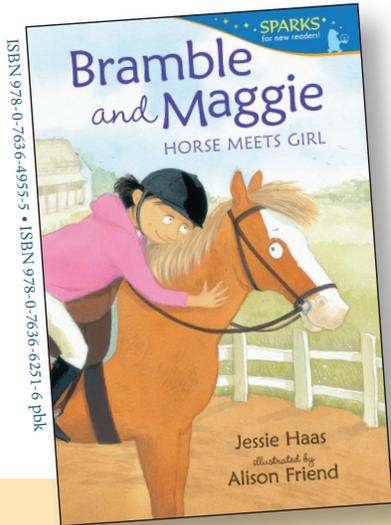
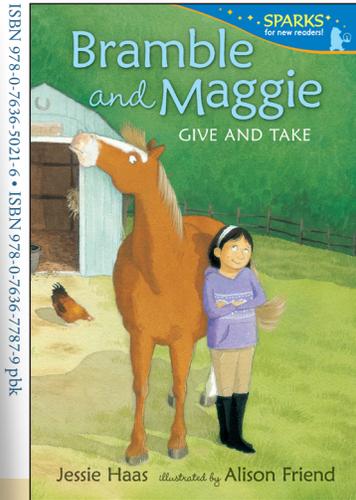


CURRICULUM GUIDE

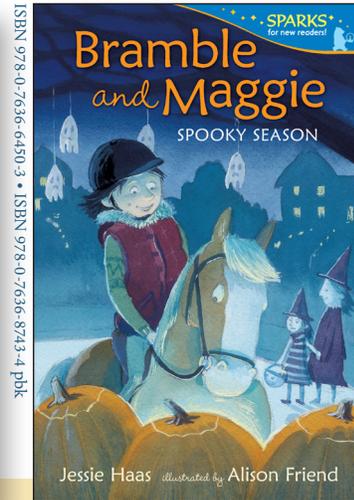
Bramble and Maggie Books



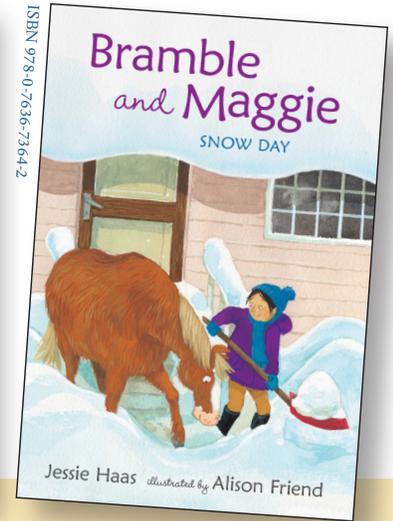
Bramble and Maggie
HORSE MEETS GIRL



Bramble and Maggie
GIVE AND TAKE



Bramble and Maggie
SPOOKY SEASON



Bramble and Maggie
SNOW DAY

BY **Jessie Haas**
ILLUSTRATED BY **Alison Friend**

★
Meet Bramble and Maggie!

BRAMBLE IS A MISCHIEVOUS and somewhat persnickety horse with her own ideas about how things are done. Maggie is a girl who loves horses, and Bramble best of all. Bramble may get into a little trouble when she gets bored, and might be a bit too spirited when it comes to Halloween fun, but Maggie knows that true friendship is based on trust and that Bramble will take good care of her as she learns to be a better rider.

These engaging early reader books by Jessie Haas, author of more than thirty-five books, most of them about horses, is sure to captivate young animal lovers and anyone who has ever longed for a friend who truly understands.

★
“Haas combines realistic horse adventures and grade school pony love like no one else. Bramble is sassy but never scary; Maggie persistent and cheerful, but not all-knowing.” —KIRKUS REVIEWS

ALL JUNIOR LIBRARY GUILD SELECTIONS

Common Core State Standards addressed by the discussion questions and activities in this guide are noted throughout. For more information on the Common Core, visit corestandards.org.

jessiehaas.com



Discussion Questions



-  How are the characters of Bramble and Mrs. Blenkinsop connected?
CCSS.ELA.RL.1.1 and 2.1
-  Mrs. Blenkinsop decides that Bramble is bored with her job. What does Bramble do to show Mrs. Blenkinsop that she is bored?
CCSS.ELA.RL.1.1 and 2.1
-  What does Mrs. Blenkinsop decide to do with Bramble once she figures out that Bramble is bored with her job?
CCSS.ELA.RL.1.1 and 2.1
-  Look carefully at the illustrations in chapter 1: “Bramble.” How does the illustrator show the reader what happens when Mrs. Blenkinsop tries to sell Bramble?
CCSS.ELA.RL.1.7 and 2.7
-  What does Maggie bring with her everywhere that shows how much she would like to own a horse?
CCSS.ELA.RL.1.1 and 2.1
-  What do you think that Mrs. Blenkinsop means when she tells Maggie and her parents that Bramble “has her little ways?”
CCSS.ELA.RL.1.1 and 2.1
-  Maggie immediately loves Bramble, but Bramble is a picky horse. Why do you think that Bramble “picked” Maggie to be her new owner?
CCSS.ELA.RL.1.7 and 2.7
-  What does Maggie do to prepare for keeping Bramble at her house?
CCSS.ELA.RL.1.1 and 2.1
-  As much as Bramble and Maggie get along, Bramble isn’t completely happy in her new home. How does Bramble show that she is unhappy?
CCSS.ELA.RL.1.1 and 2.1
-  Maggie comes up with a solution to the problem of Bramble’s unhappiness. Do you think Maggie solution is a good one? What would you do to help solve Bramble’s loneliness?
CCSS.ELA.RL.1.2 and 2.2



Bramble and Maggie: HORSE MEETS GIRL

Picking the Perfect Pet



Maggie has always wanted a horse. Imagine how excited she was when she saw a sign that said, "Horse for Free!" Maggie immediately liked Bramble's color and eyes. She loved riding Bramble. What would be YOUR perfect pet? Draw a picture of your perfect pet below. List the characteristics your perfect pet would have.

My perfect pet would need to ...

1. _____
2. _____
3. _____
4. _____
5. _____

Bramble and Maggie: HORSE MEETS GIRL

Babysitting Bramble



Maggie relies on a book about horses to understand Bramble's behavior—what Mrs. Blenkinsop calls her “little ways”—and what her horse needs. Imagine that Maggie and her family are going out of town and need to find a horse-sitter for Bramble. Write directions for the horse-sitter outlining how to take care of Bramble and how to understand Bramble's behavior.

How to care for Bramble:

1. _____
2. _____
3. _____
4. _____

Bramble's "little ways:"

1. _____
2. _____
3. _____
4. _____

Bonus story prompt:

Write a story about babysitting Bramble.



Discussion Questions



 Bramble feels that no one should be the boss all of the time. How does Bramble try to be the boss when Maggie is trying to get her ready for a ride? How does Maggie try to be the boss when Bramble isn't cooperative about going for a ride?
CCSS.ELA.RL.1.1 and 2.1

 Bramble feels that it becomes too quiet once Maggie and her family leave for school and work. How does Bramble entertain herself?
CCSS.ELA.RL.1.1 and 2.1

 Who is Mr. Dingle? How does he feel about Bramble?
CCSS.ELA.RL.1.1 and 2.1

 What does Mr. Dingle do to try to keep Bramble from destroying his garden?
CCSS.ELA.RL.1.1 and 2.1

 Bramble isn't the only one who is destructive. What other animal annoys Mr. Dingle?
CCSS.ELA.RL.1.1 and 2.1

 Why do you think that Mr. Dingle delivers eggs to Maggie's family?
CCSS.ELA.RL.1.1 and 2.1

 Look carefully at the illustration in chapter 4 that shows Bramble in her stall at nighttime. How do you think the hen came to visit Bramble?
CCSS.ELA.RL.1.7 and 2.7

 Maggie takes Bramble to the ocean. Describe Bramble's reaction to seeing and feeling the ocean for the first time.
CCSS.ELA.RL.1.1 and 2.1

 Why do you think that Mr. Dingle wants to give the hen to Maggie and her family?
CCSS.ELA.RL.2.3

 In the first chapter, there is a "give and take" between what Maggie wants and what Bramble wants. In the last chapter, there is a "give and take" between the hen and Bramble. Describe how Bramble and the hen learn to share the same space.
CCSS.ELA.RL.1.1 and 2.1



Sequencing the Story



Read the story events in the list below. Decide the order in which they occurred in *Bramble and Maggie: Give and Take*. Number the story events from 1 to 9 in the correct order.

_____ Maggie rode Bramble to the ocean for the first time.

_____ Mr. Dingle brought eggs over to Maggie and her family.

_____ Bramble made it hard for Maggie to put the bridle on her.

_____ Bramble ate Mr. Dingle's roses.

_____ Maggie brought an apple core from her school lunch to give to Bramble.

_____ Mr. Dingle chased the hen around his yard.

_____ Mr. Dingle sprayed something bad tasting on the fence rails.

_____ Bramble and the hen ate the grain that Maggie spread on the ground.

_____ Bramble blew under the hen's feathers when the hen was eating the grass.



Bramble and Maggie: GIVE AND TAKE

Give and Take



Maggie and Bramble and Bramble and the hen have to learn how to “give and take” so that they can get along. When there’s give and take, no one is the boss all of the time. Think of a time when you had to learn how to give and take with a friend or family member. Draw a picture of that time below. Write a caption for your illustration describing how you learned how to give and take.



Discussion Questions



 The setting of a story is not only where a story takes place but also when the story is happening. When is this story taking place? What words and clues from the illustrations help you to identify this aspect of the setting? **CCSS.ELA.RL.1.7 and 2.7**

 Bramble pretends she is frightened by the sounds in the yard. Do you think Bramble is still pretending to be scared when she and Maggie go for a ride after school or do you think Bramble is really scared? Why? **CCSS.ELA.RL.1.1 and 2.1**

 What is Bramble's reaction when she sees Mr. Dingle's scarecrow? **CCSS.ELA.RL.1.1 and 2.1**

 How did Maggie help Bramble deal with her reaction to Mr. Dingle's scarecrow? **CCSS.ELA.RL.1.1 and 2.1**

 An acorn bouncing off a roof startles Bramble when she and Maggie are riding. Maggie falls off Bramble's back. Maggie remembers reading in her horse book, "If you fall off a horse, get right back on, before you have time to get scared." Why do you think that this is hard advice for Maggie to follow? **CCSS.ELA.RL.1.2 and 2.2**

 How can the reader tell that Bramble really cares about Maggie after her fall? **CCSS.ELA.RL.2.1**

 Halloween can be a scary holiday for some people—and animals, too! What types of Halloween things scare Maggie? What types of Halloween things scare Bramble? **CCSS.ELA.RL.1.1 and 2.1**

 Maggie rides Bramble when she goes trick-or-treating. At every house, the person has a treat for Maggie and a special treat for Bramble. How do you think the people knew to have treats for Bramble ready? **CCSS.ELA.RL.1.1**

 Someone dressed as a ghost frightens Maggie. Why does Maggie think Bramble is brave when it comes to the ghost? **CCSS.ELA.RL.1.1 and 2.1**

 Some words in our language have more than one meaning. The author uses the words FULL and FALL in the story. Give examples from the story that show the different meanings of these two words.



Bramble and Maggie: SPOOKY SEASON

Sounds about Right



Words that sound like what they are describing are examples of onomatopoeia. The author of *Bramble and Maggie: Spooky Season* uses several examples of onomatopoeia to help tell the story. Look through the text and locate words that sound like what they are describing. List these examples of onomatopoeia in the chart below.

Onomatopoeia word	Page in the book where the word was found
EXAMPLE: honk	2

CCSS.ELA.RL.1.4 and 2.4

Choosing a Costume



One of the best parts of celebrating Halloween is picking a costume to wear. This is not an easy task when Maggie has to choose not only a costume for herself, but a costume for Bramble as well! In the story, Maggie has three different costume ideas. Draw pictures of Maggie and Bramble's different costumes below. Write a short sentence describing why each of the the first two costumes didn't work out and why the last one did.

Costume 1

Reason it didn't work:

Costume 2

Reason it didn't work:

Costume 3

Reason it worked:

Discussion Questions



What do you predict will happen in *Bramble and Maggie: Snow Day*? Look for clues in the cover illustration, the title of the book, and the table of contents. Discuss what information these parts of the book give readers about the story. **CCSS.ELA.RL.1.7 and 2.7**



Maggie is concerned about Bramble with a big storm on its way. How does Maggie know that Bramble will be okay in the cold, snowy weather? **CCSS.ELA.RL.1.1 and 2.1**



Maggie's family is making preparations for the big storm. How do marshmallows fit into the family plans to be prepared during a storm emergency? **CCSS.ELA.RL.1.1 and 2.1**



Maggie can't latch Bramble's stall door because it is blocked by snow. What do you predict might happen? **CCSS.ELA.RL.1.7 and 2.7**



What does Maggie discover when she looks outside the morning after the big storm? **CCSS.ELA.RL.1.1 and 2.1**



The big storm brought a huge amount of snow. What is Bramble looking for under the piles of snow? **CCSS.ELA.RL.1.1 and 2.1**



Bramble usually eats hay, but the storm has covered all of the hay. What new and different foods does Bramble try instead of hay? **CCSS.ELA.RL.1.1 and 2.1**



After digging out of the snowdrifts that blocked the doors to the outside, how do Maggie's family and Bramble help others? **CCSS.ELA.RL.1.1 and 2.1**



How does the neighborhood celebrate after the big storm? **CCSS.ELA.RL.1.1 and 2.1**



Bramble and Maggie: SNOW DAY

Setting The Scene



The setting of *Bramble and Maggie: Snow Day* plays an important part in the events in the story. Look back at the words the author uses to describe when and where this story takes place. Create two illustrations of the setting: one from the beginning of the story and the other from the end of the story. Hunt for words and phrases the author uses to describe the setting. List these words and phrases below each illustration.

**CCSS.ELA.RL.1.7 and 2.7**

Bramble and Maggie books by Jessie Haas This page may be photocopied for free distribution.

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What Is Bramble Thinking?



Big snowstorms often mean being stuck inside for long periods of time. How did Bramble feel inside her stall during the storm? How did she feel when outside in the snow? Write what Bramble might have been thinking when she was inside and then outside.

Inside

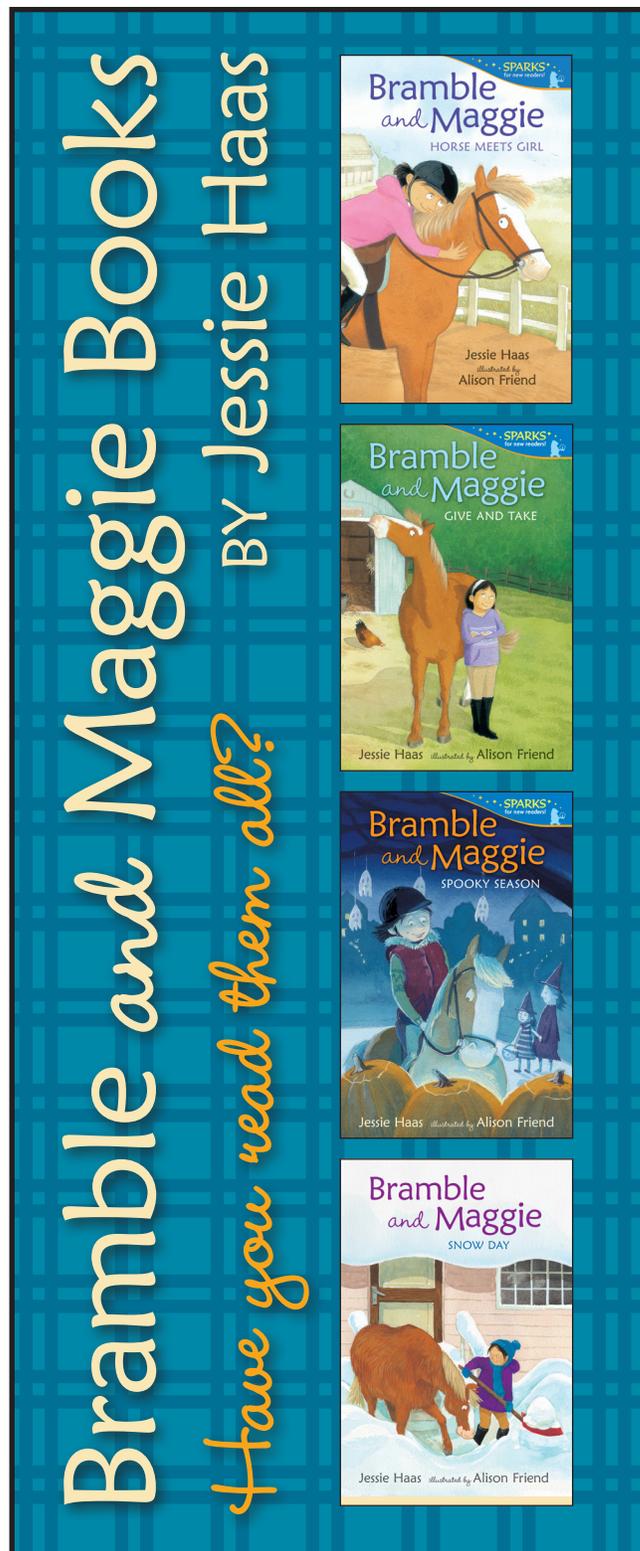
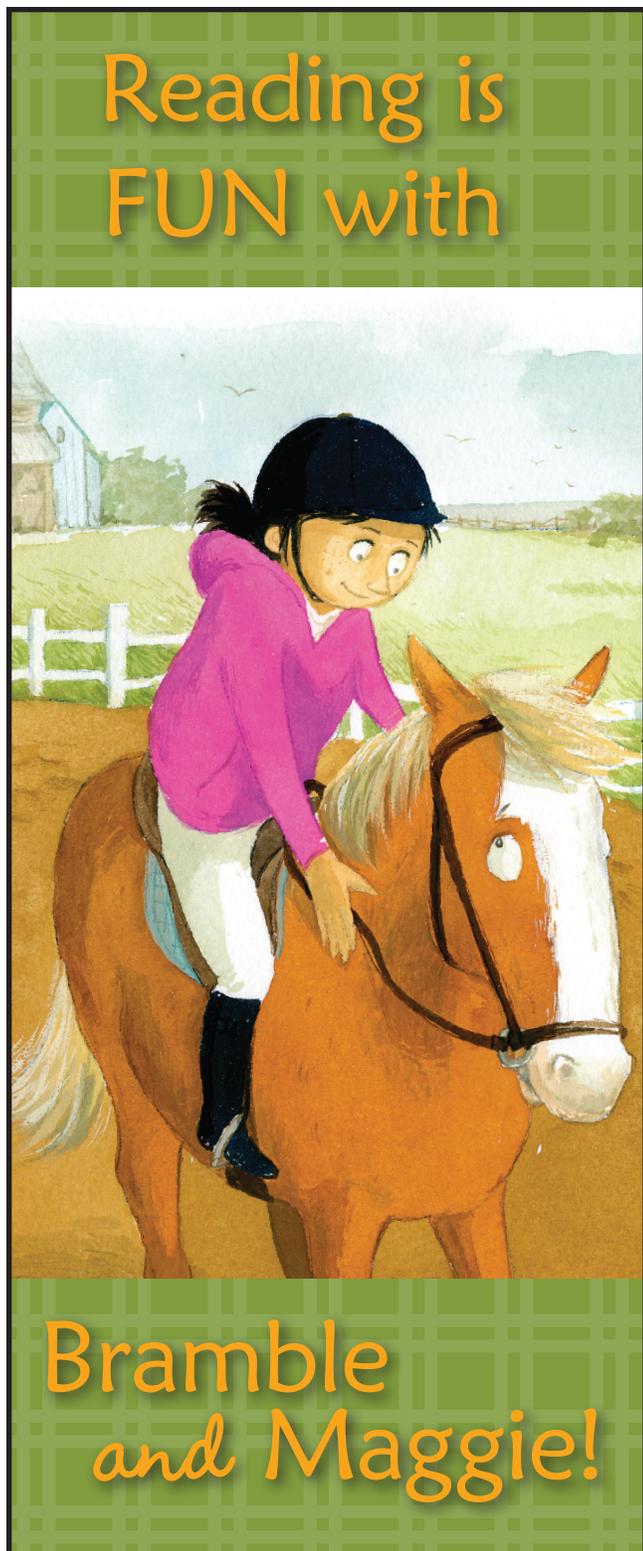
Outside



CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1

Bookmarks

Print this page on card stock using a color printer and cut out the bookmarks below. Bramble and Maggie will help keep your place when you read!



About the Author

Jessie Haas sold her first middle-grade novel, a horse story titled *Keeping Barney*, a month before she graduated from Wellesley College. Since then she has written thirty-five more books for children and young adults, many of them about horses. She is the author of the popular American Girl books about Saige and her horse. “Love of horses and love of reading about them went hand-in-hand for me from early childhood,” says Jessie. She lives with her husband, children’s writer Michael J. Daley, in an off-grid cabin next door to the family farm in Vermont.

A Morgan enthusiast, Jessie has trained her own horses since she was a teenager. Her lifelong interest in



the dialog between

animals and people—what they are saying to us, as well as what we say to them—led her to clicker training, a modern science-based method that relies on precise marking signals and delicious treats, which makes training fun for both parties. “Animals tell us what they need and expect,” says Jessie. “My horse, Robin, expects good food on time, and she expects me to keep life interesting. She sure keeps life interesting for me!”



Learn more about Jessie’s life and books at her website: jessiehaas.com.

The discussion questions and activities in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public elementary school in San Diego, California. She holds both masters’ and doctoral degrees in education, with an emphasis on curriculum and instruction.