

Literature Link

1. There are two options for this week's lesson.

Option 1 - Find the book, *The White Stallion* by Elizabeth Shub, from the library and read half of the story today.

Summary *The White Stallion*

This story is a retelling of a story passed from generation to generation. The beginning of the book says it is a true story. During the early 1800's, many families moved to the West. The family of a girl named Gretchen was one of those families. While on their trip out west, Gretchen accidentally becomes separated from her family while riding the family horse, Anna. Anna follows a herd of wild mustangs and meets up with a big white stallion. The mustangs begin to nibble at the cornmeal tied to Anna's back, and they nip Gretchen, too. The big white stallion does an amazing thing, and Gretchen is left alone by the horses. After a long and lonely night, the herd returns, much to Gretchen's delight. The stallion again behaves in a most unusual way, and Anna and Gretchen return to the camp.

Option 2 - Listen to the vocabulary words as your teacher reads them to you. Read half the story of "Tilda the Troublemaker."

Teacher's Note:
Remind student of any needed pronunciation during reading.

Vocabulary

Tilda	Tennessee	troublemaker	chicken
visitors	special	invited	outwit
enough	bridle	saddle	reins
different	comfortable		

Tilda the Troublemaker

As a little girl, going to my grandpa's farm was the best trip. Mom, Dad, and I would drive to Grandpa's little town. We would leave on Friday, and it would take hours to get there. Riding in the car was fun because we ate chicken out of a box. Sometimes, my mom would play games with me while we drove. Sometimes, I would read or draw to pass the time; sometimes, I would sleep. Finally, we would get to the small town where my grandpa lived.

My grandpa's old farm was always a special place for me. He had lived there for many years. Grandma and Grandpa were always happy to see us, and they invited us to the best tasting dinners I ever ate. Chickens and cows were there, as were the pecan and pear trees. All the things on the farm seemed wonderful. The one thing that was best though was Tilda.

Tilda was a Tennessee Walking Horse. This was funny because she didn't like to do much walking. A better name for her would have been a Tennessee Resting Horse. She had lived there ever since the first time I visited Grandpa's old farm. Tilda had been Grandpa's horse for a long time. She was a warm dark brown with a black tail and mane. Her face had a smart look to it, as if she were trying to outwit the people around her. She had a white blaze on her head that made her look pretty.

If you came to see Tilda, it was best to bring food — and lots of it. She would lift her head to look at visitors, and then she would come if you held out your hand as if you had a snack. We would bring sugar cubes, which were her favorite, and carrots. Mom showed me how to feed her so I wouldn't get a bite from her big teeth. (Carrots and fingers can look alike.)

The best part of visiting Tilda was getting to ride her. While it was best for me, it was not something she liked to do. If you weren't quick, like Grandpa, Tilda would run away when she saw the bridle. Grandpa would call her to come. They seemed to fuss at each other, until the bridle was on. She would wait while he saddled her without too much fussing. I found that a sugar cube every now and then helped. Then she would be ready to ride.

Mom, Dad, or Grandpa would ride her first because sometimes she would show her temper. After that, I would get to ride her. I had to hang on to the saddle horn. The world looked very different from Tilda's back. She seemed so tall, and I felt very tall as well. Until I was nine or so, someone always held the reins while I rode. Then I got to hold the reins sometimes but only for Tilda to walk around the farmyard.

Tilda was a very smart horse. She would think of ways to get a rider off her back. One time, my dad was riding her in the pine forest. Tilda decided enough was enough. She turned and came trotting back to the barn. My dad talked to her and pulled on the reins, but Tilda didn't listen. Her sights were set on the barn. Soon he had a very big problem. Tilda was tall, and my dad was taller sitting on her. The barn door was much shorter than they were. Watching Tilda running into the barn with my dad ducking and yelling was a funny sight. I think even Tilda was laughing!

After a few years, I got to ride Tilda around the farm by myself. She was getting older, but she didn't seem to be any fonder of riding. One day, I was riding her in the pine forest. Well, do you know what happened? She decided she had had enough riding, and off to the barn she went. She ran very closely to the trees to bump my legs. I stayed in the saddle. Then she tried a new trick on me. She ran towards a fence and jumped over it. I was so busy holding on that I don't remember much, but when we got back to the barn, I started to fuss at her.

As I stood looking at her, she snorted and stamped her foot. She seemed to be telling me what I already knew. She and Grandpa had an understanding. The two of them had been together for a long time. Tilda felt comfortable with Grandpa on her back. She only let us ride her because we fed her sugar and carrots. I still think that Tilda liked going for those rides with the rest of us. She just had to tell us when enough was enough. To me, she was a troublemaker. She was also the best horse ever.

2. a. Finish reading the book or story from yesterday.
- b. Discuss the following questions with your teacher.

Discussion Questions for *The White Stallion*:

- 1) How many families are in the wagon train? Who is in Gretchen's family that is traveling West?
- 2) Who is Anna? Why did Father tie Gretchen to Anna's back?
- 3) When did Father and Mother discover that Gretchen was missing? What did they do then?
- 4) How do you think the family felt during the night? How did Gretchen feel?
- 5) Tell how the wild horses acted friendly to Anna. What did the horses do that frightened Gretchen?
- 6) What amazing thing did the white stallion do? Do you think he was trying to help Gretchen?
- 7) What did Mother tell her to do if she were ever lost? Did she obey Mother?
- 8) How did Gretchen get back to her family? Do you think the white stallion helped again?

2. b. *The White Stallion*

- a. 1) There are three families in the wagon train. Mother and Father, Trudy, John, Billy, and Gretchen.
- 2) Anna is the old family mare. She has two sacks of cornmeal tied to her back.
- 3) After the wagon he was fixed and the family was ready to eat, the family realized that Gretchen and Anna were missing. The men tried to follow the mare's tracks, but it was too dark.
- 4) The family probably felt very worried about little Gretchen. Gretchen did not realize that she was so far away from the wagon train. She was not afraid because the horses were so friendly.
- 5) The horses nuzzled and rubbed up against her.

Gretchen began to be afraid when the mares started to eat the cornmeal tied to Anna. They wanted the grain so much that they accidentally nibbled Gretchen's leg.

Answers continued on next page.

2.

- b. 6) The white stallion bit through the ropes that tied Gretchen to Anna. Then he slowly lifted her off Anna and set her on the ground. He may have been trying to help Gretchen, or he may have been trying to help Anna.
- 7) Gretchen's mother told her, "If you are lost, stay where you are. That will make it easier to find you." She obeyed her mother.
- 8) Anna carried Gretchen back to her family. It seems that the white stallion was trying to help Gretchen get back to her family.

2.

b. "Tilda the Troublemaker"

- 1) Child, Mother and Father are traveling to Grandpa's.

Mother, Dad,
Child, Grandpa

- 2) Tilda is a Tennessee Walking Horse. The name does not seem to fit her because she does not like to walk very much.
- 3) She liked the snacks they brought her. Her favorite snacks were sugar cubes and carrots.
- 4) She liked to ride Tilda the best.
- 5) stubborn

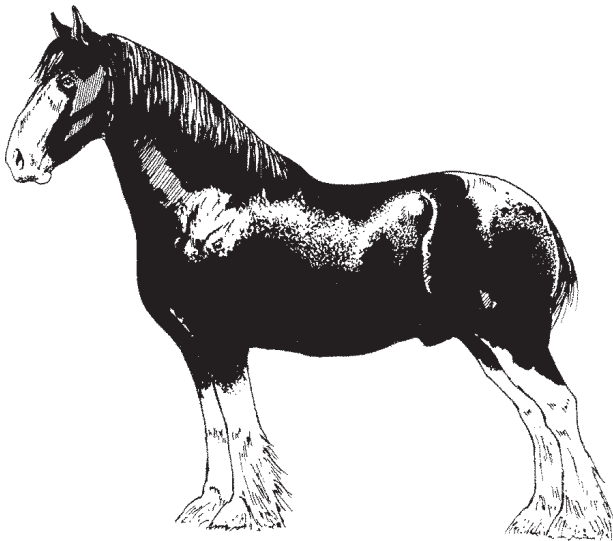
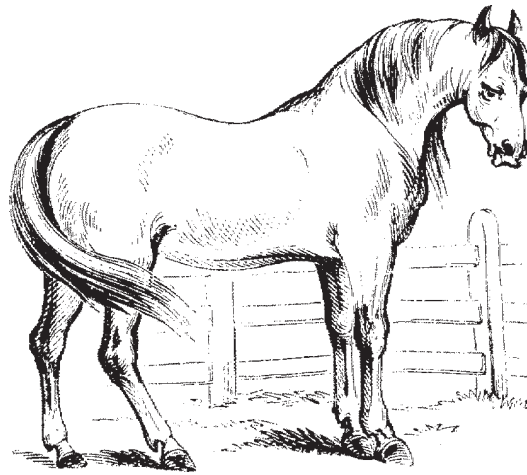
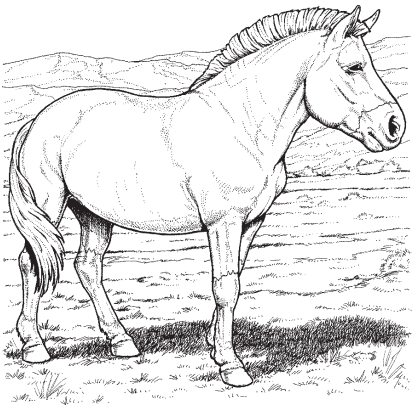
Discussion Questions for "Tilda the Troublemaker":

- 1) Who is traveling to Grandpa's farm? Make a list of the people mentioned in the first paragraph.
 - 2) Who is Tilda? Does the name of her kind of horse seem to fit her? Tell why or why not.
 - 3) What did Tilda like best about visitors? Name her favorite snacks.
 - 4) What did the little girl in the story like best about visiting Tilda?
 - 5) Choose the word that best describes Tilda's temperament, or attitude:

calm	mean	stubborn
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 - 6) Tell some of the ways Tilda would try to get riders off her back.
 - 7) Tilda would let some people ride her, and then she would get tired of it and decide to go back to the barn. What phrase in the story best describes Tilda getting to this point? (Paragraphs 6 and 8)
 - 8) How do you think the little girl really feels about Tilda?
- c. Look up these words in a dictionary and develop your vocabulary on horses. You may just read them, or you may read them and write them down.

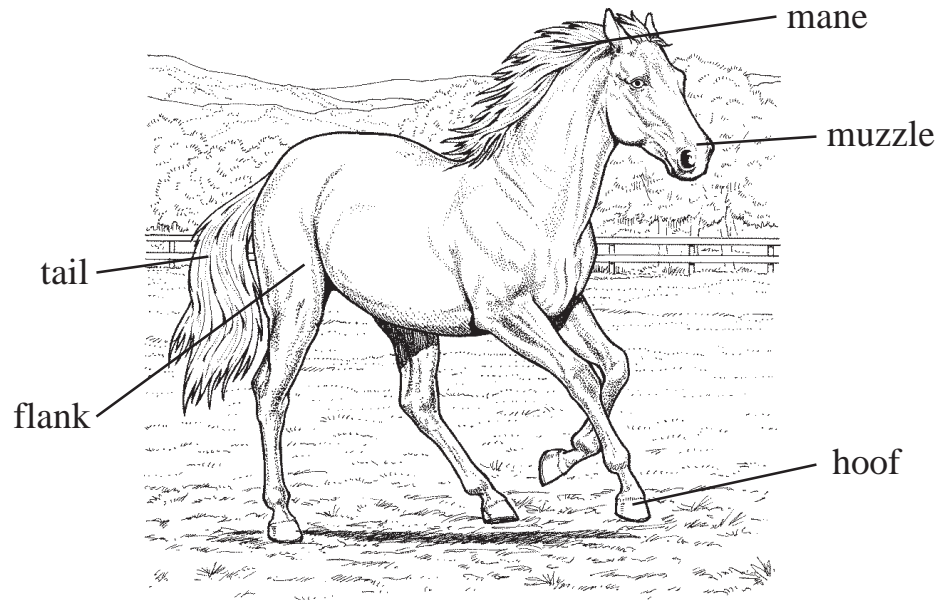
mustang	mare	stallion
colt	whinny	neigh
nuzzle	nip	herd

3. a. Storytelling was often the only way history was passed from one generation to the next. Ask your parents if there are any stories told in your family that have been passed from one generation to the next. It might be something funny or exciting that happened to your relatives years ago. Try to remember the story and retell it.
- b. Here are some pictures of horses. Orally or in writing, describe the horses in the pictures to your teacher. Use as many adjectives, or describing words, as you can. Here is an example: The big dark horse has a beautiful long mane.



- 6) She would run very close to trees to try to rub her rider off. She would run under things too low for her rider to fit under, like a barn doorway. She also jumped over a fence.
- 7) "She decided she had had enough of riding, and off to the barn she went."
- 8) If you don't know, read the last line of the story. She thinks Tilda was the best horse ever.

4. a. Here is a chart that shows the parts of a horse. Read the names of the parts to your teacher. You may want to color the horse or trace your own horse picture by placing white paper over the chart.



4.
b. 1) mane
2) hoof
3) tail
4) muzzle
5) flanks

- b. Fill in the sentence blanks with the correct parts.
mane muzzle flanks hoof tail

- 1) The hair on the horse's neck is called his _____.
- 2) Often a horseshoe is put on a horse's _____.
- 3) On summer days, a horse will use his long _____ to swish away flies.
- 4) The horse's nose and _____ are very soft and sensitive.
- 5) The horse's strong _____ help him run fast and work hard.

5. a. To finish your study on horses, tell your teacher about the horse you would like to have. You may use the following suggested questions:

- 1) What would you name your horse?
- 2) What would he or she look like (remember to use the names of the horse parts and adjectives to describe your horse)?
- 3) What would you do with your horse?
- 4) How would you feel about your horse?

- b. After answering these questions, write a sentence to answer each question. (For example, “I will name my horse Flash.”) After deciding what you will write, make your final copy.
- c. A group of sentences which tells about one main idea is called a paragraph. Begin your paragraph by indenting (bringing in from the left margin about one inch) your first sentence.

Focus on Writing

A **paragraph** is a group of sentences that tell about one **main idea**. **Indent** the first sentence of a paragraph.

- d. To complete your horse story, you may want to draw a picture that includes what you think your horse would look like. Share your story and picture with someone.