

## Reading on the Ranch

**Goal:** To encourage the “Frontier Spirit” in all readers and to motivate children to read fiction and non-fiction about the Wild West of Early American History.

### BookSpring will provide:

- Bandannas
- Sheriff badges
- Cowboy hats
- Rope, horse saddle, longhorn ears
- Stick horses, horse blanket
- Plaid tablecloths
- Fake campfire and logs
- Campfire songs CD
- Stamp set and posters



### Description of Activity:

1. Play campfire music in the background. Volunteers can all wear bandannas and cowboy hats.
2. As the children come in, welcome them with a big “HOWDY Y’all!” Introduce the activity by saying: “Today we’re going to have a RIF Ranch Reading Roundup, and like every good cowboy and cowgirl does before starting a roundup, we’re going to listen to a story around the campfire!”
3. Engage the children’s interest by talking about life on a ranch
4. What kind of animals can be found and how are they rounded up?
5. How can we round up books on the RIF Ranch? (checking books out at the school/public libraries, sharing or trading our RIF books with friends)
6. Talk about the clothing a cowboy wore and the tools he used. (See page 3 for information)
7. Why was each piece of clothing necessary? What purpose did each tool serve?
8. After the story, children can “saddle up” their imaginary horse and “ride” around the tables to select their books. Some librarians have the children put their thumbs in their pockets and “mosey” around the tables.
9. Be a *Story Starter*—read with a child to get them excited about their new book!

*\*Encourage faculty, staff and students to dress in Western wear during RIF Day(s) to generate excitement!*

**Community Connection:** The Texas Cowboys (from U.T.) have volunteered to help out at some RIF days! If they are able to come to your school, ask them to explain the usefulness of the cowboy clothing they wear. Encourage the participants to ask questions about this spirit group and its purpose. (and BEVO!)

**Texas Essential Knowledge and Skills:** K(21 A&B); 1st (27A&B); 2nd (28A&B); 3rd (110.14 29A); 4th (110.6 b1A,C &b3A); 5th (110.7 b1A &b3A &b8A,B,C)

**Common Core:** ELA-Literacy. RL.K.10, SI.K.1a-K.2, 1.1a-c, 1.2, 1.3, 2.1a-c, 2.2, 2.3, 3.1a-d, 4.3, 4.4, 4.1d, 4.6, RF 4.4a-cSI 4.2, SI 5.3, 5.6, RI5.2, 5.8, 5.10

## Suggested Read-Aloud Books

<b>Grade Level:</b> Pre-Kinder through First Grade	<b>Suggested Read-Aloud:</b> <i>Buster Goes to Camp</i> By Denise Fleming
<b>Discussion Points:</b> <ol style="list-style-type: none"><li>1. While reading, stop to talk about the meaning of the vocabulary: howdy, bandanna, shut eye, corral, bunkhouse, etc...</li><li>2. Talk about the word “camp” and what it means for students: summer camp, day camp. going camping. Ask them about their camp experiences. Mention “Reading in the Great Outdoors” and see if any of the children can connect to the RIF camping experience.</li><li>3. Ask the students if they know any cowboy songs? Cowboys sing around the campfire. <i>Home on the Range</i> and <i>Oh Susannah</i> are two famous ranch songs.</li><li>4. Ask the participants to think and talk about how a dog might fit in on a working ranch? What jobs could a dog do?</li></ol>	
<b>Grade Level:</b> Second through Fifth Grade	<b>Suggested Read-Aloud:</b> <i>The Ninth Nugget</i> By Ron Roy “Chapter 2”
<b>Discussion Points:</b> <ol style="list-style-type: none"><li>1. Tell the students that “Thumbs” is the name of a ranch hand, who is missing one thumb. Ask them to listen for how he might have lost that thumb.</li><li>2. In the dining room, “lassos, spurs, saddle blankets and bridles” decorated the walls. What are these things? What are they used for?</li><li>3. What happened to the bear cub?</li><li>4. Why was the momma bear so upset?</li><li>5. Why do you think that story was one that Thumbs told to all the visitors at the ranch?</li></ol> <p data-bbox="397 1906 1224 1976">PO Box 143147 ▪ Austin, TX 78714 ▪ (512) 472-1791 ▪ (512) 927-9366 <a href="http://www.bookspring.org">www.bookspring.org</a></p>	

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### *Cowboy Clothing and Equipment:*



Bandanna; a large cotton neckerchief that had myriad uses: from mopping up sweat to masking the face from dust storms.

Chaps (usually pronounced "shaps") or chinks protect the rider's legs while on horseback, especially riding through heavy brush or during rough work with livestock.

Cowboy hat; High crowned hat with a wide brim to protect from sun, overhanging brush, and the elements.

Cowboy boots; a boot with a high top to protect the lower legs, pointed toes to help guide the foot into the stirrup, and high heels to keep the foot from slipping through the stirrup while working in the saddle; with or without detachable spurs.

Gloves, usually of deerskin or other leather that is soft and flexible for working purposes, yet provides protection when handling barbed wire, assorted tools or clearing native brush and vegetation.

Jeans or other sturdy, close-fitting trousers made of canvas or denim, designed to protect the legs and prevent the trouser legs from snagging on brush, equipment or other hazards.

Bridle; a Western bridle usually has a curb bit and long split reins to control the horse in many different situations. Generally the bridle is open-faced, without a noseband, unless the horse is ridden with a tiedown.

Saddle bags (leather or nylon) can be mounted to the saddle, behind the cantle, to carry various sundry items and extra supplies.

Saddle blanket; a blanket or pad is required under the Western saddle to provide comfort and protection for the horse.

Western saddle; a saddle specially designed to allow horse and rider to work for many hours and to provide security to the rider in rough terrain or when moving quickly in response to the behavior of the livestock being herded.