

Billy and Blaze

Billy and Blaze

Book by C. W. Anderson

Unit Study by Heidi Jasper

Social Studies

Time Period

Use clues to determine the time period of the story

-clothing

-hairstyles

-camera

-furniture

-use of a plow horse

Was it 100 years ago? 50 years ago? Find a book on that time period in the library to learn more about life 50 years ago.

Reward for a Job Well Done

Has your child ever received an award? Did he have to work hard for it? What are some of the things he had to do? Has your child ever worked hard for an award but not won it? Discuss those feelings as well.

Bible verses about rewards:

I Cor. 9:24-27

Phil. 3:13-14 Matchbook

Matt. 16:27

Pet Names (this includes some math, too)

How does Billy choose names for his pets? How do you? (Read *The Little Rabbit* and *Jenny's Surprise Summer* and discuss how these characters picked names for their pets.) Let your student survey (we usually make phone calls) family and friends. How did they decide on a pet name?

Use the chart to record the results. If someone has more than one pet (a bird and two dogs) make sure to record each pet as a separate entry.

Pet named for color

Pet named for body markings

Pet named for personality

Pet named for character (television, movie, book, etc.)

Pet named just because you loved the name!

Other

Birthday Traditions

Why do we celebrate birthdays? Discuss the different birthday traditions you share in your family.

Geography

This story doesn't reveal its exact setting. If you'd like to study some geography this week, you may want to choose the state of Kentucky. Kentucky has many different horse shows; the Kentucky State Fair hosts the World Championship Horse Show; this prestigious event attracts over 2,000 horses and people from all over the country and the world, awarding more than \$1 million in premiums. In another Billy and Blaze book, *Blaze and the Spotted Gray Pony*, there are many horse farms which are also found in Kentucky.

Language Arts

Classic Story: 1936 Classic

A classic is a book that has survived the test of time. You may want to explain this to your student by making (or using what you already have) a time line. Let your student place your date of birth, his date of birth, and the "birth" of this book on the line. The visual representation will help him understand what a classic is. Mention other classics you have read; you may even want to place them on the time line as well.

Point of View

This story is written in 3rd person. Someone else is telling the story using words like "he, she, his, etc." Find a book written in the 1st person point of view and compare.

Descriptive words: Adjectives

Words that help describe an object (telling us more about that object) are called adjectives, they tell us more about an object. Look at page 6. Listen for the descriptive words about the pony (beautiful, bay, four white, white) These words help you to picture the object in your mind.

Pick an item. Make a list of describing words for it.

Go-along book for learning about adjectives: *Many Luscious Lollipops* by Ruth Heller

Vocabulary

prancing- to walk or move about in a lively and proud manner

proud- much pleased

stable- a building in which domestic animals are sheltered and fed

galloping- running fast

limped- to go slowly or with difficulty

bridle- device for controlling a horse made up of a set of straps enclosing the head, a bit, and a pair of reins

gaily- in a happy or lively way

Art

Medium: Black Ink

Practice drawing with black ink. Make a picture of your pet (real or desired) and yourself.

Crosshatching

Crosshatching is a technique of crisscrossing lines of ink to create depth, shading, or texture.

Look at the wide variety in the book (Billy's curly hair vs. his shorts, Blaze's hair vs. Rex's hair, the curtains vs. the table cloth, trees vs. grass, etc. Encourage your student to add some crosshatching to her black ink drawing.

Details in Art

Can you find hidden animals in the woods on pages 18-19?

Math

Measurement- Hands

How to measure a horse or pony. A "hand" is equal to 4 inches. A horse/pony is measured from the ground to the top of his withers (shoulders). So a pony that is

40 inches high is said to be 10 hands high. Practice counting by 4s. How many inches tall would a 15 hands horse be? A 17 hands horse? An 8 hands high pony?

Measurement- Dog Years

Conventional Wisdom says 1 human year is equal to 7 dog years. So a dog that is 2 years old is considered to be 14 dog years old. Practice counting by 7s. How old is a 5-year-old dog? A 10-year-old dog?

Science

Ponies and Horses

A pony is not a baby horse. It is entirely fully grown. Ponies are equine breeds that are less than 14.2 hands high (57 inches).

Pony Care

1. Ponies need a field with plenty of short juicy grass to eat (or plenty of hay in a stable)
2. Ponies are tough, but they need some sort of accessible shelter (shade from the sun and bad weather); they also need shelter on cold winter nights
3. Ponies need a trough of fresh, clean water every day
4. A pony needs company; it's best to keep it with a donkey or another pony
5. If a pony is kept in a stable, the stable needs cleaned twice daily. The pony will need taken out of the stable each day for at least two hours of exercise.

Your older student may be interested in researching different breeds of ponies-- Shetland Pony, Welsh Mountain Pony, and Chincoteague Pony will get him started. He may also want to learn more about The Pony Express.

Horses- Facial Markings

Horses have are unique just like people. Ask your student to recall how Blaze got his name. Tell him that there are other facial markings as well.

Blaze - a wide white stripe down the center of the face

Star - a white patch between the eyes

Snip - a white patch between the nostrils

Stripe - a long narrow white strip down the center of the face

Caring for an Injured Animal (information from *The Wildlife Center of Virginia*)

What should your student do if she finds an injured animal?

If you find a sick or injured wild animal, or a baby animal in need of intervention, please contact a licensed wildlife rehabilitator in your area as soon as possible. Special care should be taken in dealing with high-risk rabies species - raccoons, skunks, foxes, bats and groundhogs. You should wear heavy leather gloves when handling; try to get the animal to move into a box or crate on its own.

To provide temporary shelter for a sick, injured or orphaned animal: keep the patient warm and dry (a box with a cloth/towel in the bottom and a lid) and keep the patient in a quiet place. A heating pad underneath the box may be used to help keep the patient warm (put the pad on a low setting). You shouldn't offer food or water to an animal unless advised to do so by a licensed wildlife rehabilitator.

Many times, if you find a baby animal, you should leave it alone; it's probably fine (unless it is obviously injured). You can read more in the following links about whether or not to "rescue" a baby animal.

Just for Fun

Field Trip Ideas

Plan a field trip to your local vet.

Plan a visit to the 4-H fair. Watch a horse show, visit the barn and talk to someone about horse care, breeds, western vs. English riding, what you have to do to get a horse ready to show (training, clipping, hooves, currying, vaccines, braiding, etc.), and parts of the horse and tack (saddle, bridle, halter, etc.).

If your student enjoys this book, you may also want to read:

Blaze and the Gray Spotted Pony by C.W. Anderson

Blaze Shows the Way by C.W. Anderson

Blaze and Thunderbolt by C.W. Anderson

Blaze and the Lost Quarry by C.W. Anderson

Blaze and the Mountain Lion by C.W. Anderson

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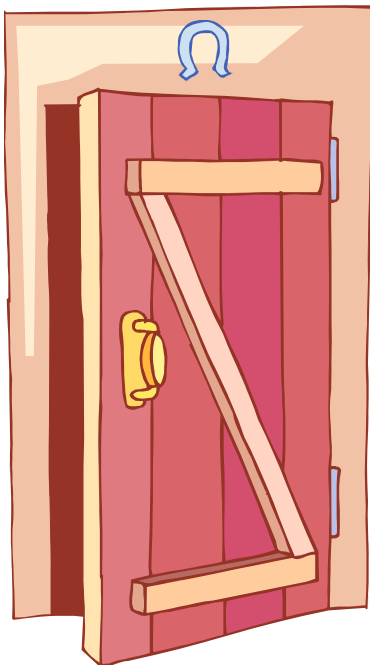
prancing

to walk or move about in a lively and
proud manner



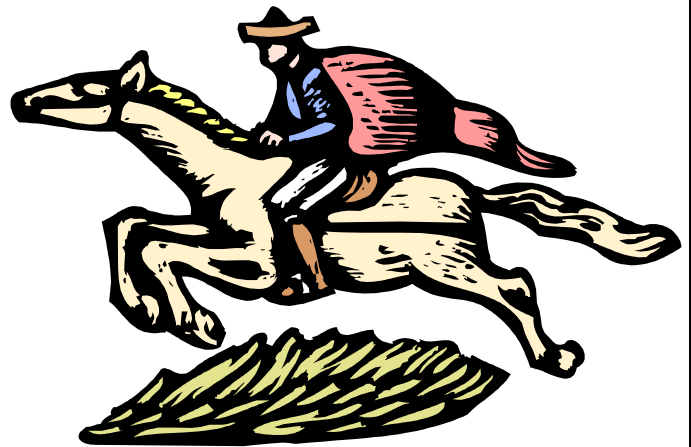
proud

much pleased



stable

a building in which domestic animals
are sheltered and fed



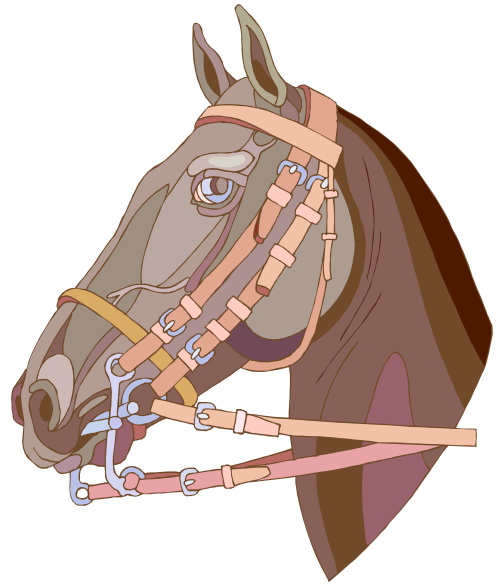
galloping

running fast



limp

going slowly or with difficulty



bridle

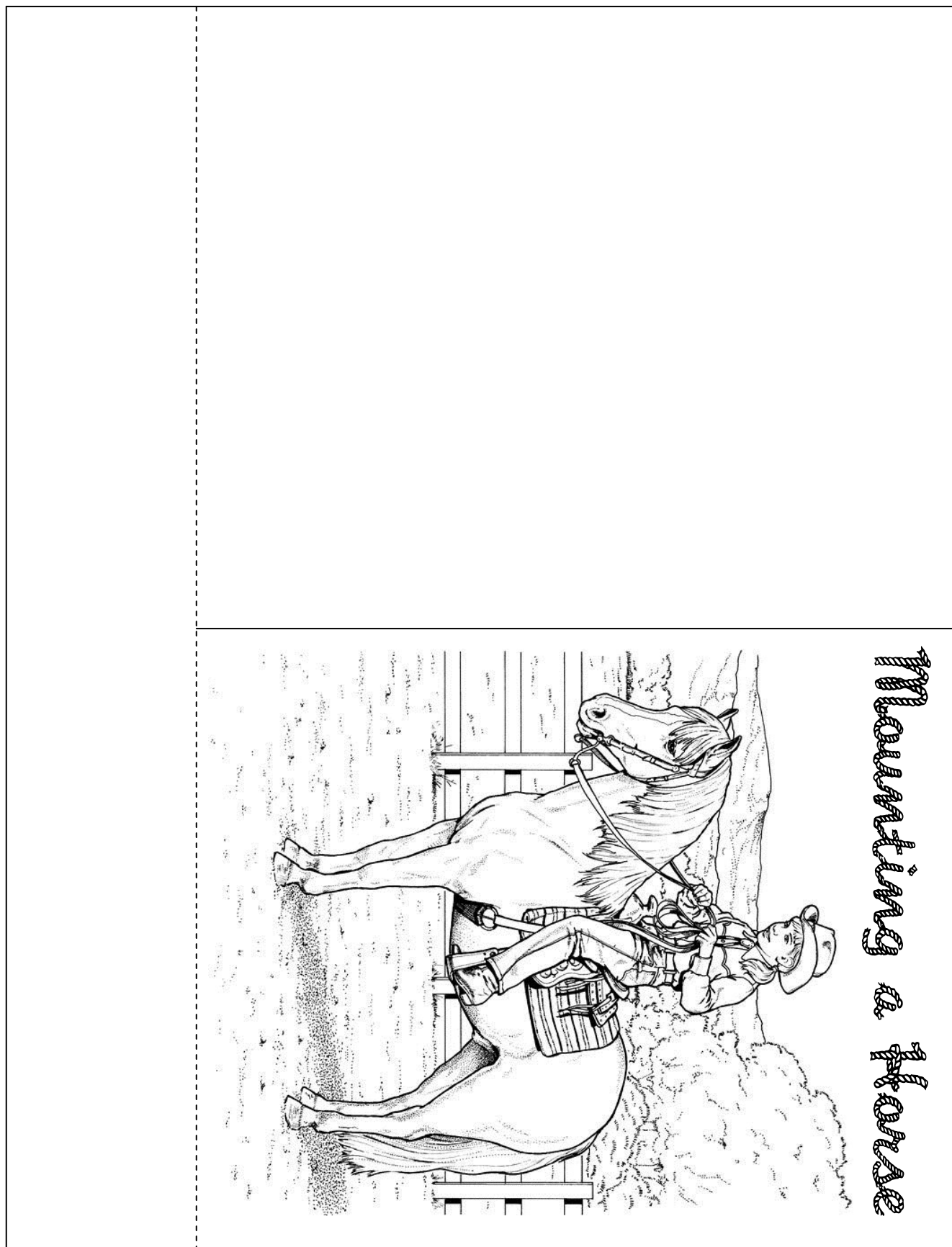
device for controlling a horse made
up of a set of straps enclosing the
head, a bit, and a pair of reins

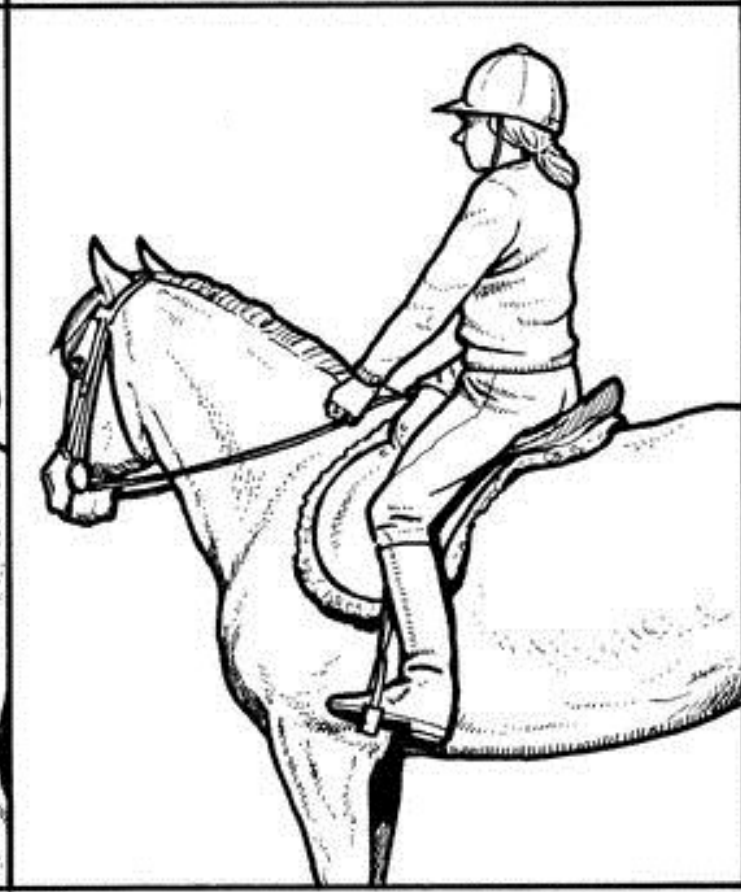
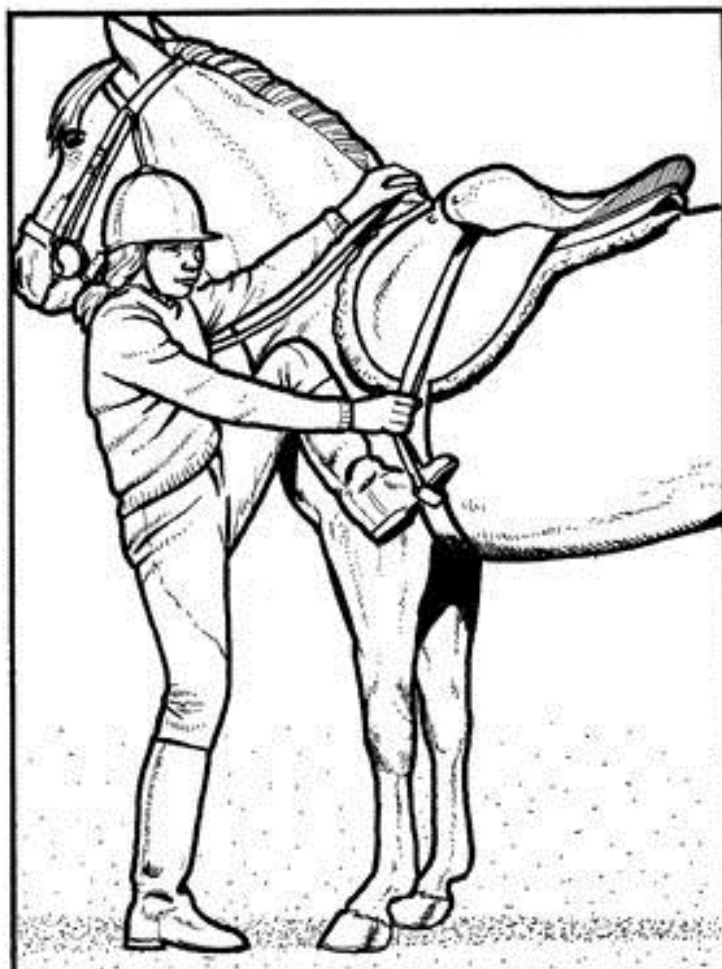


gaily

in a happy or lively way

Cut book out as one piece. Fold in half. Open. Fold bottom strip up (fold on the dotted lines) to form a pocket on the inside of the book. Use small dots of glue on the edges (if you use too much, the pockets will be too small). Cut out cards. Let your student use them for a sequencing activity.





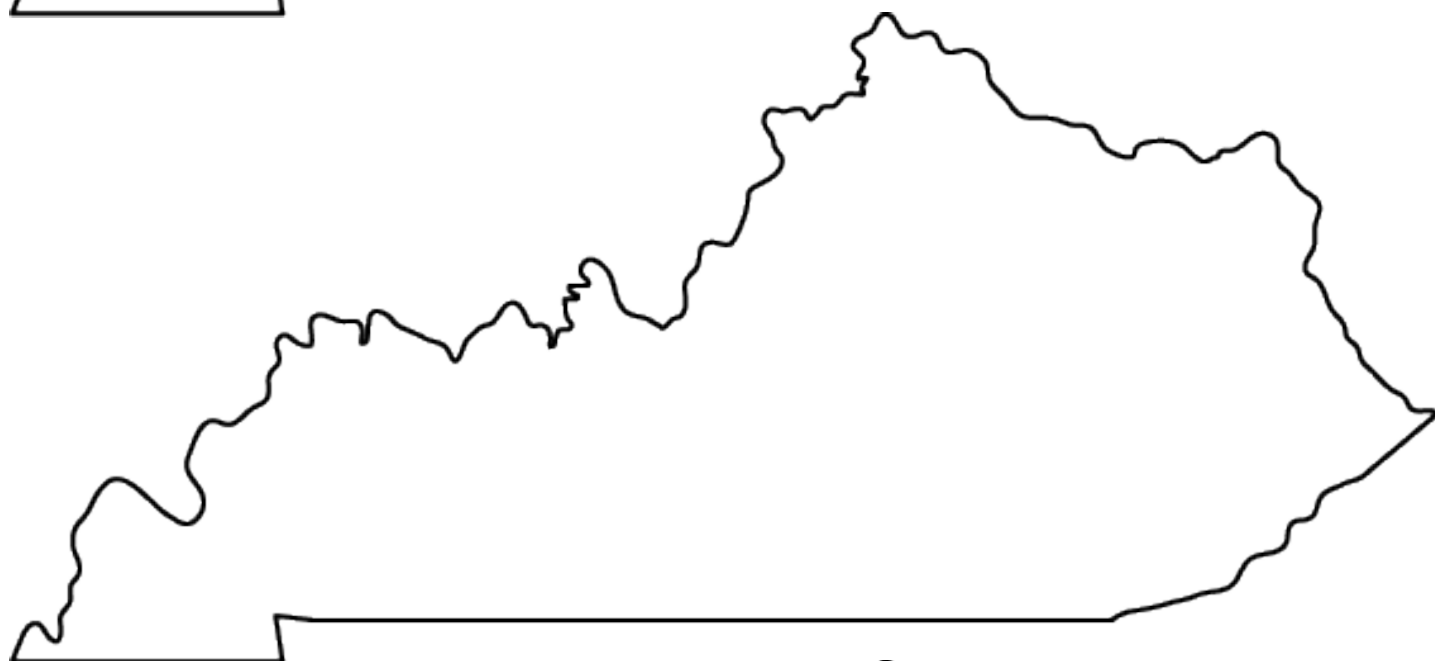
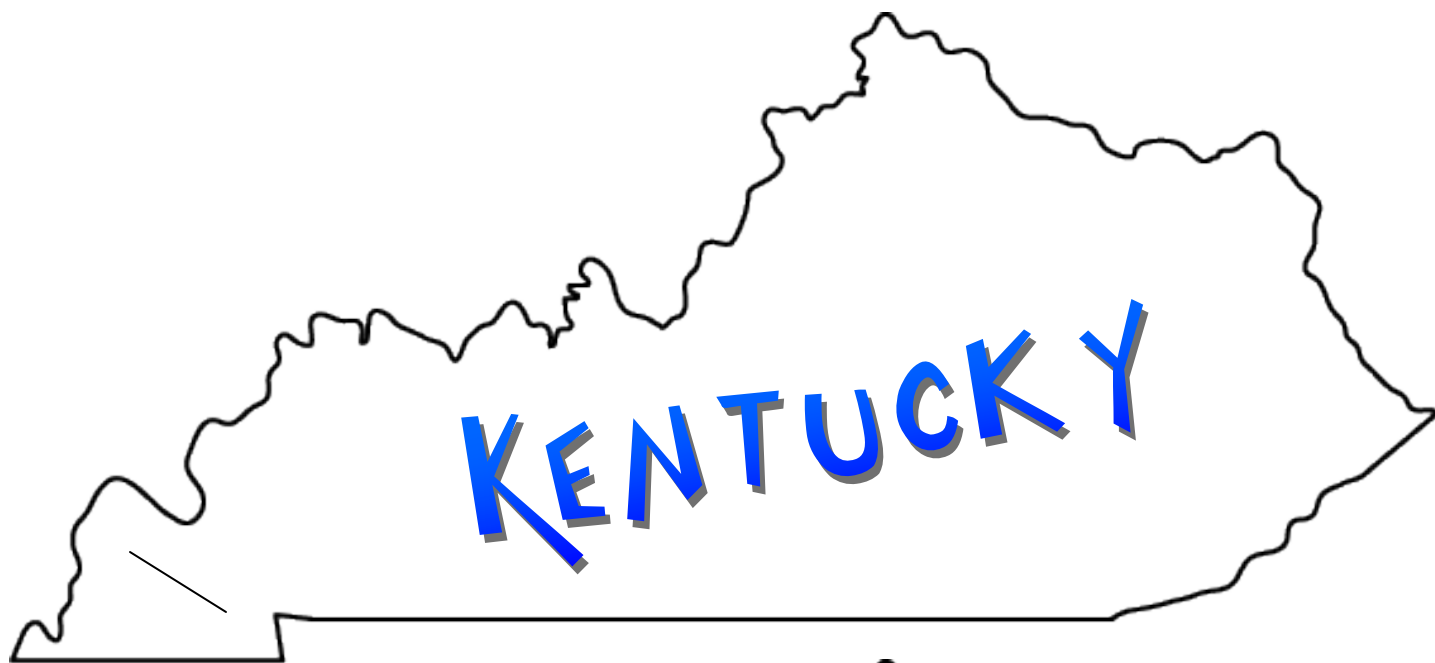
Philippians 3:13-14

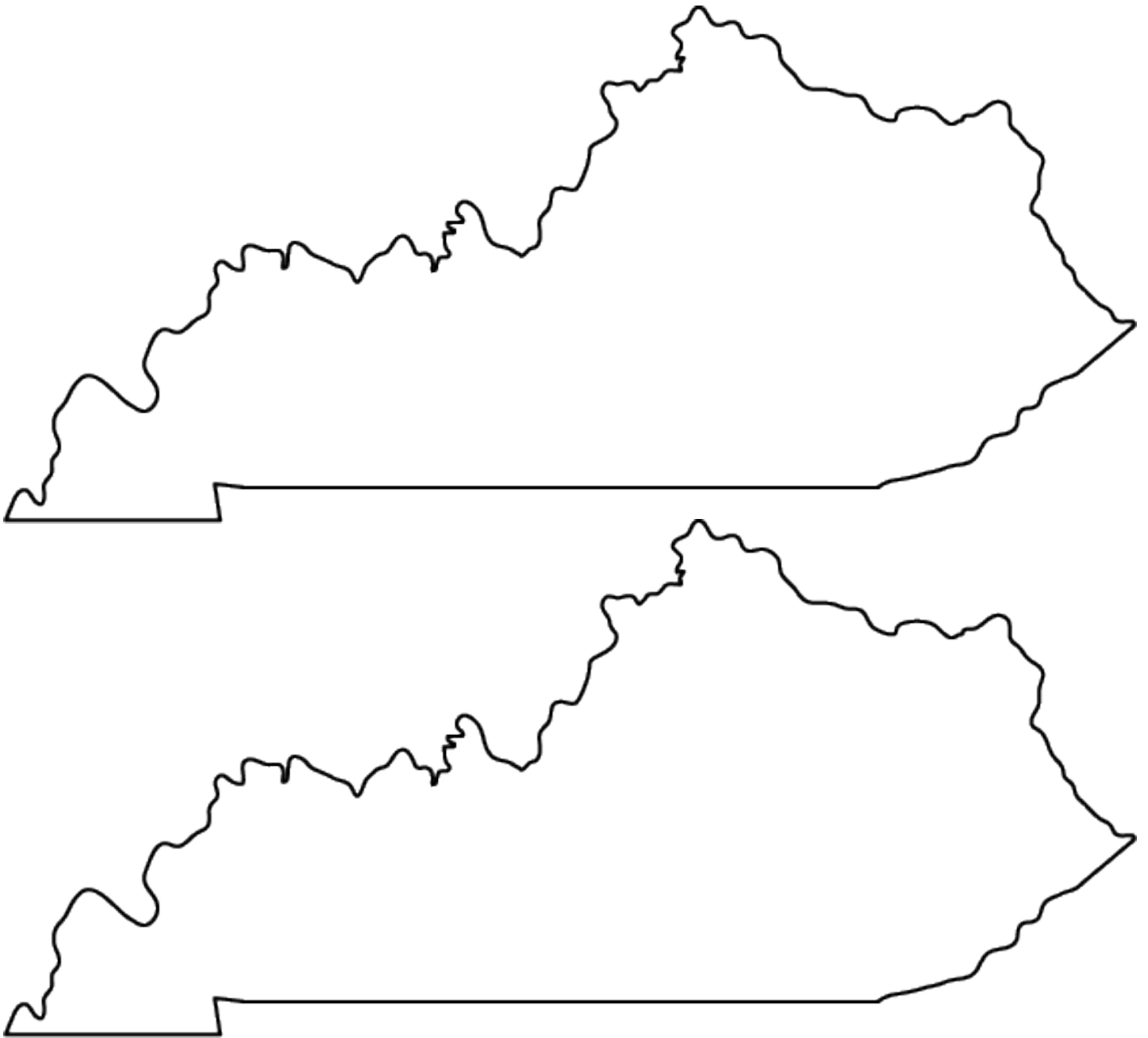
Brethren, I do not regard myself as having laid hold of it yet; but one thing I do: forgetting what lies behind and reaching forward to what lies ahead, I press on toward the goal for the prize of the upward call of God in Christ Jesus.

Cut out book as one piece and fold matchbook style.

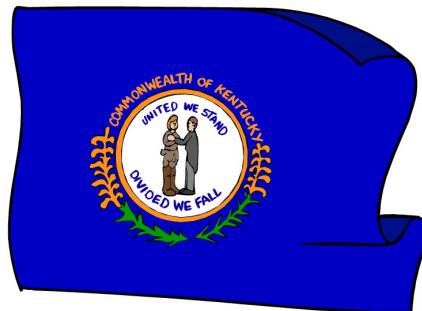
Cut out verse and paste inside book.







Cardinal

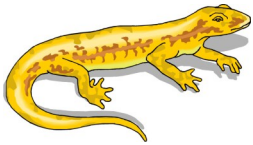


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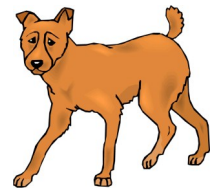


Goldenrod

Cut out Kentucky shapes. Stack together and staple where indicated. Use these pages for your student to record information about Kentucky. Use as many pages as you need.



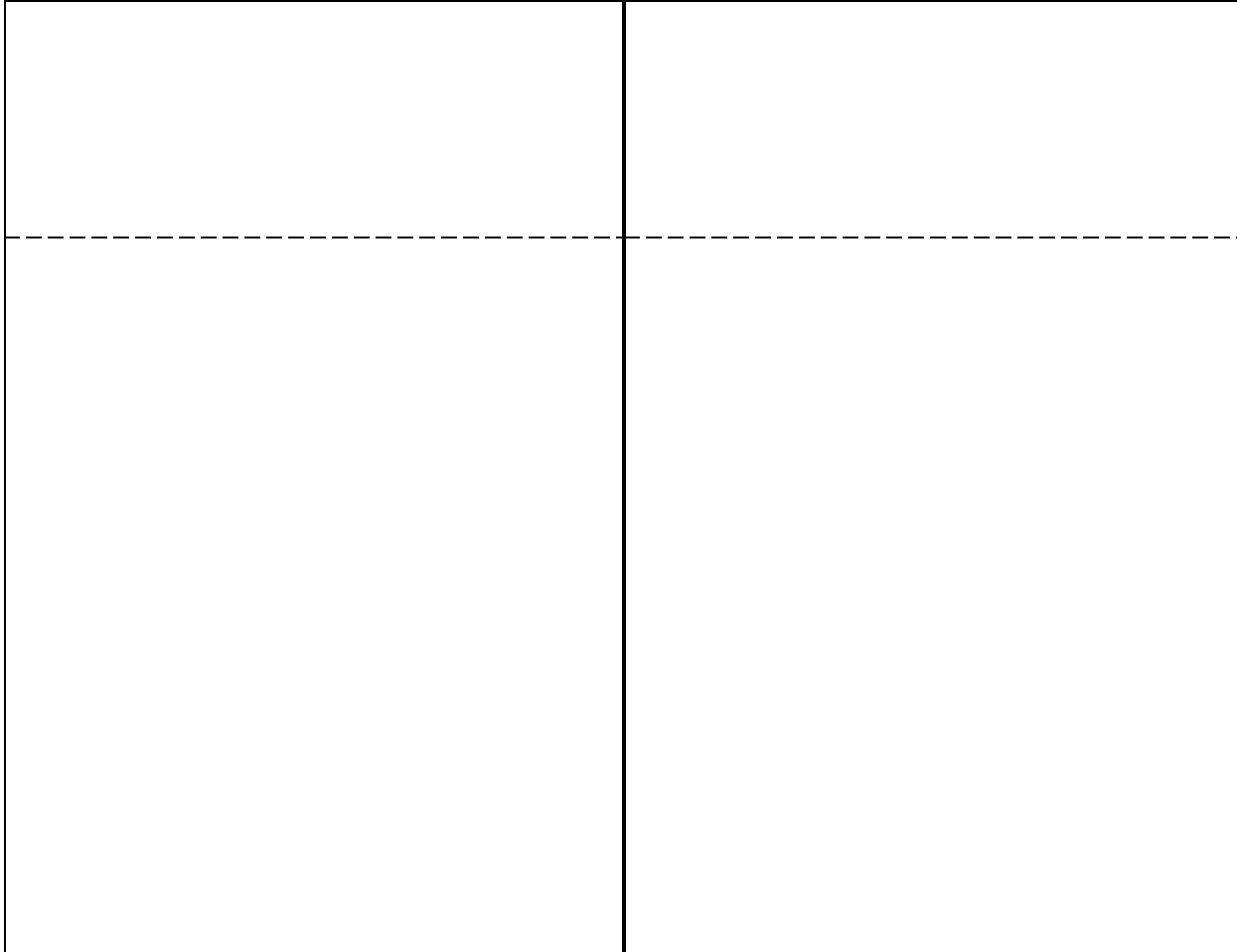
Pet Name Graph



7						
6						
5						
4						
3						
2						
1						
	Body Markings	Body Color	Character	Personality	Loved the Name	Other

PRINT ON CARDSTOCK (first four pages)

Follow these directions: <http://www.squidoo.com/flag-book>



Cut apart on solid black lines. You should have two rectangles when finished. These are flags.

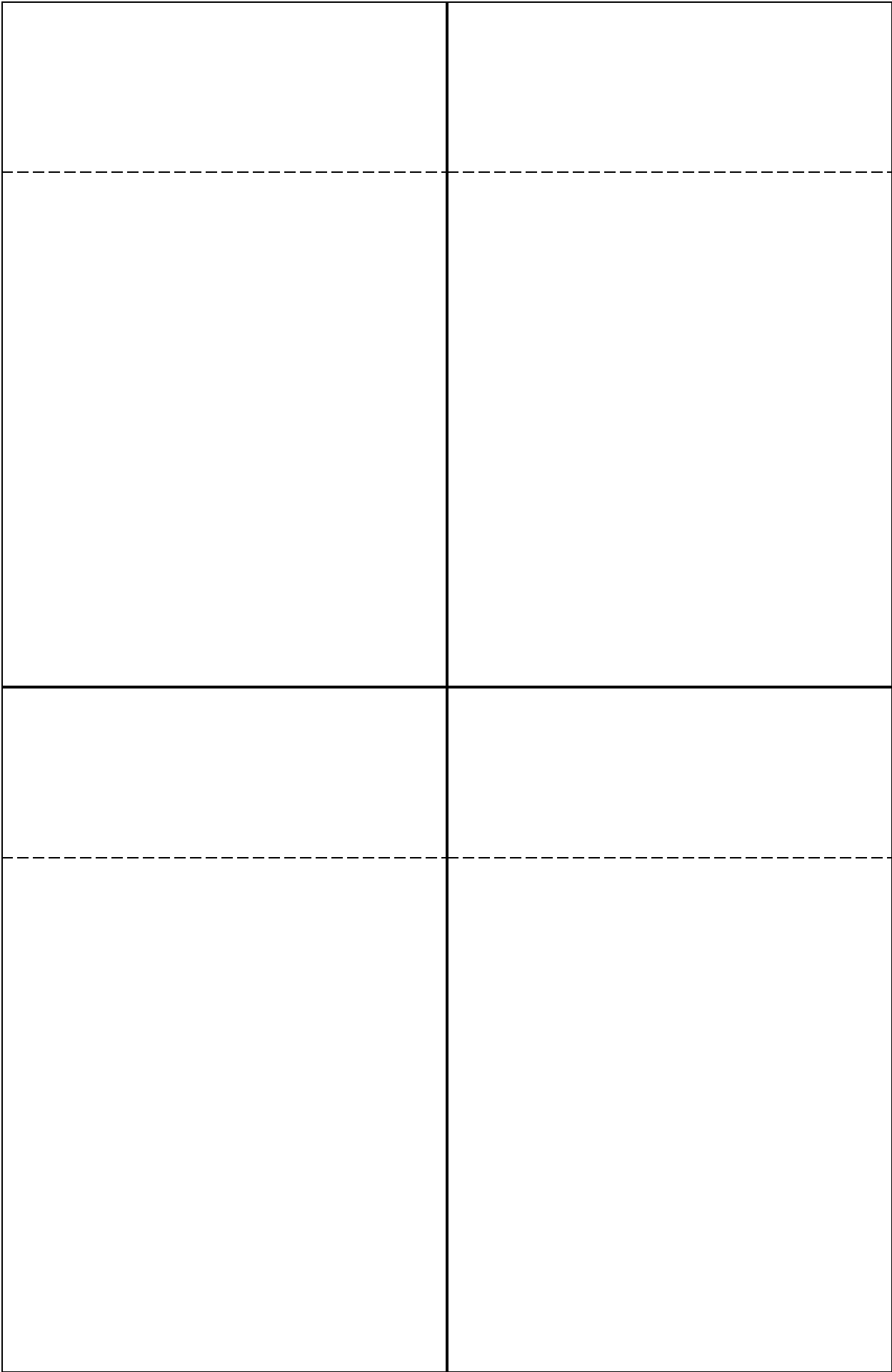
The next page is a bit tricky, but you can do it! Fold it like an accordion (back and forth, back and forth) using the horizontal lines on the sides as a guide. It's hard for me to explain how I used the lines as a guide, but basically, they helped me as I was making my fold I used the next set of lines I could see as my stopping point for that fold. Once you get it folded, unfold and cut on the solid black lines (not the side lines, but the main lines that form the rectangle). Once you have your accordion, you should follow the directions in the link given on the website.

Pictures of horses (on page five)
top row: Spanish Mustang, Lipizzan
second row: Clydesdale, Quarter Horse
third row: Appaloosa, Shetland Pony

[illegible]

Cut on the solid black lines; you will have two rectangles when finished. These are your covers.

Different Breeds of Horses



Cut apart on
SOLID black
lines; you
should have
four pieces
when fin-
ished; these
are the
flags.



<p>Quarter Horse</p> <ul style="list-style-type: none"> • great sprinting speed over short distances • short, refined head • strong, well-muscled body • broad chest • powerful, rounded hindquarters 	<p>Appaloosa</p> <ul style="list-style-type: none"> • colorful spotted coat patterns • striped hooves • mottled skin • white sclera around the eye.
<p>Clydesdales</p> <ul style="list-style-type: none"> • strong yet friendly • larger than 18 hands 6 feet) in height and over 2,000 pounds in weight • large head, arched profile • Roman-nose, small ears • large hoof size (twice as large as a regular horse) 	<p>Shetland Pony</p> <ul style="list-style-type: none"> • intelligent • small size • sturdy build • thick coat • compact and strong
<p>Spanish Mustang</p> <ul style="list-style-type: none"> • medium sized horse ranging from 13.2 to 15 hands • short backs, rounded rumps and low set tails • Spanish type head with a straight or concave forehead and a convex nose • Feet are extremely sound with thick walls 	<p>Lipizzan</p> <ul style="list-style-type: none"> • measure between 14.2 and 15.2 hands • compact and muscular, with very powerful hind-quarters • naturally balanced, well-known for excellent trainability and intelligence.

The mini book on the next page is a hot dog book. Use with these directions.: <http://www.youtube.com/watch?v=HdOh5sz-W9w>

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STAR
STRIPE
SNIP



BALD

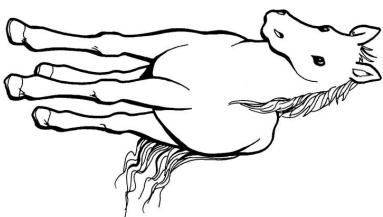


SNIP



STRIPE

FACIAL
MARKINGS



BLAZE



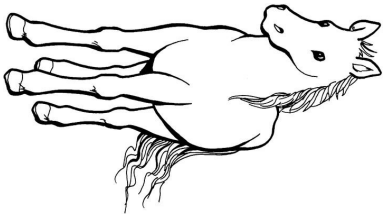
STAR

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FACIAL MARKINGS



Pony Care

