Activity Guide

Horses!

This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RF.3.3.c: Decode multisyllable words.

W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7: Conduct short research projects that build knowledge about a topic.

SL.3.1d: Explain their own ideas and understanding in light of the discussion.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

BEFORE LISTENING

About the Story
How big is a horse? How did horses evolve? What different kinds of horses are there? In *Horses!*, Gail Gibbons answers these questions and more, providing fascinating information to readers about these beloved animals.

Activate Prior Knowledge/Build Background
Ask children if any of them have ever ridden a horse. Have volunteers describe their experiences with horses. Then tell them that the book they will read and listen to gives all sorts of interesting and unusual information about horses.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking
CCSS: RI.2.1, SL.2.2; RI.3.1, R.I.3.2, SL.3.2
As children listen, have them follow along in the book. On the page labeled "American Saddle Horse," have them say the parts of the horse aloud with the narrator. On the page labeled "Some Well-Known Purebred Horses," encourage children to say the names of the horses aloud with the narrator. Then ask children the following questions about the book. Call on volunteers to respond orally.
1. What was the earliest ancestor of the horse?
2. How are horses measured?
3. What does it mean when a horse's tail twitches?
4. Why should you be worried if a horse's ears are back? (Make inferences)
5. What fact about horses in the book did you think was the most interesting?" (Make judgments)

Vocabulary
CCSS: RI.2.4; RI.3.4, RF.3.3.c

Write these words and definitions from the book on the board. Have children copy them, drawing a line to match each word with its definition.

migrated   train
domesticate   aware
nourishment   traveled
sensitive   food

Science: The Eohippus
CCSS: W.2.7, SL.2.2; W.3.7, SL.3.1.d, SL.3.2

Have children work in groups to find more information about the eohippus, an ancient ancestor of the horse. Encourage them to look in books or online to find pictures of eohippus fossils or illustrations of what the ancient creature might have looked like. Children can display the pictures in the classroom and discuss what they have learned.

Social Studies: Historical Horses
CCSS: W.2.7; W.3.7, W.3.8, SL.3.4

The book shows horses from different eras and places in history, including in ancient Egypt, in the Middle Ages, on the eighteenth-century Native American plains, and during the nineteenth-century American pioneer era. Have children work in groups to research the role of horses in one of these eras, finding out how horses were used and treated. Children can take notes on the information they find and give a brief oral report to the class.

Art: Come See the Horses!
CCSS: W.2.6; W.3.6

Have children work in pairs or small groups to decide what kind of horse event they would most like to experience: a circus, a rodeo, a race, or a horse show. Then they can create posters for the event they would like to see. If possible, have them use a computer art program to produce their posters. Encourage them to include information about when and where the event will take place and to illustrate the poster. Hang completed posters around the classroom.

Math: Wild Horses
CCSS: 3.MD.B.3

Write these numbers of wild horses (Bureau of Land Management, 2012) on the board.
Arizona: 502; California: 1,965; Colorado: 967; Idaho: 640; Montana: 170; Nevada: 18;425 New Mexico: 108; Oregon: 2,093; Utah: 3,040; Wyoming: 3,543
Then have children work in groups to make a bar graph showing how many horses each state had in 2012. Display completed graphs in the classroom.

On the Internet: Beautiful Breeds
CCSS: W.2.7; RI.3.5, W.3.7

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable
Have children work with partners to go to this website from the American Museum of Natural History: http://www.amnh.org/education/resources/card_frame.php?rid=1462&rurlid=1433. There they can find out about different breeds of horses. Encourage them to choose a breed they admire, find information about it, print out a picture of the breed if possible, and present what they have learned to the rest of the class.