

## Reading *Feivel's Flying Horses*

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#### SUMMARY

During this activity, you and your child will actively read *Feivel's Flying Horses*, using the suggested reading strategies.

#### FOCUS

Through this activity your child will have fun while learning about an immigrant story. In the process your child will build reading skills and develop vocabulary.

#### TIME

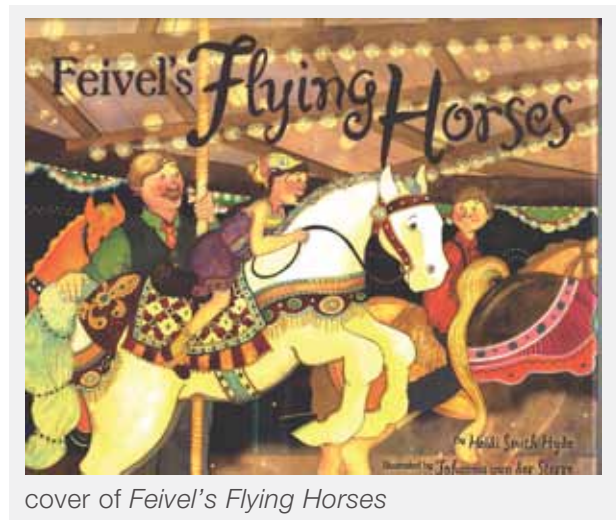
- 30 minutes

#### RECOMMENDED AGE GROUP

This activity will work best for children in kindergarten through 4th grade.

#### YOU NEED

- This Reading Guide
- [Step Back in Time](#) sheet (*attached*)
- *Feivel's Flying Horses* book, written by Heidi Smith Hyde and illustrated by Johanna van der Sterre



cover of *Feivel's Flying Horses*

#### CHALLENGE WORDS

- **apprentice:** a person who learns a skill or trade by working with others who are more experienced
- **bridle:** horse headgear with bit and reins attached
- **chisel:** a metal tool with a sharpened edge at one end used in carving
- **embellish:** decorate
- **fearsome:** scary or causing fear
- **festooned:** draped and decorated
- **holy arks:** sacred chests
- **leaf:** (in this book) a thin layer of gold, silver, or other metal
- **ornate:** elaborately decorated
- **passage:** (in this book) payment for traveling

More information at <http://americanhistory.si.edu/ourstory/activities/immigration/>.

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- **pirouetting:** twirling or dancing
- **prima ballerina:** most important dancer in a ballet company
- **province:** an area within a country, like a state in the United States of America
- **reunited:** brought together again
- **synagogue:** Jewish house of worship
- **wistfully:** showing sad thoughts and feelings
- **wonderment:** surprise, curiosity, and awe



Feivel thinking of his family on his way to America, from *Feivel's Flying Horses*

### PARENT PREPARATION

- If you have time, read the story yourself before sharing it with your child. Also read the [Step Back in Time](#) sheet and the notes on the last page of the book.
- If you have time, preview some of the reading suggestions below. Pick just a few suggestions that look interesting and fun for you.

### BEFORE READING

- Before reading, take a quick look at the pictures of this story. Without reading any of the words, make a prediction about when this story takes place. For hints, look at the clothes of the people and the different kinds of transportation. To check your prediction, read the last page of the book.

#### Tip

Setting describes the time and place of a story and can have a big impact on the characters in the story. For more challenge, talk about how this story would be different if it was set in a different time or place.

### DURING READING

- Compare the pictures from the “Old Country” and New York (pages 6/7 and 8/9). How do these two places look the same? How do they look different? Which one looks more like where you live?

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- From the very first page, we know that Feivel has a goal to bring his family to America. As you read, listen for the ways he works toward this goal. What challenges get in his way? How does he overcome those challenges? After you finish reading, think about a goal you have worked for. How did you feel once you achieved the goal?
- As Feivel decorates the carousel horses, stop before reading about each horse. Just from looking at the picture, how would you describe the horse? If it was a person, what kind of personality would it have? What are the most interesting parts of the decoration? Then, as you read the words, see if Feivel's ideas match yours.

### AFTER READING

- Feivel, his father, and his grandfather can all carve wood. His son Shmuel can also carve wood. Are there skills, recipes, or traditions that are passed down in your family?
- Almost everyone in America today has an immigration story in his or her family history. What country or countries did your family come from? How long has your family been in America? Did your family face any challenges when they came to America?



Feivel carving in the workshop, from *Feivel's Flying Horses*

For more activities and information about *Feivel's Flying Horses* and immigration in American history, visit <http://americanhistory.si.edu/ourstory/activities/immigration/>.

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## Reading *Feivel's Flying Horses*

### Step Back in Time

For more information, visit the National Museum of American History Web site <http://americanhistory.si.edu/ourstory/activities/immigration/>.

With its long history of immigration, almost everyone in America today has an immigration story somewhere in his or her family. From the colonists of the 1700s to immigrants who arrived just yesterday, people have been coming to live in America for longer than America has been its own country!



The journey to America can be hard. Many immigrants also have difficult choices to make as they prepare to leave their old worlds for America—who in your family can make the trip? What will you bring from your old world? Even just traveling to America can be expensive, dangerous, and emotional.

Once they arrive, immigrants face challenges like getting a job, learning English, finding a house, or starting at a new school. It can take a long time for immigrants to feel comfortable in America. On one hand, many immigrants may want to fit in with what they think is ordinary for Americans. On the other hand, many immigrants want to pass on something from their old world, like words in another language or holiday celebrations. The traditions, skills, and ideas that are passed down through these families enrich American culture.

Today, the United States is one of the most diverse countries on earth, with people whose families have come from nearly all world cultures.

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Read the “Reading Guide” sheets for step-by-step instructions.

### OBJECTIVES

Students will be better able to:

- Read for understanding.
- Answer questions using written and pictorial resources.

### STUDENT PERFORMANCE CRITERIA

- Discussion exhibits understanding of story and historical details.
- Discussion exhibits understanding of vocabulary in the context of the story.

### STANDARDS

#### *NCHS History Standards*

##### *K-4 Historical Thinking Standards*

2H: Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

3F: Analyze illustrations in historical stories.

4B: Obtain historical data.

##### *K-4 Historical Content Standards*

8A: The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects.

#### *21st-Century Skills*

##### *Learning and Innovation Skills*

- Critical Thinking and Problem Solving

##### *Information, Media, and Technology Skills*

- Information Literacy
- Media Literacy

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### *IRA/NCTE Language Arts Standards*

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).