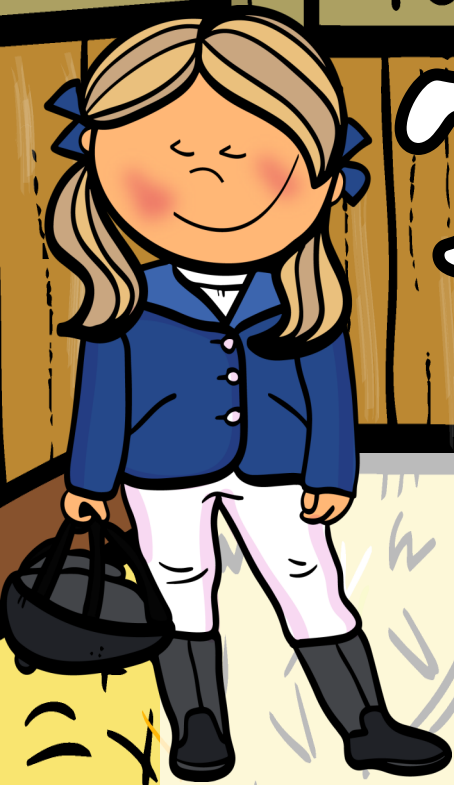


Show Jumping Team



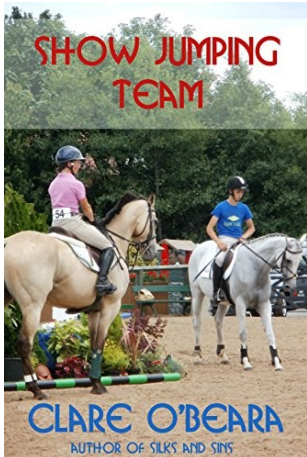
**Book by Clare
O'Beara**

**Free Student Novel
Companion by Carolyn
Wilhelm**

Suggested text for this educational printable:



Show Jumping Team by Clare O'Beara



AMAZON NO. 1 BEST SELLING BOOK

Madeline is sixteen with nothing to do in the school holidays. The rural Irish town is quiet and shops are not hiring part-time staff. To keep her out of trouble she is encouraged to join a Riding Club and learn to compete. Her borrowed horse Moonrock has plenty of experience. The same can't be said for Alabama, the young chestnut mare purchased by Karen's moneyed parents. Karen is expected to succeed, even though other club members -

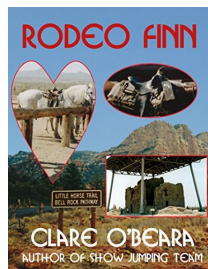
such as Niall, a farmer boy - resent the fact that her father bought up farmland for building. Karen's only ally is Jen who works at the livery yard, training young horses.

Can the young adults put aside their differences and learn to be a team - when it really matters?

Find the eBook and paperback at this link:

<https://www.amazon.com/dp/B00NRBAA9A>

From the Amazon No1 Bestselling author of [Rodeo Finn](#).



The free student book companion for *Rodeo Finn* is [at this link](#).

Read an interview with Clare O'Beara at this link:

<https://www.thewiseowlfactory.com/clare-obeara-author-interview-in-dublin-ireland/>

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Note to teachers: Most of the answers are found in the book, *Show Jumping Team* Some answers will be found in reference or nonfiction horse books.

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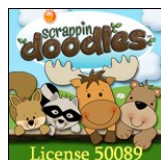


Table of Contents

Pages 5-13 Student Work Pages

Page 5 Discussion Questions

Page 6 Charting Characters (circle correct answers)

Page 7 Matching Time (match letters with numbers)

Page 8 Color and name the horses

Page 9 Writing project teacher talk and student interactive notebook directions

Page 10 Create-a-Team (name the characters)

Page 11 Story star pre-writing planning page

Page 12 Character traits student notebook interactive

Page 13 Horse characters student notebook interactive

Page 14 Settings for the story student notebook interactive

Page 15 Show jumping competition awards student notebook interactive

Pages 16 and 17 Blank writing frames for student story diamond drafts (if word processing is not used)

Page 18 Writing piece rubric

Pages 20 and 21 Possible story cover art

Page 22 Optional car parts diagram to label

Page 23 Optional sequencing Shay's accident page

**Note for teachers: Pages 23 and 29 are for students who need more clarity in writing events or situations in stories. All students won't need this practice.*

Pages 24-28 Answer Keys

Page 29 Scratch paper for planning a sequenced event in student story






Discussion Questions for *Show Jumping Team* by Clare O'Beara

1. What problem is Madeline facing during the school holidays?
2. Why was Jen Karen's only ally?
3. Compare and contrast Moonrock and Alabama, two of the horses in the story.
4. What were the reasons Janey made poor choices? What were two things that happened in this regard?
5. What does Karen's mother say that shows she is perfectionist and competitive? Is Karen like her mother?
6. How do horses get laminitis? What happens if one nail is crooked in a horseshoe?
7. What does hors concours mean?
8. Why did Mrs. Conroy want the group to apply for National Lottery funding?
9. How do sports and youth work help young people in life?
10. For much of the book, it appears the people will not get along to form a team. What were some of the personality issues?
11. What was proper conduct when Madeline won two red rosettes?
12. Describe the care of hay so it is good for horses. What are some problems with hay? Why is there less hay now?
13. Who are some of the likeable characters in the story? What characteristics do they have?
14. Does age matter among horse people? Provide some examples to support your answer.
15. Why did Shay hand ten euros back to the people who bought the horse? Did his luck last through the events?
16. What did you learn about dressage and showing horses?
17. How did the riders learn to get along?
18. Explain grooming of horse hair and when scissors may be used.
19. New teams were needed after Shay's injury. Which riders were given new responsibilities? How did it all work out?
20. What British English or American English did you notice in the book or in these student pages?

Name _____ Date _____

CHARITING
CHARACTERS

| | | |
|---|---|---|
|  |  |  |
| <p>Madeline</p> | <p>Karen</p> | <p>Niall</p> |
| <p>did not like smoking</p> | <p>attended boarding school</p> | <p>did well in riding club</p> |
| <p>Eamonn was her older brother</p> | <p>not her choice to be in Pitch and Putt club</p> | <p>team selectors watched him ride</p> |
| <p>often felt like a novice</p> | <p>perfectionist mother</p> | <p>preferred cats to dogs</p> |
| <p>wanted a summer off of horses</p> | <p>her parents went to every show</p> | <p>farm boy</p> |
| <p>called her teacher Gary</p> | <p>her mother surprised her with a new saddle for Merry</p> | <p>liked rock music</p> |
| <p>experienced with running martingales</p> | <p>exactly like her mother</p> | <p>helped his brothers with farm work</p> |
| <p>did not want to work</p> | <p>could be nervous and worry</p> | <p>thought Tigger would like Dressage</p> |

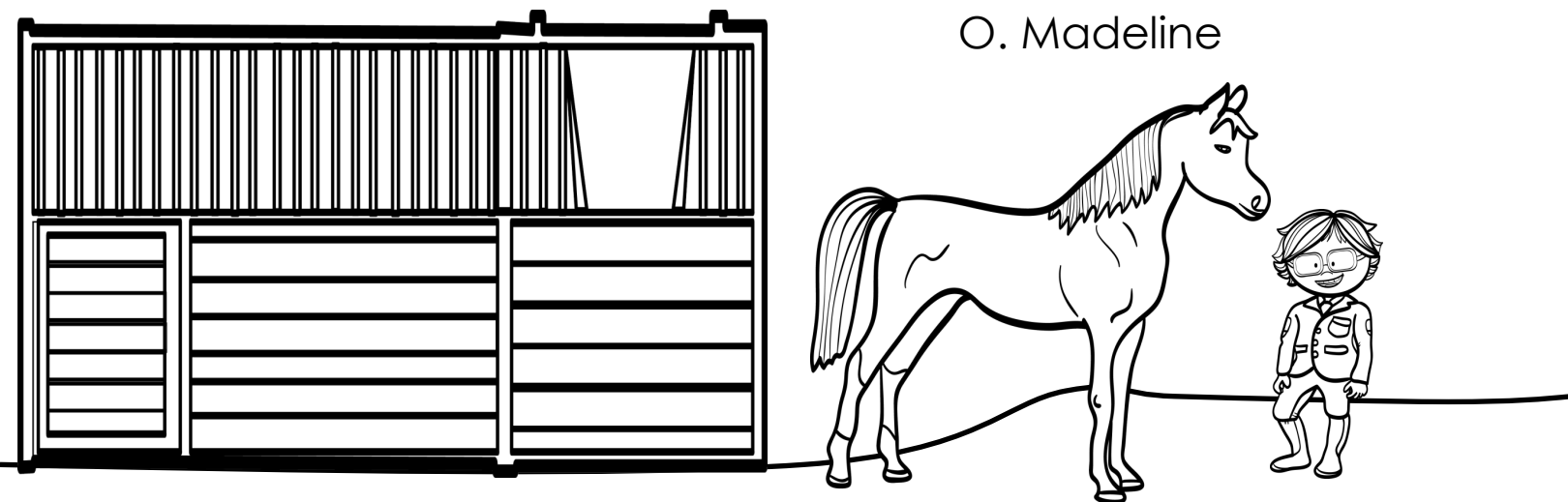


Name _____ Date _____

M a t c h i n g
T i m e

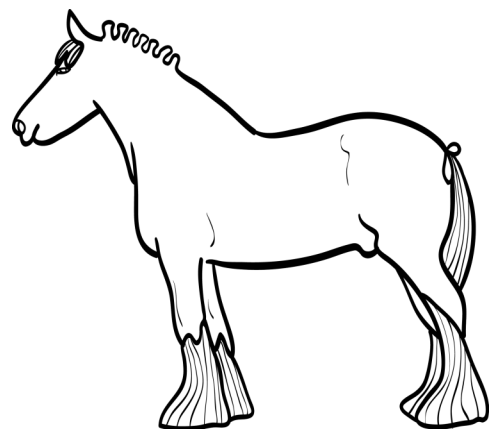
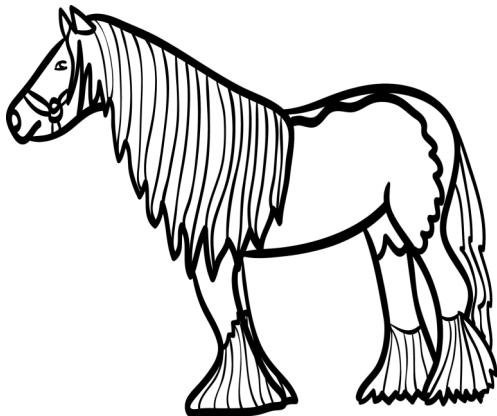
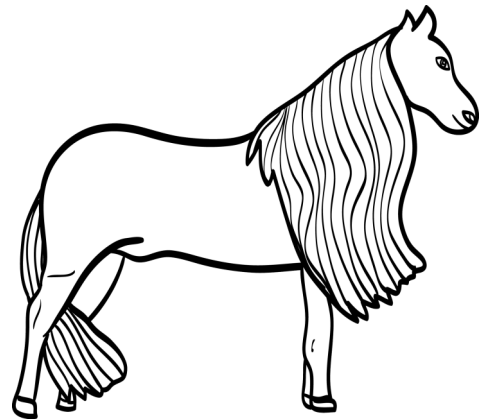
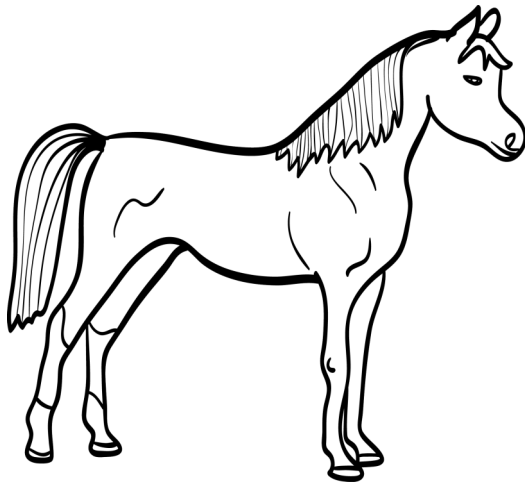
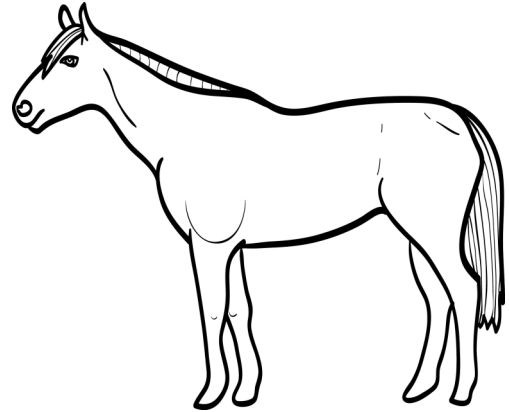
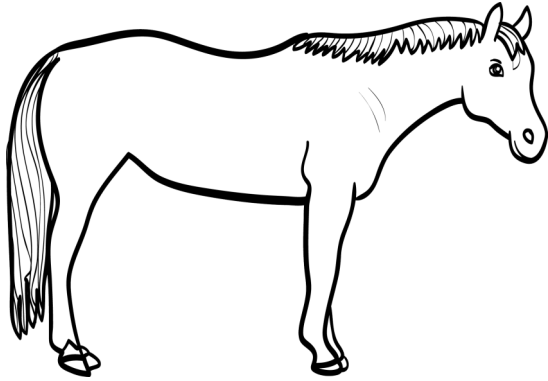


1. _____ loves a day out
 2. _____ captain of A team
 3. _____ kept Alabama company
 4. _____ one of the novices
 5. _____ Madeline's younger brother
 6. _____ proposed applying for National Lottery grant funding
 7. _____ thought the fifth-place rosette clashed with Karen's hair
 8. _____ groomed and plaited horses
 9. _____ was not allowed to graze on lush cattle pastures
 10. _____ getting married later in the year
 11. _____ helped Gary change a tire
 12. _____ captain of B team
 13. _____ built a luxury ranch-style bungalow
 14. _____ a horse Karen rode daily
 15. _____ Karen's horse, sold without her knowledge
- A. Karen
B. Jen
C. Gary
D. Alabama
E. Shay
F. Tigger
G. Niall
H. Mrs. Conroy
I. Eamonn
J. Fiona
K. Moonrock
L. Langournes
M. Mrs. Langourne
N. Merry
O. Madeline



Horses

Color and write the name of each type horse:
Quarter, Gypsy Vanner, Thoroughbred, Andalusian, Arabian, and Shire.



Teacher Talk for Writing Project

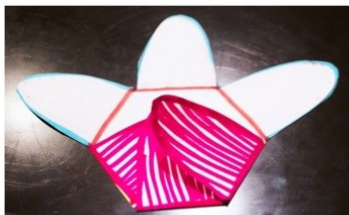
1. Use as many of the writing pages as wanted for an individual class.
2. Begin by showing the writing piece rubric on page 18, and explaining to students they will be assessed with it at the end of the writing project. Students will use one for a self-assessment, and the instructor will fill out a different copy of the page.
3. Have students use any of the planning pages as wanted (create-a-team, story star, character trait notebook interactives, and/or the setting interactive). See directions lower on this page for using the interactives.
4. Students should write a rough draft of their stories in their notebooks.
5. Meet with each student in a writing conference to discuss two strengths in his or her writing, and one or two things that might be improved. Do not fill out the rubric at this time, but it could be referenced.
6. Make as many copies of the writing frame pages as required for the class.
7. As part of the presentation part of the grade, students should copy the final "diamond draft" on the writing frames on pages 16 and 17. Alternately, word processing may be done.
8. The cover may be hand drawn by students, or one of the horse coloring pages may be used. Students could color in the horse picture, cut around it, and glue on construction paper to create an attractive cover.

OPTION: *Independent writers may be offered the opportunity to create their own pre-planning writing pages as well as design their own covers.*

Directions for Flower Flaps



Optional: Color the back side of the flower petals.



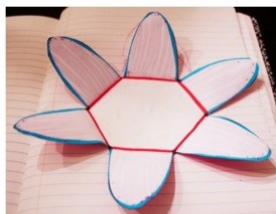
1. Fold petals on the dotted lines.



2. Dot glue on the back.



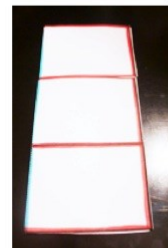
3. Attach to a notebook.



Directions for Book Folds



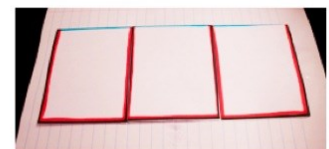
1. Cut out the template on the solid lines.



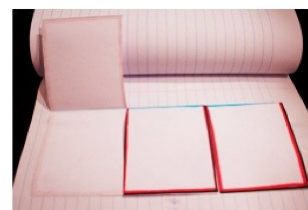
2. Fold on the dotted line.



3. Dot glue on the top side that is left (or above) the tabs.







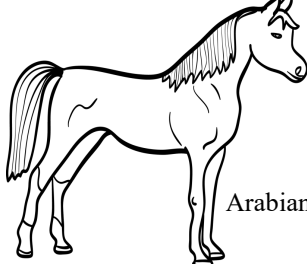
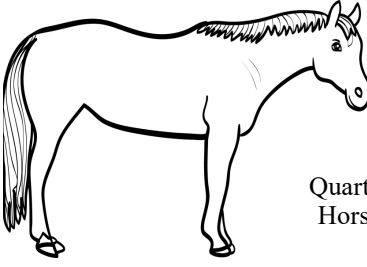
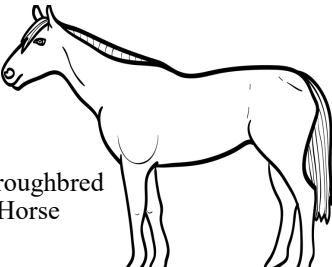
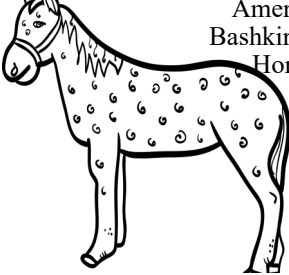
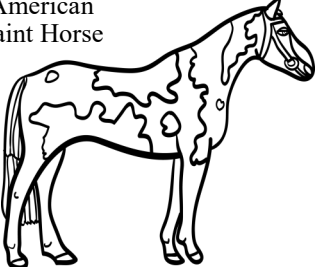
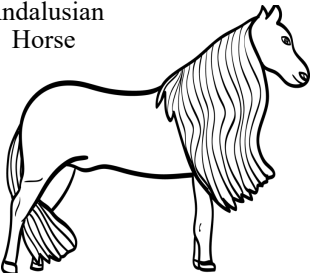


4. Attach to a notebook.



create-a-Team

Name the characters and horses. Select four people and four horses for the team. Describe the talents of the characters and horses. Write a story about a show jumping competition they win after overcoming some difficulties.

| | | |
|---|---|---|
|  |  |  |
| | | |
|  |  |  |
| | | |
|  <p>Arabian Horse</p> |  <p>Quarter Horse</p> |  <p>Thoroughbred Horse</p> |
| | | |
|  <p>American Bashkir Curly Horse</p> |  <p>American Paint Horse</p> |  <p>Andalusian Horse</p> |
| | | |

STORY STAR PRE-WRITING PLANNING PAGE

Characters and Horses

Setting

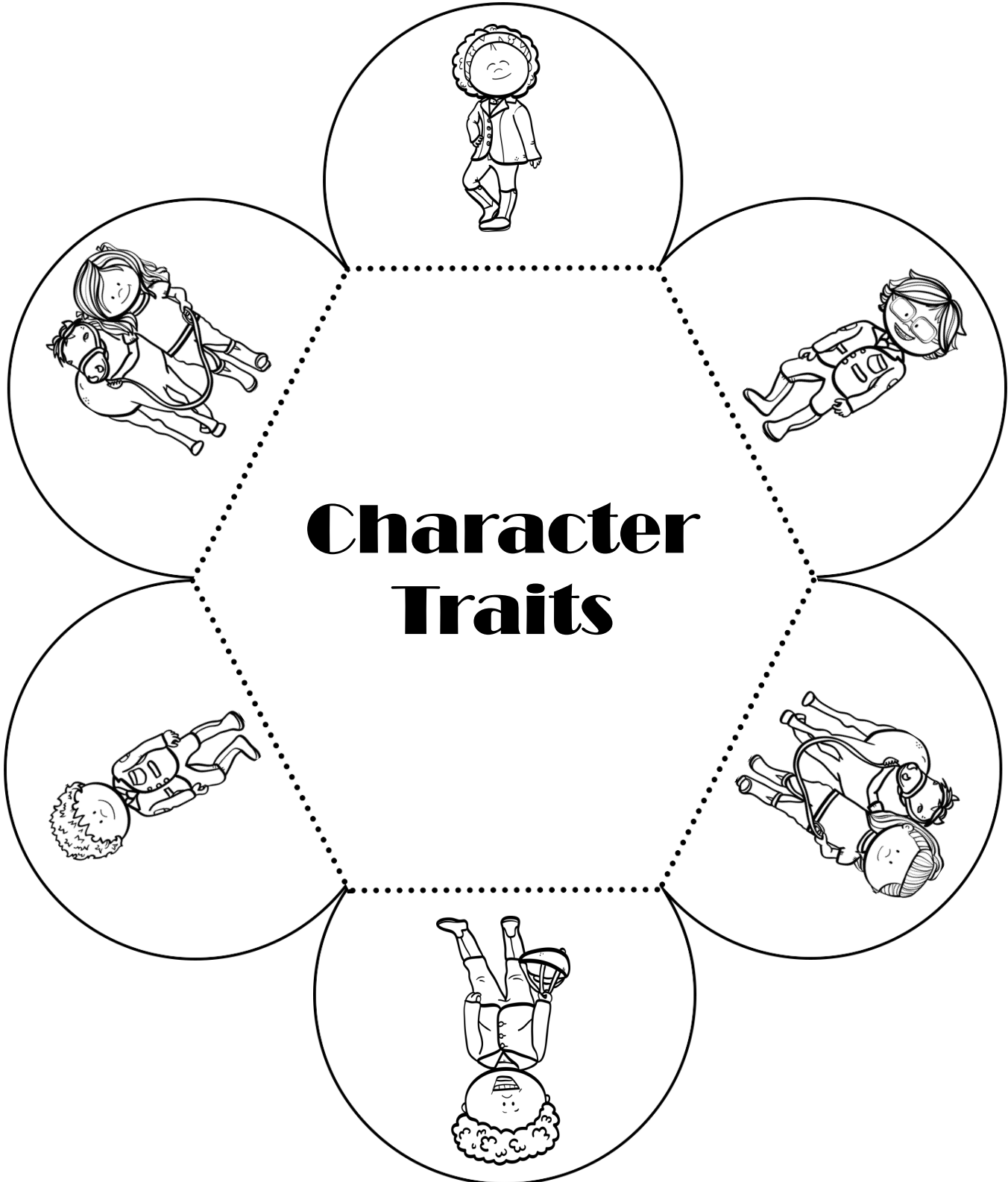
Story Theme

Problem(s) and Solution

Story Goal

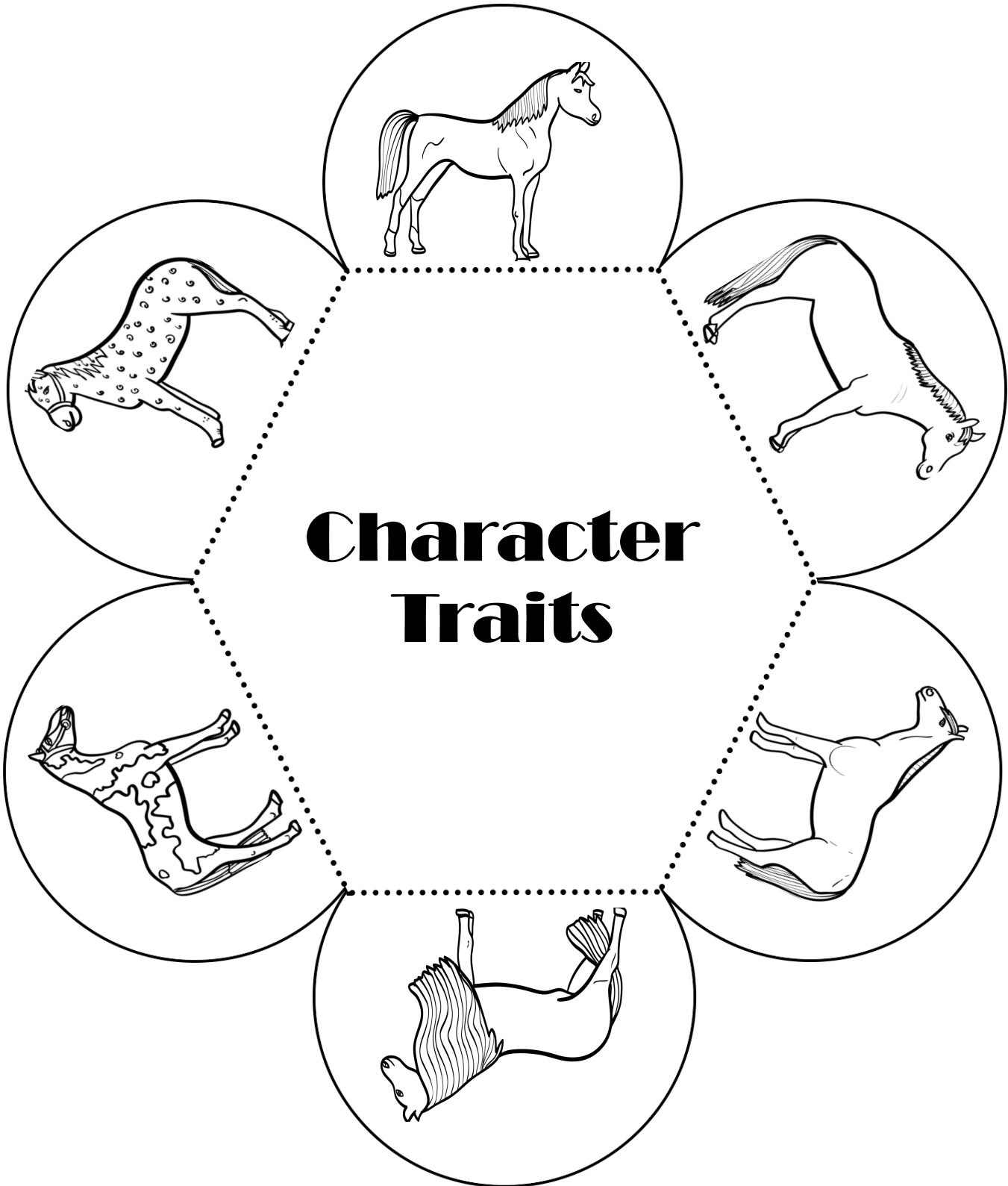
Directions:

1. Name the characters for your story
2. Cut on solid lines,
- except for the center hexagon shape.
3. Do not cut on dotted lines.
4. Glue back of inner shape only down on notebook page.
4. Under each flap, list the character traits for each character in your story.



Directions:

1. Name the horse characters for your story.
2. Cut on solid lines, except for center hexagon shape.
3. Do not cut on dotted lines.
4. Glue back of inner shape only down on notebook page.
4. Under each flap, list the character traits for each horse character in your story.



For this settings interactive, cut only on solid lines (so the flaps will lift). Glue under the left side and place on a notebook page. Describe the settings in your story by writing on the notebook paper under each flap.

S



e

t

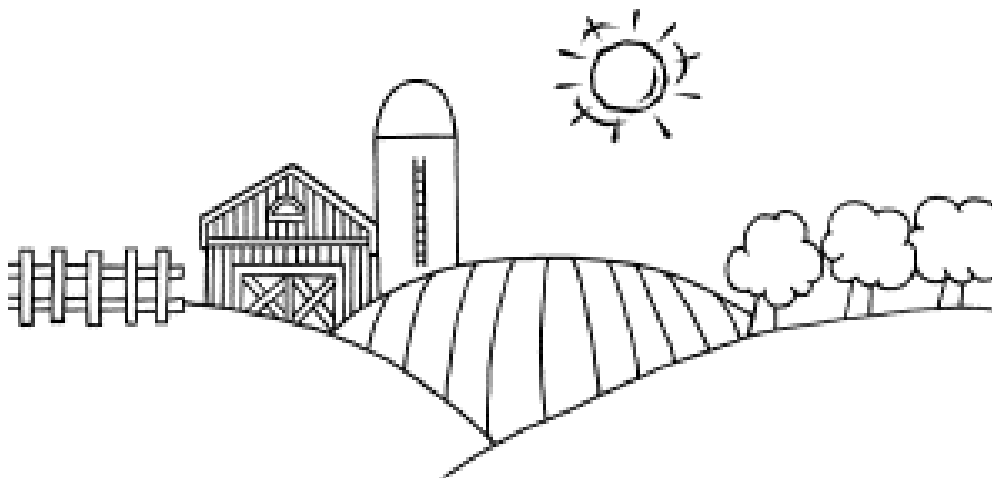
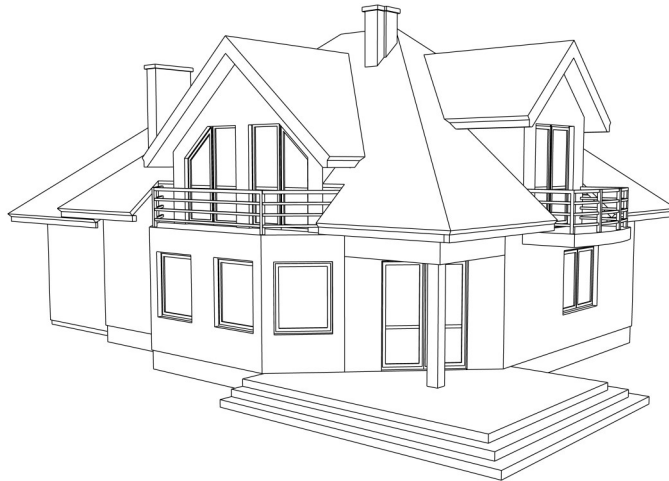
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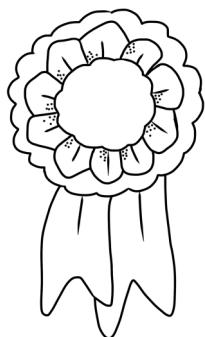
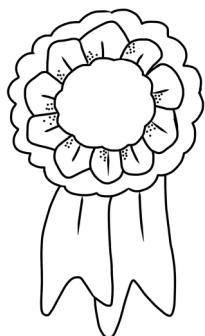
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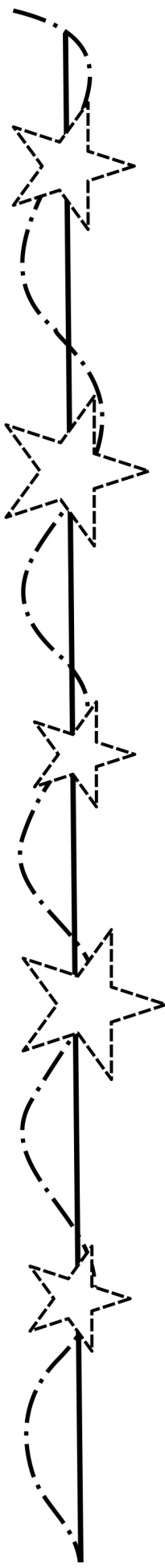


Name _____ Date _____

Show Jumping Competition Awards

Name and describe the awards the team in your story won.





A series of 20 horizontal lines for writing, arranged in a single column in the center of the page.






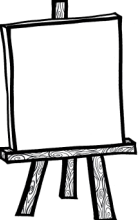

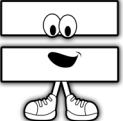









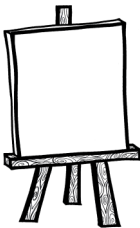
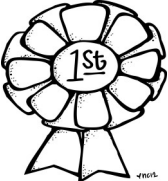
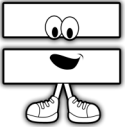
A large central area containing 20 horizontal lines for writing, framed by a thick black border.



Show Jumping Writing Piece Rubric

| Student Self-Assessment | 10 | 5 | 1 |
|---|---|---|---|
|  | <p>Problem: The story opens with a problem, surprise, or otherwise engages the reader. It hooks the reader to want to read more.</p> | | |
|  | <p>Ideas: The characters and horses are described as to their special talents or abilities that help them solve issues to win as a team.</p> | | |
|  | <p>Word Choice: Settings and events are vividly described. Award ribbons and trophies are cleverly explained.</p> | | |
|  | <p>Showing sentences are frequently used in the piece. Sentence length varies (for sentence fluency).</p> | | |
|  | <p>Solution: The story expands a problem the show jumping team will be able to solve.</p> | | |
|  | <p>Presentation: A photograph, image, or drawing was included to enhance the story. Or, one of the horse coloring pages was finished and added to the cover page of the story.</p> | | |
|  | <p>Story Goal: The conclusion is logical, satisfying, and thoughtful. The characters (and horses) work together to achieve their goal.</p> | | |
|  | <p>Total of 70 Points Possible</p> | | |

Show Jumping Writing Piece Rubric

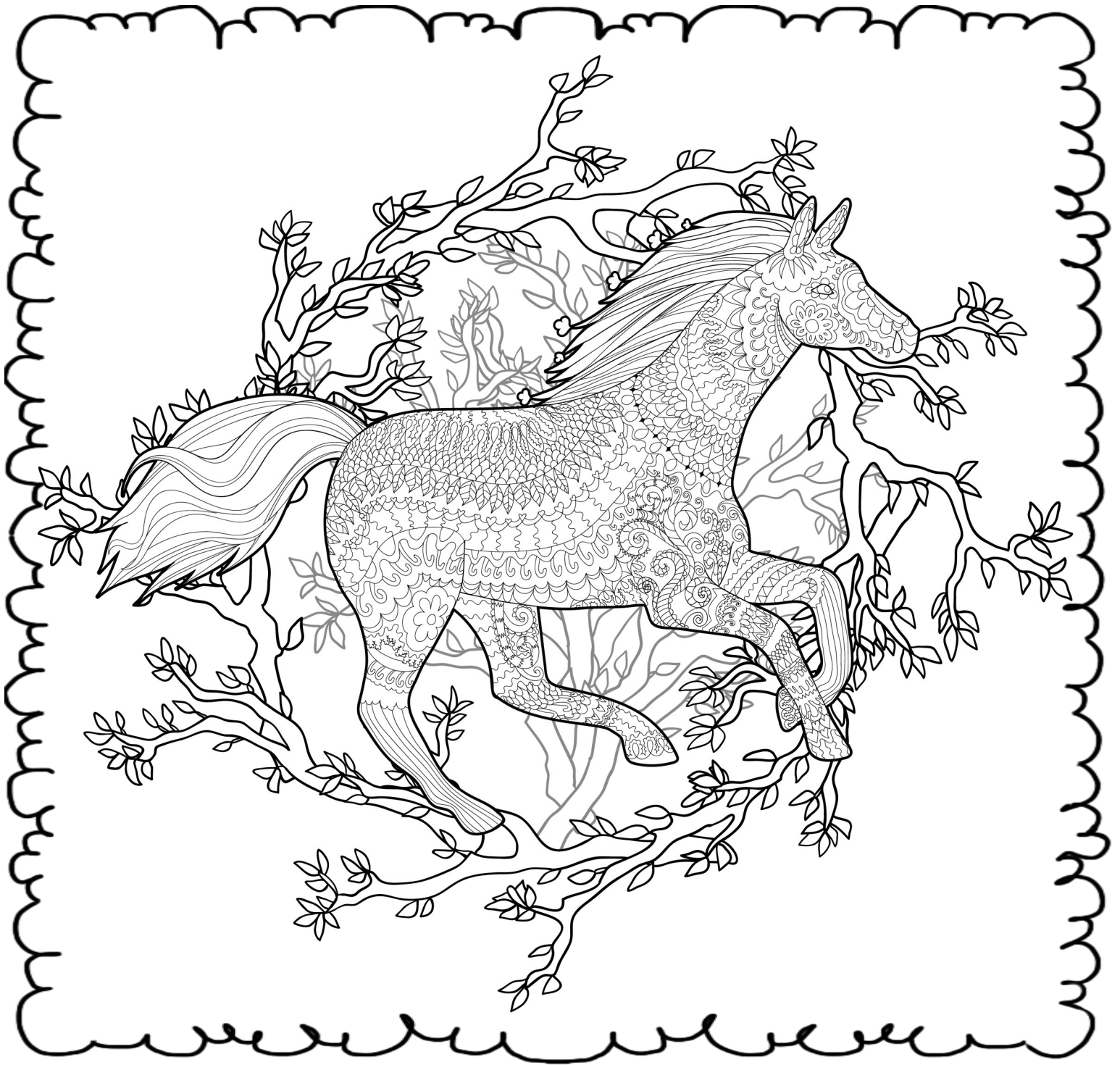
| Teacher Assessment | 10 | 5 | 1 |
|---|---|---|---|
|  | <p>Problem: The story opens with a problem, surprise, or otherwise engages the reader. It hooks the reader to want to read more.</p> | | |
|  | <p>Ideas: The characters and horses are described as to their special talents or abilities that help them solve issues to win as a team.</p> | | |
|  | <p>Word Choice: Settings and events are vividly described. Award ribbons and trophies are cleverly explained.</p> | | |
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|  | <p>Total of 70 Points Possible</p> | | |

Name _____

Date _____



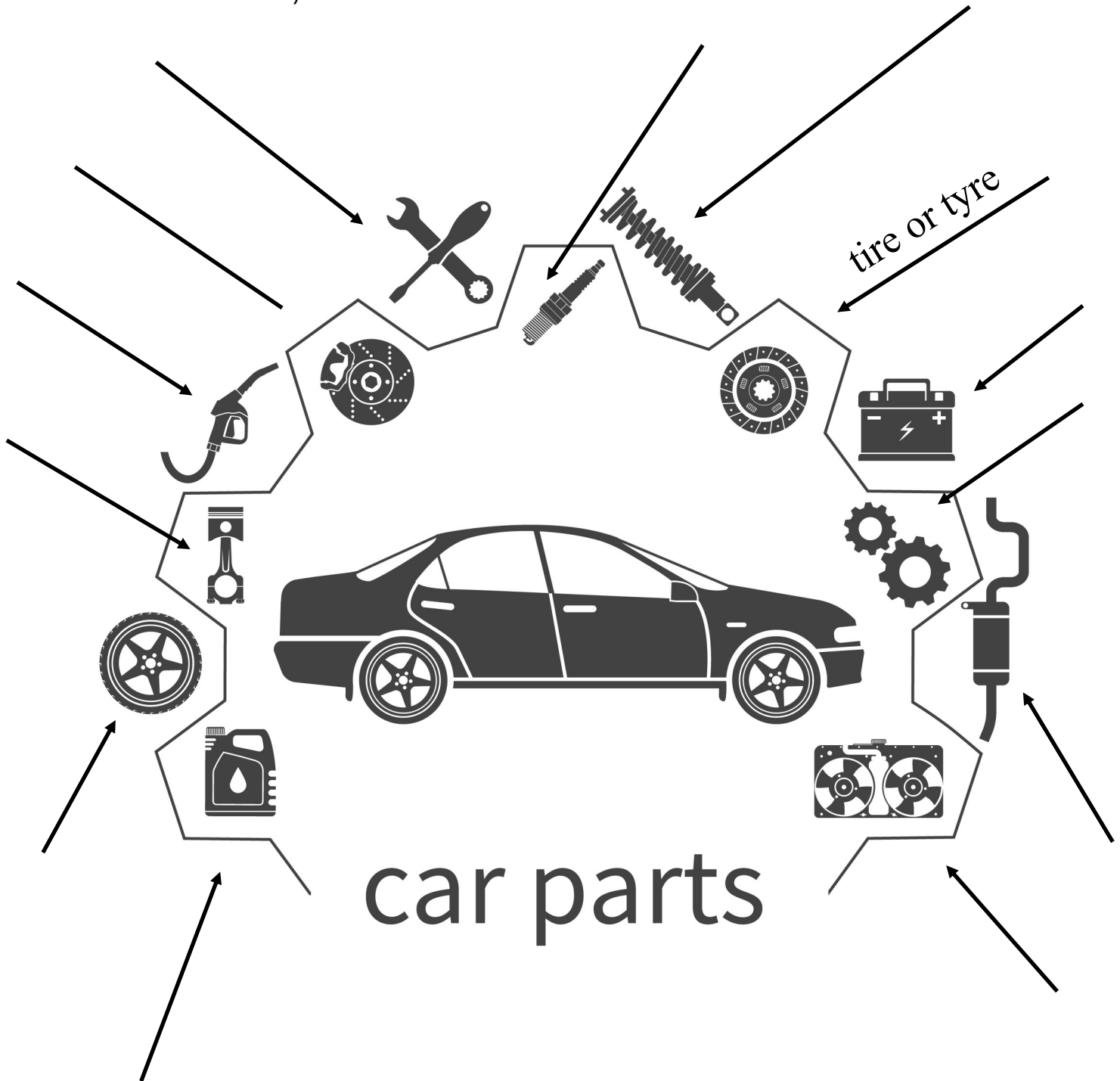
Name _____ Date _____





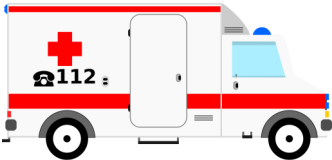
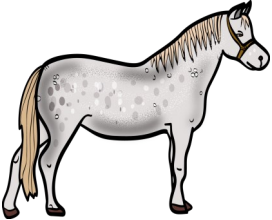





Gary had a flat tire before leaving for a competition. He mentioned Caroline would not have helped him, and was glad Madeline would help. It is good to know the names of basic car parts. See if you are able to add labels to this illustration.

O'Beara writes with British English spellings, and used "tyre" for "tire." Think about other British English spellings did you noticed in the book. There is a short list of such words in the beginning pages (front matter) of the novel.






Sequencing Shay's Accident

| Number events in order | Writers must think sequentially when writing action scenes. | |
|------------------------|---|---|
| |  | <p>Cootehill Lad jibbed abruptly and reared, sensing the trench under the brushwood.</p> |
| |  | <p>The horse fell on Shay, then trotted along the top hedge, rider-less.</p> |
| |  | <p>Jen yelled, "Ambulance!" Karen called 112, the emergency number.</p> |
| <p>1</p> |  | <p>Shay had been unsettled by his horse's behavior. He had not wanted to admit it.</p> |
| |  | <p>Cootehill Lad threw his head sideways. Shay yelled. The horse threw his head higher.</p> |
| |  | <p>Jen told Karen to hold the pony.</p> |
| |  | <p>Shay put his right arm around the horse's neck and leaned forward.</p> |

Answer Key

CHARTING CHARACTERS

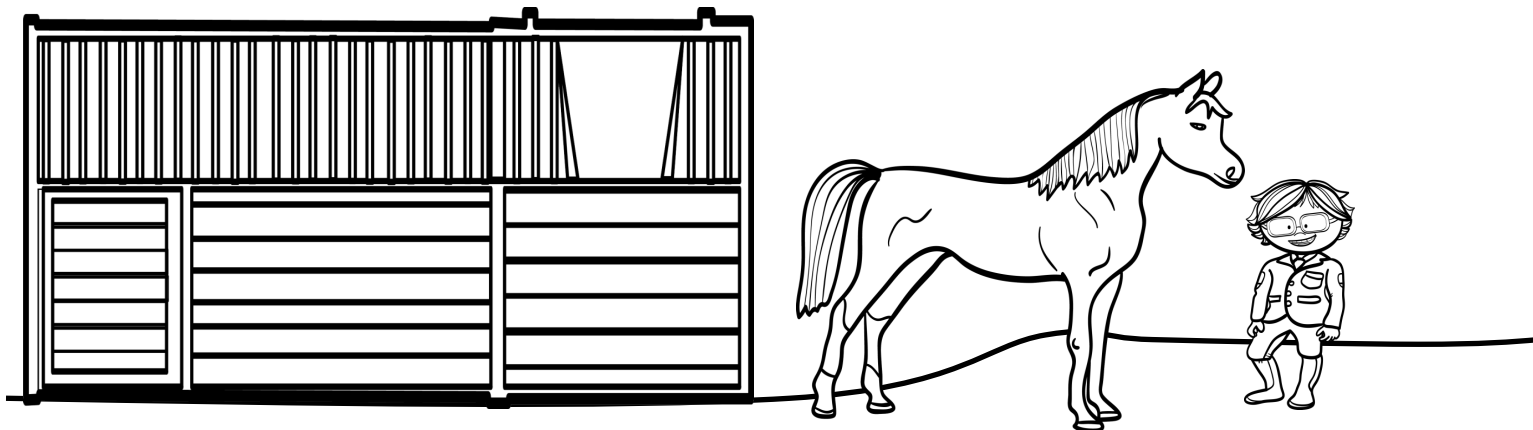
|  |  |  |
|---|---|---|
| Madeline | Karen | Niall |
| did not like smoking | attended boarding school | did well in riding club |
| Eamonn was her older brother | not her choice to be in Pitch and Putt club | team selectors watched him ride |
| often felt like a novice | perfectionist mother | preferred cats to dogs |
| wanted a summer off of horses | her parents went to every show | farm boy |
| called her teacher Gary | her mother surprised her with a new saddle for Merry | liked rock music |
| experienced with running martingales | exactly like her mother | helped his brothers with farm work |
| did not want to work | could be nervous and worry | thought Tigger would like Dressage |



Name _____ Date _____

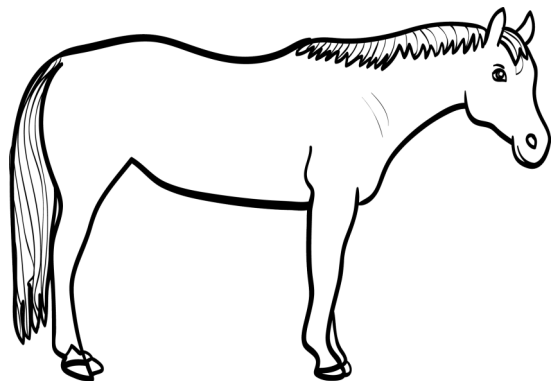


1. **K** loves a day out
 2. **J** captain of A team
 3. **A** kept Alabama company
 4. **G** one of the novices
 5. **I** Madeline's younger brother
 6. **H** proposed applying for National Lottery grant funding
 7. **M** thought the fifth-place rosette clashed with Karen's hair
 8. **B** groomed and plaited horse hair
 9. **F** was not allowed to graze on lush cattle pastures
 10. **C** getting married later in the year
 11. **E** captain of B team
 11. **O** helped Gary change a tire
 12. **L** built a luxury ranch-style bungalow
 13. **D** a horse Karen rode daily
 14. **N** Karen's horse, sold without her knowledge
- A. Karen
B. Jen
C. Gary
D. Alabama
E. Shay
F. Tigger
G. Niall
H. Mrs. Conroy
I. Eamonn
J. Fiona
K. Moonrock
L. Langournes
M. Mrs. Langourne
N. Merry
O. Madeline

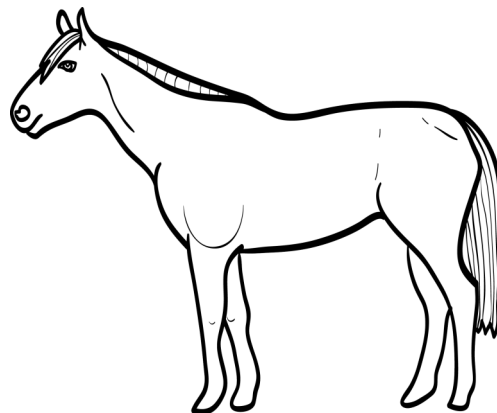


Horses Key

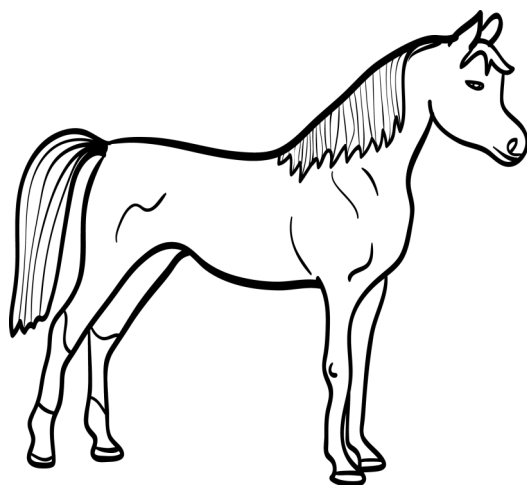
Color and write the name of each type horse:
Quarter, Gypsy Vanner, Thoroughbred, Andalusian, Arabian, Shire.



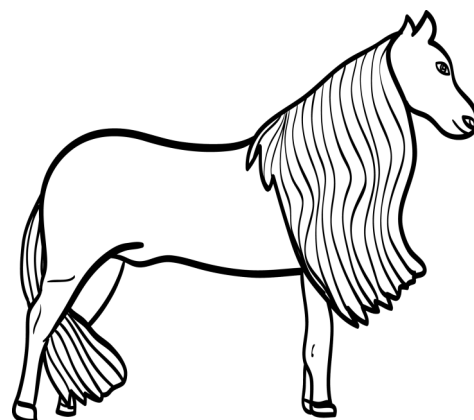
Quarter horse



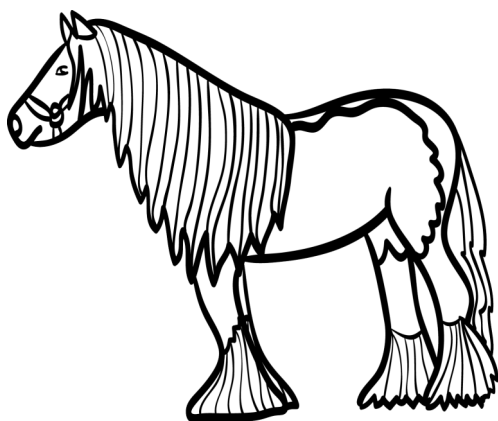
Thoroughbred



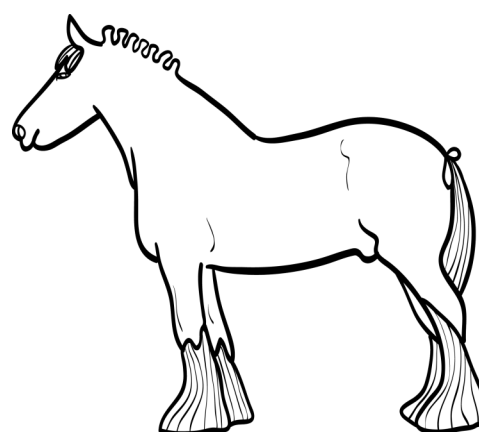
Arabian Horse



Andalusian



Gypsy Vanner



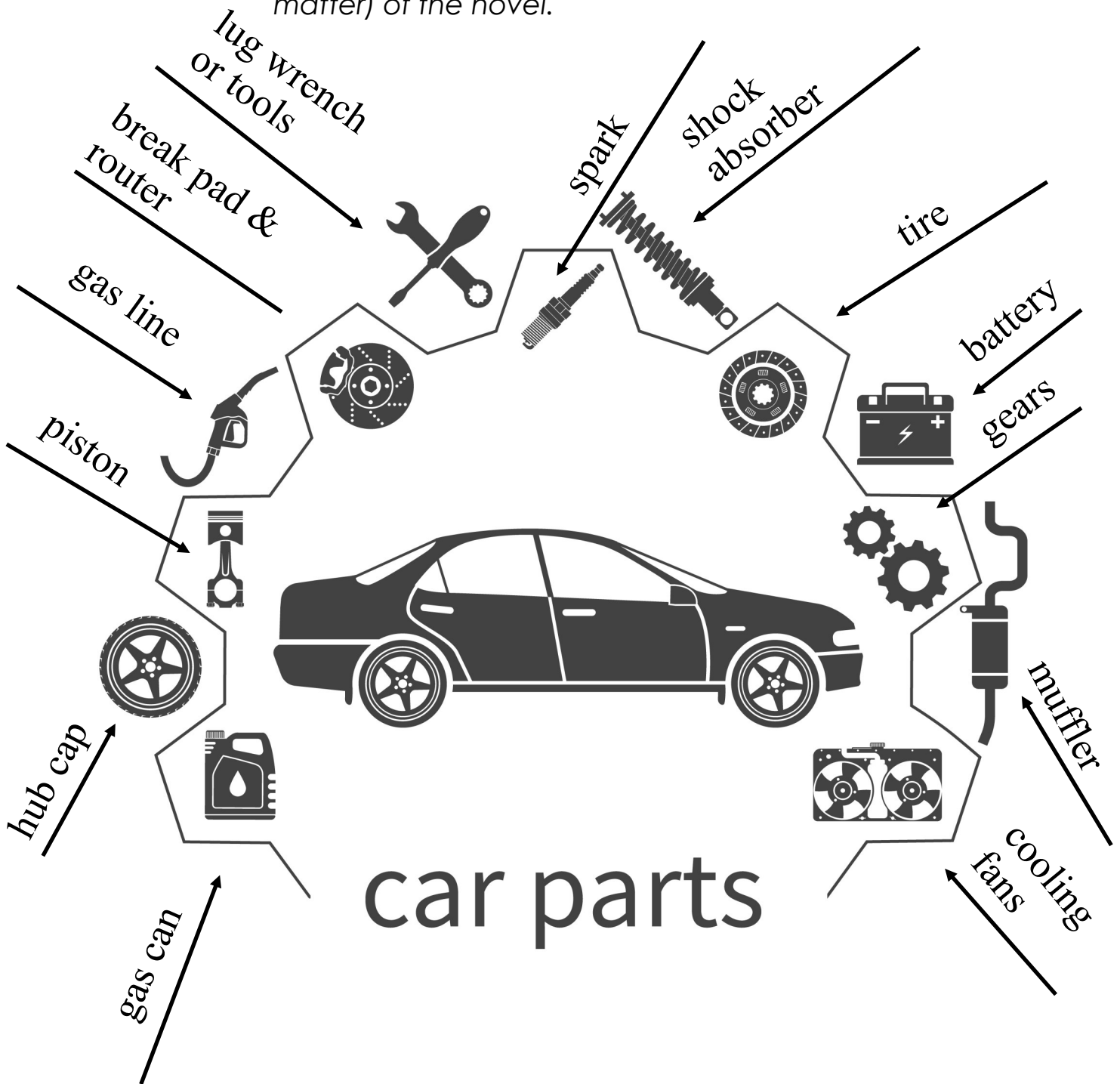
Shire Horse

Answer Key



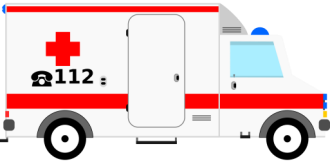
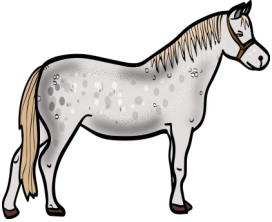





Gary had a flat tire before leaving for a competition. He mentioned Caroline would not have helped him, and was glad Madeline would help. It is good to know the names of basic car parts. See if you are able to add names to these.

O'Beara writes with British English spellings, and used "tyre" for "tire." Think about other British English spellings did you noticed in the book. There is a short list of such words in the beginning pages (front matter) of the novel.



Sequencing Shay's Accident **Answer Key**

| Number events in order | Writers must think sequentially when writing action scenes. | |
|------------------------|---|--|
| 2 |  | Cootehill Lad jibbed abruptly and reared, sensing the trench under the brushwood. |
| 7 |  | The horse fell on Shay, then trotted along the top hedge, rider-less. |
| 6 |  | Jen yelled, "Ambulance!" Karen called 112, the emergency number. |
| 1 |  | Shay had been unsettled by his horse's behavior. He had not wanted to admit it. |
| 3 |  | Cootehill Lad threw his head sideways. Shay yelled. The horse threw his head higher. |
| 5 |  | Jen told Karen to hold the pony. |
| 4 |  | Shay put his right arm around the horse's neck and leaned forward. |

Scratch Paper

Use this paper to plan a scene in your story that has to happen in sequence, such as the chapter in *Show Jumping Team* about when Cootehill Lad fell on Shay.

First

Second

Then

After that

But then

Ending

