

## 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)	LESSON SIX	LESSON SEVEN	LESSON EIGHT	LESSON NINE	LESSON TEN
TEACHER DIRECTED ACTIVITY	<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&amp;b)</p>
INDEPENDENT ACTIVITIES	<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> Since you agree with him, you will play a Listening &amp; Speaking Game with the class to improve their skills!</p> <p>- See <b>"Speaking 'Pony'"</b> – 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 <b>"Speaking Out" Pony</b></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 – See <b>"Hey!" Pony</b></p> <p>Get some music ready!</p> <p>Focus on Chapter 17.</p>	<p>"Carrot-Phrasing" Lesson – See <b>"Carrots" Pony</b></p> <p>Paraphrasing definitions/directions – See <b>"Carrot-Phrasing" Worksheet</b></p> <p>Infer character traits –See <b>"Believing Inferences" Worksheet</b></p>	<p>Read the following Q&amp;A taken from an interview with the author, Valerie Ormond: <i>"Is there a message in your novel that you want readers to grasp? Yes – when people believe in themselves and their causes, anything is possible."</i></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>
ACTIVITY CHOICES	<p>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:)</p>				
ON-GOING ACTIVITIES	<p>Assign Vocabulary, Reading, Activities and Comprehension for Chapters 12 &amp; 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 <b>"Believing In Reading!"</b></p>
	<p>Review/Model Activities and how they will utilized during the learning.</p>				
	<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> <p style="text-align: right;"><i>Plan Developed by: Edward J. Ormond</i></p>	