



TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Beauty

Bill Wallace

READ, WRITE, THINK, DISCUSS AND CONNECT

Beauty

Bill Wallace

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Research, visualization

Writing

Poetry, description,
narration, instructions,
opinion

Listening/Speaking

Interviewing, debate,
songs, discussion

Comprehension

Predictions, comparison/
contrast, inferences

Vocabulary

Synonyms, word mapping,
antonyms

Literary Elements

Story elements, similes,
characterization

Summary

When Luke's parents get divorced, he and his mother move from Denver, Colorado to Chickasha, Oklahoma to live with his grandfather. Luke and his grandfather get off to a shaky start but their shared love for the old horse, Beauty, provides the beginning of a bridge to their future relationship. Beauty becomes the confidante and friend Luke has always wanted. Luke knows she won't reveal any of his secrets. Grampa comes to know Luke better through Beauty, and by remembering how it was to be a boy himself. Luke and his grandfather eventually become good friends. Mike Garrison, Grampa's neighbor, teaches Luke how to ride. A series of unfortunate incidents occur. First, Grampa gets injured while using his old hay baler. Then a violent storm occurs and fells a tree branch. The branch shatters part of the corral fence. Beauty, frightened by the storm, escapes from the corral and runs down the driveway. She gets entangled in the cattle guard and breaks both front legs. Luke, who is alone at home, cannot remove Beauty from the cattle guard or help her in any way. Luke calls Grampa at the hospital and the two of them come to a decision about Beauty that will cause them pain for the rest of their lives.

(Some suggested topics for study while reading the novel: horses, horseback riding, Oklahoma, cowboys, football for youngsters, etc.)

About the Author

Bill Wallace was born August 1, 1947, in Chickasha, Oklahoma. He attended: University of Oklahoma, 1965-69; University of Science and Arts of Oklahoma, B.A., 1971; South Western State University, M.S., 1974. He and his wife, Carol, are the parents of three children. Wallace was formerly a physical education teacher, an elementary teacher and principal, and a lecturer at schools. He is now a full-time writer. Wallace says he gets his book ideas by combining childhood experiences with his imagination. He hopes his books will make children want to read.

Initiating Activity

Collect books, posters, videos, and sound recordings pertaining to Oklahoma, cowboys, and horses. Make arrangements for guest speakers, such as a veterinarian for horse care, a police officer for gun safety, a local official for gun ordinances, a meteorologist for storm safety, or a paramedic for emergency care.

When you are ready to start the unit have a discussion with the group members about pets they may have. What feelings do they have for these pets? Has anyone gone through the experience of having a pet die? What feelings did they experience? Discuss.

Go on to Previewing the Book.

Using Predictions

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the facts and ideas the author gives.

Use your own prior knowledge.

Apply any new information (i.e., from class discussion) that may cause you to change your mind.

Predictions

Discussion Questions

1. How does Carol react when she sees Beauty? (*Pages 24-26, Carol hugs Beauty and talks to the horse. When she sees some of Beauty's ribs sticking out she gets very angry. Carol assumes the horse has not been fed enough.*) What does Carol threaten to do? (*Page 26, Carol threatens to punch Mike Garrison when she sees him.*) Why do you think Carol behaves in this way? Discuss.
2. Does Carol give her father a chance to explain about Mike Garrison and Beauty? (*Pages 26-27, No.*) How does Grampa handle Carol? (*Pages 26-27, He does not insist that she listen. He stops trying to make her listen to what he has to say when he sees a pickup truck approaching.*) Are you surprised at Grampa's reaction to Carol? Explain your answer. Discuss.

Supplementary Activities

1. Start a character attribute web for Mike Garrison.
2. Do some research. Find out what equipment Grampa needs in order to keep a horse for Luke to ride. Try to find out the current prices of the equipment. How much would it cost Luke's grandfather today?
3. Write a couplet about some situation in this chapter. A **couplet** is a verse composed of two lines. The length of each line depends on the writer. Typically, couplets are rhymed. Couplets can be simple or sophisticated. For example:

*She ranted and raved about Beauty's lack of lunch,
And was ready to give someone a good, solid punch!*

4. What do you think might happen next? Make a prediction.

Chapter 4: Pages 33-40

After receiving a lecture from her father Carol apologizes to Mike. Luke and Beauty become better acquainted and settle into a riding routine. Carol gets a job as a part-time saleslady in a local clothing store.

Vocabulary

nestled 33
vicious 36

spry 35
tyrant 36

curries 35
clod 39

gall 35

Vocabulary Activity

List one synonym and one antonym. Make a word map for the following vocabulary words: *spry*, *gall* and *vicious*. Use the word map pattern shown below. For example:

Vocabulary Word	One Synonym	One Antonym
spry	active	inactive
gall	nerve	cowardice
vicious	cruel	kind

Chapter 13: Pages 102-107

Beauty is lathered up and has a swollen knee. Much to Luke's surprise, Grampa does not get angry. Grampa tells Luke to rub Beauty down and then hold ice bags on Beauty's swollen knee. While they care for Beauty, Grampa compares the horse to himself, telling Luke that Beauty is old, tired and stiff. Grampa tells Luke that he knows how boys are, since he was one himself. Grampa asks Luke to learn how to ride Lady. Luke agrees, but later tells Beauty he loves her, no matter what.

Vocabulary

review

Vocabulary Activity

Make up a review activity for some of the vocabulary words. Trade activities with a partner.

Discussion Questions

1. Does Grampa get angry with Luke for his treatment of Beauty that afternoon? (Pages 102-103, No.) Why doesn't Grampa get angry? (Page 105, Grampa explains to Luke that he knows "...how boys are. I used to be one...") Do you think Grampa's behavior makes Luke feel better about the way he treated Beauty? Why or why not? Discuss.
2. What does Grampa want Luke to do about riding a horse? (Pages 105-106, Grampa wants Luke to learn to ride Lady. "She can keep up with a boy and then still have some left.") What is happening to the relationship between Luke and his grandfather? Why do you think this is taking place? Discuss.

Supplementary Activities

1. Imagine that Luke wants you to create a special valentine for Beauty. Make a sample valentine to put on display. For example:

To Beauty From Luke

*Since roses are red, and violets are blue,
I know that this must be true.*

*You are my very, very best friend,
And I'll love you my whole life through.*



2. Grampa explains to Luke that Beauty has "...Worked hard and honest all her life..." (page 106). Make a scroll in Beauty's honor. On the scroll, write about the many things Beauty has been good at, and what you hope for her now and in the future.



3. What do you think might happen next? Make a prediction.