

ALL ABOUT HORSES

LESSON PLAN

Week at a
Glance:



Day One: Physical
Traits

Day Two: Breeds of
Horses

Day Three: Animal
Classification - Mammals

Day Four: Wild Horses vs.
Domestic Horses

Day Five: Horse
Communication



ALL ABOUT HORSES



LESSON PLAN



Day One: Physical Traits

Objective: The students will be able to describe physical characteristics of a horse.



LESSON PLAN: DAY ONE

Introduction (10 minutes):

*Explain to the students that this week's unit is all about horses. Today's lesson will focus on the physical traits of a horse, what a horse looks like and other special characteristics of horses.

*Ask the students to share what they already know about horses. Have you ever seen a horse or ridden a horse?

*The students will watch the video "Horses!" - https://www.youtube.com/watch?v=ZxrEgghMA_k

ALL ABOUT HORSES

Lesson (20 minutes):

*The teacher will read the book, "Gallop" from National Geographic Kids. Questions to ask during/after reading - Do all horses look the same? What types of horses did you recognize? What do horses need to stay healthy and strong? Where do horses live?

*After reading, the teacher will guide the students in completing the "Horses can, have, are" graphic organizer attached below.

*In small groups, students will complete the "Parts of A Horse" activity sheet together. Review as a class when completed.

Independent Work (10 minutes)

*Before completing independent work, review adjectives with the students. Tell students that adjectives are describing words. Then, students will complete the "Horse Adjectives" activity sheet.

Closing (5 minutes)

*Review "Horse Adjectives" together as a class when completed.

ALL ABOUT HORSES



HORSES



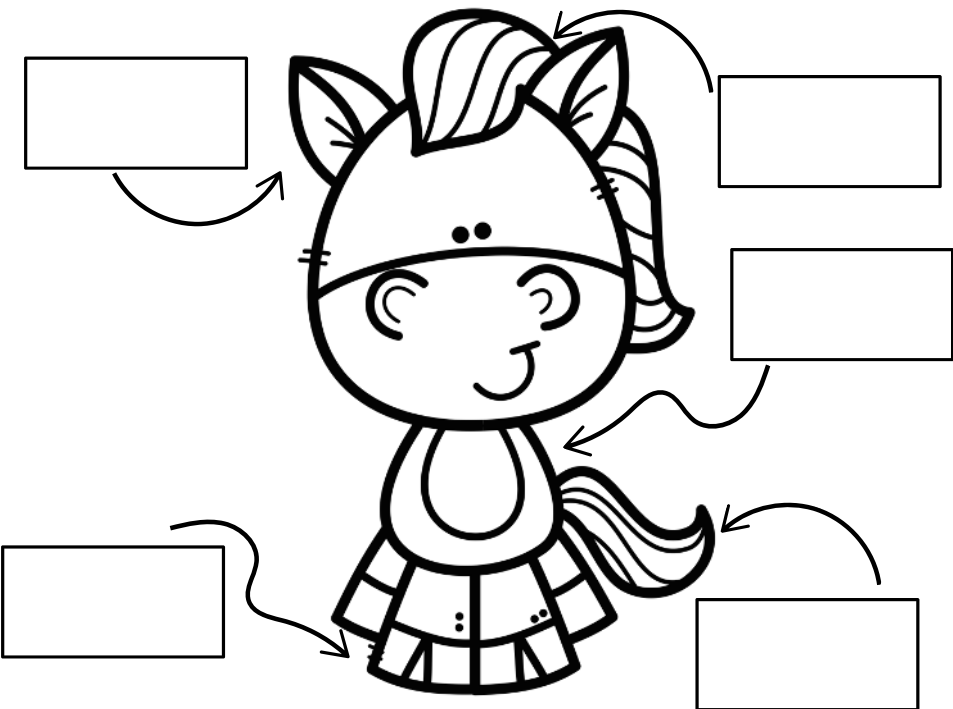
CAN

ARE

HAVE

ALL ABOUT HORSES

PARTS OF A HORSE



ears

tail

body

hoof

mane

ALL ABOUT HORSES

HORSE ADJECTIVES

Directions: An adjective is a describing word. Fill in the blank with an adjective that describes the physical traits about a giraffe.

A HORSE HAS...

_____ fur

a _____ tail

a _____ body

_____ legs

_____ ears

a _____ mane

a _____ neck

_____ teeth

_____ hooves



ALL ABOUT HORSES



LESSON PLAN



Day Two: Breeds of Horses

Objective: The students will be able to recognize various breeds of horses and their unique features.



LESSON PLAN: DAY TWO

Introduction (10 minutes):

*Students can share what they remember from yesterday about what horses look like and their physical features. Explain to the students that not all horses look the same. Just like there are different breeds of dogs, there are also different types or breeds of horses.

*Ask students if they can identify any specific breeds of horses.

*Tell the students that the main types of horses they will be learning about today are Arabian horses, Shetland ponies, Thoroughbreds, Mustangs, Quarter horses and Clydesdales.

ALL ABOUT HORSES

Lesson (20 minutes):

- *The teacher will explain that the students will use resources to collect information about various breeds of horses. They can use primarily www.kiddle.co or www.a-z-animals to search the horses listed on the graphic organizer attached below. The teacher may also have nonfiction books available or articles for kids on horse breeds.
- *The students will use the resources to collect a few facts about each breeds of horse listed below on the graphic organizer.

Independent Work (15 minutes)

- *The student will choose one of the breeds listed on the graphic organizer below to research more about. They will use that information to complete the "Horse Research" activity sheet attached.

Closing (5 minutes)

- *The students will share their horse research with the class or in small groups. Ask students what the most interesting thing they learned of the day was.



ALL ABOUT HORSES

TYPES OF HORSES

Arabian Horse

Clydesdale

Thoroughbred

Shetland Pony

Mustang

Quarter Horse

ALL ABOUT HORSES

HORSE RESEARCH

Directions: Choose one type of horse to research more about. Fill in the information below.

**HORSE
SPECIES:**

Interesting Facts

Appearance

diet

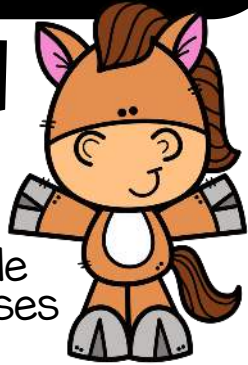
HABITAT



ALL ABOUT HORSES



LESSON PLAN



Day Three: Animal Classification – Mammals

Objective: The students will be able to explain characteristics of horses that classify them as mammals.



LESSON PLAN: DAY THREE

Introduction (10 minutes):

*The teacher will explain to the students that animals are all classified into different groups based on their common characteristics. The five main groups are mammals, birds, fish, reptiles and amphibians. Ask the students what group they think horses belong in.

*If they said mammals, they are correct! What makes a horse a mammal? Today's lesson will explain more about why horses are considered mammals.

ALL ABOUT HORSES

Lesson (20 minutes):

*The students will watch the video "What are Mammals? Mammal Facts For Kids" -

<https://www.youtube.com/watch?v=gR4RWY0wBEY>

*The teacher will guide the students in completing the "Vocabulary Square" graphic organizer attached below on the word "mammal". Based on the video, define mammal, draw a picture of a mammal and write a sentence using the word mammal.

*Explain that horses are mammals because they are vertebrates, which means they have a backbone. They are also warm-blooded, which means their body temperature stays the same. They have hair/fur, they give birth to live young and they use lungs to breathe.

*The students may use the checklist attached below to record which statements are true about horses that make them mammals.

Independent Work (10 minutes)

*The students will complete the "Mammal Quick Check" as an informal assessment to gauge their understanding from the lesson.

Closing (5 minutes)

*Review the quick check questions together as a whole group when completed.

ALL ABOUT HORSES

VOCABULARY SQUARE

Word:

mammal

Definition:

Sentence:

Picture:



ALL ABOUT HORSES

ANIMAL CLASSIFICATION

Directions: If the question is true, color in the check.
If all five statements are true, horses are mammals!

Is a horse a
vertebrate?



Is a horse
warm-blooded?



Does a horse
have hair/fur?



Does a horse give
birth to live
young?



Does a horse
breathe using
lungs?



ALL ABOUT HORSES

MAMMAL QUICK CHECK

1. What is a vertebrate?

2. What makes a horse a mammal?

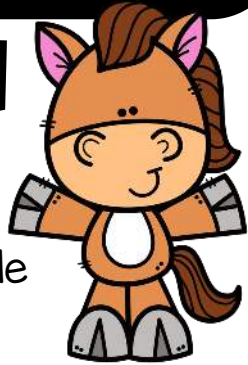
3. Do horses lay eggs or give birth to live young?

4. What does it mean to be warm-blooded?

ALL ABOUT HORSES



LESSON PLAN



Day Four: Wild Horses vs. Domestic Horses

Objective: The students will be able to compare and contrast wild horses and domestic horses.



LESSON PLAN: DAY FOUR

Introduction (10 minutes):

*The teacher will explain to the students that today's lesson will be focused on wild horses versus domestic horses. Ask the students to share what they think the difference between wild and domestic horses are.

*Explain that wild horses live in their own environment in grasslands, deserts, open fields, etc. Domestic horses live with people in stables, ranches, farms, etc. They are usually trained for horseback riding or other important jobs.

ALL ABOUT HORSES

Lesson (20 minutes):

- *Tell students that comparing and contrasting means recognizing how things are different and what they have in common. Explain that they will be comparing and contrasting domestic horses and wild horses.
- *Show students pictures of wild horses and pictures of domestic horses. Ask students what they notice.
- *The teacher will guide the students in completing the “Wild Horses vs. Domestic Horses” activity sheet attached below.

Independent Work (10 minutes)

- *The students will write a creative story using the “Horse Story” writing sheet attached below. They can use the words in the box for ideas on what to write about.

Closing (5 minutes)

- *The students can work in small groups or partners to complete the “Horse Unscramble”.

ALL ABOUT HORSES

WILD HORSES VS. DOMESTIC HORSES

WILD

DOMESTIC

How are domestic horses and wild horses similar?

ALL ABOUT HORSES



Directions: Use the words in the box below to create a story about horses.

horse meadow
stable carrot hay
farm herd run
predator shelter

ALL ABOUT HORSES

HORSE UNSCRAMBLE

Directions: Unscramble each word associated with horses.

HRSEO



SDDLEA

SBTALE



HFOO

FAOL

RESNI

PNOY



ALL ABOUT HORSES

HORSE UNSCRAMBLE

Answer Key

H R S E O

Horse



S D D L E A

Saddle

S B T A L E

Stable

H F O O

Hoof



F A O L

Foal

R E S N I

Reins

P N O Y

Pony



ALL ABOUT HORSES



LESSON PLAN



Day Five: Horse Communication

Objective: The students will be able to identify various ways that horses communicate.

.....

LESSON PLAN: DAY FIVE

Introduction (10 minutes):

*The teacher will explain to students that animals communicate in many different ways. Ask the students to share how their pets may communicate or make personal connections. Explain that horses also have unique ways that they communicate.

*Tell the students that horses can communicate using their body language, sounds, touch and smell.

ALL ABOUT HORSES

Lesson (20 minutes):

- *Explain to students that horses use body language to communicate - just like people do! For example, we may cross our arms if we are angry. Horses may put their ears back if they are angry, or may put their ears forward if they are curious or excited.
- *The teacher will guide the students in filling in the boxes in the "Horse Communication" graphic organizer attached below. In each box, write one way that horses communicate.

Independent Work (10 minutes)

- *The students will use the "Horse Comic Strip" to create a story using pictures of a horse "communicating" with people in some way. In the thought bubbles, write what the horse may be thinking or "saying".

Closing (5 minutes)

- *The students will share their comic strip stories with their small groups or with the class.

ALL ABOUT HORSES

HORSE COMMUNICATION

Directions: In the boxes below, record different ways horses communicate.



ALL ABOUT HORSES

HORSE COMIC STRIP

Directions: Create a comic strip story about a horse and various ways that they communicate to people. Write in the thought bubble what the horse might be thinking or saying.

