):

TLW Describe individual freedoms that resulted from the formation of an independent nation. (SS5.C.2.b)

Anticipatory Set: (Motivation)

Write the word, “Expression” on the board. Ask the learners what the word means to them. Without telling the students, record their answers by categorizing them into four lists, or categories. See how long it takes them to realize what you are doing.

Procedure:

If there is a lull in responses, emphasize that expression refers to all the ways people communicate their ideas, opinions, and actions. Add to the lists. Then, if necessary, coax extended thinking by being more specific and ask for examples of *freedom of expression*: assembly, expression, petition, and speech. (The four categories) Does anyone know how these freedoms are protected in the United States or America? If possible, have each student read, or show and read to them, the 1st Amendment to the Constitution of the United States (Primary Source Document). Ask them to suggest why freedom of expression is important to them as individuals and our nation. Why is it important to Sadie? Explore the possibility of situations occurring that necessitate the limiting of freedom of expression.

Explain the four types of freedoms listed. Brainstorm other examples of “expression” and add them to the original list. Explore derivative forms of speech, e.g. political buttons, t-shirts with slogans, protest signs, and picketing. Did anyone come up with the actions that Sadie and others have taken to accomplish her mission? Convey to the class that the freedom of expression supports our democracy and helps us grow as individuals. Expressing your thoughts and listening to the ideas of others helps one learn and become more mature. Is this true of Sadie? Hearing and discussing different points of views help you make thoughtful choices about what you think is right. You mature as a person rather than just accepting what others tell you.

*Dramatize/Extend Sadie’s interactions with Del. Bragg. Hold a debate, moot court, or mock trial to synthesize this lesson. Use issues like the horse industry, Supreme Court Cases (Tinker v Des Moines?), or other issues that are relevant to your students to develop this sense of mature DEBATE – or as they like to say; arguing!

Assessment/Evaluation:

Assessment Choices: 1) Hold simulated suggestions from above and use teacher observation or collect notes. 2) Draw a picture/poster of one or two of the freedoms and relate them to the novel. 3) Find an article in the news that shows someone (like Sadie) exercising the rights to freedom of expression. 4) Write a short essay that explains the benefits of this right to your and your community. (Refer to Law Day & Constitution Day Sites)

Closure:

Ask the citizens of your class how they think they can participate in our government? They, too, are part of the WE, the people. They can learn about their government and what rights they have. They can anticipate by keeping informed about the government. Take part in the gov’t at their schools. They can protect their rights and the rights of others. Like Sadie, if there is a law or problem they feel strongly about they can express their opinions. They can start now to be informed and be an effective citizen. As Thomas Jefferson said, “If a nation expects to be ignorant and free, it expects what never was and what never will be.”

Believing In Horses

Lesson Pony



Lesson Topic:	TONE
Learner Outcome(s):	TLW identify and explain the effect of repetition of words or phrases. (R2.A.5.c) TLW Identify and explain words and phrases that create tone. (R3.A.7.c)
Anticipatory Set: (Motivation)	<p>Play some music that invokes a strong emotion or tone of fear or doom. Wagner's "Ride of the Valkyries," or Mussorgsky's "Night on Bald Mountain" are great examples. After the music clip has finished, ask the students, "When you hear this kind of music in a movie, what does it usually mean to you?" Allow students to respond. Tell the students that the music reminds you of page 146 in Chapter 16 when Sadie plunged down the ravine and lost Lucky. Ask for comments and even re-read the portion of the text aloud with the ominous music in the background.</p> <p>Instruct the learners that good writers rely on words to create that music in their work. It is called TONE. Today they will analyze the words and phrases Ms. Ormond uses that create tone.</p>
Procedure:	<p>Introduce students to the language choices Ms. Ormond made to orchestrate tone by reading aloud the beginning of Chapter 17. Instruct pupils to listen for (negative) words and phrases in the first 10 paragraphs of Ch. 17 (to "Miss Jan). (It is the teacher's discretion whether to tell them the tone is negative.) Pause before the words, "Nothing," hoping (or prompting) the kids will read them aloud with you!</p> <p>Once the oral reading is complete, the teacher and students should list words and phrases that indicated tone in the passage. After evaluating the identified words and phrases, the students should suggest the specific tone created by those words and phrases. Discuss the repetition of the word "never" and other negatives (didn't, never, not.) For extra fun you could even count the numerous references (I have!)</p> <p>SET-UP- Place a single "tone" word on large pieces of paper. Each paper should display a different tone word. After you have read from the text place each of the papers in a different place within the classroom.</p>
Assessment/ Evaluation:	<p>Teacher observation.</p> <p>In small groups, with markers, each group should travel from poster to poster every few minutes adding a few choice words they consider would convey that tone to a reader.</p>
Closure:	<p>After all the posters are complete the class should review each one to determine their correctness. If desired, the teacher could assign the students to write a paragraph using the words from one of the Tone Topic sheets of paper. Then the class could guess which tone the student(s) were trying to convey.</p>



Believing In Horses

Lesson Pony



Lesson Topic:	Paraphrasing AND making inferences about characters. MLO/R A.1.3.d = Identify and analyze characters – (<i>FOCUS</i> : Below Average Readers)
Learner Outcome(s):	The learners will be able to paraphrase the main ideas of the text or portion of the text. The learners will identify and explain what is not directly stated in the text by making inferences; infer traits, attitudes, feelings, and motives of characters. (LA1.E.4.c&f)
Anticipatory Set: (Motivation)	Ask the class if they know of a treat that horses like to eat, then present the class, or small reading group, with a bunch of carrots! (Any kind will do, but the kind with tops on them tends to cause more of a reaction.) Tell them that not only will the horse characters we have met so far will enjoy them, but they will serve as a memory devise for today’s lesson; “Carrot-phrasing!” Joke with the class about the pun to establish a comfortable environment (Dimension of Learning 1). Then establish the purpose for the lesson by identifying the outcomes, which are written on the worksheet. Suggest they eat their own carrots for dinner.
Procedure: Note: This lesson is geared to the students who may have difficulty checking for understanding, neglect to read directions carefully, struggle to derive text driven character traits and adequately proofread for text support. However, it is a good lesson for all students, too.	Since the first part of the lesson is to make the terms of the main part of the lesson more concrete, the teacher will act as a strong facilitator to get the definition part of the lesson paced correctly. If desired, the teacher can read the first definition using a carrot as a puppet. Then students can say “Say it in your own words” using the carrot puppet as mnemonic reinforcement. Work through the rest of the worksheet as a small group. Next, the directions for the graphic organizer (DOL 2) will be explained. The learners will then be asked to identify some of the characters in their reading and be given an opportunity for student feedback as the activity is completed together. Revisit the meanings of the terms on the organizer using paraphrased definitions. As guided practice and modeling, complete the organizers for one of the characters; Austin. Read to them the physical description supplied on p5. “We could draw a picture of Austin but do we know how he feels?” Using the “think-aloud” strategy to model how to infer a character trait, i.e. “It does say that he prefers to work out on his own, so I think he is a private person and keeps his thoughts to himself, mainly. It says on p12 ‘Fortunately, Austin placed his arm across her so she couldn’t move.’ What does that action say about him?...That’s text support and I did make an infer a trait!” Continue to find the examples with the students. Students will then classify the traits in cooperative pairs or triplets being sure to construct support (DOL3) (Visual/Auditory/Kinesthetic Learning). Come together and complete the Graphic Organizer.
Assessment/ Evaluation:	The learners will work together for independent practice on the skill. The worksheet may be collected for assessment and the teacher will informally assess the learning by having students share their charts. Each child will then be encouraged to state just why they inferred the choices they made.
Closure:	Ask students what they learned /practiced today. Student’s learning should be extended by making meaningful use of the lesson’s content by independently writing a descriptive paragraph about one of the characters paraphrasing the notes they made in class (DOL 4). This can be done as seatwork at their desks and collected for a writing assessment. The students will be reminded that they will be “Carrot-phrasing” (That’s right, wave those carrots!) as they write their paragraph and the teacher will be inferring. Tell them that you infer they had a good time learning today!

VOCABULARY

Can you and your students be Word Detectives and decipher where the word “marbles” could be hidden in one of the book’s setting? That’s right – a slate sign at Loftmar Stables in front of the actual barn in Bowie, Maryland! The Vocabulary Section of this booklet hopes to inspire more fun with words, too!

Chapters have been divided into “chunks” to ease assignment loads and instructions. Root words are given and suffixes included in parenthesis when they differ from those taken directly from the text. Page numbers are included to aid in finding the definition in context.

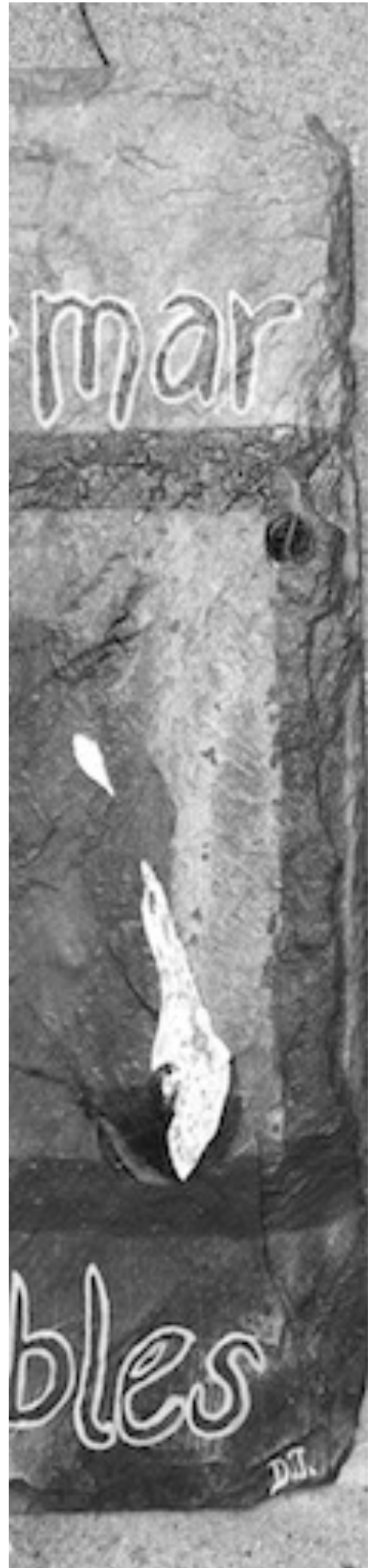
A VOCABULARY BUILDING TOOL is provided at the beginning of each chunk and can be presented for whole class instruction (as the Chapter 1 modeling tool would be best applied), small group learning and/or individual assignments. The results would make a good bulletin board or word wall display.

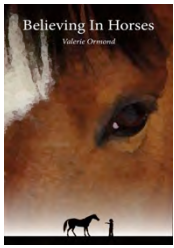
Wealth of Word Work Horses

The “Word Herd” of *Word Work Quarter Horses* was designed to creatively learn more about the selected vocabulary. The authors’ mother, Flo Ormond, drew the horse. Some people learn better visually than orally, and this is one of the many reasons why learning “Graphic Organizers” such as the Word Work Horses (more fun with words:) are used in the educational environment. Besides, it’s more fun than just listing words and definitions! Directions are at the bottom of each Word Work Horse and a sample of each are provided to help. They include:

- Blank “Quarter Horse” (Get it?)
- Word Map
- Concept Definition Map
- Word Family Tree
- Sentence Synthesis
- Mind Notes

These exercises may be best broken up among student groups. Divide the words in each Chapter Chunk and let each student in the group complete a Word Work Horse for a few words in the Chunk. Once the organizers have been modeled, mix up which Word Work Horse is used by students for the Chapter Chunk and have them share their findings with the small group or in Jigsaw Groups. Completing the Word Herd for each vocabulary word might become quite tedious for students.





Believing In Horses



∞ Vocabulary Suggestions ∞

- *A Vocabulary Building Tool heads each “Chapter Chunk.”*
- *Parenthesis indicate suffixes used in the text.*
- *Page numbers are indicated after each word.*

∞ Chapter 1 ∞

TOOL: EQUESTRIAN – Work the “Quarter Horse” Word Family Tree!

cope -1	stress factors -1	consolation - 2	tinkered - 2	facets - 3
obstacle - 4	hasty - 4	chauffeur - 4	recruit - 5	aura - 5
imposing - 5	chameleon - 6	primp(ed) - 6	dingy - 9	

∞ Chapters 2 - 4 ∞

TOOL: WORD SEARCH – Use at least 10 words in a Word Search to exchange with a friend.

ominous - 10	scamper(ed) - 12	prattle(d) - 12	confer(red) - 12	polyester - 12
excursion - 14	behemoth - 14	potential - 15	naïve - 20	criteria - 21
conformation - 26	schooling - 26	dressage - (relates to schooling)		kindred spirit - 26
voracious - 33	demeanor - 35	gratuitous - 38	savor(ed) - 38	animated - 39
dynamics - 39	deploy(ment) - 39			

∞ Chapters 5 - 6 ∞

TOOL: BELIEVING IN WORDS = Illustrate a word by “hiding” it in a drawing of a person, place or thing.

improvisation - 43	condensed - 43	protocol - 45	allot(ted) - 45	tolerant - 46
theory - 47	nonchalant(ly) - 49	obstacle(s) - 52	spook(ing) - 52	deduce - 53
epiphany - 54	perplexed - 54	distraught - 54	enthrall(ed) - 56	profound - 57

∞ Chapters 7 - 9 ∞

TOOL: THESAURUS/BRAINSTORMING = Develop a Mind/Thinking Map using the synonyms and antonyms for: FREEDOM, ENCOUNTER and SOLUTIONS.

companion - 58	dispense(d) - 58	obscure - 59	tad - 59	execute(d) - 60
levity - 61	elated - 64	counsel - 70	slaughter - 73	inundate(d) - 73
anxiety - 74	fret - 74	satchel - 75	paddock - 75	empower(ed) - 75
ingenious - 77	mandate(s) - 77	melodic - 78	impending - 78	apprehension - 78
inhibitions - 85	mangy - 86	unkempt - 86	gait(s) - 86	rekindle(d) - 86

≈ Chapters 10 - 11 ≈

TOOL: **WORD CHOICE** = Write a paragraph with the topic of PERSEVERANCE that includes *at least five* of the words in this chunk of chapters.

venture(s) - 88	slog(ged) - 89	incessant(ly) - 89	disposition - 90	deplorable - 93
prospective - 93	desperate - 93	excursion(s) - 95	persistent - 100	reputation - 102
donned - 102	improvise - 102	tenacity - 103	mentor - 103	moxie - 104
picturesque - 103	credibility - 106	vouch(ed) - 107	ensure - 94	conviction - 109

≈ Chapters 12 - 13 ≈

TOOL: **USING IMAGERY** = Draw a setting that includes a Torii Gate.

Torii gate - 111	delegate(s) - 113	senator(s) - 113	pertinent - 113	grass roots - 113
intensity - 114	endeavor(s) - 115	unbridled - 117	lobby - 118	role played - 119
inbound - 125				

≈ Chapters 14 - 16 ≈

TOOL: **LINEAR ARRAY** = Choose a word and using opposites on each end, add words that are in between.
Example: stand - walk - trot - canter - gallop - run

despite - 128	commotion - 128	coax(ed) - 130	noble - 130	debut - 133
grouse(d) - 135	taper - 137	therapeutic - 138	legitimate - 139	forge(d) - 145
serenity - 145	ravine - 146	sinister(ly) - 147	apparent - 148	

≈ Chapters 17 - 19 ≈

TOOL: **AUTHOR'S CRAFT** = Choose three words *that have not been assigned* which you believe vividly expresses the author's deliberate word choices.

subsided - 149	patrol(ing) - 152	gangster - 156	shady - 158	compliance - 158
nicker(ed) - 159	logistics - 159	amid - 159	chaos - 159	squadron - 161
inkling - 163	objective(s) - 164	culprit(s) - 165	decipher(ed) - 166	vector(ed) - 169
accomplice - 171	custody - 172	sheepish(ly) - 172	trundle(d) - 173	accolade(s) - 174

≈ Chapters 20 - 22 ≈

TOOL: **BELIEVING IN WORDS** = Draw a picture that "camouflages" *at least three* of the Vocabulary Words in your studies. List the hidden words and exchange with a partner. See whether both of you can locate them all!

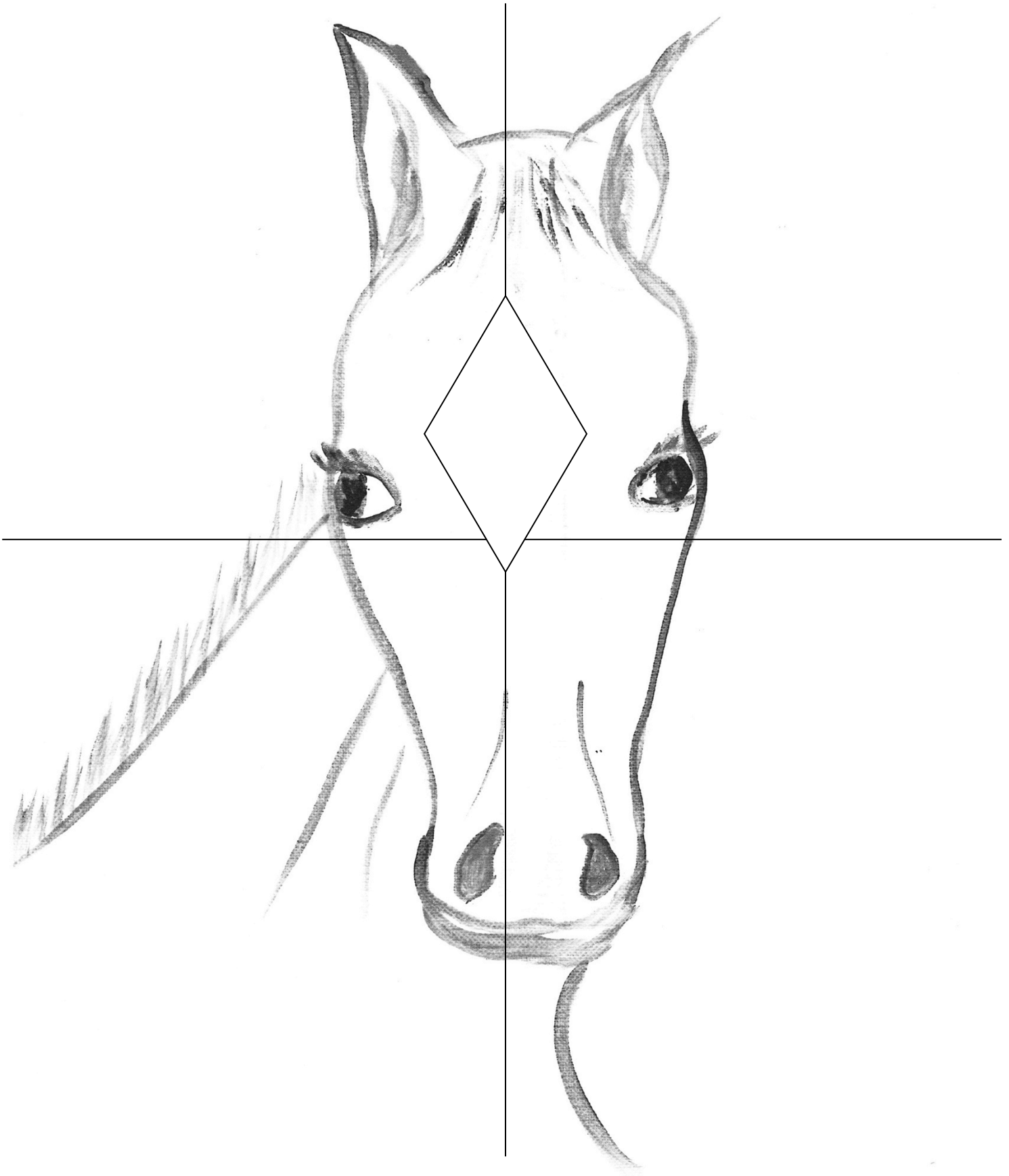
unobtrusively - 178	banter - 185	confrontation(al) - 186	oblivious - 187
dwindle(d) - 189	mannerism(s) - 199	circuit - 201	

Name _____

Date _____

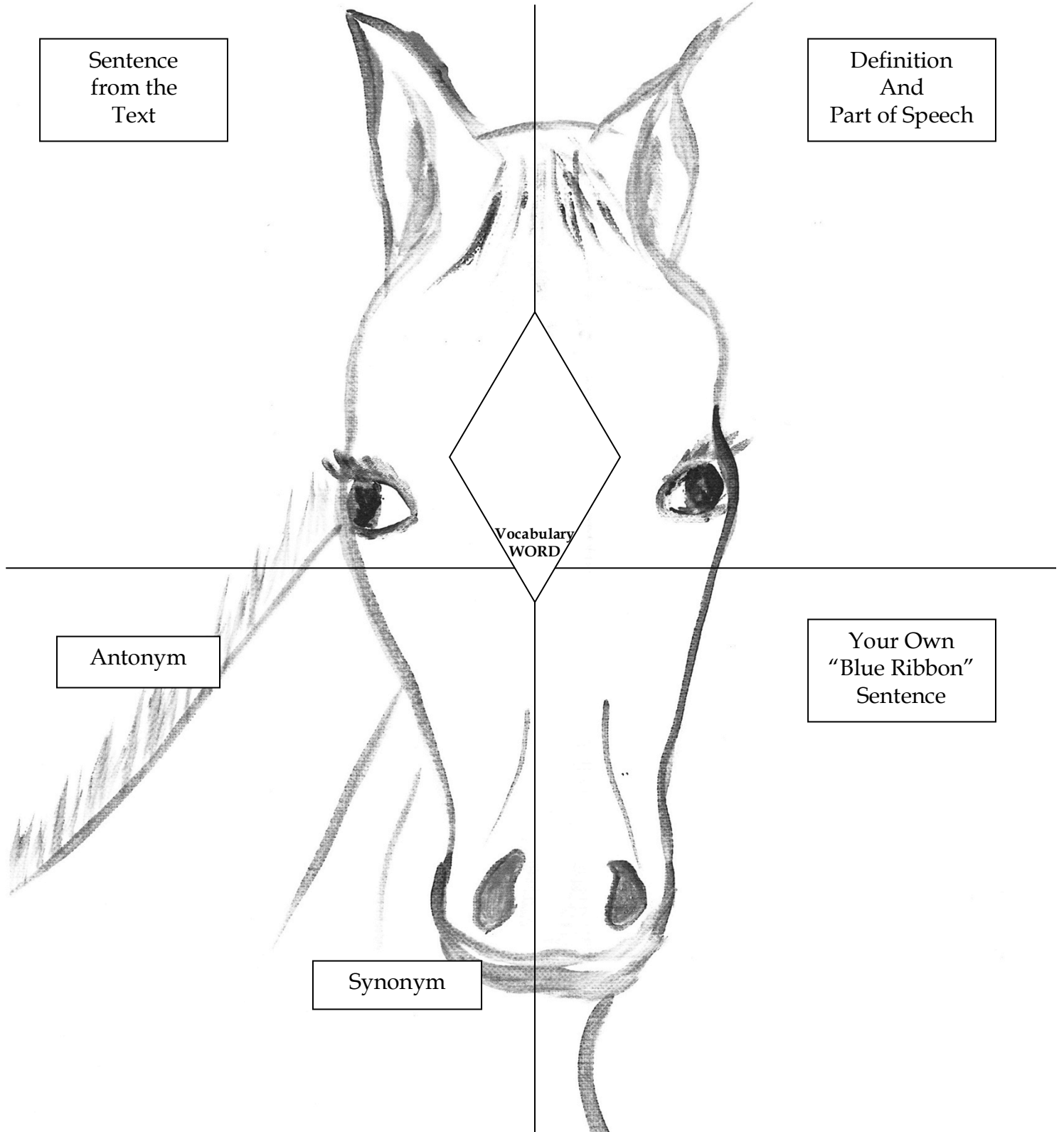
Believing In Horses

"Quarter Horse"



Believing In Horses

Word Map



Sentence
from the
Text

Definition
And
Part of Speech

Vocabulary
WORD

Antonym

Your Own
"Blue Ribbon"
Sentence

Synonym

DIRECTIONS: Hit the trail by writing a Vocabulary Word in the diamond blaze of the horse's head. Along the way, supply each of the quarters of this "Quarter Horse" with the section's requirements. Remember: Your winning "Blue Ribbon Sentence" must use context clues and contain at least seven words. Giddy-Up!

Believing In Horses

Word Map Sample

Sentence from the Text

*She didn't just enjoy riding horses, she loved everything about them.
Chapter 1, Page 2*

Definition And Part of Speech

Horse: (noun) A large four-legged animal with a mane, tail, hooves, and a long head. Horses are kept as domestic animals for riding, pulling vehicles, and carrying loads.

HORSE

Vocabulary WORD

Antonym(s)

Any other animal; cow, mule, etc.

A young male horse, under the age of four, is called a colt.

Your Own "Blue Ribbon" Sentence

After winning a blue ribbon in the horse show on Saturday, Sadie and her beautiful paint horse, Lucky, rode through the wooded trails behind her new home in Bowie, Maryland.

Synonym(s)

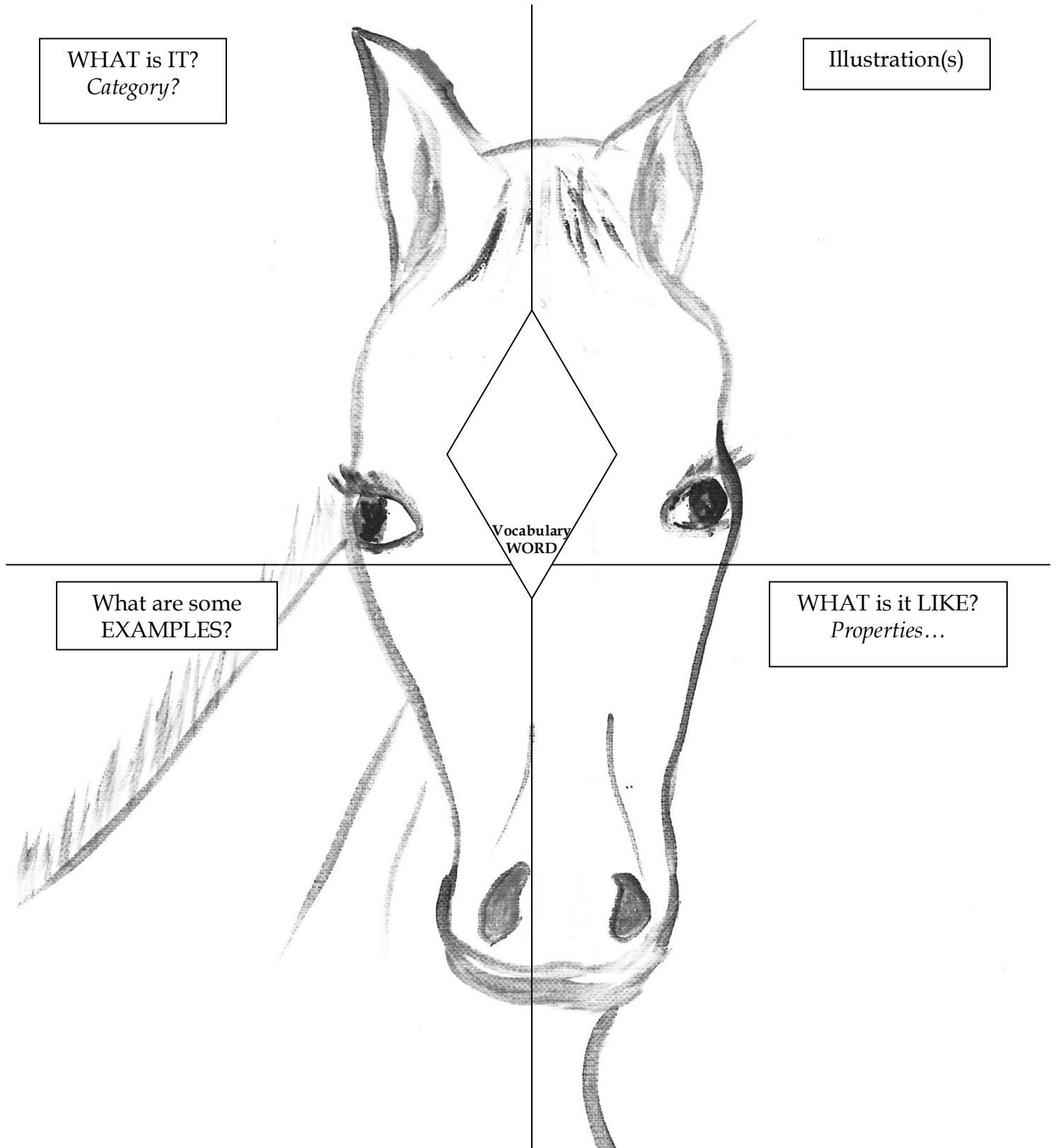
- Stallion
- Mare
- Pony

DIRECTIONS: Hit the trail by writing a Vocabulary Word in the diamond blaze of the horse's head. Along the way, supply each of the quarters of this "Quarter Horse" with the section's requirements. Remember: Your winning "Blue Ribbon Sentence" must use context clues and contain at least seven words.

Giddy-Up!

Believing In Horses

Concept Definition Map



WHAT is IT?
Category?

Illustration(s)

Vocabulary
WORD

What are some
EXAMPLES?

WHAT is it LIKE?
Properties...

DIRECTIONS: Write a Vocabulary Word in the diamond blaze of the horse's head. Supply each quarter of this "Quarter Horse" with the section's requirements. Pack your saddlebag with higher-order thinking skills and Giddy-Up!

Believing In Horses

Concept Definition Map Sample

WHAT is IT?
Category?

- Complete
- Perfect
- High degree of skill and flair

Illustration(s)

A

#1

CONSUMMATE

Vocabulary WORD

What are some
EXAMPLES?

- Professionals
- Best Paper in the Class
- Job Experts
- Valedictorian
- Consummate trail horse...

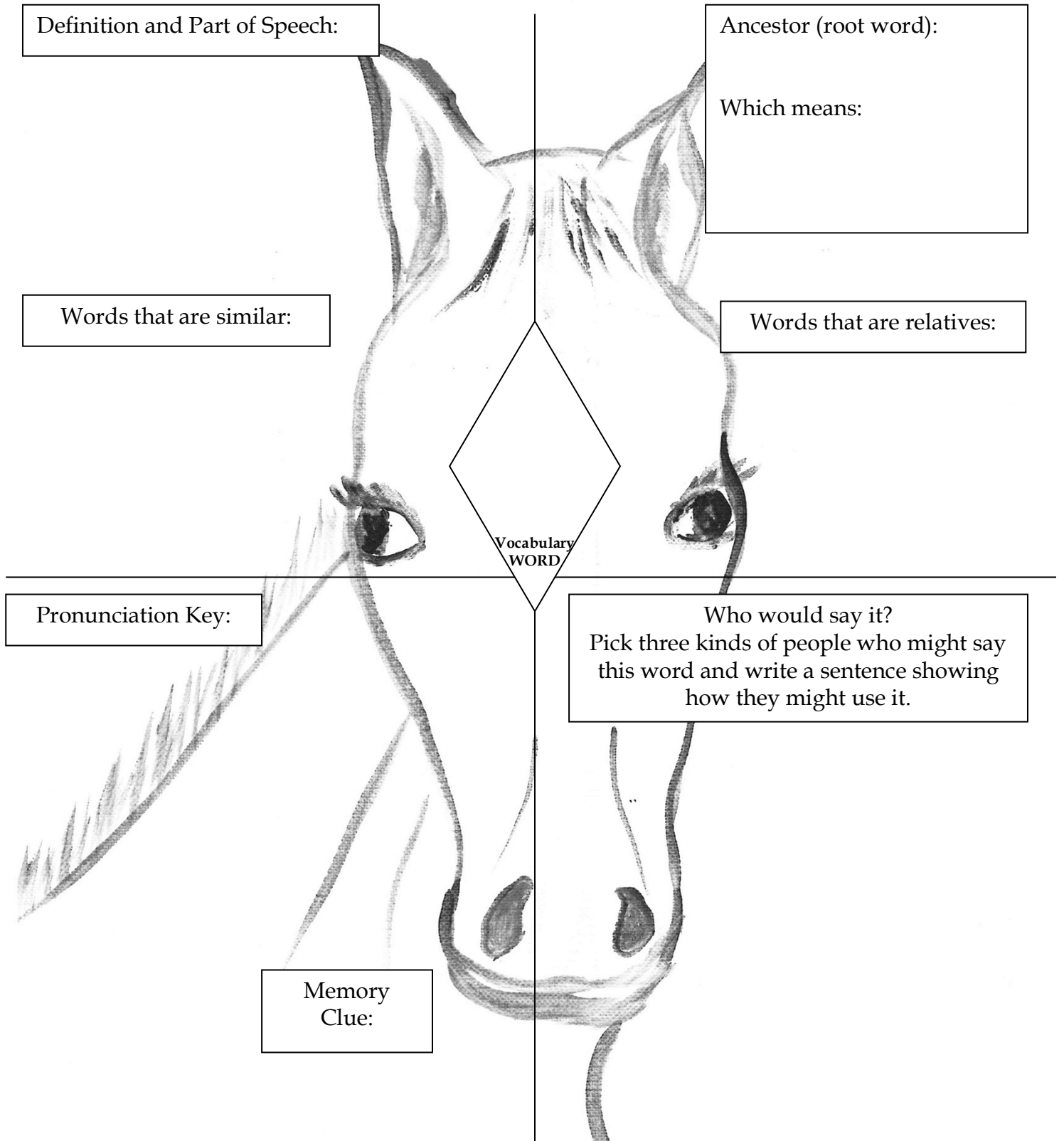
WHAT is it LIKE?
Properties...

- Role-Model
- Skilled
- Award-Winning
- High Expectations
- Dresses with consummate elegance...

DIRECTIONS: Write a Vocabulary Word in the diamond blaze of the horse's head. Supply each quarter of this "Quarter Horse" with the section's requirements. Pack your saddlebag with higher-order thinking skills and Giddy-Up!

Believing In Horses

Word Family Tree



DIRECTIONS: Write a Vocabulary Word in the diamond blaze of the horse's head. Supply each quarter of this "Quarter Horse" with the section's requirements. Whoa there- Begin by finding yourself a very good dictionary.
Giddy-Up!

Believing In Horses

Word Family Tree Sample

Definition and Part of

Noun - a gelded animal, esp. a horse

Words that are similar:

- Geld
- Barren
- Castrated

Pronunciation Key:

Geld' ing

Memory Clue:

No children
Opposite of stallion

Ancestor (root word):
Old Norse - geld

Which means:
To castrate a male animal

Middle English - gelda, from geldr 'barren'

Words that are relatives:

- Geld
- Geldings

GELDING

Vocabulary WORD

Who would say it?
Pick three kinds of people who might say this word and write a sentence showing how they might use it.

- Horse Buyer - "I hear that geldings are gentle horses."
- Farmer - "That gelding has been deprived of his vitality and vigor."
- Horse Breeder - "I can't abide purchasing a gelding, he can't breed!"

DIRECTIONS: Write a Vocabulary Word in the diamond blaze of the horse's head. Supply each quarter of this "Quarter Horse" with the section's requirements. Whoa there- Begin by finding yourself a very good dictionary.
Giddy-Up!

Believing In Horses

Sentence Synthesis

Declarative
Sentences

Exclamatory
Sentences

Vocabulary
WORDS

Imperative
Sentences

Interrogative
Sentences

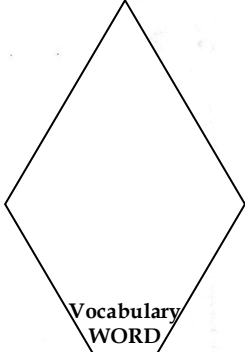
DIRECTIONS: Select key vocabulary from the text and compose varying kinds of sentences using the words. Then build on the sentences and compose a paragraph using the sentences and a clever topic sentence. Proofread the paragraph and check for accuracy of the information within the composed paragraph.

Believing In Horses

Mind Notes

Sentence
from the
Text

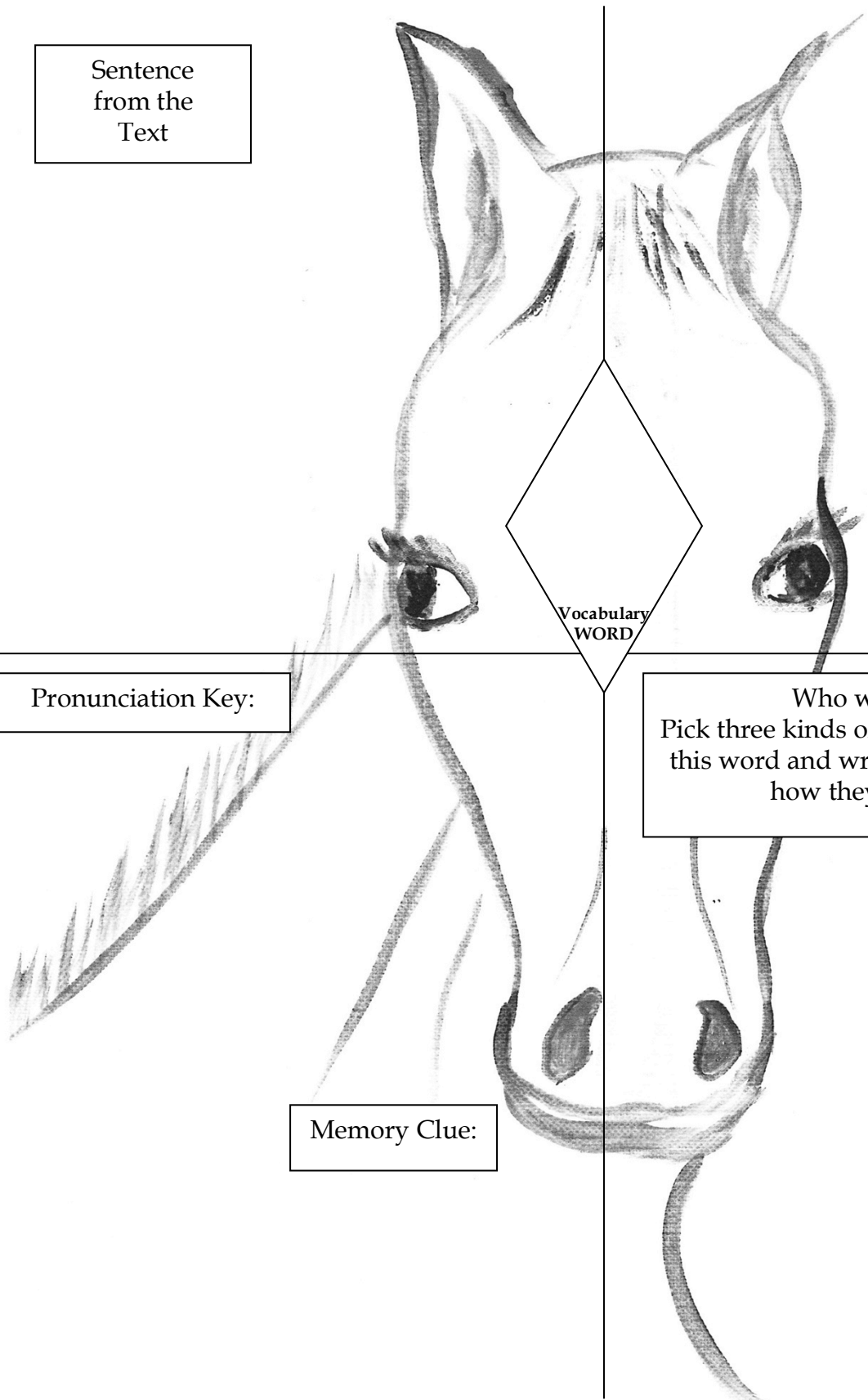
Definition
And
Part of Speech



Pronunciation Key:

Who would say it?
Pick three kinds of people who might say
this word and write a sentence showing
how they might use it.

Memory Clue:



Comprehension Questions and Discussion Guides



How much of what your kids read do they really comprehend?

These thought provoking ideas were developed to help the reader think about and better understand various aspects of literature, writing, and facets of the story such as self-awareness and the moods and motivations of others.

During my first years of teaching I would assign every question I could find to every student reading the assigned novel. Some parents and students loved it and others did not. I soon learned to vary the tasks among the different cognitive domains of Bloom's Taxonomy and Dimension of Learning as well as give students fun applications of knowledge that fit their personalities and multiple intelligences. This "Teacher's Tack" aims to achieve those goals for you!

The Comprehension Questions for each Chapter Chunk were designed to encourage higher-order thinking skills and small group discussions. When designing these activities I envisioned the group of students reading this book would be broken up into smaller groups of varying talents to be responsible for pre-reading the questions, assigning members to respond to different questions of their choice and coming together after reading to conduct a "Literary Discussion Group" whereupon they would share/record responses and work together to complete the "Reading Round-Up" suggestions. The highlights of their productivity could be shared with the larger group of readers "Believing in Horses."

⇒ These pencil icons indicate a writing task that is to be done on a separate piece of paper. These are to aide in class discussion as well as assessment and can be collected for writing samples, extra- credit, and/or used as class model for good response writing.

In a classroom, homeschool or home setting, here are some more tips from "Ed U Cator:"

- ❖ -Don't make each student respond to every idea in the Guides and Worksheets. They tend to get bored and begin to resent the book. Keep it fun!
- ❖ -Mix it up. Differentiate the workload by assigning students different questions and worksheets for Independent Practice. Have discussions with heterogeneously or homogeneously groups.
- ❖ -"Thinking Maps" are the new "Graphic Organizers" of the past. In this case, students are encouraged to design their own organizer or use certain "bubble patterns." Almost every "Chapter Chunk" includes this suggestion.

Name _____

Date _____



Believing In Horses



Chapter One

1. Why might moving to a new place be stressful for anyone, but particularly, Sadie?

2. Have you ever moved to a different state? (Circle) Yes No

3. What is your opinion of the philosophical belief that "learning never ends?"

4. Why was the "chauffeur arrangement" ideal for both Austin and Sadie? Describe their relationship.

5. Judge the author's word choices describing "Austin's 'guard dog' aura." _____

6. Describe your "first impressions" of Rachel. Be sure to include text support in your response.

Name _____

Date _____

7. The author uses the literary technique of *foreshadowing* in this expositional chapter, especially at the end. 📖 Record your predictions and relate them to **any** evidence the author provides.

8. Construct a Thinking Map to illustrate the setting, characters, etc. revealed in the first five pages of the novel.



READING ROUND-UP: Select *at least one response* you wish to share with your group. Please continue an ongoing dialogue about your predictions for upcoming action in the text during your literary discussions.



Believing In Horses



🌀 Chapters 2 - 4 🌀

1. Interpret the simile "cool as a cucumber." _____

2. Compose a sentence changing the simile into a metaphor. _____

3. List the meanings behind the statement on page 17, "There's a whole lot more to horses than the riding."

4. Complete the T-Chart below regarding Sadie's Decision-Making about the Marlboro Horse Ranch.

PRO's	CON's

5. Evaluate Sadie's belief that her mom and dad had been right about exploring her options.

Name _____

Date _____

6. Develop criteria for *your* "perfect" animal. Describe this partner and your relationship.

7. To Sadie, horses are huggable. Would you ever hug a horse? (Circle) Yes/No Have you? Yes/No

8. ➡ On another sheet of paper, elaborate on your feelings about horses. (love, fear, ambivalence?)

9. Why was Sadie disturbed during her Internet auction searches? Would you be disturbed?

10. Using text support, react to your first impressions of Grandma Collins.

11. Analyze the metaphor "... she had the real woolen thread."

Name _____

Date _____

12. List Grandma Collins' simple horseback riding rules. _____

7a) Circle your favorite.

13. What does Sadie mean when she says "Grandma wasn't exactly playing hard to get as the buyer"?

14. Now that Sadie has her horse, Lucky, can you recall what she had done to earn this reward?

15. In your judgment, is this a fair reward? What would you ask for as a reward and why?

16. Explain why "hatched a plan" is a metaphor. _____

17. Imagine what Sadie's email address could signify. _____

18. Design and explain another moniker for Sadie. _____

Name _____

Date _____

19. Grandma says Lucky is “more like 16 hands high.” Convert that number to an estimate in feet.

20. Sadie brings up the concept of *gratitude* frequently. List a few of the things for which **she** is grateful. Then complete a “Gratitude Journal” listing things for which **you** are grateful *today*.



-- Gratitude Journal --

a) _____

b) _____

c) _____

21. Can you infer what Sadie means when she thinks, “Please don’t eat the flowers and the trees?”

22. Many breeds and types of horses have already been mentioned in the book. Complete the list below OR begin the “Breed Brood” Activity Sheet and utilize the note-taking device throughout the reading.

23. Once again, the author concludes the chapter on page 40 with a hint of foreshadowing. Record your predictions.



READING ROUND-UP: Select *at least four* responses you wish to share during your literary discussion. As a group, compile a list of questions similar to those that Sadie might have emailed to Mrs. Groen. Include an introduction that exemplifies Sadie’s positive character traits as well.

Discussion Detectives: The “kernel” for the book’s idea is revealed in Chapter Four. As a group try to “pop” this breakthrough!



Believing In Horses



Chapters 5 & 6

1. ➡ Sketch a Thinking Map to sequence the steps Sadie takes to give Lucky the “grooming of a lifetime” on a separate piece of paper. Consider asking someone to help you.

2. Locate and explain the simile the author uses about Lucky’s coat on page 43. _____

3. Sadie “carefully moved her hand down Lucky’s front leg...” Defend her action. _____

4. Where is a horse’s blind spot? _____

5. Sadie is a problem solver. Distinguish what kind of character traits a solution finder would need.

6. Circle ONE character trait above with which YOU are still making progress. Troubleshoot below:

7. ➡ Use another sheet of paper to compose an interior monologue *for Lucky* as he goes through the groundwork in the indoor arena. Remember to keep the entire writing from the horse’s perspective.

8. Draw conclusions from Sadie’s tearful, “he may never see me ride him” outburst? _____

Name _____

Date _____

9. Evaluate Jessi's experience as a horse instructor. Be sure to address *trust* and *respect*. _____

10. Apply a personal connection to the remark, "He may forget all about this lesson tomorrow, if he wants to."

11. Critique Sadie's decision to ignore her *gut feelings* and say, "Sure" to Jimmy on page 51.

12. In your opinion, what is the one key sentence that is in the "falling action" of Chapter 5? Explain.

13. Propose a theory as to why Austin was willing to be "dragged to the barn" by Sadie. _____

14. React to Austin's question, "Time for me to go now?" _____



READING ROUND-UP: Select *a couple of responses* you wish to share. Include in your Literary Circle an analysis of the relationship between Sadie and her brother. Discuss the group's reaction to the "sign" revealed in this pinnacle chapter.

Name _____

Date _____



Believing In Horses



Chapters 7, 8 & 9

1. Compare the “patience, consistency, trust and respect” of a rider and horse to that of teacher and student and/or child and parent.

2. Why do you believe Dad was choking back tears on page 60? _____

3. Examine Sadie’s protective act of both her own and Dad’s emotions? _____

4. Casey and Jimmy approach Mr. Navarro’s deployment differently with Sadie. Which is better and why?

5. On page 65 Sadie warns Lucky about the auctions. Record your reactions/conclusions.

6. Where and when does the gruff voice tell Sadie the next auction will be? _____

7. ⇨ Summarize “The Encounter” on a separate piece of paper.

8. The doctor mentions “a good sense of purpose.” What is yours? _____

Name _____

Date _____

9. Brainstorm a list of possible interview questions Sadie could pose to Mrs. Heritage. _____

10. ➡ Devise and complete a Thinking Map detailing all of the work related to the horse rescue operation described in Chapter 8. Use a separate piece of paper.

11. Relate an incident when you felt like the metaphor the author uses on page 80 about Sadie's heart.

12. Do you think Sadie's mother knows of Lucky's markings? Why or why not? _____

13. Sadie transforms herself into "Sadie the Horse Saver." What would *your* "Hero" name be? Why?

14. ➡ Sadie admires Mel. Write a persuasive paragraph about a person you would nominate for being a "Hometown Hero." Consider sharing your writing with your nominee.

15. Did the presentation of a small gift for Mrs. Heritage surprise you? Why or why not? Elaborate on what this gesture tells you about the Navarros, and postulate what the gift might have been.



READING ROUND-UP: Select *three responses* you wish to share during your Literary Discussion time. In Chapter 9 Sadie offers a "cooperative solution." So, in cooperative groups, assess Sadie's presentation. You could even design your own!



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Believing In Horses



🌀 Chapters 10 & 11 🌀

1. The author confides to the reader that Sadie does her best thinking while riding at the barn. How about you?

2. Give your opinion of the author’s literary decision to create Lucky’s ability to Speed Dial.

3. Identify which genre this novel is for Mrs. Hawkins. Circle all that apply:

- a) Nonfiction b) Fiction c) Narrative d) Expository e) None of These

4. Elaborate upon which “Point of View” this tale is told. _____

5. Justify the gentleman’s metaphor that horses are athletes. _____

6. 🗉 The Mystery Filly and Mrs. Hawkins are introduced in this section. Once again the author entices her audience with just enough details in hopes that they will come to care about characters and envision their thoughts and emotions. On a separate sheet of paper solve the “Mystery Feelings” you believe Mrs. Hawkins felt after her research adventure with Sadie.

7. Ms. Clarke gives Sadie the nickname of “Moxie.” Reconstruct names for at least three other characters and defend your choices. Finally, supply a nickname for yourself as well!

Name _____

Date _____

8. Sadie regrets sounding so kid-like. She seems to be constantly self-actualizing. Characterize this trait and provide examples from the book and your own observations.

9. What was your reaction to Sadie's offer of Grandma Collins's hair clip? _____

10. Predict the result of the "Deal" and whether Mrs. Clarke will eventually wear the gift.

11. Draw a cartoon to illustrate Sadie's "easel."
Be sure to include a speech bubble or caption.

12. In Chapter Eleven *persistence* is a theme. Compare this text and the tale of Hercules. _____



READING ROUND-UP: Select *three responses* you wish to share. Chapter 11 concludes, "Halfway there...." Now that **you** are about halfway finished enjoying the novel, judge the *Author's Craft*, thus far, during your Literary Discussion Group.

Name _____

Date _____



Believing In Horses



∞ Chapter 12 & 13 ∞

1. Have you ever been in a classroom like Mr. Edwards? Explain/Describe. _____

2. Design your "ideal" classroom. _____

3. Develop ideas to include in the delegate's draft reflecting how Sadie's mission might affect the Maryland horse industry. (p. 113)

4. Do you believe Mr. Edwards' patriotic sincerity on page 113? Why or why not? _____

5. In what manner does Mr. Edwards command respect from his students? _____

Name _____

Date _____

6. Formulate how you think Mr. Edwards supports his students including Sadie? _____

7. Did you have any prior knowledge of the unwanted horse problem before reading this book? If so, how?

8. Sadie knows Mr. Edwards is going out of his way for her cause. Reflect on what this says about his character.

9. Explain the horse *pun* on page 117 after the “enthusiastic outburst.” _____

10. “Horse around” and create your own horse pun. _____

11. Tell why *calling* the MHC on a Friday afternoon might be the most advantageous choice.

12. ➡ Outline the events that transpired during the meeting with Delegate Bragg .

13. In your view, is Sadie “pushing” the pair of ponies on the delegate? _____

11. Why would Mr. Edwards cherish Ms. Bragg’s gift? _____



READING ROUND-UP: Select *three responses* you wish to share. Discuss/Develop a criteria list for an “outstanding” citizen.

Name _____

Date _____



Believing In Horses



❧ Chapters 14 - 16 ❧

1. Examine why Mrs. McGlade might stir jealousy in Sadie. _____

2. React to Austin's appearing "on cue" on page 129. _____

3. Page 130 notes "...but that doesn't mean they don't have a purpose in life." What do you believe is the author's rationale behind the word choice of **don't**, instead of **can't**, for example, in this statement?

4. Can you surmise what the qualifications of a "great" companion horse may be? _____

5. On page 132 "Sadie had to shrug it off...." Relate a personal connection with this coping technique.

6. Compare/Contrast yourself to Sadie's lack of interest in being "the center of attention."

7. Predict how the characters' "luck was indeed about to change" at the end of Chapter 14.

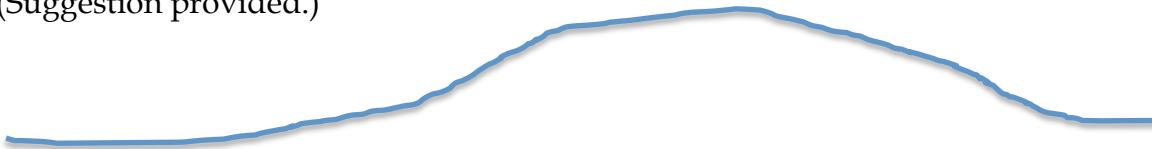
8. ⇄ Write a dialogue between you and one of the characters in the book reacting to the words: "The last home was found."

9. Sadie is a continual learner, but what learning does she refer to at the end of Chapter 15?

10. Using context clues and prior knowledge describe what "equitation skills" might include.

11. Excitement surrounds Sadie and yet she feels a twinge of loneliness. Can you imagine why?

12. Indicate on a **plot diagram** where the events of Chapter 16 would be located. (Suggestion provided.)



READING ROUND-UP: Select a *couple of responses* to share with your Literary **Discussion Group**. Be sure you discuss the plot diagram for Chapter 16 and extend this knowledge by predicting where the reading you have already completed would be located on a plot diagram for the entire book.

Have some fun with #8 and read aloud the dialogue your promising playwright pals have written or *improvise* what the characters (human or animal) might say (or neigh!) to each other.



Believing In Horses



❧ Chapters 17 - 19 ❧

1. Explain the literary technique the author uses to immediately set the tone for Chapter 17. Provide examples.

2. How are the branches personified on page 153? Compose your own phrases using personification.

3. Identify the tone and cite examples/ words found in the first half of the Chapter; "Trouble Calls."

4. Pinpoint the climactic event in Chapter 17 that the author foreshadowed for the reader. Include references.

5. On page 160 Sadie realizes she had a "tone" and apologizes to her mother. Interpret her next action(s).

Name _____

Date _____

6. Elaborate upon the metaphor, "He was the calm in the storm." _____

7. What is Mom's explanation of EEI? _____

8. Decide whether you *would* or *would not* be insulted by someone "looking for holes" in your plan(s)?

9. Describe a time when you, like Sadie, were reminded, "that simple words can have a lasting effect."

10. What does Sergeant Lucero mean when he says he knows where Sadie gets *some* of her courage?

11. ➡ Retell how the students at Willis Elementary School supported Sadie and her cause.

➡ Experiment with writing it from another character's perspective besides Sadie.

12. Illustrate a mock-up of the giant fake check Patrick and Allie present to Sadie. Use Cursive!



13. Have you ever watched a Preakness race? Explain. _____



READING ROUND-UP: Select *three responses* you wish to share. As a group, compile a list of objectives (The 5 W's, etc.) similar to those that the family would have drafted for "OPERATION RESCUE WATCH." Talk about the various *gifts* Sadie appreciates and the diverse ways in which they have come to her.

Name _____

Date _____



Believing In Horses



🌀 Chapters 20 - 22 🌀

1. Communication is a recurring theme in this novel. What is Austin communicating when he rolls his eyes and what *type* of communication is it? List other examples of this type of communication found in the novel.

2. Express your feelings as a reader when Sadie discovered Mrs. Hawkins and Mr. Edwards saving the seats at the auction. How about Mr. Edwards' gift?

3. Conclude why horses at auctions might be drugged. _____

4. Was your "hairclip prediction" correct? Have your perceptions changed from then to the end of the auction?

5. React to Sadie's extreme emotion on page 194. _____

5. Describe your own emotions when Goliath was sold. _____

And on page 195? _____

6. The author reveals something that nauseates Sadie about the auctions. What is it? _____

Name _____

Date _____

7. An earlier question asked, "Would you ever hug a horse?" Would you hug Goliath, now? (Y/N) Explain.

8. Can you infer why Vixen was led, not ridden? _____

10. Explain the analogy: "So, this was a Triple Crown win." _____

11. "Grandma Collins loved suspense." Based on that, do you believe she would love this book? Do you?

12. If the author is once again using foreshadowing, predict what might happen to the squadron in Afghanistan?

13. Explore the idea of symbolism when Lucky "played with the phone with his nose." _____

14. ➡ At the end of the book Sadie takes time to reflect. Record some of your reflections as the reader



15. ➡ Have you learned more about beliefs and horses after reading this novel? What did you learn about Maryland? Finally, did you learn more about yourself?



READING ROUND-UP: Select at least three responses that you wish to share. As a group, discuss the reader's reflections. Finally, make predictions about what Sadie's life might entail in the future.



Worksheets
for

Ongoing

Reading Strategies

Name _____

Date _____



Believing In Horses

↻ Riding Herd On Characters ↻

WHO? <i>Character Name</i>	WHAT? <i>Relationship</i>	WHAT? <i>Traits</i>	WHEN? <i>Met in the book</i>	WHERE? <i>Place Setting</i>	HOW? <i>Do they interact</i>	NOW! <i>Your opinion</i>



Believing In Horses

~ Riding Herd On Characters ~

-- MODELING --



WHO? <i>Character Name</i>	WHAT? <i>Relationship</i>	WHAT? <i>Traits</i>	WHEN? <i>Met in the book</i>	WHERE? <i>Place Setting</i>	HOW? <i>Do they interact</i>	NOW! <i>Your opinion</i>
1. SADIE 3. 12 years old (TEACHER MODELS ALL)	6. Dad in military 11. Mom (p4) 12. Brother (p4)	2. Strong w.mantra 4. Adventurer 7. Loves horses 9. Sponge 10. Avid Reader	First sentence on Page One: "Sadie believed that everything happened for a reason."	5. Bowie, MD 8. Loftmar Stables almost in the backyard	6. Dad in military 11. Mom (p4) 12. Brother (p4)	Varies Ex. I like that she believes that "learning never ends" (pg. 3)
13. AUSTIN CLASS GIVES NOTES...)	14. Sadie's brother 15. 16 years old 17a. loving 18. Fiercely loyal	17. Kind, patient, giving 19. (Physical description, p5)	Page 4	20. Austin first speaks on p5 at Conner's Horse Home	16. Chauffeur to Sadie 20. "guard dog"	
RACHEL						
MRS. CONNER						

Name _____

Date _____

Believing In Horses

∞What's In A Name?∞

DIRECTIONS: Choose whether to explain or rename the Chapter's title. If desired, rename the title below the one in the book. Then, across from the title justify and explain either the author's title OR your own.



1. New Homes For Humans And Horses	
2. Responsible Ownership	
3. The Perfect Horse	
4. Anticipation	
5. Getting To Know You	
6. The Signs	
7. Encountering A Mission	
8. Freedom Hill	
9. Problems, Solutions	
10. A New Approach	

Name _____

Date _____

11. New Careers For Thoroughbreds	
12. School And Grassroots Politics	
13. Speaking Out	
14. Power Of The Media	
15. Victory Ride	
16. Misunderstanding Communication	
17. Trouble Calls	
18. Operation Rescue Watch	
19. Cops And Robbers	
20. Can They Save The Horses?	
21. Lost, Found	
22. Never Give In	



Believing In Horses

~ Sadie's Lessons ~

Sadie learns more than riding lessons in this book.

Take time to notice them.

*Some CAUSE and EFFECT hints and examples
have been provided for you.*



Ch/Pg	The Event	The Lesson
Ch 1/Pg 1	Coping with " never-ending changes in her life." (moving)	<i>Everything happens for a reason.</i>
Ch 1/Pg 6	Rachel scowls, "What are you here for?"	<i>Never end a sentence with a preposition.</i>
Ch 1/Pg 9	"Something just didn't feel right."	<i>Trust your gut/instincts.</i>
Ch 1/Pg 18	"There's a whole lot more to horses than riding."	
Ch 4/Pg 37		
Ch 5/Pg 45		

Name _____

Date _____



Believing In Horses

❧ Sadie the Horse Saver's Client Checklist ❧

DIRECTIONS: Complete the list as Sadie does in the novel.

Horse Name	Breed/type	Caretaker	Notes

Believing In Horses



∞ Author's Craft ∞

THE LEARNER(S) WILL:	EXAMPLES	JUDGEMENT
<ul style="list-style-type: none"> • interpret author's choice of words and appeal to senses and to suggest mood 		
<ul style="list-style-type: none"> • distinguish how author establishes mood and meaning; syntax 		
<ul style="list-style-type: none"> • understand new uses of words; author's purpose -to explain, entertain, persuade and/or inform 		
<ul style="list-style-type: none"> • identify author's purpose --- use of figurative language; metaphors, similes, idioms, personification, hyperbole and author's argument or viewpoint 		
<ul style="list-style-type: none"> • explain use of figurative language 		
<ul style="list-style-type: none"> • assess adequacy and accuracy of details 		

99 Interdisciplinary Activities Assistance

These activities are designed to stretch the imagination a little and fit into parts of the structured curriculum that teachers may need to present as part of the school year. They can also be used when working with particular students who either have a strength or weakness in a certain area that a teacher would like to develop. Careful consideration has been given to include ALL subjects and intelligences.

Pick and choose some of the 99 Activities or let the learners choose once in awhile. Consider celebrating reading by conducting a culminating activity whereupon learners share products with each other and guests!

Instructions are included for most activities, but if you have suggestions, a funny story to share about using the activities, or if you just *neighed* assistance, please contact EdUCator@believinginhorses.com.

* HOWARD GARDNER believed that all human beings have multiple intelligences.

* *The Ormond siblings* believe that these multiple intelligences can be nurtured and strengthened and have designed the above activities with that in mind.

* Gardner believes that each individual has nine intelligences:

- **Verbal-Linguistic Intelligence** -- well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words (LA)
- **Mathematical-Logical Intelligence** -- ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns (Math)
- **Musical Intelligence** -- ability to produce and appreciate rhythm, pitch and timber (Music)
- **Visual-Spatial Intelligence** -- capacity to think in images and pictures, to visualize accurately and abstractly (Art)
- **Bodily-Kinesthetic Intelligence** -- ability to control one's body movements and to handle objects skillfully (P. E.)
- **Interpersonal Intelligence** -- capacity to detect and respond appropriately to the moods, motivations and desires of others. (Them)
- **Intrapersonal Intelligence** -- capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes (Me)
- **Naturalist Intelligence** -- ability to recognize and categorize plants, animals and other objects in nature (Nature)
- **Existential Intelligence** -- sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here. (Us)



The parentheses are ideas from Ed U Cator!

Believing In Horses

≈99 *Interdisciplinary Activities*≈

By: Edward J. Ormond

*noted with suggestions of
Gardner's Multiple Intelligences*

"One person with a belief is equal to a force of ninety-nine who have only interest."-- John Stuart Mill

≈1≈

1. *Stress Research.* What are the top five stress producers? Why might moving to a new location be stressful? Write a paragraph about a particular stressful period in your life. **(Science = SC)** (Multiple Intelligence #6&7)
2. *Fair Weather Friends.* Compare and contrast the typical weather and climates of San Diego, CA and Bowie, MD. Compare each of these to your own city's climate. Which of the three cities would you rather live and why? **(SC)** (MI#7)
3. *Analyzing Choices.* Provide the readers with a copy of Horse Racing Statistics from your area or a well-known race. Ask them: Choose which horse you would pick to be the winner. Why did you choose this horse? Was it because of their name? The odds? The horse's track record? The jockey's reputation? What does this say about them? **(Math = M)** (MI#2&7)
4. *Accents* – Do you have what other people may consider to be an accent? Brainstorm a list of stereotypical "accents." Play a guessing game where someone reads from the book (where there isn't any dialect) and others guess which accent the reader is mimicking. **(LA = Language Arts/Theater)** (MI#1,5&6)
5. *Investigation/Illustration.* Find information on a chameleon and present it to the class. Why does the author choose this animal to personify Rachel? Draw an illustration to depict this character. **(SC)** (MI#7&8)
6. *Character Studies* – Ongoing. Suggestions are given throughout these pages. **(LA)** (MI#1&6)
Develop a Character Study of RACHEL.

2

7. *Similes and Metaphors*. A *simile* is a comparison using the words “like” or “as.” For example: “She was about to speak up, when Austin answered, cool as a cucumber, “Sorry, we took a wrong turn....” The meaning of cool as a cucumber is calm and relaxed. Create two more similes:

Cool like _____ Hot as _____

A *metaphor* is a comparison between two things, without the words “like” or “as.” An example of a metaphor based on above could be: “Austin was a cool cucumber.” What other metaphors could you use to describe any of the characters? **(LA)** (MI#1)

8. *Foreshadowing*. What is it? Can you predict which sentences in Chapter on use this literary technique? **(LA)** (MI#1&6)

9. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of SADIE.

10. *Poetry*. Choose a poetic form and write about how your first impressions of someone changed. **(LA-W=Writing)** (MI#1&7)

11. *Computer Mapping*. Ongoing. Use Google Earth to view the places mentioned in the novel. **(Technology = TE/SS = Social Studies)** (MI#1&2)



3

12. *Netiquette*. Sadie uses the computer throughout the novel. Discuss the manners and/or rules that you should follow when using technology. **(TE)** (MI#7)

13. *Women’s Rights*. “The first fifty years of [Grandma Collin’s] life had been captured in an era where women were not allowed to fulfill their dreams.” Research this topic and provide examples that support this statement. Did you find anything that shocked you? Present the information in a thought-provoking way. **(LA-W/SS)** (MI#1,6&7)

14. *Heritage Research*. Investigate the Irish Immigration/Potato Famine of 1850. **(SS)** (MI#1&6)

15. *Computer/Writing*. Visit the Author’s website and watch videos of Lucky. Write a descriptive paragraph about Lucky’s movements. **(TE/LA-W)** (MI#1&8)

16. *Horse Terminology*. Present to the class the definitions and visuals of walking, trotting, cantering, etc. Include any other terms you feel would help the reader’s use of imagery. **(SC/LA)** (MI#6&8)

17. *Similarities/Differences*. Identify the relationship between Sadie’s grandmother and your own grandparent OR interview a class member about their grandmother and analyze the similarities and differences. **(LA-W)** (MI#1&7)

18. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of GRANDMA COLLINS.

19. *Government*. Develop a unique way to remind the class about the United States Congress. **(SS)** (MMI!)

4

20. *Based on the Base* – Speaking Spanish with her father creates a special bond for Sadie. Using your knowledge of base/root words, predict what you think the English translation of what Dad is saying to Sadie when he whispers, “Tranquiiiiilloo...”? Use your resources to come up with more words whose common base is the similar in Spanish and English. **(LA/Foreign Language)** (MI#1)
21. *Models*. Construct a model of Loftmar Stables, including the indoor arena. **(Art/LA)** (MI#1,4&5)
22. *Research/Experiment*. Herd Dynamics **(SC)** (MI#8)
23. *Culinary Arts*. Sadie’s mom makes a carrot cake to celebrate Lucky’s arrival. Devise some other desserts that would be humorous for other animals. Bake a cake, if you’d like! **(Home Economics)** (MI#1&5)
24. *Military Research*. Present the troubles in Afghanistan and the roles played by the United States from 2008-2011 to classmates OR choose another military engagement to present. **(SS)** (MI#1&2)

5

25. *Sing-A-Long* – Find and play the song “Getting To Know You” from The King and I. Listen and/or sing along with the lyrics. Is there anything you can learn from this tune? Can you relate to it or make any comparisons? Determine how it relates to the action in the chapter. **(Music/Theater)** (MI#1&3)
26. *English v. Western* – Compare and Contrast the different styles and present them to the class. **(LA/SS)** (MI#1&4)
27. *Research Sadie’s question on page 48*: “What did the Native Americans do in the old days?” **(SS/LA-W)** (MI#1&9)
28. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of JESSI.
29. *“Creasearch”* - Research creatures native to the Chesapeake Bay like Great Blue Herons. **(SC/LA)** (MI#1&8)

6

30. *Read-Aloud* - Find the portions of the book, *Charlotte’s Web*,” that involves the “signs” in the webs to read aloud to your own class or a younger grade or sibling. **(LA)** (MI#1,7&8)
31. *Lucky Graphing* – Austin “viewed every square inch of [Lucky’s] 250 square foot body.” Use Graph Paper to draw an accurate 2D drawing of Lucky. Be sure to include a scale! **(Math)** (MI#2)
32. *Color Me Lucky* – Create artwork that represents what Austin traces in Lucky’s coat. **(Art)** (MI#1,4&8)
33. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of AUSTIN.
34. *Genealogy* – Austin and Sadie have a tight family relationship. Draw their “Family Tree.” You may wish to extend this activity by creating relatives for the Navarros. **(LA/SS/Art)** (MI#1&4)

7

35. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of DAD.

36. *Paralanguage* – Dad “seemed to remember every famous quote he ever heard....” Find a variety of motivational quotations (*Never give in--never, never, never, never, in nothing great or small, large or petty, never give in except to convictions of honour and good sense. Never yield to force; never yield to the apparently overwhelming might of the enemy.* – Sir Winston Churchill, 1941) and write them along with one of the elements of paralanguage on cards. Play a guessing game where the class guesses the paralanguage style. (Clarity, Emphasis, Pitch, Rate and Volume) **(LA/SS)** (MI#1,7&9)

37. *Gardening* – In this chapter we learn that Mrs. Navarro finds “gardening peaceful, meaningful, and allowed her time to think.” Draw a landscape plan (using scale) of a garden you like, would like to have or what you think what “native” plants might be included in Mom’s Maryland garden. Research what plants and trees are native (indigenous) to your area of the country. **(Art/Math/SC)** (MI#2,4&8)

38. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of MOM.

39. *Project/Plan Proposal* – Develop a presentation for a plan using technology that you would like to take on as a mission or see put into action. (Rescues, Saving the Rainforest, Cross-curricular connections, etc.) **(LA/SS/TE)** (MI#1,4,6,7&8)

8

40. *Unwanted Horses Research* – This chapter reveals some of the issues around this problem. Investigate further. **(LA/SS)** (MI#1,8&9)

41. *Public Speaking* – Prepare a five sentence persuasive speech to convince an audience to care about unwanted horses. Make every word count! **(LA-W/Theater)** (MI#1&6)

42. *Want Ads* – Pages 77 & 78 mentions several jobs related to horses. Brainstorm a more detailed list of related occupations. Create clever “Want Ads” to attract people your age to apply for the position. **(LA-W/Art)** (MI#1,4,6&9)

43. *Acknowledging Nala* – The story of Nala goes from sadness to happiness. Compose your own short story with the same theme. **(LA-W)** (MI#1,6,7&8)

9

44. *Problem/Solution* – Research a local “Problem” for which your group can offer “Solutions.” Create a dynamic way (with graphics) of presenting information to a specific audience – one that can help you carry on with the solution! **(LA-W/Theater)** (MI#1,4,6&9)

45. *Breed Brood* – Many types of horses are mentioned in this chapter. Add to the worksheet. **(LA/SC)** (MI#1,8)

46. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of MRS. HERITAGE.

≈10≈

47. *Research TPR* – Choose a dynamic way of presenting information to a specific audience (i.e. A Retirement Community, A Children’s Hospital, etc.) **(LA/Tech)** (MI#1,6&9)
48. *Lineage* – Research “War Admiral” and create a pedigree to one of his great-grandsons. **(LA/SS)** (MI#1&8)
49. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of MRS. HAWKINS.
50. *Writing* – Develop an essay that Mrs. Hawkins would title, “A Library Success Story.” **(LA)** (MI#1,6&9)

≈11≈

51. *Proofreading* – Sadie asks her mom for an editorial review of her email to TPR. Proofread a similar one. **(LA)** (MI#1)
52. *Improvisation* – Play some Theater Improv Games. Examples: Pretend that when Sadie shows up at the TPR that the people there have no idea whom she is or why she is there; Pretend you are Sadie’s friend, and you are afraid of horses. While you are at the barn with Sadie, someone hands you a horse and asks you to lead it to its stall. **(LA/Theater)** (MI#1,5,6,7&8)
53. *Table Topics* – Practice Extemporaneous (on the spot) Speaking Skills by providing students one sentence topics on which to develop two-minute speeches. Examples follow: Describe a place setting in the novel so far; Describe Sadie’s routine for grooming her horse; Which character are you most like/unlike and why? What do you think it takes to be a leader? Why do you think Austin is always in the right place at the right time?, etc. **(LA/Theater)** (MI#1,5,6,7&8)
54. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of MS. CLARKE.
55. *Good People* – Sadie reflects upon how lucky she is to have good people in her life and wishes the same for Ms. Clarke. Write a letter to someone for whom you are grateful to have in your life OR Write a letter reminding someone else about the people in their lives. **(LA-W)** (MI#1,6&7)

≈12≈

56. *Cultural Melting-Pot Market* – Research your own culture/heritage or another that interests you. Hold a “Market Day” where you and your classmates sell or barter for goods and/or services that represent the culture chosen. (Note the concept of Supply & Demand!) Be sure to have a visual display that gives information about your choice, too. The “facilitator” could even make a “Melting Pot” stew! **(LA/SS/Art/Music...)** (MI#1-9!)



57. *Bill of Rights* – Mr. Edwards’s “Grassroots” Politics includes utilizing the powers given to the citizens of the United States in the Bill of Rights. Determine which of the first ten rights he is referring to. Discuss what responsibilities are linked with rights (Especially in the Bill of Rights).
58. *Bill to Law* – Choose an interesting way to inform your audience about the process of how an *idea* goes from a Bill to a Law. **(LA/SS/Music)** (MI#1,4&6)

59. *Role Playing* – Mr. Edwards asked Sadie questions as if he were a member of Congress. Produce some potential questions and answers they might have rehearsed as a simulated Congressional Hearing. **(LA/SS/Theater)** (MI#1,6&7)

60. *Research* – Have fun verifying Mr. Edwards’ “search” on The Maryland Horse Council. **(LA/TE)** (MI#1)

61. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of MR. EDWARDS.

≈Chapter 13≈

62. *Maryland Obstacle Course* – Coordinate with your Physical Education teacher. Suggested Maryland physical feats could include the Crab Walk across The Western Shore, the Chicken Dance across the Eastern Shore, jogging along the Atlantic Ocean, hiking Mount Backbone in Western Maryland, crossing the Chesapeake Bay Bridge represented by a balance beam, and other fun including jumping horse hurdles and finally heading back to the barn! **(Physical Education)** (MI#5)

63. *Rotunda Round-Up* – Have each student choose a state and locate a picture of its capital building’s rotunda to present to the class. **(SS/Architecture)** (MI#1&4)

64. *Wild Horses* – Delegate Bragg mentions the “wild mustang round-ups out West.” Research them “then and now” and present the results to the class.

65. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of DEL. BRAGG.

66. *Creative Writing* – Write a short story retelling the chapter’s events from the perspective of Grandma Collins’ hairclip! Let the descriptions of the setting and emotions drive your pencil. **(LA-W/SS)** (MI#1&4)

≈14≈

67. *Writing the News* – Locate someone “with a story to tell” to interview (or create one) and write your own “Human Interest Story.” If possible, film the interview or act it out! **(LA)** (MI#1&6)

68. *We need a break* – Write a commercial that could be placed in the interview with Mrs. McGlade. Keep the topic relative to the novel. **(LA/Varies)** (MI#1,Varies)

69. *TV Terms* – Develop a list of terms and definitions that are used in the Communications Industry. *Optional:* Invite a local news anchor to speak to the class. **(LA)** (MI#1&6)

70. *Dialect* – Write a conversation (or script) using Jake and Tom’s vernacular. *Extension:* Choose a different dialect (way of talking) and rewrite the same script conveying the same message. **(LA/SS)** (MI#1&6)

71. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of JAKE and TOM.

≈15≈

72. *Wounded Warriors* – Research this subject and who else might be involved with helping these brave warriors. Brainstorm how you or your friends could be of service to this important organization. **(LA/SS)** (MI#1,6,7&9)

73. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of SERGEANT LUCERO.

74. *Preconceived Ideas* – Sadie realized that she really did like Maryland; “A place she was sure she was going to hate before she lived here.” (p 139) Write about a time you experienced the same feeling or delve into the ideas of prejudice and how you may have changed your mind about a certain group of people or ideas. **(LA/SS)**

≈16≈

75. *Equine Appraiser* – Research the profession or invite an appraiser to speak to the class. **(SC)** (MI#1,2&8)

76. *Hunting Season* - Do you know what a deer stand is? Do your classmates? Present information about hunting a certain animal to your class and be sure to express your feelings on the issue(s) involved. **(SC)** (MI#1,7&8)

77. *Stormy Weather* – Sadie remarks that she “still hadn’t figured out this Maryland weather.” Many Japanese haiku are written about the four seasons. Try your hand at Haiku! **(LA/SC)** (MI#1&8)

≈17≈

78. *Idioms* – “Head over Hooves” - Make a guessing game (and/or Bulletin board) by drawing “literal” pictures of idioms for the class to guess the phrase illustrated. (Head over heels, piece of cake, raining cats and dogs, barrel of laughs, etc.) **(LA/Art)** (MI#14&7)

79. *Foreshadowing* – The author uses this technique more than the initial read may tell. Look back on the previous chapters and make a list of when the author gave clues to the plot’s outcome. **(LA)**

80. *Tone* – The first half of Chapter 17 is full of words that suggest the tone. Underline or count the amount of times a “negative” like “Nothing,” “Hadn’t” or “Never” is used. Analyze your conclusions. **(LA)** (MI#1,2&6)

≈18≈

81. *E EI* – Create/Imagine a task or mission that you and a group might accomplish. Compile a list of “Essential Elements of Information” you would need to bring the task to fruition. **(LA/ALL)** (MI#1/varies)

82. *Naval Intelligence* - Sadie is a child of a Navy Officer and is used to certain terms such as “watch.” Using the Navy (or other careers associated with certain catch phrases) create an informative presentation with visual support to the class about these career specific phrases. **(LA/SS/Art)** (MI#1&4)

83. *Grandma Collins' Re-telling* - "Sadie already imagined Grandma Collins telling this story on the future." Choose a part of the story to retell in a clever and imaginative way as perhaps Ms. Collins might be prone to embellishing her "stories." **(LA/Theater)** (MI#1&6)

84. *Family Compliments* - Sergeant Lucero remarks that he thinks Sadie got some of her courage from her mother. Think of some of the character traits that you may have inherited from a family member and make a "greeting card" (Gratitude/Sympathy?) for the person whose trait to which you have been compared. **(LA/Art)** (MI#1,6&7)

85. *Cold Hot Oxymorons* - On page 173 Sadie cries tears that were both sad and happy. List ten different oxymorons. **(LA)** (MI#1&6)

86. *Preakness* - Choose 3 boys and 3 girls from your class to race. Find six hobbyhorses that the riders hold between their legs and *gallop only* around a sports field as the class cheers supportively. (Try to devise clever names for horse and riders like "Jousting Johnny" on "Brett Your Bottom Dollar.") Present the winner with a necklace of Black-Eyed Susans! **(SS/Physical Education)**



87. *Veteran's Day* - Research the history of the holiday and present it to the class in a patriotic manner. **(SS)** (MI#1,Varies)

88. *The American Flag* - Devise a visually artistic way to present the class with an informative presentation on the ways the American flag's design has changed throughout history. Experiment with murals, cakes, pizza, candy or even gelatin! **(SS/Art/Home Ec)** (MI#1,Varies)

89. *Amish Aim* - Research the Amish community and practices. How has the First Amendment affected them? **(LA/SS)** (MI#1,6&9)

90. *Hold an Auction* - Generate donations from friends and family and conduct a real live auction. Donate the proceeds to a local horse rescue operation. **(SS)** (MI#6,7&9)

91. *Communication* - Austin "rolls his eyes" in this chapter. Play a "Charades-type" of game with your group or the class by providing them with non-verbal expressions and having them guess what you and/or your group are trying to portend. **(LA/Theater)** (MI#1&5)

92. *Signs* - Different people or cultures have "signs" that mean something like an itchy palm indicates that you will be receiving money. Research these signs and present to the class several of which you were previously unaware. **(LA/SS)** (MI#1,7&Varies)

93. *Names* - Do you know what your name means? (Strong, Guardian, etc.) How about the origin? What culture believed in Thor? Do you know where to find the story of David and Goliath? Research your name and/or some of the other names included in the book and present them to your class. **(LA/SS)** (MI#1&7)

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94. *Creative Dramatics* - Write a script for the last part of Chapter 21 being very careful to express the character's feelings through words and avoid stage directions. Act it out focusing on words and the character's intentions rather than emotions. **(Theater/LA)** (MI#1,5&6)

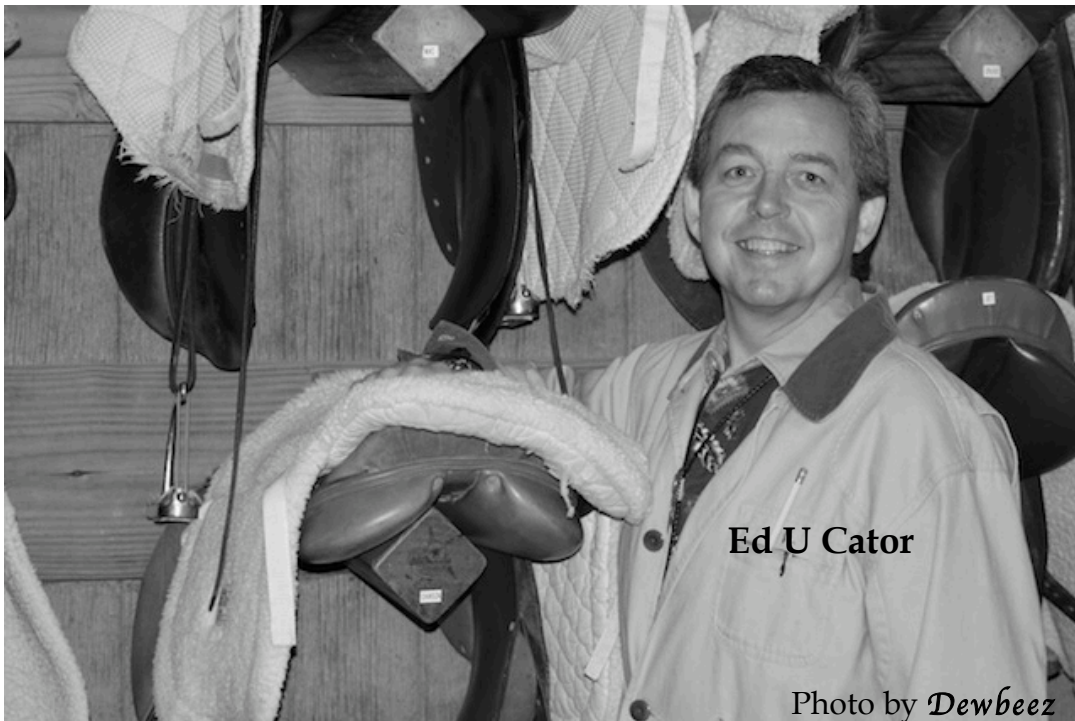
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95. *Character Studies* - Complete all of the Character Studies. **(LA)** (MI#1&6)

96. *Madame Dressage's Wax Museum* - Using your character studies, have reader's dress and act as a character in the book. Invite students from the grade who will be reading the book next year to watch these characters "morph" into life. Have the "statues" stay still (as a wax figure) until they have an audience in front of them. Then they can act and talk like the character being careful not to give away too many details! **(LA/Art)** (MI#1,4,5,6&7)

97. *Believing in Expression* - Create an art piece that represents one of the characters. (Watercolor, line drawing, sculpture, collage, etc.) Your choice - Be creative! **(LA/Art)** (MI#1,4,5,6&7)

98. *Review* - Write a short review of the book and send it to the EdUCator@believinginhorses.com. Be sure that you have a "catchy lead" and one "clincher sentence" that might end up on the author's website! **(LA)** (MI#1)



99. *Believing in You* - Design your own interdisciplinary activity and if you believe in it - send it to EdUCator@believinginhorses.com and we might add it to our list!
