

ACTIVITY: Horse Systems Lingo

McREL National Standards:

Language Arts

- (Standard 4, Level II) Gathers and uses information for research purposes: Uses multiple representations of information
- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Uses word reference materials

Science

 (Standard 5, Level II) Understands the structure and function of cells and organisms: Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival, and reproduction

ACTIVITY: Horse Structure: Down to the Bone

McREL National Standards:

Language Arts

- (Standard 4, Level II) Gathers and uses information for research purposes: Uses multiple representations of information
- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Uses word reference materials

Visual Arts

• (Standard 2, Level II) Knows how to use structures and functions of art: Knows the differences among visual characteristics and purposes of art (to convey ideas); Uses visual structures and functions of art to communicate ideas

ACTIVITY: Ready, Legs, Go!

McREL National Standards:

Language Arts

 (Standard 7, Level III) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses new information to adjust and extend personal knowledge base

Science

- (Standard 5, Level II) Understands the structure and function of cells and organisms: Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival and reproduction
- (Standard 12, Level II) Understands the nature of scientific inquiry:



Plans and conducts simple investigations to gather scientific data and extend the senses

CHAPTER 2

ACTIVITY: The "Gist" of Color Genetics

McREL National Standards:

Language Arts

(Standard 7, Level II) Uses Reading skills and strategies to understand and interpret a variety of informational texts: Summarizes and paraphrases information in texts; Uses prior knowledge and experience to understand and respond to new information

Science

• (Standard 4, Level II) Understands the principles of heredity and related concepts: Knows that many characteristics of an organism are inherited from its parents and other characteristics result with an individual's interactions with the environment

Life Skills-Thinking and Reasoning

 (Standard 4, Level II) Keeps a notebook that describes observations made; Distinguishes between actual observations and ideas or conclusions about what was observed

ACTIVITY: What Color is Your Horse's Temperament?

McREL National Standards:

Language Arts

 (Standard 7, Level II) Uses Reading skills and strategies to understand and interpret a variety of informational texts: Summarizes and paraphrases information in texts; Uses prior knowledge and experience to understand and respond to new information

Science

• (Standard 4, Level II) Understands the principles of heredity and related concepts: Knows that many characteristics of an organism are inherited from its parents and other characteristics result with an individual's interactions with the environment

Life Skills-Thinking and Reasoning

 (Standard 4, Level II) Keeps a notebook that describes observations made; Distinguishes between actual observations and ideas or conclusions about what was observed

ACTIVITY: Tattoos and Tattoo Identifiers

McREL National Standards:

Language Arts

 (Standard 7, Level II) Uses Reading skills and strategies to understand and interpret a variety of informational texts: Summarizes and paraphrases information in texts; Uses prior knowledge and experience to understand and respond to new information

Science

 (Standard 4, Level II) Understands the principles of heredity and related concepts: Knows that many characteristics of an organism are inherited from its parents and other characteristics result with an individual's interactions with the environment

Life Skills-Thinking and Reasoning

• (Standard 4, Level II) Keeps a notebook that describes observations made; Distinguishes between actual observations and ideas or conclusions about what was observed

ACTIVITY: Basic Gender and Reproductive Terminology McREL National Standards:

Language Arts

- (Standard 5, Level II) Uses the general skills and strategies
 of the reading process: Establishes a purpose for reading (for
 information, for pleasure, to understand a specific viewpoint)
- (Standard 7, Level III) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses new information to adjust and extend personal knowledge base

Science

• (Standard 4, Level II) Understands the principles of heredity and related concepts: Knows that many characteristics of an organism are inherited from its parents and other characteristics result with an individual's interactions with the environment



ACTIVITY: JMH Foaling Kit Checklist

McREL National Standards:

Language Arts

 (Standard 7, Level II) Uses Reading skills and strategies to understand and interpret a variety of informational texts: Summarizes and paraphrases information in texts; Uses prior knowledge and experience to understand and respond to new information

Science

- Standard 5, Level II) Understands the structure and function of cells and organisms: Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival and reproduction
- (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses

CHAPTER 3

ACTIVITY: General health: Identifying Problems

McREL National Standards:

Language Arts

- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (for information, for pleasure, to understand a specific viewpoint)
- (Standard 7, Level III) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses new information to adjust and extend personal knowledge base.

Science

 (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses

Life Skills-Thinking and Reasoning

- (Standard 4, Level II) Keeps a notebook that describes observations made; Distinguishes between actual observations and ideas or conclusions about what was observed.
- (Standard 3, Level II) Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies): Orders information based on importance of a given criteria; Compares different sources of information for the same topic in terms of basic similarities and differences

ACTIVITY: "Clearing the Muddy Water" on Infectious Equine Diseases McREL National Standards:

Language Arts

- (Standard 2, Level II) Uses the stylistic and rhetorical aspects of writing: Uses descriptive language that clarifies and enhances ideas
- (Standard 7, Level II) Summarizes information found in texts (retells in own words). (Level III) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses new information to adjust and extend personal knowledge base
- (Standard 8, Level II) Responds to questions and comments

Science

 (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses

Life Skills-Thinking and Reasoning

 (Standard 3, Level II) Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies): Orders information based on importance of a given criteria; Compares different sources of information for the same topic in terms of basic similarities and differences

ACTIVITY: Equine Infectious Anemia (EIA) and the Coggins Test McREL National Standards:

Language Arts

- (Standard 4, Level II) Gathers and uses information for research purposes: Use multiple representations of information (maps, charts, photos, diagrams, tables, to find information for research topics)
- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint); Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts

Science

 (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses



ACTIVITY: Understanding a Vaccination Program's Criteria and Expectations

McREL National Standards:

Language Arts

- (Standard 4, Level II) Gathers and uses information for research purposes: Use multiple representations of information (maps, charts, photos, diagrams, tables) to find information for research topics
- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint); Reflects on what has been learned after reading and formulates ideas, opinions and personal responses to texts

Science

 (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses

ACTIVITY: Core Disease: West Nile Virus

McREL National Standards:

Language Arts

- (Standard 4, Level II) Gathers and uses information for research purposes: Use multiple representations of information (maps, charts, photos, diagrams, tables) to find information for research topics
- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint); Reflects on what has been learned after reading and formulates ideas, opinions and personal responses to texts

Science

 (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses

ACTIVITY: Good bones...Good conformation

McREL National Standards:

Language Arts

- (Standard 4, Level II) Gathers and uses information for research purposes: Use multiple representations of information (maps, charts, photos, diagrams, tables to find information for research topics)
- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint); Reflects on what has been learned after reading and formulates ideas, opinions and personal responses to texts

Science

 (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses

ACTIVITY: Leading the Way: Front Limb Conformation

McREL National Standards:

Language Arts

- (Standard 4, Level II) Gathers and uses information for research purposes: Use multiple representations of information (maps, charts, photos, diagrams, tables to find information for research topics)
- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint); Reflects on what has been learned after reading and formulates ideas, opinions and personal responses to texts

Science

 (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses



ACTIVITY: Bringing Up the Tail: Hind Limb Conformation

McREL National Standards:

Language Arts

- (Standard 4, Level II) Gathers and uses information for research purposes: Use multiple representations of information (maps, charts, photos, diagrams, tables to find information for research topics)
- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint); Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts

Science

 (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses

ACTIVITY: JMH Quick Start: Developing a "Good Eye" for Balance, Bone, Intelligence and Athleticism

McREL National Standards:

Language Arts

• (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint); Reflects on what has been learned after reading and formulates ideas, opinions and personal responses to texts

Behavioral Studies

• (Standard 3, Level II) Understands that interactions among learning, inheritance and physical development affect human behavior: Understands that many skills can be practiced until they become automatic, and that if the right skills are practiced, performance may improve

Life Skills-Thinking and Reasoning

• (Standard 4, Level II) Distinguishes between actual observations and ideas or conclusions about what was observed

ACTIVITY: Quick-stepping the foot-fall patterns!

McREL National Standards:

Language Arts

• (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint); Reflects on what has been learned after reading and formulates ideas, opinions and personal responses to texts

Behavioral Studies

 (Standard 3, Level II) Understands that interactions among learning, inheritance and physical development affect human behavior: Understands that many skills can be practiced until they become automatic, and that if the right skills are practiced, performance may improve

Life Skills-Thinking and Reasoning

• (Standard 4, Level II) Distinguishes between actual observations and ideas or conclusions about what was observed

ACTIVITY: To Buy or Not Buy? That, JMH'ers, is the Question!

McREL National Standards:

Language Arts

 (Standard 4, Level II) Gathers and uses information for research purposes: Use multiple representations of information (maps, charts, photos, diagrams, tables to find information for research topics)

Behavioral Studies

(Standard 3, Level II) Understands that interactions among learning, inheritance, and physical development affect human behavior: Understands that many skills can be practiced until they become automatic, and that if the right skills are practiced, performance may improve.

Life Skills-Thinking and Reasoning

• (Standard 3, Level II) Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies): Orders information based on importance of a given criteria; Compares different sources of information for the same topic in terms of basic similarities and differences



ACTIVITY: Have you "Herd?"

McREL National Standards:

Language Arts

 (Standard 4, Level II) Gathers and uses information for research purposes: Use multiple representations of information (maps, charts, photos, diagrams, tables) to find information for research topics

Life Skills-Thinking and Reasoning

• (Standard 3, Level II) Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies): Orders information based on importance of a given criteria; Compares different sources of information for the same topic in terms of basic similarities and differences

Visual Arts

(Standard 2, Level II) Knows how to use structures and functions
of art: Knows the differences among visual characteristics and
purposes of art (to convey ideas); Uses visual structures and
functions of art to communicate ideas

ACTIVITY: Basic Horse Nature: Environment, Hereditry and Survival McREL National Standards:

Language Arts

- (Standard 4, Level II) Gathers and uses information for research purposes: Use multiple representations of information (maps, charts, photos, diagrams, tables) to find information for research topics
- (Standard 2, Level II) Uses the stylistic and rhetorical aspects of writing: Uses descriptive language that clarifies and enhances ideas
- (Standard 8, Level II) Responds to questions and comments Life Skills-Thinking and Reasoning (Standard 3, Level II) Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies): Orders information based on importance of a given criteria; Compares different sources of information for the same topic in terms of basic similarities and differences

ACTIVITY: Basic Principles of Horse Training

McREL National Standards:

Language Arts

 (Standard 5, Level II) Uses the general skills and strategies of the reading process: Previews text (e.g., skims material; uses pictures, textual clues and text format); Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint)

Thinking and Reasoning

• (Standard 3, Level II) Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies): Orders information based on importance of a given criteria; Compares different sources of information for the same topic in terms of basic similarities and differences

ACTIVITY: Ready. Set. Action!: Up Close and Personal

McREL National Standards:

Language Arts

 (Standard 5, Level II) Uses the general skills and strategies of the reading process: Previews text (e.g., skims material; uses pictures, textual clues, and text format); Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint)

Thinking and Reasoning

 (Standard 3, Level II) Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies): Orders information based on importance of a given criteria; Compares different sources of information for the same topic in terms of basic similarities and differences

Physical Education

 (Standard 1, Level II) Uses a variety of basic and advanced movement forms: Uses mature form and appropriate sequences in combinations of fundamental locomotor, object control and rhythmical skills that are components of selected modified games, sports and dances



ACTIVITY: The How and Why of Riding Like a Pro

McREL National Standards:

Language Arts

 (Standard 5, Level II) Uses the general skills and strategies of the reading process: Previews text (e.g., skims material; uses pictures, textual clues and text format); Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint)

Thinking and Reasoning

• (Standard 3, Level II) Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies): Orders information based on importance of a given criteria; Compares different sources of information for the same topic in terms of basic similarities and differences

Physical Education

 (Standard 1, Level II) Uses a variety of basic and advanced movement forms: Uses mature form and appropriate sequences in combinations of fundamental locomotor, object control and rhythmical skills that are components of selected modified games, sports and dances

ACTIVITY: If The Shoe Fits, Wear It!

McREL National Standards:

Language Arts

 (Standard 4, Level II) Gathers and uses information for research purposes: Use multiple representations of information (maps, charts, photos, diagrams, tables) to find information for research topics

Life Skills-Thinking and Reasoning

 (Standard 3, Level II) Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies): Orders information based on importance of a given criteria; Compares different sources of information for the same topic in terms of basic similarities and differences

Visual Arts

(Standard 2, Level II) Knows how to use structures and functions
of art: Knows the differences among visual characteristics and
purposes of art (to convey ideas); Uses visual structures and
functions of art to communicate ideas

ACTIVITY: "Weighing in" on the Fat Horse, Thin Horse, "Just Right" Horse!

McREL National Standards:

Language Arts

 (Standard 4, Level II) Gathers and uses information for research purposes: Uses multiple representations of information (maps, charts, photos, diagrams, tables) to find information for research topics

Math

 (Standard 4, Level II) Understands and applies basic and advanced properties of the concepts of measurement: Selects and uses appropriate tools for given measurement situations

Science

- (Standard 5, Level II) Understands the structure and function of cells and organisms: Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival and reproduction
- (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses

ACTIVITY: Exploring Feed Ratio: How Big is your Horses Appetite? McREL National Standards:

Language Arts

 (Standard 4, Level II) Gathers and uses information for research purposes: Uses multiple representations of information (maps, charts, photos, diagrams, tables) to find information for research topics

Math

 (Standard 4, Level II) Understands and applies basic and advanced properties of the concepts of measurement: Selects and uses appropriate tools for given measurement situations

Science

- (Standard 5, Level II) Understands the structure and function of cells and organisms: Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival and reproduction
- (Standard 5, Level III) Knows that cells convert energy obtained



from food to carry on the many functions needed to sustain life (cell growth and division, production of materials that the cell or organism needs)

• (Standard 6, Level II) Knows that the transfer of energy (through the consumption of food) is essential to all living organisms

ACTIVITY: Pass the oats, MAW! Roughage to concentrate percentages McREL National Standards:

Language Arts

 (Standard 4, Level II) Gathers and uses information for research purposes: Uses multiple representations of information (maps, charts, photos, diagrams, tables) to find information for research topics

Math

• (Standard 4, Level II) Understands and applies basic and advanced properties of the concepts of measurement: Selects and uses appropriate tools for given measurement situations

Science

- (Standard 5, Level III) Knows that cells convert energy obtained from food to carry on the many functions needed to sustain life (cell growth and division, production of materials that the cell or organism needs)
- (Standard 6, Level II) Knows that the transfer of energy (through the consumption of food) is essential to all living organisms)
- (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses

ACTIVITY: Basic Rules for Feeding

McREL National Standards:

Language Arts

 (Standard 4, Level II) Gathers and uses information for research purposes: Uses multiple representations of information (maps, charts, photos, diagrams, tables) to find information for research topics

Math

 (Standard 4, Level II) Understands and applies basic and advanced properties of the concepts of measurement: Selects and uses appropriate tools for given measurement situations

Science

- (Standard 5, Level II) Understands the structure and function of cells and organisms: Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival and reproduction
- (Standard 5, Level III) Knows that cells convert energy obtained from food to carry on the many functions needed to sustain life (cell growth and division, production of materials that the cell or organism needs)
- (Standard 6, Level II) Knows that the transfer of energy (through the consumption of food) is essential to all living organisms)

ACTIVITY: JMH'ers Winning Ways to Feed and Water

McREL National Standards:

Language Arts

 (Standard 4, Level II) Gathers and uses information for research purposes: Uses multiple representations of information (maps, charts, photos, diagrams, tables) to find information for research topics

Math

 (Standard 4, Level II) Understands and applies basic and advanced properties of the concepts of measurement: Selects and uses appropriate tools for given measurement situations

Science

- (Standard 5, Level II) Understands the structure and function of cells and organisms: Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival and reproduction
- (Standard 5, Level III) Knows that cells convert energy obtained from food to carry on the many functions needed to sustain life (cell growth and division, production of materials that the cell or organism needs)
- (Standard 6, Level II) Knows that the transfer of energy (through the consumption of food) is essential to all living organisms)



ACTIVITY: Hourse Treats: JMH Pumpkin Feeder

McREL National Standards:

Language Arts

 (Standard 4, Level II) Gathers and uses information for research purposes: Uses multiple representations of information (maps, charts, photos, diagrams, tables) to find information for research topics

Math

 (Standard 4, Level II) Understands and applies basic and advanced properties of the concepts of measurement: Selects and uses appropriate tools for given measurement situations

Science

- (Standard 5, Level II) Understands the structure and function of cells and organisms: Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival and reproduction
- (Standard 5, Level III) Knows that cells convert energy obtained from food to carry on the many functions needed to sustain life (cell growth and division, production of materials that the cell or organism needs)
- (Standard 6, Level II) Knows that the transfer of energy (through the consumption of food) is essential to all living organisms)

ACTIVITY: Hourse Treats: Poisonous Plants!

McREL National Standards:

Language Arts

 (Standard 4, Level II) Gathers and uses information for research purposes: Uses multiple representations of information (maps, charts, photos, diagrams, tables) to find information for research topics

Science

- (Standard 5, Level II) Understands the structure and function of cells and organisms: Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival and reproduction
- (Standard 5, Level III) Knows that cells convert energy obtained from food to carry on the many functions needed to sustain life (cell growth and division, production of materials that the cell or organism needs)
- (Standard 6, Level II) Knows that the transfer of energy (through the consumption of food) is essential to all living organisms

ACTIVITY: The "Pros and Cons" of a Run-in Shed

McREL National Standards:

Language Arts

 (Standard 7, Level III) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses new information to adjust and extend personal knowledge base

Life Skills-Self-Regulation

• (Standard 1, Level IV) Sets and manages goals: Displays a sense of personal direction and purpose

ACTIVITY: Holy Ammonia!

McREL National Standards:

Language Arts

 (Standard 7, Level III) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses new information to adjust and extend personal knowledge base

Life Skills-Self-Regulation

• (Standard 1, Level IV) Sets and manages goals: Displays a sense of personal direction and purpose

Science

• (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses

Health

 (Standard 7, Level I) Knows how to maintain and promote personal health: Knows personal hygiene habits required to maintain health (caring for teeth, gums, eyes, ears, nose, skin, hair, nails)

ACTIVITY: Holy Ammonia!

McREL National Standards:

Language Arts

 (Standard 7, Level III) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses new information to adjust and extend personal knowledge base



Life Skills-Self-Regulation

 (Standard 1, Level IV) Sets and manages goals: Displays a sense of personal direction and purpose

Science

 (Standard 12, Level II) Understands the nature of scientific inquiry: Plans and conducts simple investigations to gather scientific data and extend the senses

ACTIVITY: "Normal" Versus "Abnormal" Horse Behavior

McREL National Standards:

Language Arts

 (Standard 7, Level III) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses new information to adjust and extend personal knowledge base

Science

 (Standard 4, Level II) Understands the principles of heredity and related concepts: Knows that many characteristics of an organism are inherited from its parents and other characteristics result with an individual's interactions with the environment

ACTIVITY: JMH's Proactive Manager

McREL National Standards:

Language Arts

 (Standard 7, Level III) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses new information to adjust and extend personal knowledge base

Science

Science (Standard 4, Level II) Understands the principles of heredity and related concepts: Knows that many characteristics of an organism are inherited from its parents and other characteristics result with an individual's interactions with the environment

Life Skills-Self-Regulation

• (Standard 1, Level IV) Sets and manages goals: Displays a sense of personal direction and purpose

ACTIVITY: The Buck Stops Here!: Good Reasons for Infectious Disease Management

McREL National Standards:

Language Arts

- (Standard 2, Level II) Uses the stylistic and rhetorical aspects of writing: Uses descriptive language that clarifies and enhances ideas
- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint)
- (Standard 7, Level II) Summarizes information found in texts (retells in own words)

Technology

- (Standard 2, Level I) Knows the characteristics and uses of computer software programs: Uses menu options and commands
- (Standard 6, Level II) Understands the uses and different forms
 of technology: Knows that technology facilitates better
 communication by providing storage and retrieval of large
 amounts of data, an easy means of accessing data, a means of
 processing and displaying data, and faster communication skills
 among individuals

Life Skills-Self-Regulation

 (Standard 1, Level IV) Sets and manages goals: Displays a sense of personal direction and purpose



ACTIVITY: Shopping for a Horse?

McREL National Standards:

Language Arts

- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (for information, for pleasure, to understand a specific viewpoint)
- (Standard 7, Level III) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses new information to adjust and extend personal knowledge base

Life Skills-Self-Regulation

- (Standard 4, Level II) Keeps a notebook that describes observations made; Distinguishes between actual observations and ideas or conclusions about what was observed
- (Standard 1, Level IV) Sets and manages goals: Displays a sense of personal direction and purpose

ACTIVITY: Horse Sales Homework

McREL National Standards:

Language Arts

- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (for information, for pleasure, to understand a specific viewpoint)
- (Standard 7, Level III) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses new information to adjust and extend personal knowledge base

Life Skills-Self-Regulation

• (Standard 4, Level II) Keeps a notebook that describes observations made; Distinguishes between actual observations and ideas or conclusions about what was observed

ACTIVITY: Inquiring JMH'ers Want to Know: Purchasing Tips for the Sale-Savvy Horseman

McREL National Standards:

Language Arts

 (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (for information, for pleasure, to understand a specific viewpoint) (Standard 7, Level III) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses new information to adjust and extend personal knowledge base

Life Skills-Self-Regulation

 (Standard 4, Level II) Keeps a notebook that describes observations made; Distinguishes between actual observations and ideas or conclusions about what was observed

ACTIVITY: Horse Sale "Bible": Reading a Sale's Catalog

McREL National Standards:

Language Arts

- (Standard 5, Level II) Uses the general skills and strategies of the reading process: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint)
- (Standard 7, Level II) Summarizes information found in texts (retells in own words)

Behavioral Studies

• (Standard 3, Level II) Understands that interactions among learning, inheritance and physical development affect human behavior: Understands that many skills can be practiced until they become automatic, and that if the right skills are practiced, performance may improve

ACTIVITY: Hey Bidder-Bidder!

McREL National Standards:

Language Arts

- (Standard 2, Level II) Uses the stylistic and rhetorical aspects of writing: Uses descriptive language that clarifies and enhances ideas
- (Standard 7, Level II) Uses reading skills and strategies to understand and interpret a variety of informational texts: Uses prior knowledge and experience to understand and respond to new information

Behavioral Studies

 (Standard 3, Level II) Understands that interactions among learning, inheritance and physical development affect human behavior: Understands that many skills can be practiced until they become automatic, and that if the right skills are practiced, performance may improve

