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# Classical Lessons

for



## *The Little White Horse*

by Lisa Kelly



# Notes for the Teacher

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## *Directions for Using these Book Notes*

The Book Notes for this guide are designed to be a light introduction for looking at a novel more deeply. The narration suggestions are meant to be multiple and varied to offer your student(s) as many opportunities to interact with the book as possible. PLEASE be aware that it is not necessary or even encouraged that you require your student to do more than one narration per reading section. And within the one narration per reading section, please vary the type of narration. This gives your student(s) balance as well. Every section is designed so that you **or** your student may choose their narration prompt. The story elements and literary terms can be explored as you decide. Also, PLEASE be aware that it is not necessary or encouraged for every book chosen for each year to be studied this way. One to two books per year would be more than enough and not at all in the earlier years.

A student notebook can be created by placing the vocabulary and printable pages in order by chapter in a binder or folder. You may wish for your students to write their narrations on notebook paper and include these into the binder or you may wish to have your students keep their narrations in a composition notebook. Please choose whichever method works best for you and your family.

## *Vocabulary*

Almost every section in each chapter has a list of vocabulary words. The vocabulary words can be handled in several different ways. A printable blank vocabulary sheet is provided in the appendix. The teacher can either have the student complete the vocabulary page for each section independently before each reading **or** the teacher can go over the words orally, looking up words whose definitions are uncertain with their student **or** a combination of both methods. I deliberately created this to be flexible. Each teacher should judge the method that works best for their student(s) at the time they are reading the book. The most important idea behind the vocabulary is to give students a better chance at a deeper understanding of the book as they read it because of having looked at these words at least once before reading it.

## *Narration Suggestions*

The narration suggestions are listed under five categories:

- **Oral/Discussion**
- **Written**
- **Creative**
- **Research**
- **In the Kitchen**

The suggestions are plentiful so as to give teachers and students many different choices. Each section has a variety of ideas which appeals to all types of children and their interests. This also gives children a variety of styles in day to day narrations. Perhaps one day the teacher might have the child give a traditional oral retelling and the next day they may have the child give a written narration. This works well in families with children at varying levels too. An older student might be asked for a research or written narration while younger children might be given an oral or creative narration. The most important idea behind the narration suggestions, and their number and variety, is to offer choices and not to become burdened with the idea that they must all be used. The Discussion aspect under the Oral/Discussion category is a gentle reminder that some of these questions may lend themselves better towards having a discussion with your student rather than expecting an oral narration.

## ❖ *Literary Terms*

The following literary terms are included:

- **Foreshadowing**
- **Simile**
- **Metaphors**
- **Imagery**
- **Symbolism**

These terms are included with definitions but not with additional exercises. An excerpt from the book is included which illustrates the term and the student is asked to find it. An answer key for the teacher is included at the end of this guide. The most important idea behind including literary terms is to give both the teacher and student a few tools with which to examine the book in some depth. *The Little White Horse* has some really beautiful writing within it and allows for some great illustrations of these literary terms. I deliberately kept the number of terms minimal in order to keep literary terms from becoming a focus.

## Symbolism

There is a great deal of symbolism to be found in *The Little White Horse*. I've only included two examples of this in the Book Notes so as not to create a guide with an overwhelming amount of it. I will be including more examples of symbolism in the appendix. This offers the teacher more examples if he/she would like to include it.

The examples included in the Book Notes are the lion and the church bell.

### ➤ *Story Elements*

The following story elements are included:

- Characters
- Setting
- Protagonist
- Antagonist
- Heroes
- Heroines

Again, these elements are included with definitions but not with additional exercises. Like the literary terms, the story elements use excerpts from the book to illustrate them. Story elements give the teacher and student more tools to use to hold literary discussions about this book and tools which transfer over to literary discussions about other books.

### ○ *Pre-reading Notes*

There are two notes which suggest building background knowledge by reading about a specific person in history before reading a section from the book. The historical persons are referred to in the text and some background knowledge about them is always helpful.

*Our Island Story* has several chapters for both people and is suggested as a possible resource. Any book or resource, such as looking online, will work for building this knowledge.

King Edward I and William the Conqueror are these two historical people.

## ***Exam Narration***

The following is a possible exam question you may wish to use after the book has been completed:

*Give an account of one of the animal characters (Wrolf, Wiggins, Periwinkle, Little White Horse, etc.) in the story. Describe their physical appearance and the role they played in the book. What might have happened in the book if your chosen character had not been in the story?*

## ■ ***Printable Pages***

Some printable pages are offered to make some of the assignments more convenient and can be found in the appendix.

# Chapter One

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Each chapter has sections. These notes will be separated by chapter and then further divided into its sections.

1:1\_\_\_\_\_

## Vocabulary:

- disconcertingly
- pelisse
- bereaved
- convey
- contemplation
- foreboded
- wizened
- amiable
- illumined
- peccadilloes
- abated
- puce
- overindulgence
- bombazine
- voluminous
- reticule
- fastidiousness
- emanated
- ingratiate
- scintillated

# Narration Suggestions

## Oral/Discussion

	Describe Miss Heliotrope. Add her feelings about Maria to your description.
	Tell all you know about Maria.

## Written

	Rewrite the poem "The Little White Horse" into a prose retelling.
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## Creative

	Draw a picture of Wiggins using the description of him in the reading. Wiggins is a King Charles Spaniel. Look this dog up online in which to compare your picture when completed.
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1:2 \_\_\_\_\_

## Vocabulary:

- perilous
- piebald
- stifled
- austerely
- scrupulously
- contemptuously

# Narration Suggestions

## Oral/Discussion

	Describe the drive of Miss Heliotrope and Maria from where they passed through the gate up through their arrival to the house.
	Tell all you can about Sir Benjamin Merryweather.
	What do you think of the things Maria saw on their drive up to the house? What do you think of the little white horse she thought she saw and the shadowy black figures? What do you think these might mean?

## Creative

	Draw a picture of what Miss Heliotrope and Maria's drive up to the house might have looked like.
	Draw a picture of Wrolf.

## ❖ Literary Term

**Foreshadowing** is when a literary work gives clues or hints about events that will occur further on in the story.

	<p>“...And for a fleeting instant, at the far end of the glade, she thought she saw a little white horse with flowing mane and tail, head raised, poised, halted in mid-flight, as though it had seen her and was glad” (Goudge 17).</p> <p>What hints does this quote from the first chapter give about the little white horse and the role Maria has in this story?</p> <p><u>Please see the Answer Key.</u></p>
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1:3 \_\_\_\_\_

## Vocabulary:

- ewer
- lamented
- salubrious

## Narration Suggestions

### Oral/Discussion

	What do you think made Maria's room so beautiful to her? Do you think you would have found it beautiful? What makes something beautiful to someone?
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### Written

	Write a paragraph describing Maria's room.
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### Creative

	Draw a picture of Maria's room. Once you have completed it, refer back to the text. Were there any details that you'd forgotten?
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### Research

	<p>What do you know about the year 1842? Using a library or computer, find the information needed to learn more about this time. Make a list of important people and events during this time period.</p> <p><b>For Older Students:</b></p> <p>Be sure to cite your source(s).</p>
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1:4 \_\_\_\_\_

## Vocabulary:

- claret
- ethereal
- enmity
- stupefaction
- cessation
- mastication
- rift

## Narration Suggestions

### Oral/Discussion

	Tell all you can about Robin.
	Why was Maria upset with Miss Heliotrope for doubting her word about Robin?
	What is the difference between real and imaginary?

### Creative

	Reread the description of Wrolf. What kind of animal would you draw using that description? Draw him using this description.
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