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 ONE	LESSON TWO	LESSON THREE	LESSON FOUR	LESSON FIVE
LESSON OUTCOME(S)	-The Learner Will (TLW) use strategies to prepare for reading; Make connections to the text from prior knowledge and experiences. (R1.E.2.d)☞*Maryland Learning Outcomes (R=Reading)* -TLW use a variety of strategies and opportunities to understand word meanings and to increase vocabulary. (LA1.D.3.c)	-TLW analyze characterization. (R3.A.d) -TLW use strategies to make meaning from the text using a graphic organizer to record important ideas of information. (R1.E.3.i)	-TLW make predictions and ask questions about the text. (R1.E.2.c) -TLW make, confirm, or adjust predictions. (R1.E.3.e) -TLW read critically to evaluate the text; identify and explain questions left unanswered by the text. (R3.A.8.b)	-TLW identify and explain how the actions of the character(s) affect the plot. (R3.A.3.f)	-TLW identify and describe the author's use of language; Author's Craft. (R3.A.7.a-f) * Use of Dialogue * Words & Phrases/Vocabulary * Figurative Language * Words & Phrases appealing to senses and feelings * Repetition and Exaggeration
TEACHER DIRECTED ACTIVITY	Introduce the novel by using standard pre-reading strategies; "Judging a book by its cover," (see Author's blog), back cover, etc. Guide the students through the Pre-Reading Activities. (Powerpoint Presentation available at BIH website.) Model how to complete the Vocabulary "Word Herd" with samples provided on the Website.	Re-Read Ch. 1 aloud with volunteers. Model how to use the note-taking technique about characterization of the characters met by using the "*Riding Herd On Characters*" organizer. Using the model supplied, model for the learners as they follow with their own copy, step by step. Use the "Fishbowl" technique to model "Reading Round-Up" Literary Discussions.	Explain the outcome and ask pupils if they have already made and/or confirmed or adjusted them. Supply them with the definition of foreshadowing: *suggests events that have yet to occur in a work of literature.* Writers use foreshadowing to build their readers' expectations and to create suspense. Example: A weapon found in a drawer early in a story might foreshadow a future crime in the story. Talk about the end of Ch. 1 and other "clues" the author dangles.	Distribute and model "Sadie's Lessons" Worksheet. Discuss the outcome and how Sadie interacts with and learns from others including animals. *Examples*: (p3) –learned from horsepersons, books, etc. drives her "purpose;" (p18) exploring options; (p37) when Miss Jan spoke, people listened; (p45) and "Lesson learned."	Explain and Model the "*Author's Craft*" Worksheet. Assign groups (that have not met before) of students to complete the learning using Chapters/Pages assigned with teacher's discretion. "Jigsaw" the "Expert" learning. (See Below) Come together as a class to create a Master "Crafter" List.
INDEPENDENT ACTIVITES	TLW set up a novel "Barn" folder to keep and sort various activities. Assign Vocabulary Growth, Chapter 1 Reading, Activities and Comprehension for Chapter 1. Learners should create and complete a Thinking/Story Map to indicate setting, characters, problem, etc.	Begin Rename/Explain exercise with "*What's In A Name*" worksheet. Assign Vocabulary, Reading, Activities and Comprehension for Chapters 2-4. TLW continue with the "*Riding Herd*" G.O. Ch. 3 is a good time to begin "Breed Brood."	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! Assign Vocabulary, Reading, Activities and Comprehension for Chapters 5&6.	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. Continue to add to "*Sadie's Lessons*" Worksheet. Assign Vocabulary, Reading, Activities and Comprehension for Chapters 7-9.	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. Assign Vocabulary, Reading, Activities and Comprehension for Chapters 10&11.
ACTIVITY CHOICES	*Utilize the "99 Interdisciplinary Activities" suggested on the BIH website to assign as a teacher or make notes of student choices. (For Teacher use below:)*				
	Review/Model Activities and how they will utilized during the learning.				
ON-GOING ACTIVITIES	Analyze text features by using the "*What's In A Name*" exercise. (LA3.A.2.a) Keep up with the mission's progress using "*Sadie's Checklist*." Bring the "Breed Brood" Bio's up to date. (LA1.E.3.i) Explain how characters affect the plot with "Sadie's Lessons." (LA3.A.3.f) Analyze characterization with "Riding Herd On Characters." (LA3.A.3.e)		Develop comprehension by conducting Literary "Round-Up" Discussions. (LA1.E.1.c) Use writing-to-learn strategies such as "Reading Response Journals." (LA/W4.A.2.a) Increase Vocabulary Growth/Opportunities with the "Quarter Horse Word Herd" of Graphic Organizers (LA1.D.2.b) Discussion/Comprehension/Interdisciplinary Activities		*Plan Developed by:* *Edward J. Ormond*