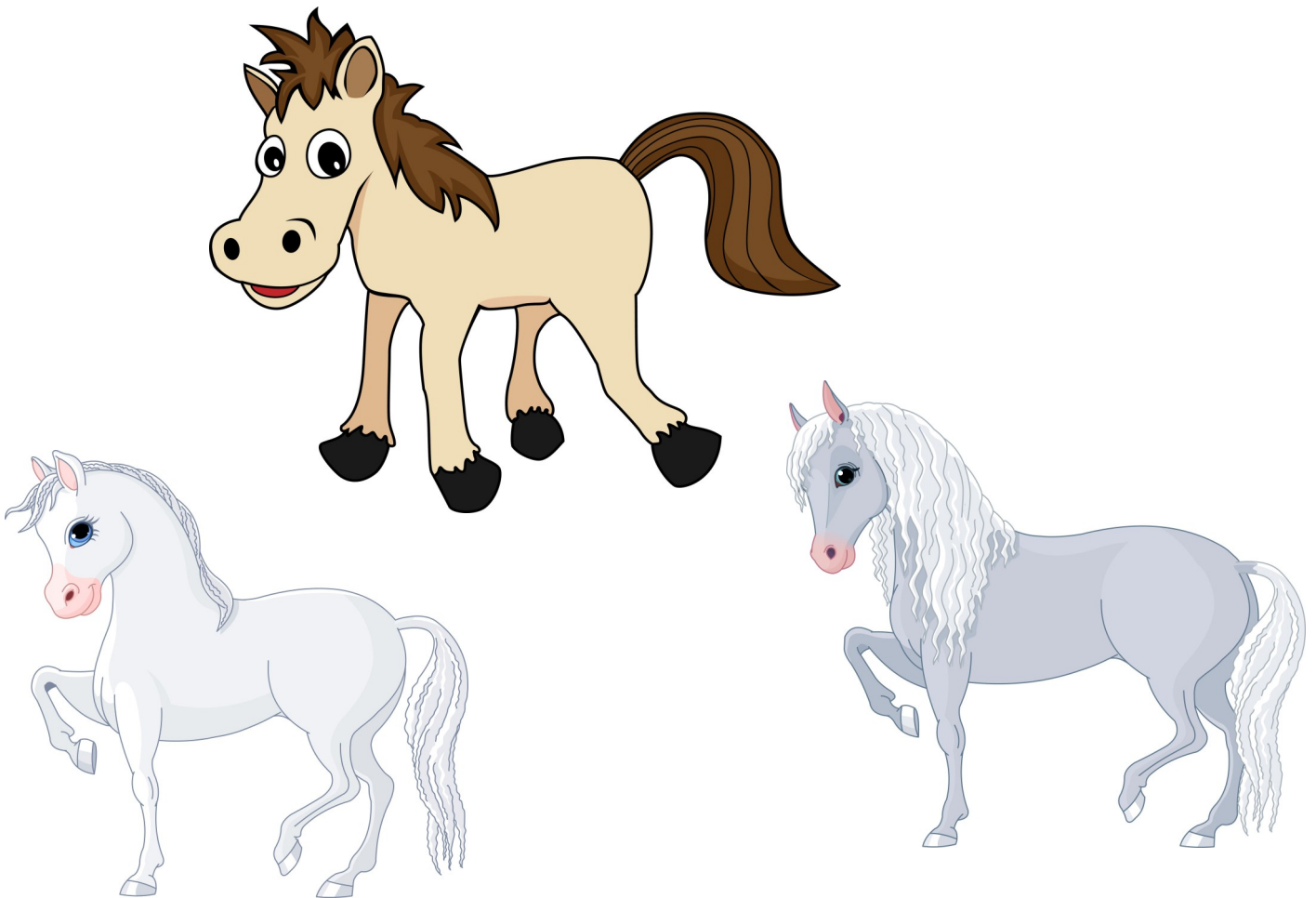


# **Fritz and the Beautiful Horses**



**book by Jan Brett**  
**unit study prepared by Wende**

# Unit Study Lessons

## Social Studies

### **Law Making**

The citizens in the story passed a law that only allowed the most beautiful horses into the city. Do you think this was a good law? Talk about what makes a good law. Have child make up a set of laws for home. Are they good laws? Are they able to be followed by all family members? Have a family vote to see if the laws should be passed. You may want your older student to [research how a law is made](#).

If you want to have some fun with this, allow your student to be king/queen for a day. Make a crown and implement one law the "king" decrees even if it's "have chocolate at every meal!" Complete "My Royal Decrees" matchbook.

### **Geography**

Think of the time and place the story may have happened. Look for clues – walled city, bridge with arches, travel by horse, the clothing, etc. Research to see if there are still any walled cities today. While the author doesn't tell us where or when it takes place, it appears to be 17th century Europe, possibly the French walled city of Carcassonne, or one like it.

You may want to spend time discussing Europe this week. Ask your student to find the continent of Europe on the globe. Review different countries you have previously "visited" in your studies. You may also want to print an outline map and let your student write the names of the different countries in Europe on the map. A map is provided in the printables section.

### **Human Relationships: Teasing**

The townspeople are mean to Fritz; they laugh at him and say he looks silly. Discuss with your student when it is (and is not) appropriate to laugh at someone. Discuss teasing and why your student should not take part in it. You may also want to discuss how one should handle teasing.

### **Hero**

What is a hero? A hero is defined as someone set apart for his exceptional

courage, nobility, and strength. Our society tends to tell our children that you have to be a movie star or a super athlete in order to be someone's hero. This is not necessarily true. Think of some common everyday heroes in your student's life. Help him decide how they fit the hero criteria (exceptional courage, nobility, and strength); discuss the multiple meanings of the word strength. You may even want to make a list of your everyday heroes (dad, firefighters, policemen, a friend who has battled cancer, heroes from the Bible, etc.). Consider writing a letter to one and to thank them for being a hero.

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## **Character and Bible**

### **Character: Beauty**

What is beauty? What makes something beautiful? How do you feel about the author saying the pony isn't beautiful? Discuss how Fritz felt, being left out of the walled city just because of the way he looked. Share with your children a time that you were left out of something. Discuss what you can do to help someone "different" fit in and not feel like a "misfit". *The Ugly Duckling* may be a good tie in here.

### **Character: Making Excuses**

When the children were stuck on the other side of the river, the citizens called, "Stay where you are! We will come and get you." However, their horses wouldn't budge! What were the horses' excuses? (hill was too steep, mane might get tangled, don't want to get wet) Were these good reasons for not rescuing the children? Discuss excuses with your student. When you ask her to clean her room, does she ever reply with an excuse? Discuss the right response.

### **Bible: Choosing David for King**

Read I Samuel 16. Samuel tried to choose a king based on outward appearance, but God had other plans! How does this apply to the story of Fritz? Do things always seem as they appear? (No, we can't judge a book by its cover.) What is the outward appearance of one worth? Would your student rather have Fritz as a pet or one of the beautiful horses? Why?

### **Bible: God's Law**

The Bible speaks often of God's Law. Use this week to memorize the ten commandments or spend time reading and discussing other verses that mention God's Law.

The Ten Commandments- (found in Exodus 20)

What do the first four commandments teach us? To love and serve God

What do the last six commandments teach us? To love and serve our neighbors

The sum of the ten commandments is to love God with all our hearts and love our neighbor as ourselves.

If you are making a lapbook or notebook, you may want to make 10 small matchbooks to include (one for each commandment).

Memorize Matthew 22:37-39, " 'Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.'"

You may wish to study other verses about God's Law with your older student (Psalm 19:7+ comes to mind).

Additional Resources to use:

*Little Visits With God* – "God's Law is Good", pg. 225

*Egermeier's Bible Story Book* – "The Ten Commandments", pg. 99

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## Science

### Horses

Read books about horses. There are tons available at the library. You may also enjoy identifying different types of horses in story. *An Album of Horses* by Maguerite Henry will help you do this; it will also give you lots to read about the different breeds.

### Horse Gaits

This book mentions different words describing how horses move: stride, buck, prance, gallop, etc. There are four terms to describe the basic ways a horse can move (gaits):

1. walk- just a regular old walk
2. trot- a jog
3. canter- to run slow
4. gallop- to run fast

After you have discussed the terms, you can play an easy "game" with your student(s). Call out one of the words (walk, trot, canter, or gallop) and let your student walk/run around the room like a horse. Continue with different words. Let your student take a turn calling out the words, too.

### **Horses: Diet**

On page eight Fritz has something in his mouth? What is it? Horses eat grass and hay. What else do they consume? (This is not an all-inclusive list, but it will give your student a good introduction.)

Apples - a treat

Barley - should be boiled or soaked for at least two hours before feeding as it swells when wet (this prevents swelling in the horse's stomach)

Maize - this should be flaked and cooked to make it easier to digest

Oats - they are easily digested if crushed, rolled or cooked

Root vegetables - such as beetroot, carrots, parsnips, and turnips can be fed (but in small quantities)

Complete diet fan and add it to your lapbook.

### **Horse Vocabulary**

Here are some "horse" words your student will encounter as you spend time with this book:

Muzzle – the projecting jaws and nose of an animal; snout

Mane - long heavy hair growing about the neck and head

Prancing -- to rise up or move about on the hind legs

Hooves -- a covering of horn that protects the front of or encloses the ends of the toes

Buck -- to spring into the air with the back arched

Complete horse vocabulary flap book.

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## **Language Arts**

### **Vocabulary**

Citizen – a resident of a town or city

Decree – a decision or law

Tangled – knotted

Dependable – reliable; trustworthy

Magnificent -- having impressive beauty

Reluctantly -- showing doubt or unwillingness

Despair -- to lose all hope or confidence

Complete vocabulary mini-book.

### **Story Sequence**

After you've read the story a few times, read the story sequence cards (in the printables section) to your student and help him illustrate each one. After he is finished, tell him to put them in the correct order (based on the story). If you are making a lapbook or a notebook, you may want to put these cards in a pocket in your book.

### **Poetry/Copywork**

Use this after completing the discussion in the "Character: Beauty" lesson (in Social Studies)

*A thing of beauty is a joy forever;  
Its loveliness increases; it will never  
Pass into nothingness; but still will keep  
A bower quiet for us, and a sleep  
Full of sweet dreams, and health, and quiet breathing.*

--by John Keats

### **Nursery Rhyme/Copywork**

*Ride a cockhorse to Banbury Cross,  
To see a fine lady upon a white horse;*

*With rings on her fingers, and bells on her toes,  
She shall have music wherever she goes.*

### **Parts of Speech: Adjectives**

Adjectives are words that describe. They answer questions about the noun; they give us more information. Jan Brett uses lots of adjectives throughout this book.

*beautiful* horses

*magnificent* jumpers

*splendid* chargers

*elegant* horses

*tangled* mane

*short* legs

*braided* tails

*lovely* ladies

Print the "Fritz Adjectives" page. Go through the book with your student and tell her to stop you when she hears a word to describe Fritz. Write the word on the horse shape pattern. Continue until your pattern is full or you've finished the story. After you are done with the story, you could let your student think of some of additional adjectives for Fritz.

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## **Math**

### **Counting**

Count all the beautiful horses in the story; you can include the pony if you want.

### **Story Problem (Multiplication)**

If there were ten children to rescue, how many times did Fritz have to cross the river? ( $10 \times 2 = 20$ )

You may also want to explain the term round-trip to your child. Fritz had to make ten round trips.

What if there were eight children? seven? nine?

### **Story Problem**

Jan Brett was born in 1949. Look for book copyright and figure out how old the author was when she wrote this book.

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### **Art**

#### **Details**

Look at the artwork by Jan Brett, paying particular attention to the details in the paintings of the horses. Jan Brett claims that it takes 1 hour to paint 1 inch of picture, using a small brush. How long does it take your student to paint 1 inch of picture? Compare the times. How much longer does it take Jan Brett? After your student draws a horse (above), have him spend some time adding details (similar to Jan Brett's if he desires).

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### **Just for Fun**

**PE** –Run around the yard riding a stick horse. Learn to gallop and trot.

### **Drawing**

Draw your own horse!

[How to draw a horse video with Jan Brett!](#)

**Field Trip** – Visit a horse farm. If not possible, visit the virtual horse farm [here](#) (very slow if you are on dial-up):

### **Library List**

*Jim Jump* by Betty Ren Wright

*Five O'Clock Charlie* by Marguerite Henry

*The Wild Little Horse* by Rita Gray

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Materials and information may be used for your own personal and school use.

**Material may not be used for resale or shared electronically.**

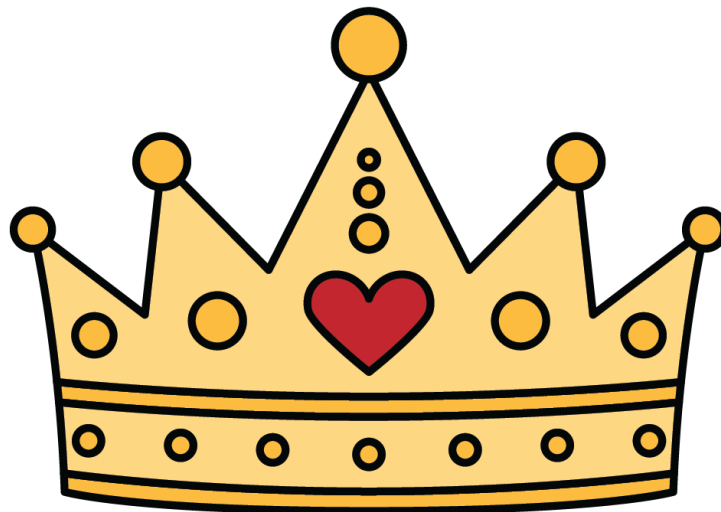
© Homeschool Share



# My Royal Decrees

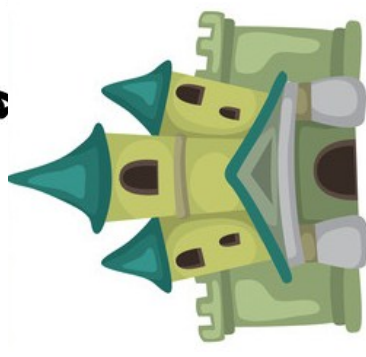
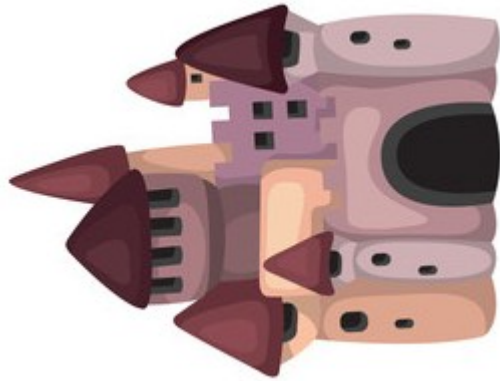
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**Directions:** Cut out book as one piece. Fold like a matchbook.

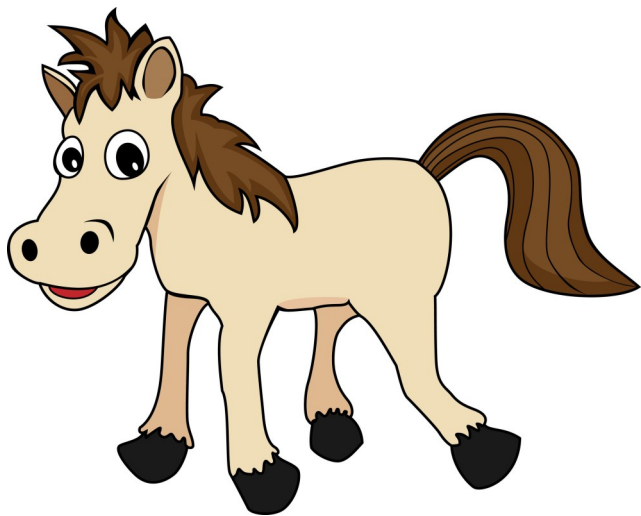
# WHERE IN THE WORLD



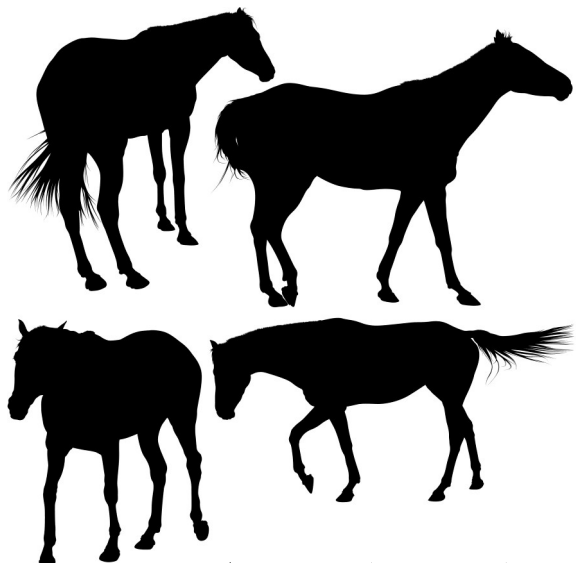
## Is EUROPE?



**EUROPE**



**What Is Beauty?**



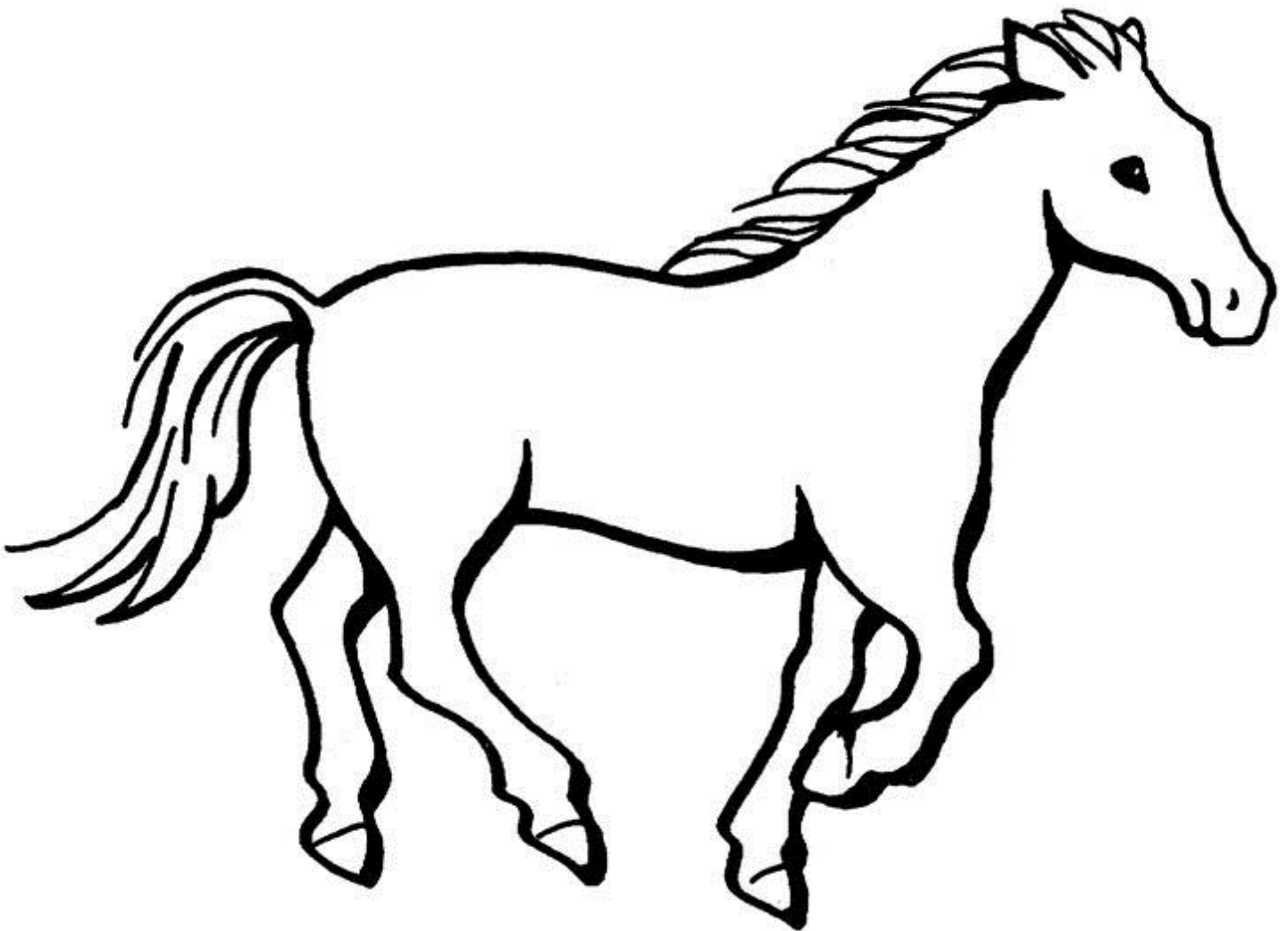
**EXCUSES!**

**Directions:** Cut on solid lines. Fold on dotted. Write your own definition for beauty in the book on the left. Record the horse's excuses in the book on the right.

# Horse Anatomy

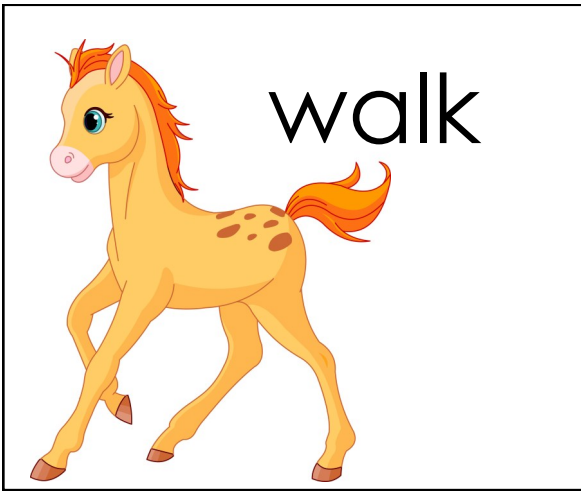
Label the following:

tail	mane	large eye	nostril
long head	knee	fetlock (ankle)	hoofed feet

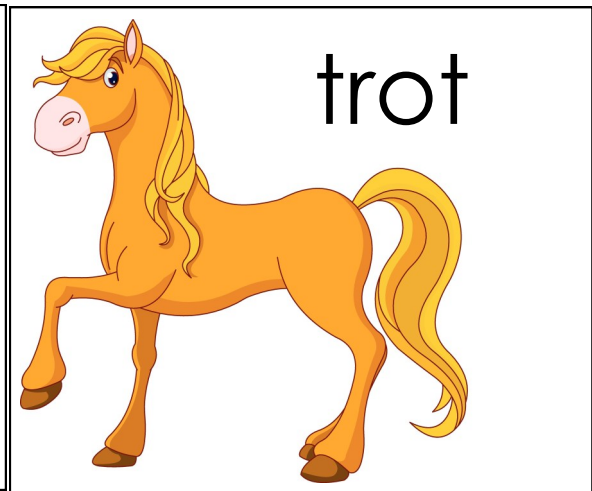




**Directions:** Cut out as one piece. Fold left side in. Fold right side in. Fold top down. Paste cover piece on top. Paste the different kinds of horse gaits inside the mini-book.



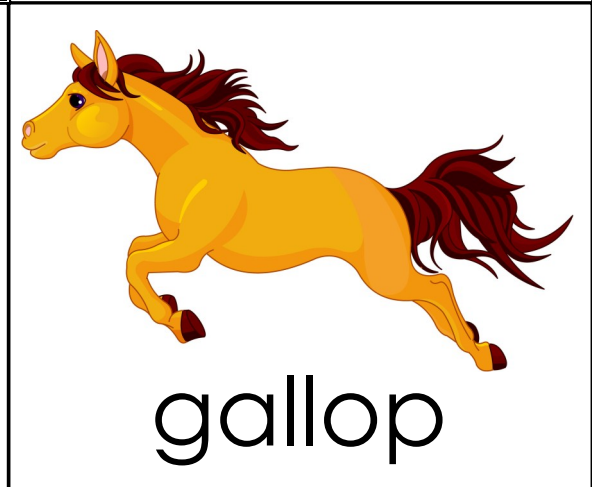
walk



trot

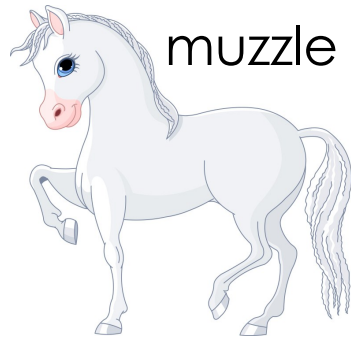


canter

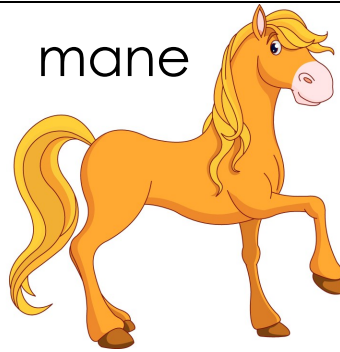


gallop

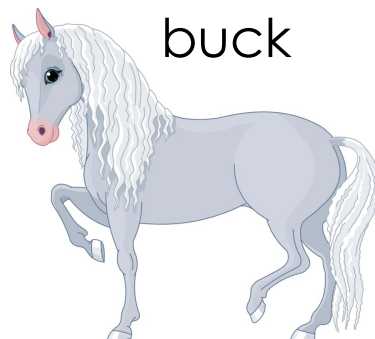
**Directions:** Cut on solid lines. Fold on dotted. Record definitions under the flaps.



prancing

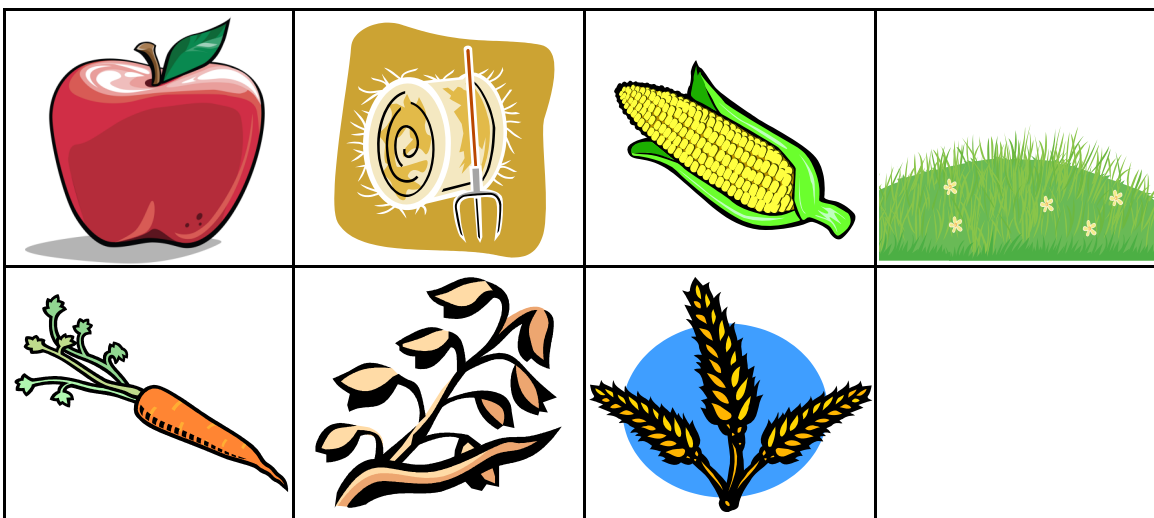


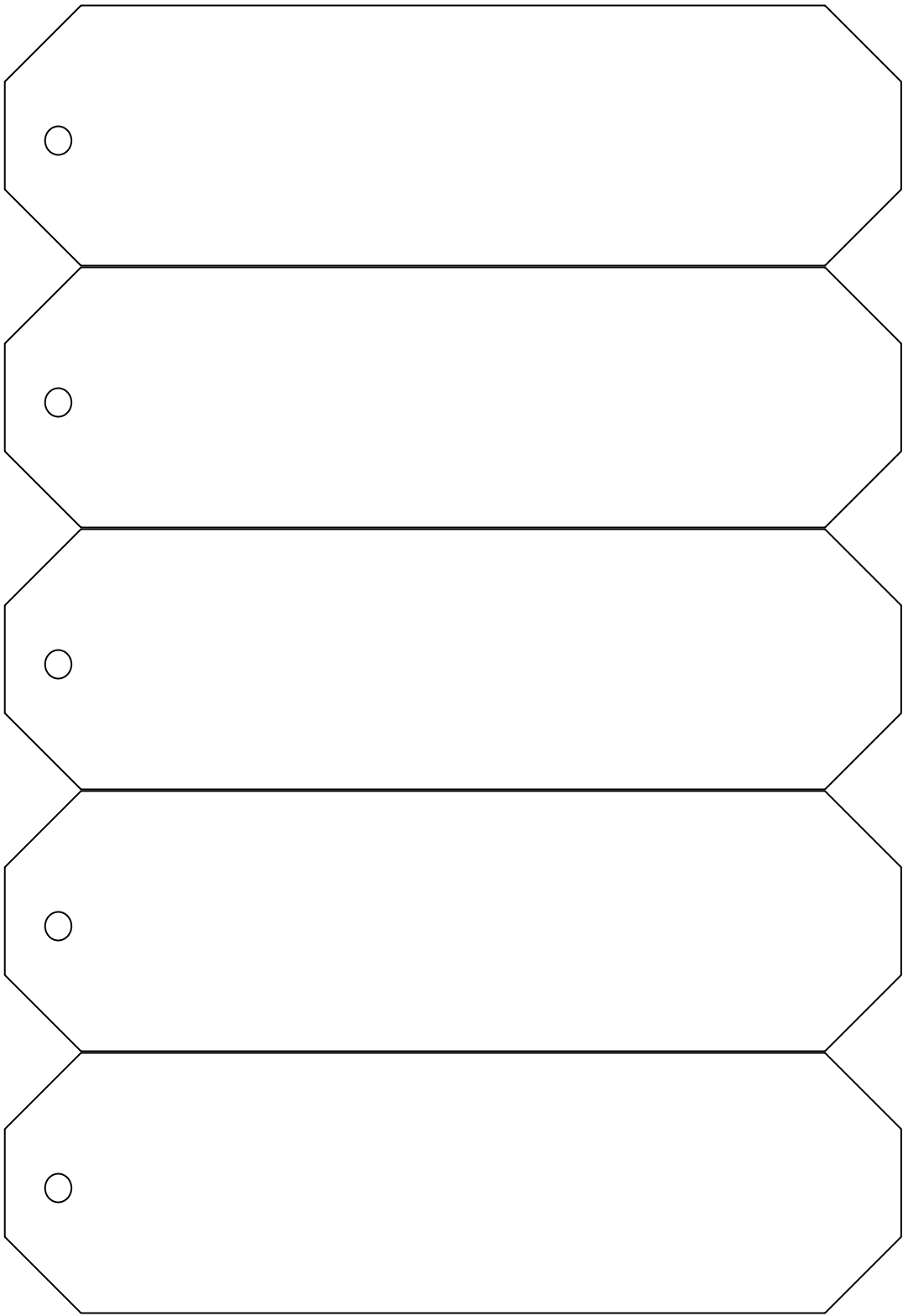
hooves



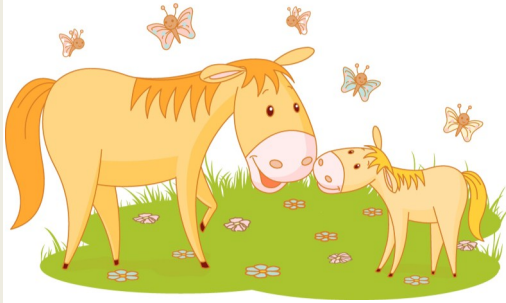


**PRINT ON CARDSTOCK.** Cut each piece out on the solid black lines. There will be eight pieces total. Stack together with cover on top and secure with a brad.





Cut on the solid lines. Write in definitions. Stack pages together with cover on top and staple on the left side.

<div data-bbox="347 331 781 720"><h1>Fritz and the Beautiful Horses Vocabulary</h1></div> <div data-bbox="305 724 808 1024"></div>	<div data-bbox="922 338 1084 390"><p>citizen</p></div> <div data-bbox="914 436 1383 1016"><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/></div>
<div data-bbox="337 1066 527 1119"><p>decree</p></div> <div data-bbox="329 1165 799 1745"><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/></div>	<div data-bbox="922 1066 1125 1119"><p>tangled</p></div> <div data-bbox="914 1165 1383 1745"><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/></div>

<p>  dependable</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>  magnificent</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>  reluctantly</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>  despair</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# Adjectives to Describe Fritz



<p>The citizens make a law allowing only beautiful horses in the city.</p>	<p>Fritz watches the beautiful horses.</p>
<p>Fritz tries to be one of the beautiful horses, but people laugh at him.</p>	<p>The bridge breaks.</p>
<p>The children are left on the other side of the river.</p>	<p>The children are afraid they will fall off their horses if they attempt to make it to the other side.</p>

Fritz climbs to the children.	Fritz carries all the children to the other side; they are safe!
The people cheer for Fritz.	Fritz is allowed to live in the walled city.

Illustrate the sequence cards. Ask your student to put them in order. Store them in the pocket.

**Directions:** Cut out the pocket as one piece. Fold in half on the dotted line. Fold bottom tab and glue down. Fold side tab and glue down.

