Title: Riding Freedom Level: P ISBN: 0-439-08796-1 Publisher: Scholastic, Inc.

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Book Introduction:** Ask students what they know about horses. Talk about how to take care of a horse, ride a horse, etc. Ask students what they know about life in the mid 1800’s. Discuss daily life in that time period. Read the back cover of the book together. Discuss.

**In the Beginning and Chapter 1:** Charlotte’s parents die in an accident when she is just two years old. She is sent to live in an orphanage. Chapter one begins when Charlotte is 12 years old and living in the orphanage in the mid 1800’s. Read to find out more about Charlotte and her life.

Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

2-rickety 2-skittish 5-ruffian 10-pursed

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers infer character traits.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What is the one place that makes Charlotte happy?

-What are the children expected to do at the orphanage?

-Why do you think William is so competitive with Charlotte?

-Who do you think is going to be adopted?

-What do you think it would be like to live in an orphanage instead of a home?

**Return to teaching point:** How would you describe Charlotte? Use details from the text to support your answer.

Writing Connection (optional): How would you describe Charlotte? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 2:** What happened in the last chapter? Discuss. Charlotte is still worried about Freedom. We learn in this chapter the story about why Charlotte never got adopted. We also learn which one of the boys gets adopted. Who do you think it will be?

Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

18-prospective 21-filly 22-corral 26-notion

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers infer character traits.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-How did Charlotte feel when she found out about Freedom?

-Why wasn’t Charlotte ever adopted? What would you have done in her situation?

-What is the real reason that Mr. Millshark no longer wants Charlotte to race horses?

-What do you think Charlotte has planned to help her escape?

**Return to teaching point:** How would you describe Hayward? Use details from the text to support your answer.

Writing Connection (optional): How would you describe Hayward? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 3:** What happened in the last chapter? Discuss. Hayward and Charlotte say their goodbyes because it is time for Hayward to leave. Charlotte is planning to run away because she is losing everything important to her at the orphanage. She gets a couple people to help her with her plan to run away. Read to find out about her plan.

Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

33-ruffled 36-furrows 41-frock

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers infer character traits.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Who helped Charlotte with her plan to escape? How did they help her?

-Why did Charlotte need to dress as a boy to escape?

-What did Charlotte give to Hayward before he left?

-Do you think Charlotte will make it to the stage?

**Return to teaching point:** How would you describe Vern? Use details from the text to support your answer.

Writing Connection (optional): How would you describe Vern? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 4:** What happened in the last chapter? Discuss. Charlotte is still trying to run away from the orphanage. She makes it to Concord and leaves the pile of rocks so Vern will know she made it there. She buys her ticket for the stage and waits for the ride. Read on to learn about the rest of Charlotte’s journey.

Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

45-trotted 49-satchels 51-loft 52-shinnied

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-How does the ride in the stage go for Charlotte? Does anyone suspect she is a girl?

-Where did Charlotte get off the stage?

-Where did she find shelter for the night?

-Why do you think she cleaned the stalls in the barn?

-What is Charlotte’s biggest problem other than being worried about getting caught? (food)

**Return to teaching point:** What do you predict will happen next? Use details from the text to support your answer.

Writing Connection (optional): What do you predict will happen next? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 5:** What happened in the last chapter? Discuss. Charlotte talks to the owner of the stables and tries to convince him to let her stay in the stable. She asks for food and a place to sleep in return for her work with the horses and around the stables. Do you think the man will agree?

Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

55-bridles 56-mucking 58-winced 62-peculiar

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers use the comprehension strategies as they read.

“Today as you read, mark a place where you used a strategy to help you understand the text.”

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Who came looking for Charlotte?

-Do you think Ebeneezer knows that Charlotte is the missing girl? What makes you think that?

-Why did Ebeneezer want Charlotte to drive the six-horse wagon?

-Where is Charlotte going to live now?

**Return to teaching point:** “Today as you read, mark a place where you used a strategy to help you understand the text.” What strategy did you use? How did it help you understand the book better?

Writing Connection (optional): “Today as you read, mark a place where you used a strategy to help you understand the text.” What strategy did you use? How did it help you understand the book better?

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**In the Middle & Chapter 6:** What happened in the last chapter? Discuss. Charlotte is living in Rhode Island and has been driving stage for six years. She is doing a great job and is requested often. She also writes letters to Hayward, who in turn, keeps Vern updated about Charlotte’s life.

Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

68-precarious 70-parcels 70-manifest 73-reputable

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers use the comprehension strategies as they read.

“Today as you read, mark a place where you used a strategy to help you understand the text.”

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Why was Charlotte so careful about mailing her letters to Hayward?

-Who came to ride on Charlotte’s stage? How did she feel about that?

-How did Charlotte decide to “pay back” Mr. Millshark?

-Do you think Charlotte should have stolen Mr. Millshark’s boots? Why or why not?

**Return to teaching point:** “Today as you read, mark a place where you used a strategy to help you understand the text.” What strategy did you use? How did it help you understand the book better?

Writing Connection (optional): “Today as you read, mark a place where you used a strategy to help you understand the text.” What strategy did you use? How did it help you understand the book better?

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 7:** What happened in the last chapter? Discuss. Charlotte hears about an opportunity to move out to California and be a stage driver. She is hesitant to tell Ebeneezer because of all he has done for her. How do you think he’ll react to the news?

Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

84-livery 84-prospect 85-verge 91-ramshackle

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers use the comprehension strategies as they read.

“Today as you read, mark a place where you used a strategy to help you understand the text.”

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Why didn’t Ebeneezer want Charlotte to move to California?

-Why does Charlotte want to move to CA?

-Do you think Ebeneezer will really join Charlotte in CA someday?

-Why did Ebeneezer ask Charlotte her name? What do you think Charlotte told him?

**Return to teaching point:** “Today as you read, mark a place where you used a strategy to help you understand the text.” What strategy did you use? How did it help you understand the book better?

Writing Connection (optional): “Today as you read, mark a place where you used a strategy to help you understand the text.” What strategy did you use? How did it help you understand the book better?

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 8:** What happened in the last chapter? Discuss. Charlotte is trying to shod a horse and gets kicked. She ends up in the doctor’s office with a badly hurt eye. How do you think this will affect her driving?

Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

93-retched 95-bandits 101-embankment 103-reluctantly

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers use the comprehension strategies as they read.

“Today as you read, mark a place where you used a strategy to help you understand the text.”

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What did the doctor realize about Charlotte? Was he going to keep her secret?

-How did people react to Charlotte’s eye?

-How do you think Charlotte felt about her injury?

-What do you think will happen to Charlotte’s driving career now that she saved all those riders?

**Return to teaching point:** “Today as you read, mark a place where you used a strategy to help you understand the text.” What strategy did you use? How did it help you understand the book better?

Writing Connection (optional): “Today as you read, mark a place where you used a strategy to help you understand the text.” What strategy did you use? How did it help you understand the book better?

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 9:** What happened in the last chapter? Discuss. Charlotte is now famous for her driving skills. She continues to make more money in hopes of achieving her dream. Do you think she’ll achieve her dream?

Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

108-commotion 110-rancid 116-lanky

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers use the comprehension strategies as they read.

“Today as you read, mark a place where you used a strategy to help you understand the text.”

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-How does Charlotte feel when she finally achieves her dream?

-Why do you think she bought Margaret’s land for her from the bank?

-Who comes to Charlotte’s property?

-Do you think Ebeneezer will stay when he comes to visit? Why or why not?

**Return to teaching point:** “Today as you read, mark a place where you used a strategy to help you understand the text.” What strategy did you use? How did it help you understand the book better?

Writing Connection (optional): “Today as you read, mark a place where you used a strategy to help you understand the text.” What strategy did you use? How did it help you understand the book better?

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 10 and In the End:** What happened in the last chapter? Discuss. Hayward has to leave for a while to help his parents move to California and take care of other business. Charlotte is determined to vote in the election coming up. Do you think she’ll vote or will she have problems?

Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

127-banter 128-registrar 129-qualified 132-coaxed

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers infer the theme of a text.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Why did Hayward leave? Do you think he’ll come back? Why or why not?

-Why did Charlotte feel it was so important for her to vote?

-What was the significance of the names Charlotte picked for the two foals?

**Return to teaching point:** What is the theme of the story? Give details from the text to support your answer.

Writing Connection (optional): What is the theme of the story? Give details from the text to support your answer.