

RIDING MAGIC

Educator Guide

Riding Magic, written by Kelly Starling Lyons and illustrated by E. B. Lewis, tells the story of a young Black girl's journey as she overcomes fear to build a relationship with her favorite horse, Magic. Join her as she finds strength in herself and her family to achieve her dreams!

This guide is designed not just for school-based educators. It is for anyone who chooses to serve in the education of children. Featuring read aloud questions and learning experiences, this resource spotlights the literary elements, historical and cultural connections found in *Riding Magic*.

Core Learning Experiences:

- Building the World of Reading: *Riding Magic* Read Aloud
- Similes, Alliteration, Onomatopoeia, Oh My!: Exploring Figurative Language
- Trailblazers: Evoking the Memories of Black Equine Pioneers
- The Power of Affirmations: Building a Mindset of Bravery

Additional LE:

- Meet the Equine Family!: Horses from Around the World
- The Power of Family: Finding Strength in Those Around Us



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The Thinking Curriculum™

RIDING MAGIC

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About the Creators:

Kelly Starling Lyons is a founding member of The Brown Bookshelf, a teaching artist, and an award-winning author of more than 30 books for young readers. Among her acclaimed picture books are Caldecott Honor winner *Going Down Home with Daddy*, Christopher Award winner *Tiara's Hat Parade* which is also a touring children's play, Anna Dewdney Read-Together Award winner *My Hands Tell a Story* and Bank Street Best Books selection, *Sing a Song: How Lift Every Voice & Sing Inspired Generations*. Kelly is also the author of three popular series for young people—chapter books starring her characters Jada Jones and Miles Lewis, and the *Ty's Travels* easy readers which won a Geisel Honor for *Zip, Zoom*. She regularly presents to schools, libraries, festivals, and conferences around the country.

Learn more at <http://www.kellystarlinglyons.com>.

E.B. Lewis is the acclaimed illustrator of over seventy books, including *Each Kindness*, *The Other Side*, and Caldecott Honor Book, *Coming on Home Soon* (all by Jacqueline Woodson); Junior Library Guild selection *Riding Magic* (by Kelly Starling Lyons); the New York Times Best Illustrated Award winner *Preaching to the Chickens* (by Jabari Asim); and several Coretta Scott King Award winners such as *Talkin' About Bessie* (by Nikki Grimes) and *The Bat Boy and His Violin* (by Gavin Curtis). He taught art in public schools for many years and at the University of the Arts in Philadelphia. He lives in Folsom, NJ.

Learn more at <http://EBLewis.com>.



RIDING MAGIC

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Praise for Rising Magic:

Riding Magic is a Junior Library Guild Gold Standard Selection!

"A heartening, beautifully illustrated testament to patience, trust, and burgeoning courage." – Kirkus Reviews

"Foregrounding a Black child who navigates fear and longing around riding a horse, Starling Lyons (*Dream Builder*) and Lewis (*To Walk the Sky*) spin an affirming story about self-paced courage that grows through determination, gentleness, and support . . . Luminous watercolor illustrations with prominent brushwork emphasize scale, light, and expression, capturing the protagonist's vulnerability and growing resolve. It's a patient portrait of bravery found through self-attunement." – Publishers Weekly



EDUCATOR GUIDE

Overview

There are six learning experiences (LEs) featured in the *Riding Magic* Educator Guide which can be taught across a series of days or weeks (You decide the LE pacing). Each LE should be no longer than 45–60 minutes depending on how much time you have. The additional LEs can be added based on your learning community's interests and schedules. Each LE nurtures the reading, writing, speaking, and listening skills of everyone involved!

Below is a brief overview of each learning experience.

Core Learning Experiences

- **Building the World of Reading: *Riding Magic* Read Aloud**
 - Read aloud *Riding Magic* with your community. This LE features questions and topics to discuss as you explore the book.
- **Similes, Alliteration, Onomatopoeia, Oh My!: Exploring Figurative Language**
 - *Riding Magic* is full of literary elements! This LE invites readers to reread the text to explore, comprehend, and use the literary elements they learned.
- **Trailblazers: Evoking the Memories of Black Equine Pioneers**
 - Black equine pioneers are a dynamic aspect of Black American culture. This LE explores the legacies of Nat Love, Bill Pickett, and Stagecoach Mary.
- **Overcoming Obstacles: Building a Mindset of Bravery**
 - Overcoming fear is a central theme in *Riding Magic*. This LE gives readers the opportunity to develop their own self-talk practices as they become brave in the face of life's obstacles.

Additional Learning Experience Topics

- **Meet the Equine Family!: Horses From Around the World** – This LE explores and compares horses that are native to different parts of the world.
- **The Power of Family: Finding Strength in Those Around Us** – Family is a central theme to the text *Riding Magic*. This LE unpacks the role that families play in our mindset and success.



LE 1

Learning Experience 1 – Building The World of Reading: *Riding Magic* Read Aloud

Parts of this LE:

- **Book Introduction (5 mins)** – You’ll begin by introducing the book to your learners. This will give you the opportunity to share early information about the author, illustrator, characters, and the plot. Don’t give too much away!
- **Context Connection (5 mins)** – Here you’ll want to make the story relevant to your learners. You might do this by drawing comparisons between them and the characters, the topic, or the lesson(s) learned in the book.
- **Read Aloud + Questions + Discussion (30 mins)** – This will be the bulk of today’s learning experience. Here you will engage your learners by reading the book aloud, asking questions, drawing attention to the illustrations, and having an on-going conversation about the elements of the story.
- **Closing (5 mins)** – The closing serves as a way to hear from your learners. It’s a time to understand what resonated with them and prepare them for the next learning experience.

Introduction – Reading aloud to each other is a beautiful way to build a community that loves reading. On the next page is a series of questions you can use to pre-plan (while also being open to organic questions). Be sure to end your read aloud with a discussion/conversation about the books, its characters, and themes (or lessons learned).

What academic skills are nurtured in this learning experience?

- | | |
|---|---|
| <ul style="list-style-type: none">• Reading<ul style="list-style-type: none">◦ Previewing texts (looking closely at the cover, title, and text features before reading)◦ Generating questions, answers, and predictions◦ Generating definitions for words◦ Studying illustrations and photographs◦ Retelling the story elements◦ Character feelings and traits◦ Understanding figurative language | <ul style="list-style-type: none">• Speaking & Listening<ul style="list-style-type: none">◦ Asking clarifying questions and elaborating |
|---|---|

Steps to prepare:

- Plan how you’d like to introduce the book
- Plan your “Context Connection”
- Get at least one stack of post-its and pen/pencil/sharpen
- Read *Riding Magic* and use the post-its to jot down read aloud questions
- Read the biographies of Kelly Starling Lyons and E. B. Lewis

Plan your introduction: Ask yourself, how do you want to introduce the overall learning experience?

- You could share your own joy for reading.
- Talk about your memories with horses.
- Or even share how you learned about the book.

Either way, you'll want to drum up a buzz of energy through your introduction!

***Please note this can be planned after you read the book.**

Plan your context connection: One way to spark a reader's curiosity and connection to a text is to help them see how the text is relevant to their life. Make a connection or a link between any of the following:

- The topic (horses)
- The characters (a girl and her family)
- Readers could even talk about the experiences they (hope to) have with horses.

Pick your read aloud questions: On the following page is a series of questions you can ask while reading aloud *Riding Magic*. Please note that you cannot ask every question. That would disrupt the natural flow of reading aloud. Instead pick a few questions to ask every 2-3 pages. List out the questions you chose below.

Plan your closing: Today you introduced *Riding Magic* to your readers. Think about how you'd like to wrap up this read aloud experience. You'll want plan a closing that connects to the next learning experience. You might consider the following closings: retelling the story together, talking about your favorite parts, or even talking about the lessons you learned from the characters.

Read Aloud Questions: There are several different ways to generate questions for a text. You can read the text yourself and jot down genuine questions, you could look up state reading standards, or even ask a teacher what questions would be helpful depending on the age of your child. Below is a set of sample questions. You'll notice there are notes on the type of question along with additional details.

- **Before Reading**

- **“Let’s explore the cover of the book. What do you notice in the illustrations?”**
 - Type of question/skill - concepts of print + craft and structure
 - Additional Note - Notice things about the horse itself. You might try to name the horses body parts, describe its color, or even look closer at what is on the horse.
- **“What early predictions can we make about the setting, characters, problem, solution, and the lesson we might learn in the book?”**
 - Type of question/skill - predicting + integration of ideas and analysis
 - Additional Note - When making predictions you’ll want to ask “How do you know” as a follow-up question. Have the reader use the cover to prove their predictions.

***Feel free to add more questions below.**

- **During Reading**

- **“Who are the characters in the text?” (p. 3-4)**
 - Type of question/skill – story elements
 - Additional Note – Be sure to include the names of the horses. They’re important characters in this story too!
- **“Why do you think the character is sighing? How might they feel at this point in the story?” (p. 5-10)**
 - Type of question/skill – character feelings + key ideas and evidence
 - Additional Note – Encourage readers to think of more than one emotion that they character might be feeling. Have them use
- **“How does the characters family members impact her feelings?” (p. 11-14)**
 - Type of question/skill – character feelings + key ideas and evidence
 - Additional Note – Think about how the characters mom, sister, and uncle provide the character with reassurance by sharing their own experiences and reminding her of the knowledge she holds.
- **“How did the characters’ feelings change from the first pages until now? Why?” (p. 17-18)**
 - Type of question/skill – character feelings + character change + key ideas and evidence
 - Additional Notes – It might be helpful to look back at the earlier pages and illustrations to remember how the characters were feeling. Be sure to identify why the characters feelings have changed.
- **“What steps does the character take to prepare to ride Magic? Why would this matter?” (p. 19-20)**
 - Type of question/skill – key ideas and evidence + recall
 - Additional Notes – This is a great time to reread the sentence, “he looks at me like he knows this is our moment”. You might talk with readers about the relationship that the character is building with Magic.
- **“This page introduces us to the equipment the character has to use. What equipment was introduced and what do you think each item does?” (p. 20-21)**
 - Type of question/skill – key evidence + details
 - Additional Notes – You might want to reread this section after answering the question. As you reread emphasize the words helmet, mount, stirrup, horn, and saddle.
- **“What does the phrase ‘I am on top of the world’ mean?” (p. 21-22)**
 - Type of question/skill – figurative language + craft and structure
 - Additional Notes – Tie this question back to the earlier questions about the characters feelings. Discuss how this phrase isn’t literal (the character isn’t physically sitting on top of the world), but figurative (creating a metaphor).
- **“Why do you think the author wrote this story? Why is this story important to tell?” (p. 23-24)**
 - Type of question/skill – author’s purpose
 - Additional Notes – You might discuss who the author wrote this book for, why readers might enjoy it, and what you learned about horses from the book.

READ ALOUD

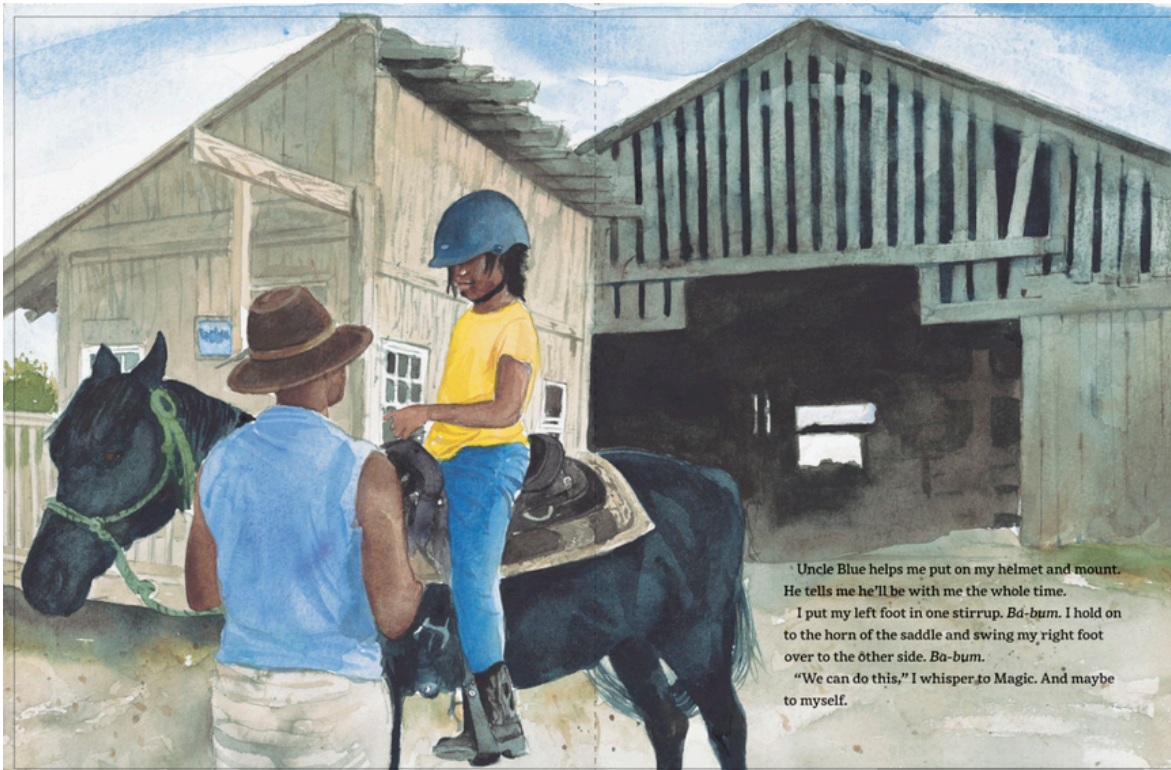
Sample Page

Illustration Study Question:

Look at the picture. As I'm reading, try to find the equipment that is needed to ride a horse.

Character Question:

Why is Uncle Blue an important character? How does he impact the characters feelings?



Fluency Note:

When reading aloud you want to show that characters have their own personality. Read the dialogue in a way that shows how different each character is. Be sure to match your tone with their character traits or personality. For example, if the dialogue sounds happy and bold then make your voice sound like that.

Detail and Character

Feeling Question:

How might the character feel on this page? How might Magic feel? How do you know?

LEARNING EXPERIENCE

Closing

How might you wrap up today's learning?

There are several ways that you can conclude today's experience. You and your learners can spend time retelling, going back to your favorite parts of the book, or even reflecting on how this new information about horses can inspire you. Jot down a few ways you think you'd like to wrap up.

Getting Ready For LE2

You'll want to build energy leading up to the next learning experience. You can do this in a few ways: Introduce tomorrow's lesson title and a mini-description of what you'll do or you could ask the learner what they think they could experience next. Either way, you'll want to keep their excitement growing by dropping hints!



LE 2

Learning Experience 2 – Similes, Alliteration, Onomatopoeia Oh, My!: Exploring Figurative Language

Parts of this LE:

- What are literary devices? Why and how do authors use them? (15 mins) – One of the goals of this LE is for you and your learners to use literary language with confidence and flexibility. To begin this LE, review literary devices and discuss how and why authors might use them.
- Rereading Our Mentor Text *Riding Magic* (10 mins) – To better understand the importance of literary devices you'll reread the text. As you're reading, identify and discuss how the literary devices deepen your understanding of the characters, their feelings, and the plot.
- Using Figurative Language! (15 mins) – This LE isn't just about identifying and reading literary devices. It's also an opportunity to use them! You and your learners will use *Riding Magic* as a mentor text and write your own sentences using the literary devices.
- Closing (5 mins)

Introduction – *Riding Magic* features a beautiful blend of literary devices, specifically figurative language such as similes, alliteration, and onomatopoeia. This learning experience is an invitation to return to the text not just to closely study literary devices, but to honor the writing of Ms. Starling Lyons as a mentor for strong oral storytelling and writing.


What academic skills are nurtured in this learning experience?

- | | |
|---|--|
| <ul style="list-style-type: none">• Reading<ul style="list-style-type: none">◦ Generating definitions for words◦ Studying illustrations and photographs◦ Retelling the story elements◦ Understanding figurative language• Language<ul style="list-style-type: none">◦ Develop an understanding of literal and nonliteral words. | <ul style="list-style-type: none">• Speaking & Listening<ul style="list-style-type: none">◦ Asking clarifying questions and elaborating• Writing<ul style="list-style-type: none">◦ Writing narratives (stories) real and/or imagined using literary devices. |
|---|--|

What will you need to prepare?

- Plan your introduction and context connection.
- Plan how you'd use the flash cards/word wall cards to define the key terms.
- Plan how you'd show how literary devices deepen reader comprehension.
- Review the definitions on the word cards (revise the contents if you'd like).
- Reread *Riding Magic*. Use post-its to identify the literary devices.
- Practice oral storytelling and/or writing using the literary device activities.

Plan your introduction: Similar to yesterday, you'll want to plan out an introduction. Think about how you can use the introduction to remind readers of the book while also preparing them to learn more about literary devices. You may also introduce storytelling and the concept of a mentor text.



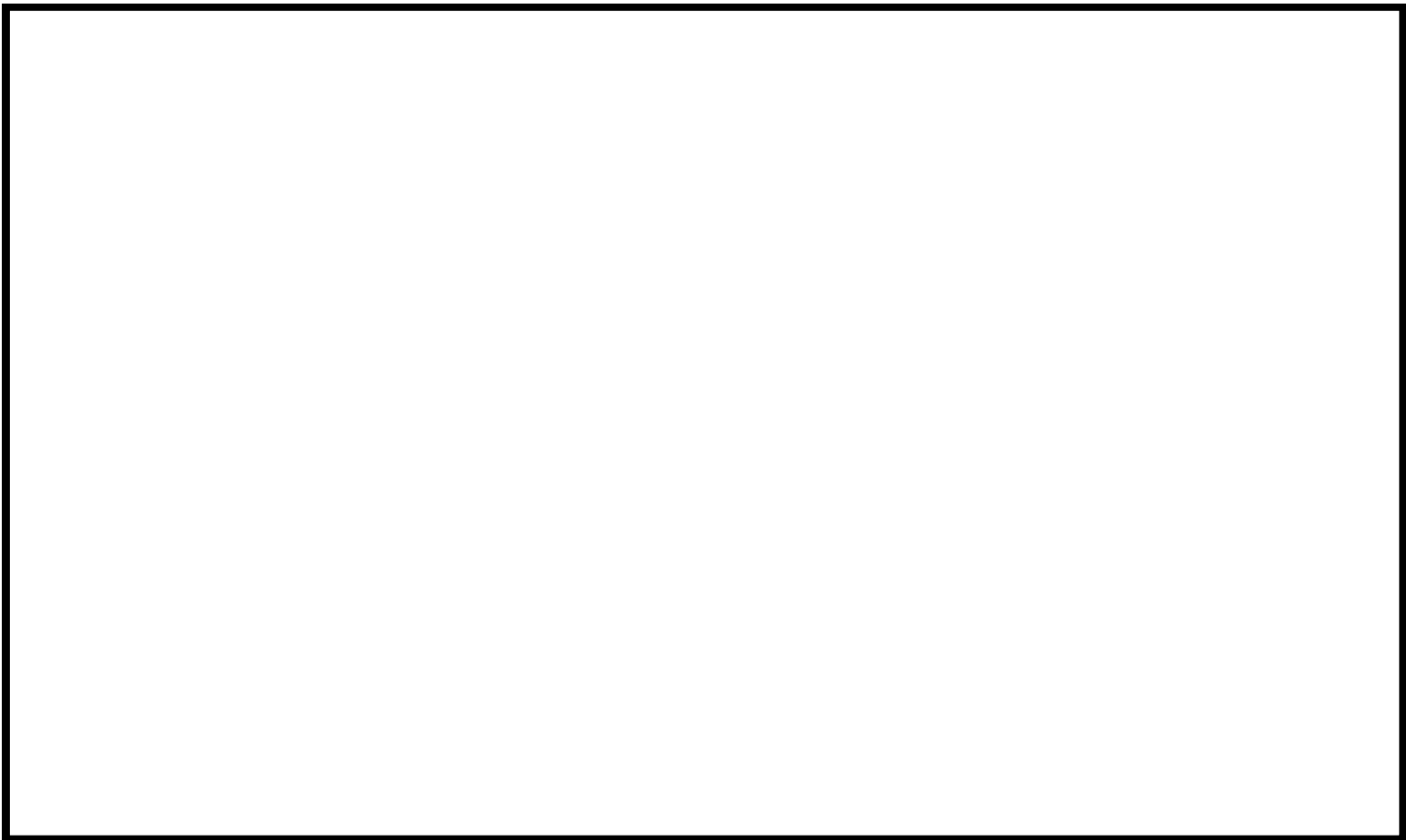
Plan your context connection: How might your readers be connected with today's topic? Why might literary devices matter to them as readers and writers? How can they make connections to oral storytelling and writing?



Plan how you'll introduce the definitions: Today you'll introduce terms that your readers may or may not be familiar with. It is important to ensure that they have a basic understanding of the definitions before you reread the text. The educator guide has provided you with word cards that include the word, a definition, and an image that represents the definition. There are several ways that you might introduce these terms to your readers.

Here are a few possibilities:

- **Visual Support** - Using the long word cards introduce the key words. Say them aloud, have your readers repeat you, and then discuss how the picture on the word card can help readers understand what the word means. If the image is not helpful, invite your readers to draw their own image using a post-it. Have readers explain (either to a partner or the group) how their image represents the definition of the new word.
- **Matching Game** - Using the perforated word cards pre-cut the key words, definition, and images. After introducing them to your readers have them sort and match the key words with their respective definition and image.



Literary Device

A technique or skill used by authors to **add meaning and style to writing.**



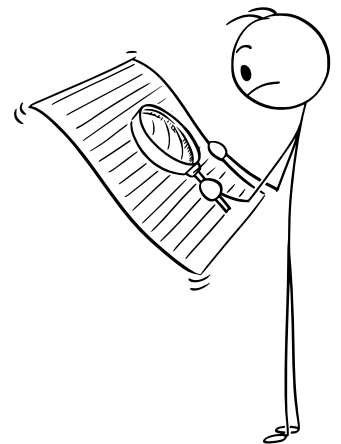
Figurative Language

Words or phrases that use imagery, symbols, sounds, comparisons and other techniques **to deepen meaning beyond the literal.**



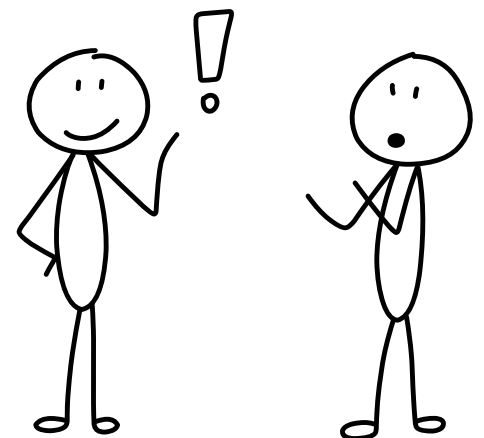
Mentor Text

A text (book, video, song, poem, etc.) that is **studied closely and used as a guide for stronger writing.**



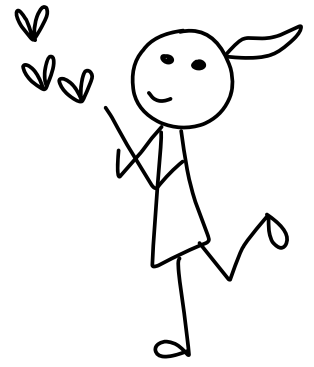
Oral Storytelling

Telling stories aloud instead of writing them down.



Alliteration

When a group of words that are close together **repeat the same initial consonant sound**. This adds movement or a tempo to writing.



Lilly loves lifting her long legs.

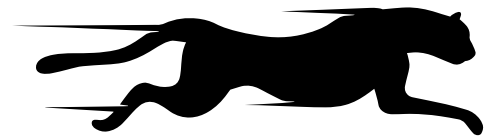
Onomatopoeia

When **words are spelled like the sound being made**. This helps readers “hear” and imagine a text. It can also add humor.



Similes

Comparing and connecting two things using the words “like” or “as”. This helps readers visualize and understand a text better.

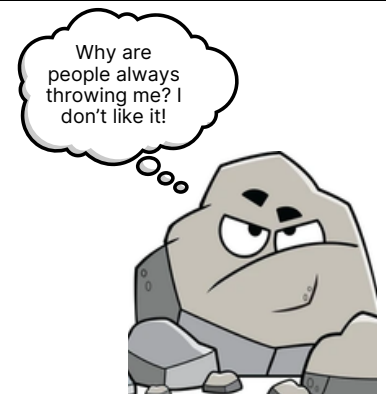


He ran as quick as a cheetah.

Personification

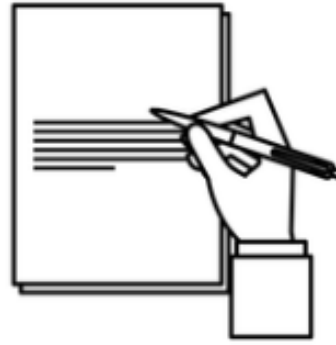
Giving a non-living thing (like a rock) living abilities (like talking).

This helps readers make deeper connections to characters, visualize, and inspires imaginative thinking.



Literary Device

A technique or skill used by author's to **add meaning to something literal.**



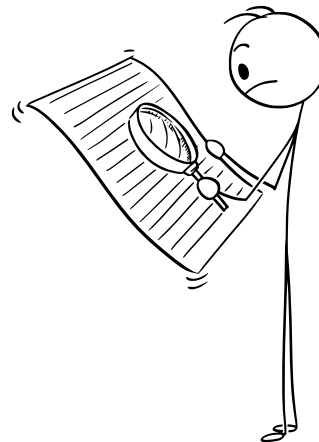
Figurative Language

Words or phrases that are not meant to be taken literally, but are **used to compare or connect literal words to deepen their meaning.**



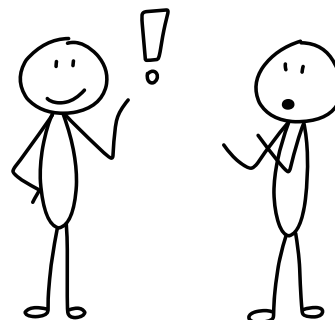
Mentor Text

A text (book, video, song, poem, etc.) that is **studied closely and used as a guide for stronger writing.**



Oral Storytelling

Telling stories aloud instead of writing them down.



Alliteration

When a group of words that are close together **repeat the same initial consonant sound**. This adds movement or a tempo to writing.



Lilly loves lifting her long legs.

“tiny as toys”

Onomatopoeia

When **words are spelled like the sound being made**. This helps readers “hear” and imagine a text. It can also add humor.



“Ba-bum”
“Clip-clop”

Simile

Comparing and connecting two things literal things using the words “like” or “as”. This helps readers visualize and understand a text better.

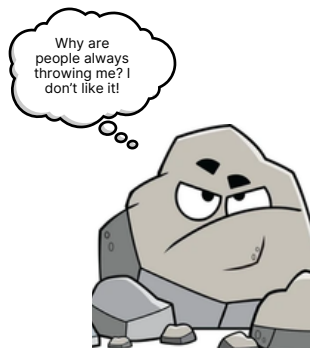


He ran as quick as a cheetah.

“My big sister Leah hops on her horse and holds the reins like a pro”

Personification

Giving a non-living thing (like a rock) living abilities (like talking). This helps readers make deeper connections to characters, visualize, and inspires imaginative thinking.



Why are people always throwing me? I don't like it!

“making shadows gallop”

Plan how you'll reread the text: The goal of this portion of the learning experience is to reread parts of the text that shows the literary devices being introduced. Below are the specific quotes you'll return to. You might read the each page first (without the line that has the literary device) and discuss with the readers what it means. Then reread with the page with the sentence and discuss how it helped you understand the character better.

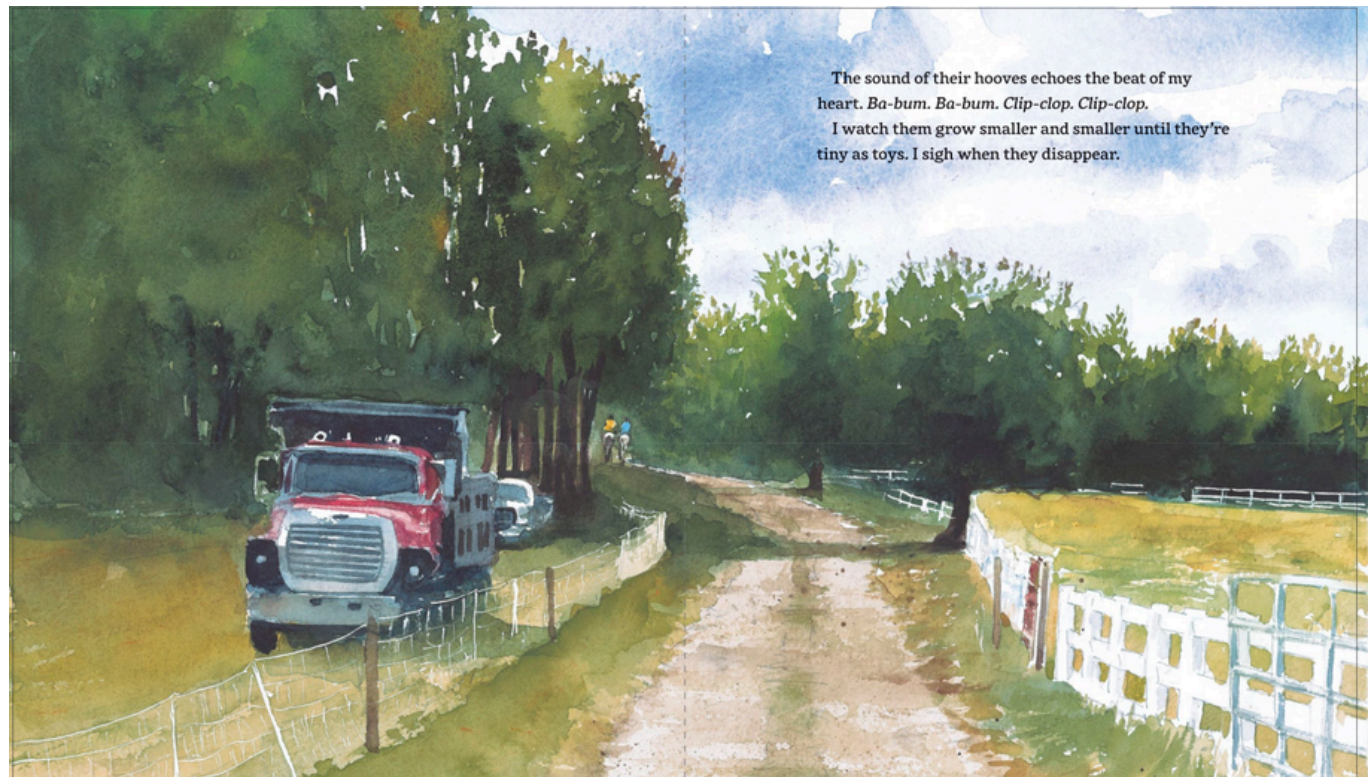
Alliteration	"I watch them grow smaller and smaller until they're tiny as toys" (p. 9)	Alliteration	"Sunlight streaks through the leaves, making shadows gallop." (p. 10)
Onomatopoeia	"Ba-bum" (pages 5-6, 21-22, and 25-26, and 27-28)	"Clip-clop" (pages 5-6, 15-16, 21-22, and 27-28)	
Simile	"My big sister Leah hops on her horse and holds the reins like a pro" (page 1)	"I watch them grow smaller and smaller until they're tiny as toys" (page 6)	"Magic's ebony coat shines like it's covered with stars" (page 9)
	"It all comes out in a rush, like horses thundering down a trail" (page 18)	"I sit up tall and proud and feel like I am on top of the world" (page 29)	

READ ALOUD

Sample Page

Alliteration:

What repeated letters do you hear when I read the sentence: “I watch them grow smaller and smaller until they’re tiny as toys”. That’s called alliteration! It’s a creative way for writers to add rhythm to their words. Let’s read it again, but when we get to the words tiny and toys let’s emphasize them with rhythm!



Simile:

Let’s read this sentence without the simile added. “I watch them grow smaller and smaller”. What do you imagine in your mind? What is happening on this page?

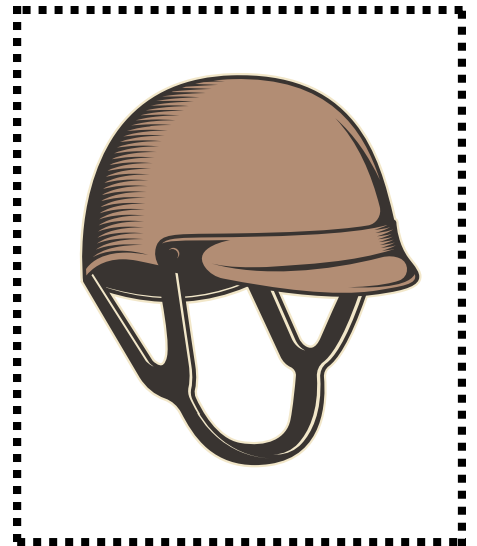
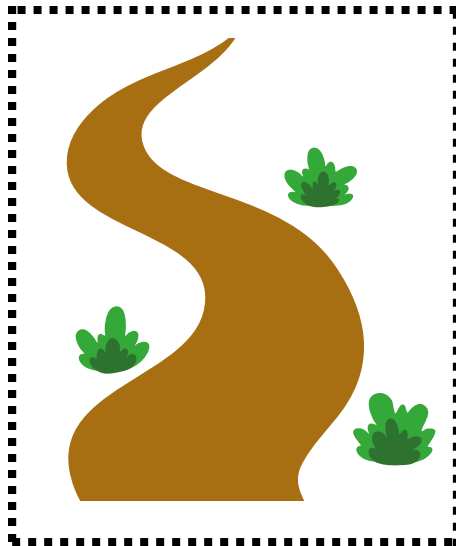
Now, let’s read it with the simile and see how it adds to our understanding of the page. “..until they’re tiny as toys.” What do you see in your mind as you’re listening to the sentence now? What do you understand better now that the simile is added?

Onomatopoeia:

Read the first sentence without the onomatopoeia. Ask readers what they imagine is happening in the story. Now reread it with the onomatopoeia. Have readers discuss what they can hear/see/feel and how that adds to their understanding of the story.

Plan how you'll engage with Riding Magic as a mentor text:

Remember, a mentor text is any text that can be used as an example or guide. The next portion of this learning experience invites readers to become writers. Using the literary devices featured in the text readers will write their own captions to any of the images below. This can be done as a group, in partnerships, or independently depending on the reader's ability. You could even try a few together, then as partners, and end with readers (now writers) writing the captions independently.



LEARNING EXPERIENCE

Closing

How might you wrap up today's learning?

There are several ways that you can conclude today's experience. You can spend time together reviewing the literary device terms, rereading parts of the text, or returning to the sentences you created. Jot down a few ways you think you'd like to wrap up.

Getting Ready For LE3

Remember, the closing is a brilliant way to introduce tomorrow's learning experience to spark joy, curiosity, and anticipation. LE3 focuses on Black equine pioneers and their legacies. One way you could get ready is by showing a sneak peak of the trading cards.



Learning Experience 3 – Trailblazers: Evoking the Memories of Black Equine Pioneers

Parts of this LE:

- Black Equine Trading Card Introduction (5 mins) - To take a brief inventory of what your learners might already know, show them the images on the playing cards and see if they can either (1) say the person's name or (2) describe what they see, notice, and wonder about the person.
- Research (20 mins) - This is a time for your learners to gather as much information as they can about Black equine pioneers. Learners can work in a range of different groupings. They can also use the suggested note-catcher or one that you generate together.
- Trading Card Mania! (15 mins) - With their new information, the learners create a set of trading cards that will be shared amongst their peers. Encourage them to add as many unique details to teach others about their Black equine pioneer.
- Each One Teach One (10 mins) - In smaller groups or partnerships have the learners teach each other what they've learned. Be sure to have them use their trading card!
- Closing (5 mins)

Introduction - Often in our K-12 schooling experience we read one book, take a quiz, maybe make a cute project, and then move on. The hope for this LE is that learners come to understand that books are only starting points for on-going inquiry and learning. As you were reading with your learners you hopefully felt your curiosity about the history of horses, specifically in the Black community, growing. Today is the day to take that curiosity further! This lesson is an invitation to study the historical legacies of Black equine pioneers like Bill Pickett, Stagecoach Mary Fields, and Nat Love. Together, you'll create trading cards to artistically represent the information you've researched and trade cards with each other!

What academic skills are nurtured in this learning experience?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ◦ Reading, summarizing, and paraphrasing. ◦ Reading across texts about the same topic to synthesize/combine knowledge. • Writing <ul style="list-style-type: none"> ◦ Generate a summary of nonfiction biographical information. | <ul style="list-style-type: none"> • Speaking & Listening <ul style="list-style-type: none"> ◦ Asking clarifying questions and elaborating • Social Emotional Learning <ul style="list-style-type: none"> ◦ Develop self-awareness to affirm a strong sense of identity. ◦ Develop interpersonal skills to establish and maintain supportive relationships. ◦ Develop decision-making skills. |
|---|---|

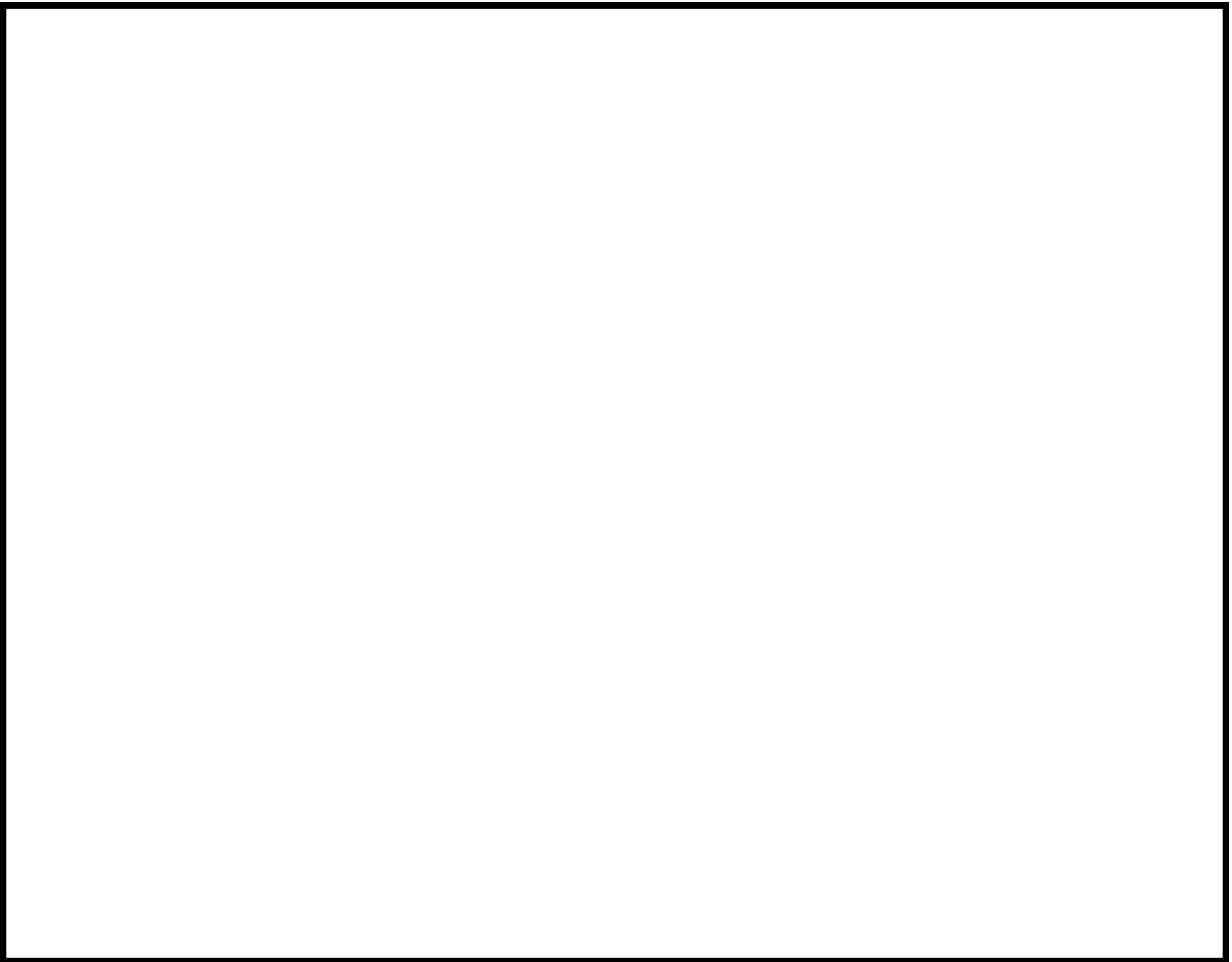
What will you need to prepare?

- Plan your introduction and context connection.
- Identify the best method of research.
- Gather art materials
- If time allows* - Create your own example of a trading card using one of the Black equine pioneers.

Plan your introduction + context connection :

To keep the book *Riding Magic* at the forefront, you'll want to incorporate the text in your introduction. You might share how reading a book about horses led you to wonder about horses in real life. You'll want to emphasize how amazing books can pique our curiosity. And whenever we're curious we should go and learn more (research).

This is also a great time for learners to make connections to the topic. You can show them the images of Black equine pioneers. Have your learners study the pictures to (1) say the person's name or (2) describe what they see, notice, and wonder about the person.



BLACK EQUINE PIONEER TRADING CARDS



***Learners can write the information they research on the back of the trading cards.**

Plan how you'll introduce the idea of research:

Depending on your learner's age and ability you'll want to consider how introduce/remind them of the power of research. You could explain any of the following to them:

- Learning more about a topic requires some "digging". Introduce research process chart.
- This digging could include watching videos, listening to podcasts, reading, even interviewing people.
- The goal of research is not just to gather as much information as possible, it's also to teach others!

The resources you use for this lesson depends on what you have access to. Below are a series of suggestions for research tools that you can use. There is also a QR code for Riding Magic Padlet that has videos, picture book suggestions, and other research tools. Before you begin researching, I would suggest you give your learners time to explore the materials to become familiar with their options.

- Books (wordless, picture, nonfiction, etc.)
- Podcasts
- Videos
- Photos
- Social Media
- Newspapers and T.V.
- Libraries and archive



You'll also want to consider your teaching method. This will be dependent upon the independence of your learners. Here are some options:

- Open inquiry - The learners develop both the question and method of research.
- Guided inquiry - The learners develop the question and the guide develops the method of research.
- Guided practice - The guide generates the questions and method of research. The guide coaches the learner throughout the research process.
- Demonstration - The guide literally demonstrates the process of a micro version of research from start to finish. As it demonstrates, the guide is voicing over its decision making.
- Example + explanation - The guide shows a finished example (questions, research, trading card) and then explains each step of the creating process.

RESEARCH PROCESS

Anchor Chart

1



GET CURIOUS!

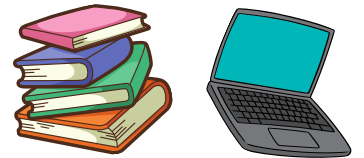
Research begins when we see something in the world that makes us curious



2

GENERATE QUESTIONS & CURIOSITIES

Once something catches your interest spend time creating questions. Ask yourself, "What am I curious about?"



3



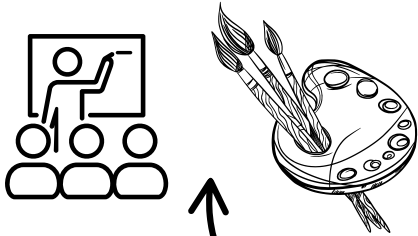
GATHER RESEARCH TOOLS

Books
Computers
Television
Libraries
Magazines + Newspapers
People
Nature

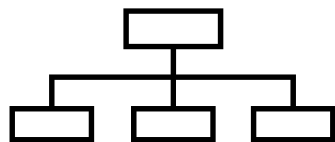
5

SPREAD THE WORD!

You can create something that shares your learning with other people!



4



ORGANIZE YOUR LEARNING

As you collect information, be sure to document it in an organized way.

BLACK EQUINE PIONEER

Note Catcher

Get Curious! What did you see that made you curious? What is your research topic?

Now that you're curious, what questions do you have about your research topic?

SUGGESTIONS FOR CURIOUS QUESTIONS:

- Birth information (date and place)
- Family
- Childhood Experiences
- Youth Experiences
- Adult Life
- Accomplishments
- Interests and Hobbies
- Obstacles
- Triumphs
- What is this person known for?

Use this section to create your own note catcher. You can also use other pre-made graphic organizers of your choosing.

Trading Card Explanation:

The intention of this section is to first incorporate Black history and art. Creating is such an important and special part of learning. It is a way for learners to artistically show what they know and because it has endless options, art is both accessible and adaptable. During this section of the LE, you'll want to encourage your learners to use the information they gathered to create a trading card. You could show them examples of trading cards (or the example you created). With the materials provided (and this can happen 100% with technology), have the learners create a trading card set (emphasis on set). You'll want them to create a smaller trading card so they can make at least four. The goal is for them to literally trade their cards and walk away with a set of cards created by everyone involved.

This section also depends on the number of overall participants. Below are a few if/then suggestions for groupings/pairings.

- Less than 2 participants - If it is just you and the learner, you can make an entire set of trading cards (1 for each Black equine pioneer) and teach each other what you've learned. You could also share your cards with a friend, other family members, even your school community!
- 2-4 participants - Set up partnerships. Each partnership can create 2-3 cards each to be traded (making a set of 4-6 cards).
- 5+ participants - Have each participant pick one Black equine pioneer. They will make 1 set (4 of the same trading card) to represent their chosen person. Then in small groups they will trade their cards. Each participant should walk away with a full set.

LEARNING EXPERIENCE

Closing

How might you wrap up today's learning?

One of the goals of this LE is to encourage learners to read, grow curious, research, and then share their knowledge with others. You could end this LE by having learners name what they're still curious about then have them make a brief plan to research and share.

Getting Ready For LE4

By now you're a whiz at getting your learners ready for the next LE. Remember, make connections between what you've just experienced and the LE that is queued up for the next session. Get creative, but keep it brief.



LE 4

Learning Experience 4 – The Power of Affirmations: Building a Resilient Mindset

Parts of this LE:

- Rereading Riding Magic (10 mins) – To make sure that the story is fresh on the minds of your learners, you'll spend time rereading Riding Magic. Use the questions from LE 1 that focus on character feelings and mindset.
- What is a self-talk? (5 mins) – Here you'll introduce the concept of self-talk and affirmations.
- Creating Our Resilient Self-Talk Phrases (15 mins) – The main character in Riding Magic used affirmations to push past her fear. This section of the LE will invite your learners to not only create affirmations, but also make a plan to use them.
- Sharing + Closing (10 mins)

Introduction – One aspect of the character development in *Riding Magic* is the use of positive self-talk or affirmations. Whenever the main character is feeling scared or is facing an obstacle they say positive things to themselves which helps the character face challenges and build a mindset of resilience. This learning experience is an invitation for readers to build their own mindset of resilience by developing their own self-talk practices through affirmations.

What academic skills are nurtured in this learning experience?

- Writing
 - Generating and revising ideas.

- Speaking & Listening
 - Asking clarifying questions and elaborating
- Social Emotional Learning
 - Develop self-awareness to affirm a strong sense of identity.
 - Develop interpersonal skills to establish and maintain supportive relationships.
 - Develop decision-making skills.

What will you need to prepare?

- Reread *Riding Magic* and mark the spots that show positive self-talk.
- Identify a video of your choosing that demonstrates positive self-talk that is appropriate.
- Generate your own positive self-talk phrases as examples for your readers.
- Plan your introduction and context connection.

Plan your introduction: Ask yourself: How do you want to introduce the overall learning experience? You could briefly talk about what you've learned and experienced so far. Another option is to introduce the focus for today (writing affirmations).

***Please note this can be planned after you read the book.**

Plan your context connection: What connections can you and your readers make to positive self-talk? Here are a few options:

- Talk with your readers about what it means to have a brave mindset. How does someone become braver?
- You could share a very short story about how you had to use positive self-talk to be brave.

Plan how you'll introduce the idea of positive self-talk/affirmations:

There are several ways to introduce positive self-talk to your readers. Here are a few options:

- You could show a clip of a **cartoon** or TV. show where a character is engaged in positive self-talk.
- You could play a **song** that uses.
- You could show an image and/or social media post of someone demonstrating.

Plan how you will guide your readers in making positive self-talk affirmations:

Have fun with this part! The goal of this portion of the learning experience is to guide readers to prepare to develop a brave mindset through affirmations. How you do this depends on the time and resources you have. Here are a few suggestions for making affirmations:

- Using the affirmations guide on the next page work with your readers (either as a group, partners, or independent) to generate affirmations. End by having readers say their affirmations aloud (either as a group, to their partner, or to themselves).
- As a group, create an affirmations chant, song, and/or poem.
- In small groups, have readers use chart paper to write affirmations. They can then use art materials to create a poster celebrating themselves and their affirmations.

POWERFUL AFFIRMATIONS

Positive Self-Talk

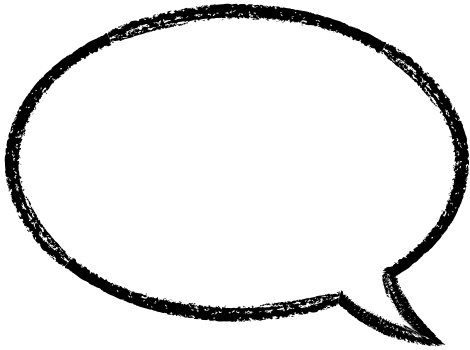
Hello reader!

We finished reading *Riding Magic*, a beautiful story of a young Black girl overcoming her fears to ride her favorite horse, Magic. One of the things our character did to become stronger and resilient was to say positive self-talk phrases or affirmations to herself.

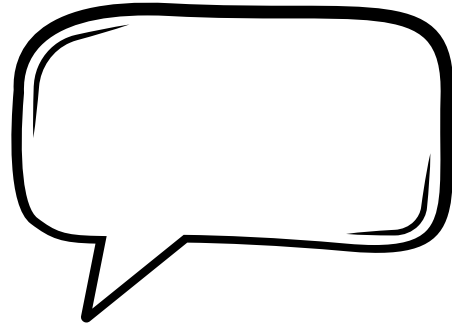
Today you'll create your own affirmations that you can use when you're scared, upset, or doing something challenging.

Use the guide below to create your own phrases.

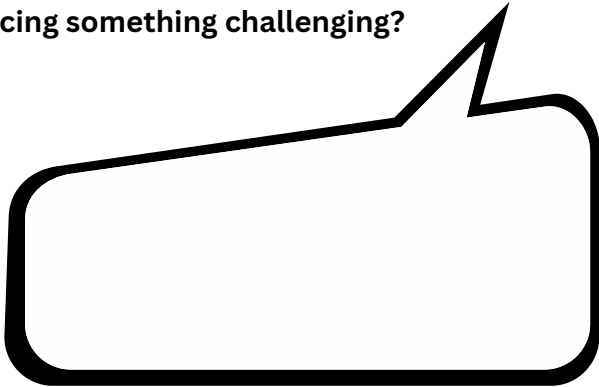
What would you say to yourself when you're scared?



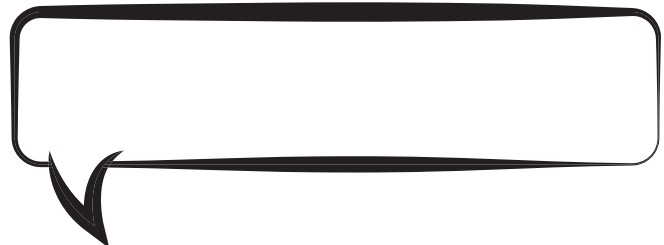
What would you say to yourself when you're upset?



What would you say to yourself if you were facing something challenging?



What would you say to celebrate yourself?



LEARNING EXPERIENCE

Closing

How might you wrap up today's learning?

There are several ways that you can conclude today's experience. You can spend time together saying your affirmations or describing the plan to use the affirmations. Jot down a few ways you think you'd like to wrap up.



Getting Ready For LE5

It's all up to you now! Tomorrow's LE explores horses from around the world! To get your learners ready you could show the images of the horses located in the materials from LE5.





LE 5

Learning Experience 5 - Meet the Equine Family: Horses from Around the World

Parts of this LE:

- Horse Trading Card Introduction (5 mins) - To take a brief inventory of what your learners might already know, show them the images on the playing cards and see if they can either (1) say the horses type/name or (2) describe what they see, notice, and wonder about the horse.
- Research (20 mins) - This is a time for your learners to gather as much information as they can about a horse of their choice. Learners can work in a range of different groupings. They can also use the suggested note-catcher or one that you generate together.
- Trading Card Mania! (15 mins) - With their new information, the learners create a set of trading cards that will be shared amongst their peers. Encourage them to add as many unique details to teach others about their horses.
- Each One Teach One (10 mins) - In smaller groups or partnerships have the learners teach each other what they've learned. Be sure to have them use their trading card!
- Closing (5 mins)

Introduction - This LE should feel quite similar (if not identical) to LE 3 and this is intentional. Repeated experiences help us emphasize a specific skill, method, or outcome of learning. The hope for this LE is that learners will again experience starting with a book, developing a curiosity, and then extending their learning through researching and teaching/learning from others.

What academic skills are nurtured in this learning experience?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ◦ Reading, summarizing, and paraphrasing. ◦ Reading across texts about the same topic to synthesize/combine knowledge. • Writing <ul style="list-style-type: none"> ◦ Generate a summary of nonfiction biographical information. | <ul style="list-style-type: none"> • Speaking & Listening <ul style="list-style-type: none"> ◦ Asking clarifying questions and elaborating • Social Emotional Learning <ul style="list-style-type: none"> ◦ Develop interpersonal skills to establish and maintain supportive relationships. ◦ Develop decision-making skills. |
|---|---|

What will you need to prepare?

- Plan your introduction and context connection.
- Identify the best method of research.
- Gather art materials
- If time allows - Create your own example of a horse trading card.

Plan your introduction + context connection :

When you are repeating a learning experience, you'll want to encourage the learners to treat your teaching not as an introduction, but as a reminder and extension of what was previously taught. You could begin your LE by either showing the learners your trading card set or having them explain how they created their own trading card set during LE 3. Remind the learners of the process (starting with a book, developing a curiosity, doing research, and then teaching others).

Plan how you'll remind your learners about the process and power of research:

- Depending on the outcome of LE 3 you might pick the same or different teaching method.
- Teaching Method - open inquiry, guided inquiry, guided practice, demonstration, example + explanation
- Remind children of the different tools they can use to research.
- Give them time to say which tools they found to be the most helpful (videos, podcast, picture study, diagram study, etc.)
- Depending on your chosen method, begin teaching and/or get your learners started in researching.

HORSES FROM AROUND THE WORLD TRADING CARDS



The Abyssinian Horse
Country of Origin: Ethiopia , Africa



The Criollo Horse
Country of Origin: Argentina, South America



The Friesian Horse
Country of Origin: Friesland, North Netherlands



The Mongolian Horse
Country of Origin: Mongolia, China

***Learners can write the information they research on the back of the trading cards.**

RESEARCH PROCESS

Anchor Chart

1



GET CURIOUS!

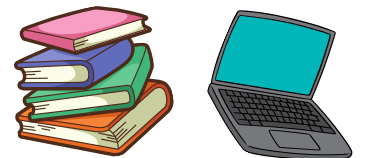
Research begins when we see something in the world that makes us curious



2

GENERATE QUESTIONS & CURIOSITIES

Once something catches your interest spend time creating questions. Ask yourself, "What am I curious about?"



3



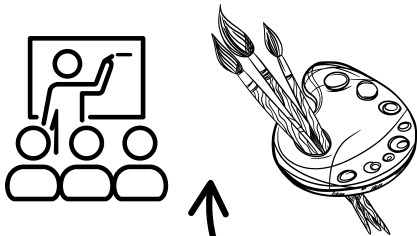
GATHER RESEARCH TOOLS

Books
Computers
Television
Libraries
Magazines + Newspapers
People
Nature

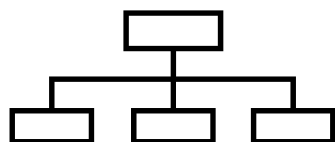
5

SPREAD THE WORD!

You can create something that shares your learning with other people!



4



ORGANIZE YOUR LEARNING

As you collect information be sure to document it in an organized way.

HORSES FROM AROUND THE WORLD

Note Catcher

Get Curious! What did you see that made you curious? What is your research topic?

Now that you're curious what questions do you have about your research topic?

SUGGESTIONS FOR CURIOUS QUESTIONS:

- Country of origin
- Size
- Height
- Hair color
- Hair type
- Diet
- Use
- Life Cycle
- Fun facts!

Use this section to create your own note catcher. You can also use other pre-made graphic organizers of your choosing.

Trading Card Explanation:

Repetition can be a powerful teaching method, especially when practicing a process as complex as research. This second round of researching should be similar to LE 3. However, you might choose different teaching methods or increase the number of trading cards that your learners produce. This increases your expectations and the rigor of the research experience.

This section also depends on the number of overall participants. Below are a few if/then suggestions for groupings/pairings.

- Less than 2 participants - If it is just you and the learner you can make an entire set of trading cards (1 for each Black equine pioneer) and teach each other what you've learned. You could also share your cards with a friend, other family members, even your school community!
- 2-4 participants - Set up partnerships. Each partnership can create 2-3 cards each to be traded (making a set of 4-6 cards).
- 5+participants - Have each participant pick one Black equine pioneer. They will make 1 set (4 of the same trading card) to represent their chosen person. Then in small groups they will trade their cards. Each participant should walk away with a full set.

LEARNING EXPERIENCE

Closing

How might you wrap up today's learning?

There are several ways that you can conclude today's experience. You can spend time together playing with your trading cards or even thinking of new topics for research. Jot down a few ways you think you'd like to wrap up.

Getting Ready For LE6

Here are some other options for getting ready:

- You can do this in a few ways: introduce tomorrow's lesson title and a mini-description of what you'll do.
- You could ask the learner what they think they *should* experience next.



LE 6

Learning Experience 6 – The Power of Family: Building Supportive Family and Community Traditions

Parts of this LE:

- Defining family (or community) for ourselves (5 mins) – It is important to recognize that “family” can mean different things to people. To honor the different conceptions of family this lesson begins with you and the learner(s) defining family, not using societal standards, but using your own words and beliefs.
- Rereading (10-15 mins) – To remind learners of the theme of family in Riding Magic you can reread it with that specific lens. Return to LE 2 and use the questions that focus on the relationship between the main character and their family.
- Creating, Returning to, and Celebrating Our Family Traditions (20 mins) – Using your chosen definition of family, you and your learners will generate a list of new, existing, or forgotten family traditions. You’ll make a plan for how you’ll maintain these traditions and how you’ll bring others into your traditions.
- Closing (5 mins)

Introduction – This culminating LE is incredibly special. Being able to define family for ourselves and honor that family with unique traditions is a powerful act of cultural resilience. This LE will hopefully empower learners (regardless of their age) to recognize the role they play in preserving and maintaining family traditions.

What academic skills are nurtured in this learning experience?

- Speaking & Listening
 - Asking clarifying questions and elaborating
- Social Emotional Learning
 - Develop self-awareness to affirm a strong sense of identity.
 - Develop interpersonal skills to establish and maintain supportive relationships.
 - Develop decision-making skills.

What will you need to prepare?

- Plan your introduction and context connection
- Reread Riding Magic and plan your family specific questions
- Closing

Plan your introduction + context connection :

One of the many aspects of Riding Magic that makes it beautiful are the central themes of family support and traditions. This final LE is designed to support you and your learners in creating your own family and/or community rituals. Consider how you'll introduce the idea of traditions. You could share examples from your own family and community. You'll want to explain the deeper cultural meaning. They're not activities. They're experiences that bring us closer together. You'll also want to discuss what defines a family. You can expand the notion of family to include chosen family, friends, and community.

Plan how you'll reread Riding Magic:

During this rereading you'll want to specifically focus on questions that spotlight the relationship between the main character and their family. You want to also ensure that learners notice the tradition of horse riding. Be sure to discuss the significance and how it makes the family closer. Use the space below to document the questions you plan to ask.

Plan you will guide your learners in creating, returning to, and celebrating family traditions:

The goal of this segment of this LE is to work with your learners to generate ideas for family and/or community traditions. This could include traditions for holidays, birthdays, milestones and seasons. Use the section below to plan how you will guide learners to generate and implement these traditions.

A large, empty rectangular box with a thick black border, intended for the user to write their plan for guiding learners in creating, returning to, and celebrating family traditions.

LEARNING EXPERIENCE

Closing

How might you wrap up today's learning?

There are several ways that you can conclude today's experience, but keep in mind this is the last LE of this unit. Make your closing extra special! Although you could spend time with the trading cards or thinking of new topics for research, consider creating a closing that helps you and your learners reflect on everything they've experienced from LE1 until now. Jot down a few ways you think you'd like to wrap up.

It's only the beginning!

You made it to the end of this learning series! Congratulations! This may feel like the end, but it's only the beginning. In this series featuring Riding Magic you read aloud, learned about literary devices, researched Black equine legends and explored horses from around the world. Guess what? You can transfer this series of learning experiences to other texts like books, movies, tv shows, and so much more! Reuse these experiences as you see fit!

HORSE ORGANIZATIONS

Let's keep learning!

Although you've made it to the end of the Riding Magic Educator Guide this is only the beginning of your learning! Below is a list of organizations that either encourage us to continue learning about horses or develops our connection with reading. Scan the QR coedes to learn more!

