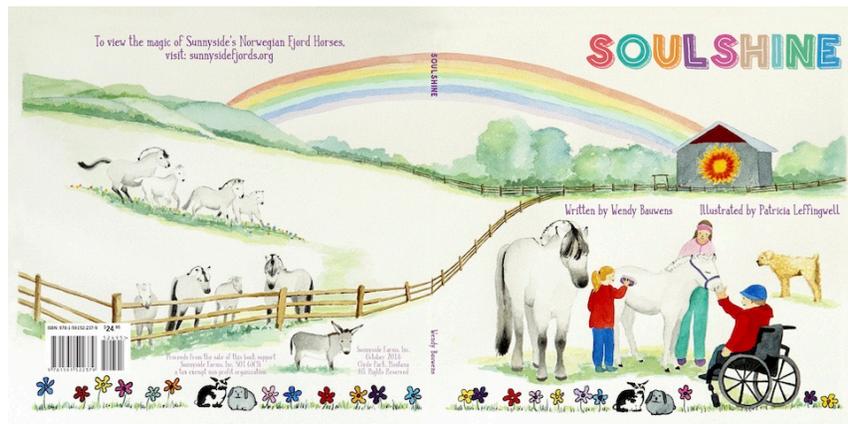


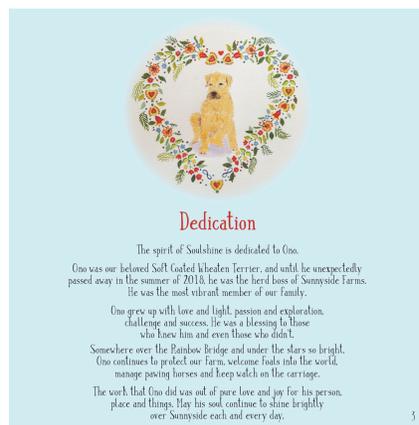
SOULSHINE

A Guide for Promoting Higher-Order Thinking Coupled with Content Standards
Dr. Jeanne Bauwens, Author

As the old saying goes, you cannot judge a book by its cover. This is true for Soulshine. This book can be experienced in so many ways. For instance, it is a true story that (1) uniquely integrates numerous subject areas, (2) systematically introduces vocabulary words in ways that are distinctive to each set of illustrations, (3) extends learning by way of varied question prompts for different levels of thinking, and (4) concisely identifies each common-core standard related to the contents.

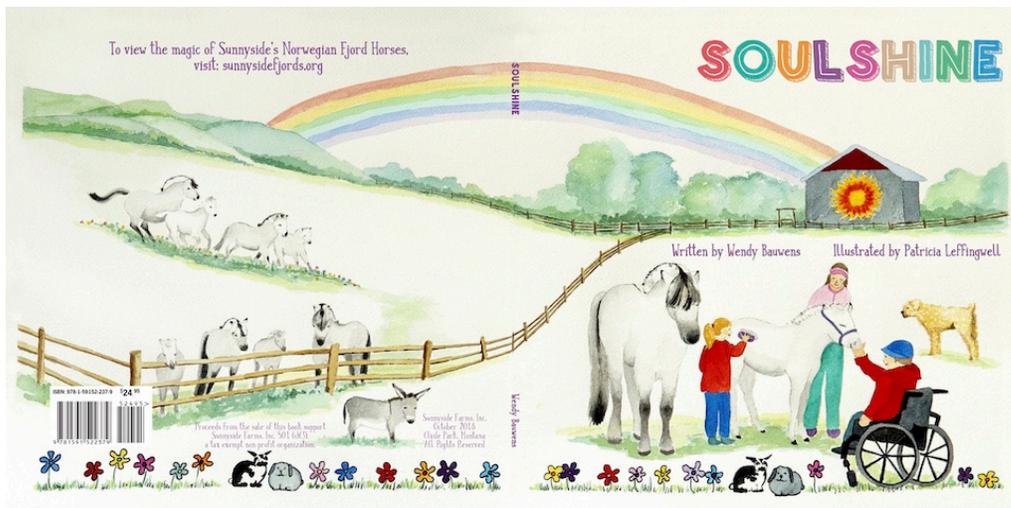


Explain to the learners that they will see and have a chance to know many different animals throughout the story. They all have names and their own personalities, and special jobs to do on the farm. Identify at least one in particular that is on the cover of the book. Let them know that Ono the Wheaten Terrier is one of the leading characters, and that the book is dedicated to him. Show each learner the Dedication (page 3) and read the dedication page together. Let her or him know that Ono will appear on every page, helping to make the farm a happy place where the animals and people can get to know each other as friends.



The following topics for discussion can serve as a guide to provide the learner with a distinctive appreciation of this story while also prompting to develop lines of conceptual thinking beyond that which the learner might have considered before. Any combination can be selected to fit the needs and interests of each individual learner. Learning can be encouraged by focusing on the illustrations and words to consider things, activities, and associational experiences of past and present. The initial questions are intended to prompt a shared exchange of recognition and ideas so that further discussion can follow.

Cover Overview



Questions

1. What things do you see on the cover? (*Event/Present*)
2. What is the smaller girl doing with the pony? (*Event/Present*)
3. How many flowers are there? (*Means/Present*)
4. When do you usually see a rainbow? (*Time/Past*)
5. What might you know about a wheelchair? (*Event/Imagination*)
6. Where might this story have taken place? (*Place/Imagination*)
7. Where time of the year might this story have taken place? (*Time/Imagination*)
8. What will this story (**Soulshine**) likely be about? (*Event/Prediction*)
9. What is the name of the illustrator of Soulshine (Event/Present)
10. What is the name of the author of Soulshine? (Event/Present)

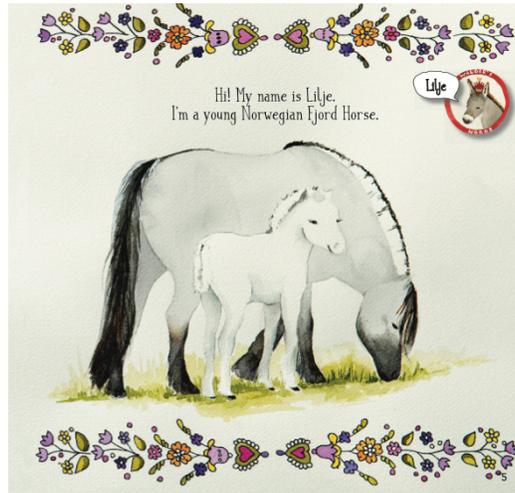
Integrating Content Standards

Question	Content Area	Standard(s):
# 1	Visual Arts	
# 2	Mathematics	Describe and compare measurable attributes
# 3	Mathematics	Count to tell the number of objects
# 4	Science	
# 5	Reading: Literature	R.L.K .1 - With prompting and support, ask and answer questions about key details in a text R.L.K .2 - With prompting and support retell familiar stories, including key details R.L.K.3 - With prompting and support, identify characters, setting and major events in a story R.L.K.5 - Recognize common type of text R.L.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear
# 6	Social Studies	
# 7	Social Studies	
# 8	Reading: Literature	R.L.K .1 - With prompting and support, ask and answer questions about key details in a text
#9	Reading: Literature	R.L.K.6 - With prompting and support, name the author and illustrator of the story and define the role of each in telling the story
#10	Reading: Literature	R.L.K.6 - With prompting and support, name the author and illustrator of the story and define the role of each in telling the story

Page 5

There are many vocabulary words that can be acquired in the course of reading this particular story. These new words are identified at the top, right-hand portion of the page, where they are called Walder's Words. The words are important to comprehend the story in ways that will promote future learning as well. All of the definitions are provided at the back of the book to make the words easy to understand and remember. In addition to the basic questions about what the learner sees, reads and thinks, many lines for learning can be extended by adding questions about how the vocabulary words can be used as a foundation for future understanding.

Please note the vocabulary word “Lilje” is introduced on this page. This is a Norwegian name and not an English word.



Questions

1. What do you see on this page? (*Event/Present*)
2. What is the large animal doing? (*Event/Present*)
3. Where are the differences in the two animals? (*Place/Past*)
4. Which animal might be the oldest? (*Choice/Imagination*)
5. What might you notice about the larger animal’s mane? (*Event/Imagination*)
6. What might you notice about the artwork on the top and bottom of the page? (*Event/Imagination*)

Question	Content Area	Standard(s):
# 1	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 2	Mathematics	Describe and compare measurable attributes
# 3	Vis. Art	
# 4	Mathematics	Describe and compare measurable attributes
# 5	Mathematics	Describe and compare measurable attributes
# 6	Art	

Page 6



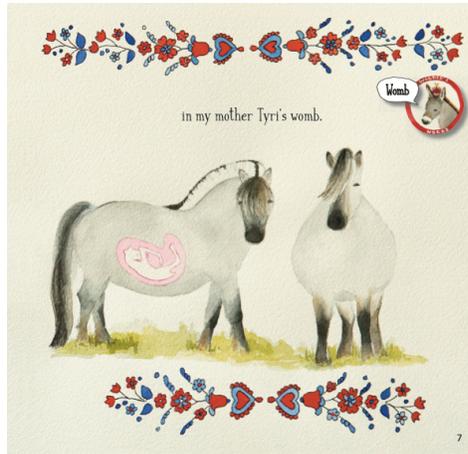
Questions

1. What do you see on this page? (*Event/Present*)
2. What color are the flags? (*Event/Present*)
3. What shape are the flags? (*Event/Present*)
4. Why might this fly be different from our country's flag? (*Reason/Imagination*)
5. What do you notice about the artwork at the top and the bottom of the page? (*Event/Present*)
6. Why might the horse be in the center of these two flags? (*Reason/Imagination*)
7. What might you know about Norway? (*Event/Imagination*)

Question	Content Area	Standard(s):
# 1	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 2	Art	
# 3	Mathematics	Geometry - Identify and describe shapes
# 4	Social Studies	
# 5	Art	
# 6	Art	
# 7	Social Studies	

Page 7

Please note the vocabulary word “Womb” is introduced on this page.



Questions

1. How many horses do you see on this page? (*Meaning/Present*)
2. What might be unique or different about the horse of the left side of the page? (*Event/Imagination*)
3. How many babies do you see in the horse’s belly/womb? (*Meaning/Present*)
4. What will happen to this baby? (*Event/Prediction*)
5. What do you notice about the artwork at the top and the bottom of the page? (*Event/Present*)

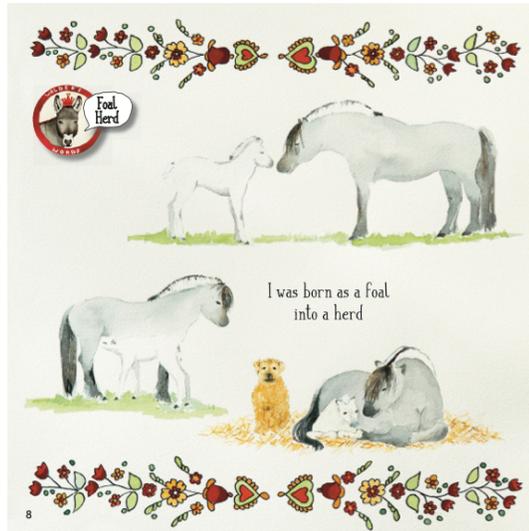
Vocabulary	Content Area	Standard(s):
Womb	Reading: Literature	R.L.K.4 - Ask and answer questions about unknown words in a text

Question	Content Area	Standard(s):
# 1	Mathematics	Ask and answer questions about unknown words in a text Count to tell the number of objects
#1	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 2	Mathematics	Describe and compare measurable attributes
# 3	Mathematics	Count to tell the number of objects

# 4	Science	
# 5	Art	

Page 8

Please note the vocabulary words “Foal” and “Herd” are introduced on this page.



Questions

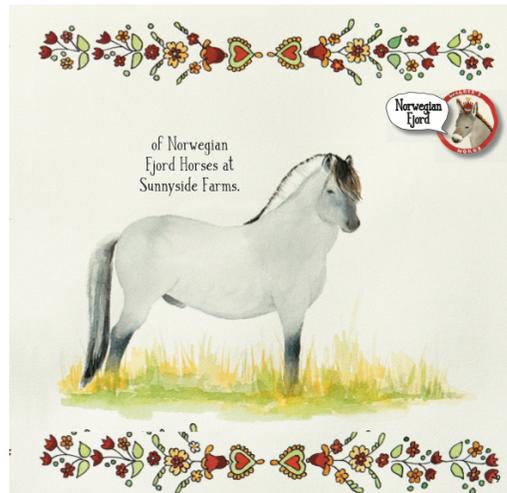
1. This horse is the mother of how many foals? (*Meaning/Present*)
2. What do you notice about the picture at the top of the page? (*Event/Present*)
3. What might be happening in the picture to the left of the page? (*Event/Imagination*)
4. What might you know about a newborn foal? (*Event/Imagination*)
5. How might a newborn foal differ from a newborn baby? (*Meaning/Imagination*)
6. What might the mother be doing, with this foal, in the picture at the bottom of the page? (*Event/Imagination*)
7. What do you think are some of the thoughts and feelings of each of these animals? (*Event/Imagination*)

Vocabulary	Content Area	Standard(s):
Foal	Reading: Literature	R.L.K.4 - Ask and answer questions about unknown words in a text

Question	Content Area	Standard(s):
# 1	Mathematics	Count to tell the number of objects
# 2	Art	
# 3	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 4	Science	
# 5	Science	
# 6	Health	

Page 9

Please note the vocabulary word “Norwegian Fjord” is introduced on this page, as commonly used in relation to horses. The full vocabulary term is “Norwegian Fjord Horse”, to distinguish from the geographical meaning of “Fjords”, as shown in the illustrations on pages 14 and 15.



Questions

1. What do you notice about the horse pictured on this page? (*Event/Present*)
2. How might this horse differ from other horses that you have seen? (*Meaning/Imagination*)
3. Where might you see other horses that look like this? (*Place/Imagination*)

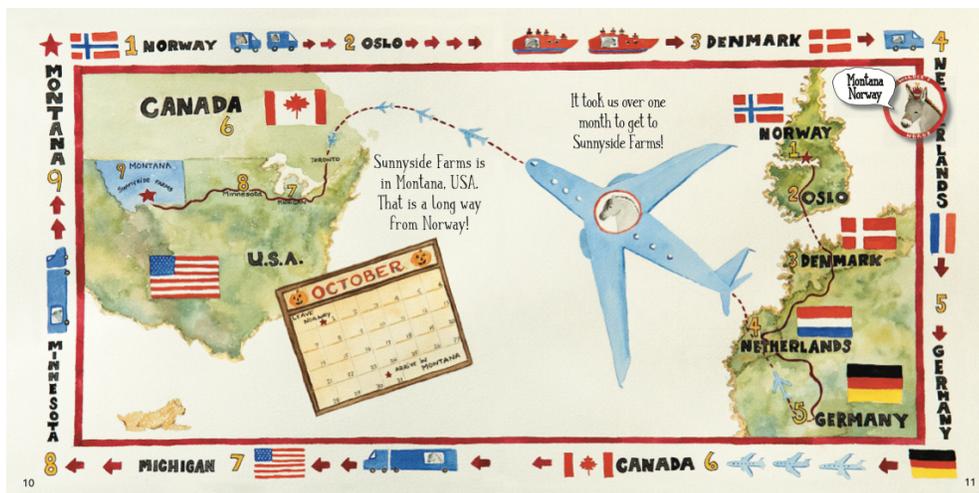
Vocabulary	Content Area	Standard(s):

Norwegian Fjord	Reading: Literature	Ask and answer questions about unknown words in a text
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Question	Content Area	Standard(s):
# 1	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 2	Science	
# 3	Social Studies	

Page 10 - 11

Please note the vocabulary words “Montana” and “Norway” are introduced on these pages.



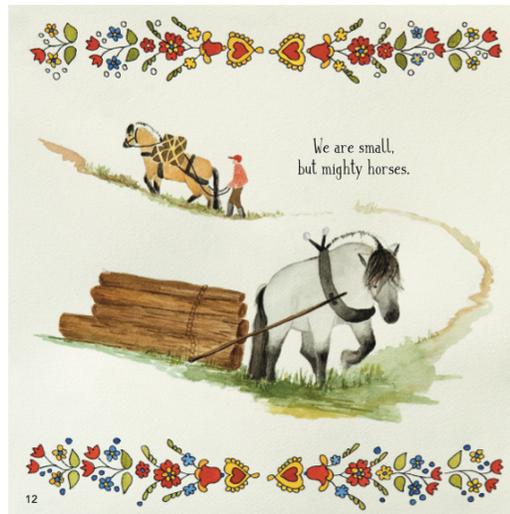
Questions

1. Following the numbers around the outside of these pages, what kinds of transportation did the horse get to experience? (*Event/Past*)
2. Why might there be different flags on these pages? (*Reason/Imagination*)
3. Where did the horse live before coming to America? (*Place/Past*)
4. Looking at the calendar on page 10, when did this trip take place? (*Time/Present*)
5. How long did it take the horse to get from Norway to Montana? (*Meaning/Past*)
6. If you were the horse, how might you have felt about leaving your homeland? (*Meaning/Imagination*)
7. Which means of transportation would you have preferred for this journey? (*Choice/Probability*)

Vocabulary	Content Area	Standard(s):
Montana	Reading: Literature	Ask and answer questions about unknown words in a text
Norway	Reading: Literature	Ask and answer questions about unknown words in a text

Question	Content Area	Standard(s):
# 1	Math/Social Studies	
# 2	Social Studies	
# 3	Social Studies	
# 4	Social Studies	
# 5	Mathematics	Distance...??
# 6	Health	
# 7	?	

Page 12



Questions

1. What do you see happening in this picture page? (*Event/Present*)
2. Why might Norwegian Fjord horses be known as “mighty” horses? (*Reason/Imagination*)
3. How might the size of these horses relate to what they are doing? (*Meaning/Imagination*)

Question	Content Area	Standard(s):
# 1	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 2	?	
# 3	Mathematics	Describe and compare measurable attributes

Page 13

Please note the vocabulary words “Hand” and “Tyri” are introduced on this page. Tyri is a Norwegian name and not an English word.



Questions

1. What do you see happening in this picture page? (*Event/Present*)
2. What is another word for “foal”? (*Event/Present*)
3. In ‘olden day, why might they have used their hands to measure things? (*Reason/Imagination*)
4. Why might we NOT use our hands to measure things today? (*Reason/Imagination*)

5. Which way would be better to measure this foal -- with your hands or with a yardstick? (*Choice/Probability*)

Vocabulary	Content Area	Standard(s):
Hand	Reading: Literature	Ask and answer questions about unknown words in a text
Tyri	Reading: Literature	Ask and answer questions about unknown words in a text

Question	Content Area	Standard(s):
# 1	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 2	Reading: Literature	Ask and answer questions about unknown words in a text
# 3	Mathematics	Describe and compare measurable attributes
# 4	Mathematics	Describe and compare measurable attributes
# 5	Mathematics	Describe and compare measurable attributes

Page 14-15

Please note the vocabulary word “Fjords” is introduced on page 15. The plural usage is intended for discussion about the formation of the entire coastline that makes up the geography of Norway.



Questions

1. What do you notice about the three horses? (*Event/Present*)
2. Which colors are mostly used on these two pages? (*Choice/Present*)
3. Where might Norway be located? (*Event/Imagination*)
4. What might they mean when they say that the Fjords came from the Southern Coast of Norway? (*Reason/Imagination*)
5. What might the author mean when Lilje said “where the mountains are steep and the Fjords are deep”? (*Event/Imagination*)
6. What might you now know about the words Fjord(s)? (*Event/Imagination*)

Vocabulary	Content Area	Standard(s):
Fjords	Reading: Literature	Ask and answer questions about unknown words in a text

Question	Content Area	Standard(s):
# 1	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 2	Art	
# 3	Social Studies	
# 4	Social Studies	
# 5	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 6	Reading: Literature	Ask and answer questions about unknown words in a text

Page 16-17

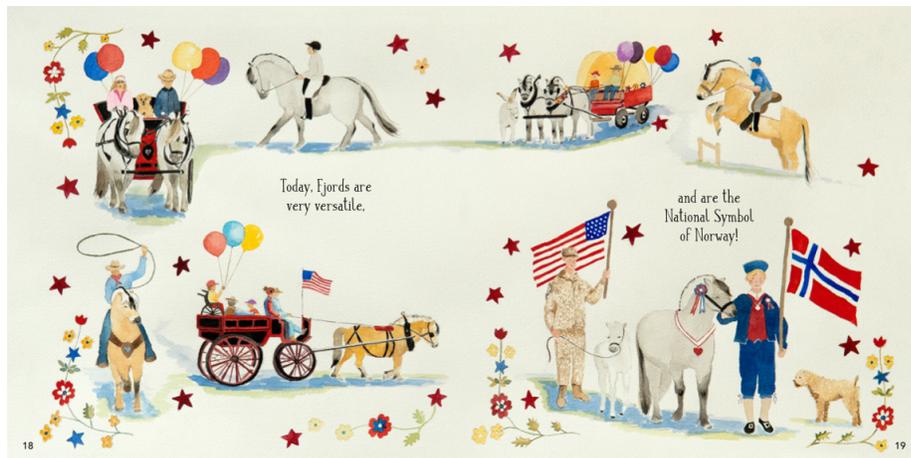


Questions

1. What do you notice about the different form and color of these pages” of this page?
(*Event/Present*)
2. Why might be pictures be in black and white? (*Reason/Imagination*)
3. What were some of the “useful things” that Fjord horses did long ago? (*Event/Past*)
4. Why might they NOT do these things any longer? (*Event/Imagination*)
5. Which picture(s) show what Fjords can still do today? (*Choice/Probability*)

Question	Content Area	Standard(s):
# 1	Art	
# 2	Art	
# 3	Social Studies	
# 4	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 5	Art	

Page 18-19



Questions

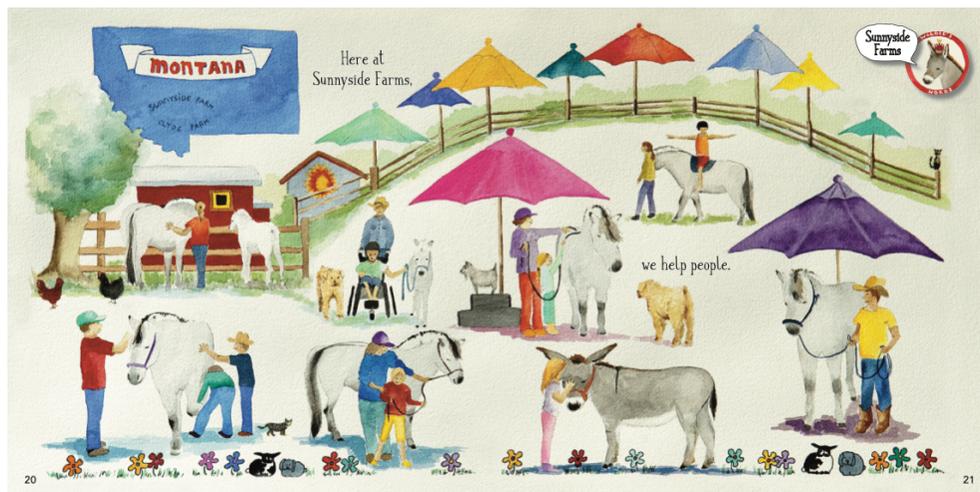
1. Just as these pages show that “versatile” means to be able to do many different things, what are some similar words that you know? (*Event/Present*)
2. What are all the things that you can notice about the Norwegian Fjords in these two pages? (*Event/Present*)
3. What else can Norwegian Fjord horses do today? (*Event/Possibility*)
4. What does it mean to be the National Symbol of Norway? (*Event/Present*)

5. Which picture do you like best? (*Choice/Present*)

Question	Content Area	Standard(s):
# 1	Reading: Literature	Ask and answer questions about unknown words in a text
#2	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 3	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 4	Social Studies	

Page 20-21

Note: Please note the vocabulary word “Sunnyside Farms” is introduced on page 21. This is the name of a real place, and additional discussion about history can bring out the fact that it is located in a very small town that was originally called Sunnyside.



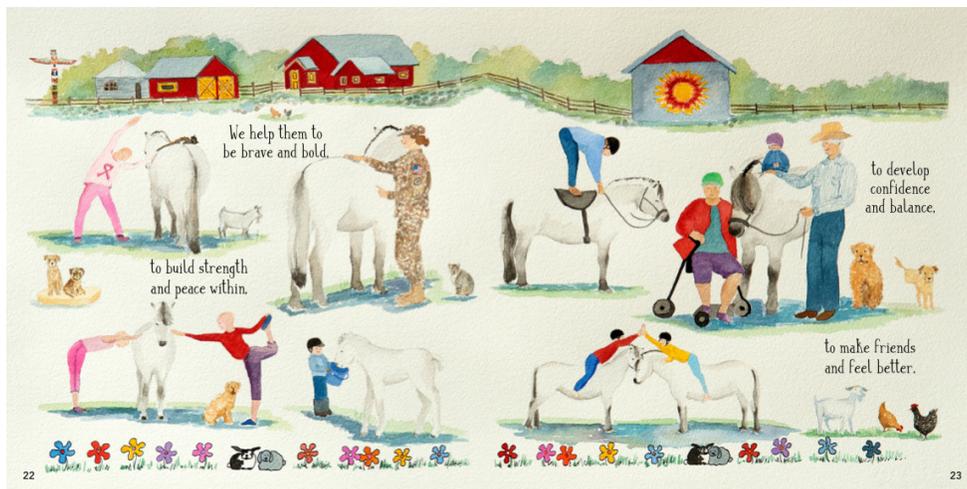
Questions

1. How many flowers do you see on the bottom of these pages? (*Meaning/Present*)
2. What colors are the umbrellas? (*Event/Present*)
3. In what state is Sunnyside Farms located? (*Choice/Present*)
4. In addition to the horses, what other animals do you see? (*Event/Present*)
5. How might Fjords be helping people on these two pages? (*Meaning/Imagination*)
6. At the same time, how might people be helping the Fjords? (*Meaning/Imagination*)

Vocabulary	Content Area	Standard(s):
Sunnyside Farms	Reading: Literature	R.L.K.4 - Ask and answer questions about unknown words in a text

Question	Content Area	Standard(s):
# 1	Mathematics	Count to tell the number of objects
# 2	Art	
# 3	Social Studies	
# 4	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 5	Health	
# 6	Health	

Page 22-23



Questions:

1. How many animals do you see on these pages? (Meaning/Present)
2. What might you notice about the Fjords in these pictures? (Event/Imagination)
3. What might be unique about one of the dogs? (Event/Imagination)
4. Which new farm animals do you see on these pages? (Choice/Present)
5. How might the Fjords be helping the people? (Meaning/Imagination)
6. How might these people be helping the Fjords? (Meaning/Imagination)

Question	Content Area	Standard(s):
# 1	Mathematics	Count to tell the number of objects
# 2	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 3	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 4	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 5	Health	
# 6	Health	

Page 24-25

Please note the vocabulary word “Responsibility” is introduced on page 25.



Questions

1. How many chickens do you see on these pages? (*Meaning/Present*)
2. How many Norwegian Fjords do you see on these pages? (*Meaning/Present*)
3. What kind of things are children doing in these pictures? (*Event/Present*)
4. What could happen if people did not take care of these animals? (*Event/Probability*)
5. Why should children be wearing helmets when on the horses? (*Reason/Imagination*)
6. How might children be showing their part in responsibility in these pictures? (*Meaning/Imagination*)
7. Do you think these people and animals are happy to be doing these things? (*Meaning/Imagination*)

Vocabulary	Content Area	Standard(s):
Responsibility	Reading: Literature	R.L.K.4 - Ask and answer questions about unknown words in a text

Question	Content Area	Standard(s):
# 1	Math	Count to tell the number of objects
# 2	Math	Count to tell the number of objects
# 3	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 4	Health	
# 5	Health	
# 6	Health	
# 7	Health	

Page 26-27



Questions

1. How many foals do you see on these two pages? (*Meaning/Present*)
2. Do you think that a Norwegian Fjord horse usually has one foal at a time? (*Meaning/Imagination*)
3. How might a person feel when she or he gets to give a hug to Lilje? (*Meaning/Imagination*)

4. Why might people want a Norwegian Fjord horse in their family? (*Reason/Imagination*)
5. What might you be able to tell others about Norwegian Fjord horses? (*Event/Imagination*)
6. Why does it mean for the horse in the picture to jump over the world? (*Reason/Imagination*)

Question	Content Area	Standard(s):
# 1	Math	Count to tell the number of objects
# 2	Reading: Literature	With prompting and support, ask and answer questions about key details in a text
# 3	Math	Count to tell the number of objects
# 4	Health	
# 5	Reading: Literature	
# 6	Reading: Literature	
# 7	Reading: Literature	With prompting and support, ask and answer questions about key details in a text

Page 28-29

Please note the vocabulary word “Family” is introduced on page 29.



Questions

1. What colors do you see in the rainbow? (*Event/Present*)
2. How many flags are flying on top of the castle? (*Meaning/Present*)
3. Why might these particular flags be displayed? (*Reason/Imagination*)
4. How might the flags be similar to each other? (*Meaning/Imagination*)
5. How might the flags be different from each other? (*Meaning/Imagination*)
6. How might a family of Norwegian Fjord Horses be like your family? (*Meaning/Imagination*)

Vocabulary	Content Area	Standard(s):
Family	Reading: Literature	Ask and answer questions about unknown words in a text

Question	Content Area	Standard(s):
# 1	Art	
# 2	Mathematics	Count to tell the number of objects
# 3	Social studies	
# 4	Reading: Literature	
# 5	Reading: Literature	
# 6	Reading: Literature	With prompting and support, ask and answer questions about key details in a text

Reading Language Arts: Language

L.K.1.D – Understand and use question words (e.g., who, what, where, when, why, how)

Extension Questions:

1. What do you now know about the Norwegian Fjord Horses that you didn't know before?
2. Who might you contact to find out more about Norwegian Fjord horses?
3. Where will you find out more about Norwegian Fjord horses?

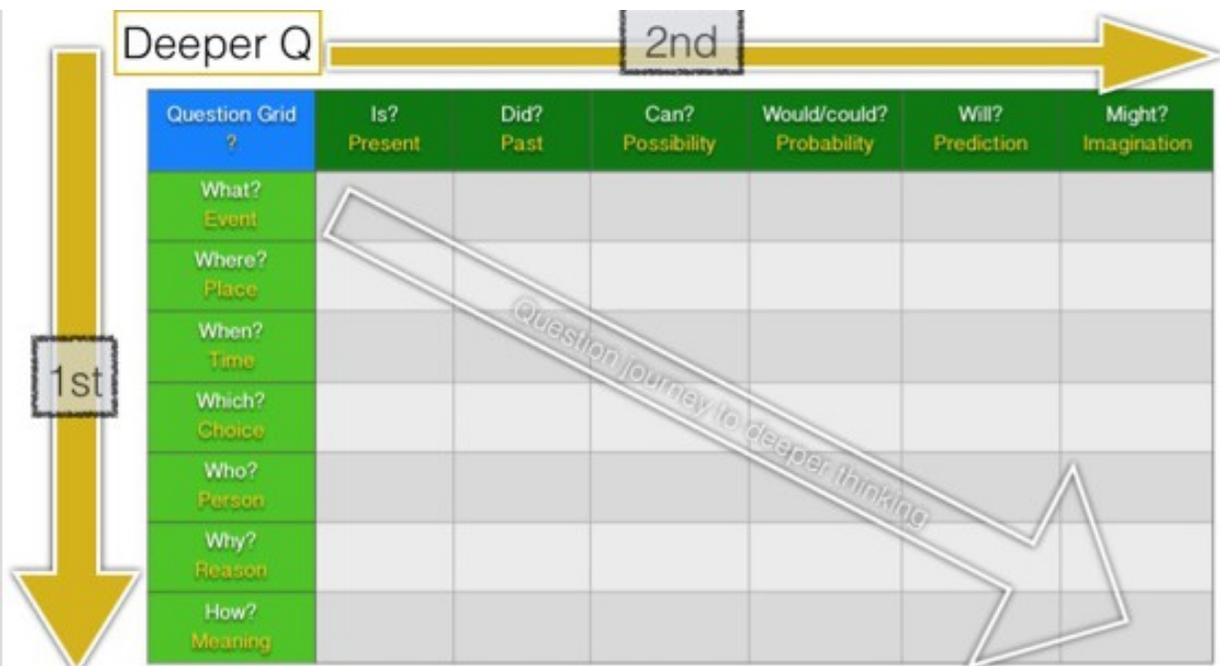
Extension Activities:

1. Draw a picture of a Norwegian Fjord Horse.
2. Find another book about the Norwegian Fjord Horse and compare them.
3. Share the **Soulshine** book with a friend, animal, and/or family member.

4. Write your own story about the Norwegian Fjord Horse.
English Language Arts – Writing W.K.7
5. Take pictures of a Norwegian Fjord Horse and begin a portfolio about farm animals.

Question Matrix (from Chuck Wiederhold “Creative Learning and Higher Order Thinking”

		EVE NT	SITUATI ON	CHOI CE	PERS ON	REAS ON	MEAN S
To check what I know or need to understand I can ask...	PRESENT	What is	Where/ When is	Whic h is	Who is	Why is	How is
	PAST	What did	Where/ When did	Whic h did	Who did	Why did	How did
To learn more about it I can ask ...	POSSIBILIT Y	What can	Where/ When can	Whic h can	Who can	Why can	How can
	PROBABILI TY	What woul d	Where/ When would	Whic h would	Who would	Why would	How would
To challenge my thinking I can ...	PREDICTIO N	What will	Where/ When will	Whic h will	Who will	Why will	How will
	IMAGINATI ON	What migh t	Where/ When might	Whic h might	Who might	Why might	How might



Question Style:- Blockbusters, Going for Gold, Pointless, Question Wall, What Happens Next/Before, PPPB, Objectives Qs, Thunks, 'If this is the answer...what is the question?', 'Just One More Question-What if...?; Suppose we knew...?; What would change if...? Socratic questioning and Socratic Circles "Why do you say that?" "Could you explain that further? What is the counter argument for..? But if that happened, what else would result?" or "How does... affect? "Hinge point questions, Question continuum, Questioning monitor

Question Focus:- define, describe, analogy, explain, comment, classify, compare and or contrast, cause, effect, sequence, create, analyse, evaluate, generalise, predict

Underline your Q Style / Focus

QUESTION MATRIX

IS?
DOES?

PRESENT

HAS?
DID?
WAS?

PAST

CAN?

POSSIBILITY

SHOULD
?

OPINION

WOULD
?
COULD?

PROBABILITY

Ask better questions...

WILL?

PREDICTION

MIGHT?

IMAGINATION

WHAT?
EVENT

WHERE?
PLACE

WHEN?
TIME

WHICH?
CHOICE

WHO?
PERSON

WHY?
REASON

HOW?
MEANING

The general level of difficulty of question increases... A "What is?" question is normally easier to create and answer than a "How might?" question.