



## Lesson Plan Summary

### Magic Tree House #39: *Windy Night with Wild Horses*

#### Guided Reading Activities for Each Chapter

#### *Using Windy Night with Wild Horses*

<b>EACH STUDENT WILL:</b>	<b>COMMON CORE STANDARDS ADDRESSED:</b>
<ul style="list-style-type: none"><li>• View and discuss anticipatory informational video clips</li><li>• Read and discuss new vocabulary and events after reading each chapter in <b>#39 <i>Windy Night With Wild Horses</i></b></li><li>• Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide</li><li>• Make connections: Text-to-self Text-to-text Text-to-world</li><li>• Draw a diagram, illustration, or map with a caption or several sentences</li><li>• Make predictions of what will happen in the next chapter</li><li>• Write an opinion contrasting the lifestyle of a nomad to their lifestyle</li></ul>	<p><b>READING:</b></p> <ul style="list-style-type: none"><li>• <b>KEY IDEAS AND DETAILS (RI1.1, RI2.1, RI3.1, RI4.1)</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text, (RI2.1)</li><li>• <b>CRAFT AND STRUCTURE (RI 2.4, RI 3.4)</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</li><li>• <b>CRAFT AND STRUCTURE (RI 2.5, RI 3.5)</b> Know and use various text features to locate key facts or information in a text efficiently</li></ul> <p><b>WRITING:</b></p> <p><b>PRODUCTION AND DISTRIBUTION OF WRITING</b></p> <ul style="list-style-type: none"><li>• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (<b>W2.5, W3.5</b>)</li><li>• Participate in shared research and writing projects (<b>W2.7, W3.7</b>)</li></ul>

39-3S0524

Created by: Paula Cirillo, 2009 Magic Tree House Teacher of the Year, Peach Hill Academy, Moorpark, California



## Lesson Plan

### Magic Tree House #39: *Windy Night with Wild Horses*

#### Guided Reading Activities

*Using Windy Night with Wild Horses*

#### THREE PART LESSON FOR EACH CHAPTER

1. **ANTICIPATORY SET** - a fun focus to start each reading session with a video clip or reading activity offering schema, connections, and additional resources
2. **READ THE CHAPTER** – whole group or reading groups
3. **STUDENT READING GUIDE** – comprehension questions to respond to the text



#### MATERIALS NEEDED:

- Copies of **#39 *Windy Night with Wild Horses***
- Computer with interactive whiteboard, TV, or projector
- Copy of “Chapter Reading Guide” for each student
- Copy of “Chapter Reading Guide” Answer Key

#### PROCEDURE:

Start each reading session with the Anticipatory activity provided. Then read the chapter with the students. Finish up by assigning the Reading Guide to be completed together as a group, for individual seatwork, or homework.

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**ABOUT THE CHAPTERS** A preview of content for the Anticipatory Set and the Reading Guide, for planning

## Chapter 1 – Journey to Mongolia

- **Anticipatory Set** - “We are the World” Mongolia (2:13)  
This is a great short video done in a fun, engaging way for students. It contains facts about Mongolia's location, geography, and the Nomads' lifestyle. There is wonderful Mongolian music at the end during the end credits.

<https://youtu.be/QwW1hpXFVp0>

- **The Reading Guide** – focuses on the 5 W's and H (who, what, when, where, why, and how) comprehension questions and one inference question.

## Chapter 2 – Eco-Volunteers

- **Anticipatory Set** - *Hustai National Park* (5:02)  
This video shows a day in the life of an Eco-Volunteer. Great photography and labeling of the animals and land in the park. It matches perfectly with Jack and Annie's experience in this chapter.

<https://youtu.be/7AdA-bGHc7c>

- **The Reading Guide** – Comprehension questions, citing a passage, listing facts, inferring.

## Chapter 3 – Marmots and Red Deer

- **Anticipatory Set** - No video before the chapter. Instead, show the binoculars on the Chapter 3 Reading Guide. Encourage the students to put on these “pretend” binoculars, so they can search for animals and anything else to sketch for the chapter activity.



- **The Reading Guide** - Sketching and descriptive writing - Refer to the illustration of Jack looking through his binoculars on pages 22- 23 as an example. Show chapter 2 video again, at this time, to brainstorm some sketching ideas.

<https://youtu.be/7AdA-bGHc7c>

## Chapter 4 – Nomad House

- **Anticipatory Set** - *Mongolian Morin Khuur Children's Ensemble* (3:09)  
This is an amazing video which shows children in traditional Mongolian clothing while playing the horse head fiddle in the scenic outdoors of Mongolia. In the story, Tuya tells Jack and Annie that her dad is teaching her to play the horsehead fiddle.

<https://www.youtube.com/watch?v=de4wZrJ4WEI>

An additional fun video: *MARZAN-First time, horses that heard the melody of the Morin Khuur* [Моринхуурынаялгуусонссонморьд] (2:02)

<https://www.youtube.com/watch?v=wBKJ7l2zCSw&t=1s>

- **The Reading Guide** –using words in context, opinion, prediction.

## Chapter 5 – Now’s the Time

- **Anticipatory Set** - Ask for predictions of what the surprise could be that everyone was so excited about at the end of chapter 4.  
DO NOT show the video before reading the chapter. It will give the surprise away. Tell the students that they will see the video after the chapter.

*Wild Horses: Przewalski horses released into native Mongolia* (1:30) TRT World

The horses are let out of crates just like in the book. There is an explanation of how zoos are helping to keep the Takhi horse from extinction by keeping them in zoos while they breed. They are later introduced into their native homeland.

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

- **The Reading Guide** - comprehension questions, predictions.

## Chapter 6 – Last Wild Horses on Earth

- **Anticipatory Set** - *The return of Mongolia’s “wild” horses* (4:52)  
The graphics of this video are great for the visual learner. The zoos and scientists are working together to help get endangered animals back into their homelands to help save the species.

<https://youtu.be/Xj5nH5JtJAQ?si=wmXhHyF2hxhbug01>

- **The Reading Guide** - Comprehension questions, citing evidence.

## Chapter 7 – Disaster

- **Anticipatory Set** – *Gray Wolf* 🐺 *Amazing Animals* National Geographic Kid (1:15)  
A gray wolf's howls can be heard over 10 square miles! Learn more amazing facts about the gray wolf from this National Geographic Kids video.

<https://youtu.be/VYKsl5lLiaQ>

- **The Reading Guide** – comprehension questions, text-to-self connection.

## Chapter 8 – Out of the Wind

- **Anticipatory Set** – *Easy things to draw for beginners | HORSE* (2:55)  
Let's have an art lesson! Practice drawing a horse. The students will be drawing one in the Reading Guide activity today.

<https://www.youtube.com/watch?v=h3lZZToqj0>

- **The Reading Guide** – comprehension questions, captions, and illustrations.

## Chapter 9 – The True Story

- **Anticipatory Set** - *Khazakh Eagle Huntress* - Behind the News (3:46)  
Meet a young girl from Mongolia who goes to school and helps at home just like most kids. But on the weekends, she heads into the mountains to learn how to hunt with a trained eagle.

<https://youtu.be/05b4CzpUdC8>

- **The Reading Guide** – comprehension questions

## Chapter 10 – Our Natural Home

- **Anticipatory Set** – Let's end the book with two videos.
  1. *Endangered Animals* – Faith McNulty, KIDS READ TO KIDS, YouTube Kids (2:25) This read-aloud has a good explanation of endangered and extinct animals for early learners.

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

2. *Mongoljin Tour Guide's Little Girl*, @MARZANCHANNEL  
She looks just like Tuya, waving goodbye to Jack and Annie!

<https://youtube.com/shorts/oIXF4nMYxuk?si=pgod59glcxNNjLgu>

(Pinch the picture with your fingers to expand)

- **The Reading Guide** – comprehension questions, character development.

## Reading Guide Chapter 1 – Journey to Mongolia

1. Who heard a high whistling sound in the backyard and what was it? (p.4)

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2. How did Jack and Annie find out where they were going? (p.7) \_\_\_\_\_

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3. What is the study of Ecology? (p.8) \_\_\_\_\_

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4. Where will the Magic Tree House be landing? (pp.7, 10) \_\_\_\_\_

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5. **INFER:** Why is Morgan's message called a rhyme? (pp.7-8) \_\_\_\_\_

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## Reading Guide Chapter 2– Eco-Volunteer

1. How did Jack and Annie know where to go when they landed in Mongolia? (p.14)

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2. Who was the first person that Jack and Annie met in Mongolia? (p.15) \_\_\_\_\_

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3. **Infer:** Why did Jack and Annie tell Tuya about the animals they saved in different countries? (p.16) \_\_\_\_\_

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4. What is the capital city of Mongolia? (p.18) \_\_\_\_\_

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5. **List:** 3 things that the Eco-Volunteers will do: (pp.18-19) \_\_\_\_\_

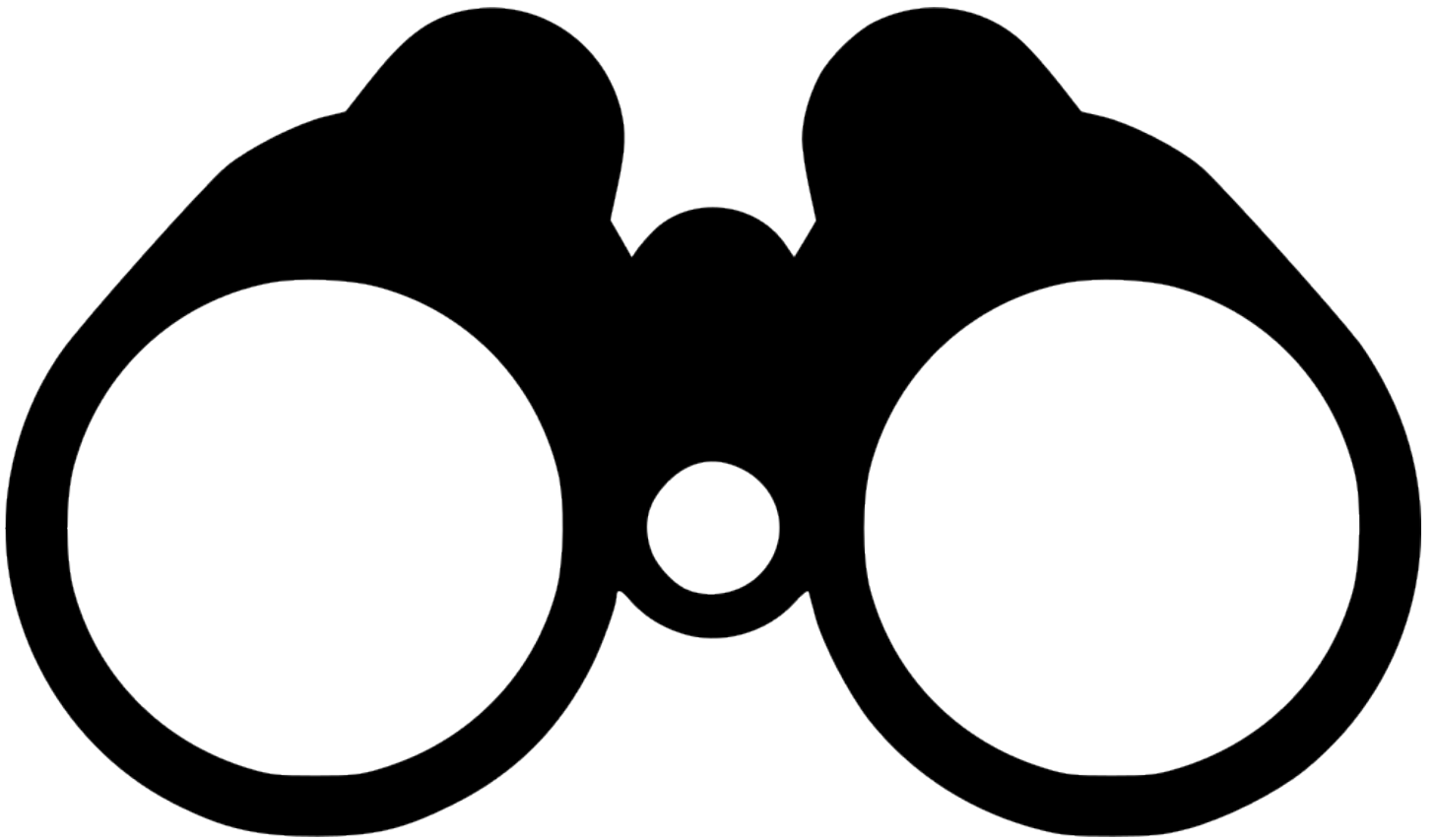
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## Reading Guide Chapter 3 – Marmots and Red Deer

Imagine what you would see if you were with Jack and Annie in Mongolia. Sketch it in the binocular lenses. Then write a few descriptive sentences on the lines below.

HAVE FUN AND BE IMAGINATIVE



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## Reading Guide Chapter 4 – Nomad Hosts

Describe Tuya's life as a nomad by filling in the blanks using these words in the box.

yurt wool deer horses ranger marmots wolves  
car gazelles play sheep clothes

When Tuya was younger, she used to trim \_\_\_\_\_ off the \_\_\_\_\_. It was used to cover the \_\_\_\_\_ and to make \_\_\_\_\_. Now, in the summer, she is a junior \_\_\_\_\_. One of her jobs is to count the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. She also looks for signs of the dangerous \_\_\_\_\_. At home, her dad teaches her to \_\_\_\_\_ the horsehead fiddle. Her family has no \_\_\_\_\_, but they can all ride \_\_\_\_\_.

Would you like to live as a Nomad? Write a few sentences to explain your **OPINION**. Tell one thing you would like and one thing you would not like about the Nomad lifestyle.

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Can you **PREDICT** what the surprise is?



## **Reading Guide Chapter 5 – Now's the Time**

1. Where was everyone going to see the surprise? (p.40) \_\_\_\_\_  
\_\_\_\_\_
2. How big were the crates that the surprise was in? (p.41) \_\_\_\_\_  
\_\_\_\_\_
3. Why did the ranger ask everyone to leave? (p.46) \_\_\_\_\_  
\_\_\_\_\_
4. Where is Jack going when everyone had to leave? (p.46) \_\_\_\_\_  
\_\_\_\_\_
5. What is the miracle of the Takhi horses? (p.48) \_\_\_\_\_  
\_\_\_\_\_

## **Reading Guide Chapter 6 – Last Wild Horses on Earth**

1. What does the word Takhi mean? (p.49) \_\_\_\_\_  
\_\_\_\_\_
2. List two reasons why the Takhi breed was dying out. (p.50) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why was this a special day at the Hustai Reserve? (p.50) \_\_\_\_\_  
\_\_\_\_\_
4. What bad news did Khan bring to the celebration? (p.54) \_\_\_\_\_  
\_\_\_\_\_
5. Why is Jack feeling so bad? (p.57) \_\_\_\_\_  
\_\_\_\_\_

## Reading Guide Chapter 7 – Disaster

1. How does Anna start to solve the problem of finding the Takhi? (p.59) \_\_\_\_\_  
\_\_\_\_\_
2. Why is it okay for Jack and Annie to take the bikes? (pp.59-60) \_\_\_\_\_  
\_\_\_\_\_
3. How do Jack and Annie know where to go on the bikes? (p.62) \_\_\_\_\_  
\_\_\_\_\_
4. What are the shapes they see and hear? (p.66) \_\_\_\_\_
5. **Text to Self** connection – Tell of a time that you felt as scared as Jack and Annie when they saw and heard the wolves howling? \_\_\_\_\_  
\_\_\_\_\_

## Reading Guide Chapter 8 – Out of the Wind

1. Morgan's poem says, "*Spin air into song*". What did Jack and Annie do? (p.68) \_\_\_\_\_  
\_\_\_\_\_
2. What came out of the whirlwind of their song? (p.62) \_\_\_\_\_
3. Draw a picture below to match this sentence from the story. (p.72)

The beautiful white horse galloped over the silver sea of moonlit grass.

## Reading Guide Chapter 9 – The True Story

1. What was Khan's good news? (pp.78-79) \_\_\_\_\_  
\_\_\_\_\_
2. How did Jack feel when he found out that the latch on the gate was broken and he was not to blame for the Takhi horses escaping? (p.80) \_\_\_\_\_
3. What did Jack notice about the golden eagle perched on Tuya's Dad's arm? (p.81) \_\_\_\_\_
4. Where were Jack and Annie when they told Tuya what really happened to the Takhi? (pp.82 - 83) \_\_\_\_\_
5. What did Tuya keep saying that showed she was surprised by the magic of their story? (pp.84 - 85) \_\_\_\_\_

## Reading Guide Chapter 10 – Our Natural Home

1. What kind of horse does Tuya think helped the Takhi horses escape from the wolves? (p.87) \_\_\_\_\_
2. What is the Legend of the Wind Horse? (p.87) \_\_\_\_\_  
\_\_\_\_\_

**Character development** (*wisdom and courage to do the right thing*) **is very important in every Magic Tree House book.**

3. What line in Morgan's Rhyme encourages "character development"? (p.62)  
\_\_\_\_\_
4. What did Annie say to Jack to show him that he did the right thing to help find the Takhi? (p.92) \_\_\_\_\_  
\_\_\_\_\_

## ANSWER KEY

### Reading Guide Chapter 1 – Journey to Mongolia

1. Who heard a high whistling sound in the backyard and what was it? (p.4) Annie heard a golden eagle.
2. How did Jack and Annie find out where they were going? (p.7) It was in Morgan’s message.
3. What is the study of Ecology? (p.8) It is how everything in nature is connected and works together.
4. Where will the Magic Tree House be landing? (p.7, 10) It will land in Mongolia.
5. **INFER:** Why is Morgan’s message called a rhyme? (pp. 7-8) There are rhyming words in some of the endings.

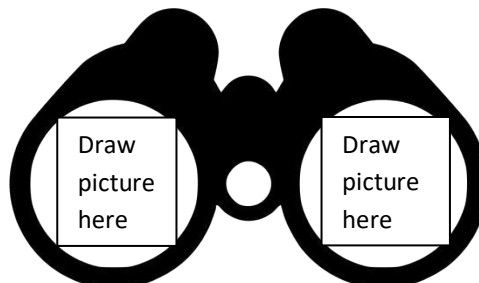
### Reading Guide Chapter 2 – Eco Volunteers

1. How did Jack and Annie know where to go when they landed in Mongolia? (p.14) They saw a sign on the minibus that read “MONGOLIAN TOURS/ECO-VOLUNTEERS.
2. Who was the first person that Jack and Annie met in Mongolia? (p.15) Tuya is the first person they met.
3. **INFER:** Why did Jack and Annie tell Tuya about the animals they saved in different countries? (p.16) Jack and Annie wanted Tuya to believe that they had been Eco-Volunteers all over the world, so she would take them on the bus.
4. What is the capital city of Mongolia? (p.18) The capital of Mongolia is Ulan Bator.
5. **LIST:** List three things that the Eco-Volunteers will do. (pp. 18-19) Any three listed on these pages: Meet at the Blue Sky Hotel in Ulan Bator, journey in the minibus to the nature reserve, stay with a nomad family, help park rangers with daily tasks, and collect data on animals and plants.

### Reading Guide Chapter 3 – Marmots and Red Deer

Imagine what you would see if you were with Jack and Annie in Mongolia. Sketch it in the binocular lenses. Then write a few descriptive sentences on the lines below.

HAVE FUN AND BE IMAGINATIVE



Individual responses to pictures and descriptive sentences below the binoculars

## Reading Guide Chapter 4 – Nomad Hosts

Describe Tuya's life as a nomad by filling in the blanks using these words in the box.

Yurt wool deer horses ranger marmots wolvescar gazelles play sheep clothes

When Tuya was younger, she used to trim wool off the sheep. It was used to cover the yurt and to make clothes. Now, in the summer, she is a junior ranger. One of her jobs is to count the deer, marmots, and gazelles. She also looks for signs of the dangerous wolves. At home, her dad teaches her to play the horsehead fiddle. Her family has no car, but they can all ride horses.

## Reading Guide Chapter 5 – Now's the Time

1. Where was everyone going to see the surprise? (p.40) Everyone was going to the field station at the nature reserve.
2. How big were the crates that held the surprise? (p.41) The crates were as tall as a man.
3. Why did the ranger ask everyone to leave? (p.46) The Takhi need to be alone to get used to their new home.
4. Where is Jack going when everyone had to leave? (p.46) He left his binoculars at the fence and is going back to get them.
5. What is the miracle of the Takhi horses? (p.48) The last wild horses on earth just returned home.

## Reading Guide Chapter 6– Last Wild Horses on Earth

1. What does the word Takhi mean? (p.49) Takhi means *spirit*.
2. List two reasons why the Takhi breed was dying out. (p.50) Bad winters, people hunted the Takhi for food, and the Takhi died from droughts and diseases.
3. Why was this a special day at the Hustai Reserve? (p.50) A zoo was returning the Takhi to their native land.
4. What bad news did Khan bring to the celebration? (p.54) Khan finds the gate open, and he thinks some of the Takhi have escaped from the corral.
5. Why is Jack feeling so bad? (p.57) Jack thinks he was the one who left the gate open when he went back to get his binoculars.

## Reading Guide Chapter 7 - Disaster

1. How does Anna start to solve the problem of finding the Takhi? (p.59) Annie looked at Morgan's message to get hints of what to do. She thinks that "spins wheels" means bicycle wheels.
2. Why is it okay for Jack and Annie to take the bikes? (pp. 59-60) The mountain bikes at the reserve are for Eco-Volunteers and they are Eco-Volunteers.
3. How do Jack and Annie know where to go on the bikes? (p.62) The rhyme says, "The wind on the plain spins wheels along", so they ride where the wind blows them.
4. What are the shapes that they see and hear? (p.66) The shapes are wolves, and they are howling.
5. **Text to Self** connection – Tell of a time you felt as scared as Jack and Annie when they saw and heard the wolves howling. (Individual responses) Example: I was out walking my dog at 6:00 in the morning and a coyote was in the street staring at us.

## Reading Guide Chapter 8 – Out of the Wind

1. Morgan's poem says, "*Spin air into song*". What did Jack and Annie do? (p.68) They sang as loud as they could to the tune of "The Wheels on the Bus".
2. What came out of the *whirlwind* of Jack and Annie's song? (p.62) A beautiful white stallion came out of the *whirlwind*.
3. Draw a picture below to match this sentence from the story. (p.72) Individual pictures by the students.

The beautiful white horse galloped over the silver sea of moonlit grass.

### Reading Guide Chapter 9 – The True Story

1. What was Khan's good news? (p.78-79) All of the Takhi horses are safe in the corral.
2. How did Jack feel when he found out that the latch on the gate was broken and he was not to blame for the Takhi escaping? (p.80) Jack felt very glad.
3. What did Jack notice about the golden eagle that was perched on Tuya's dad's arm? (p.81) It was the same eagle that brought them to the tree house.
4. Where were Jack and Annie when they told Tuya what really happened to the Takhi horses? (pp.82-83) They were in the minibus on the way back to the tree house.
5. What did Tuya keep saying that showed she was surprised by the magic of their story? (pp. 84-85) No! No! Noooo!

### Reading Guide Chapter 10 – Our Natural Home

1. What kind of horse does Tuya think helped the Takhi escape from the wolves? (p.87) Tuya thinks the *Wind Horse* helped Jack and Annie.
2. What is the *Legend of the Wind Horse*? (p.87) It is a sacred animal with the strength and courage of a horse and the speed of the wind.

**Character development (*wisdom and courage to do the right thing*) is important in every Magic Tree House book.**

3. What line in Morgan's Rhyme encourages "character development"? (p.62) *Just do your best*
4. What did Annie say to Jack to show him that he did the right thing to help find the Takhi? (p.92) You took responsibility, and you fixed the problem.