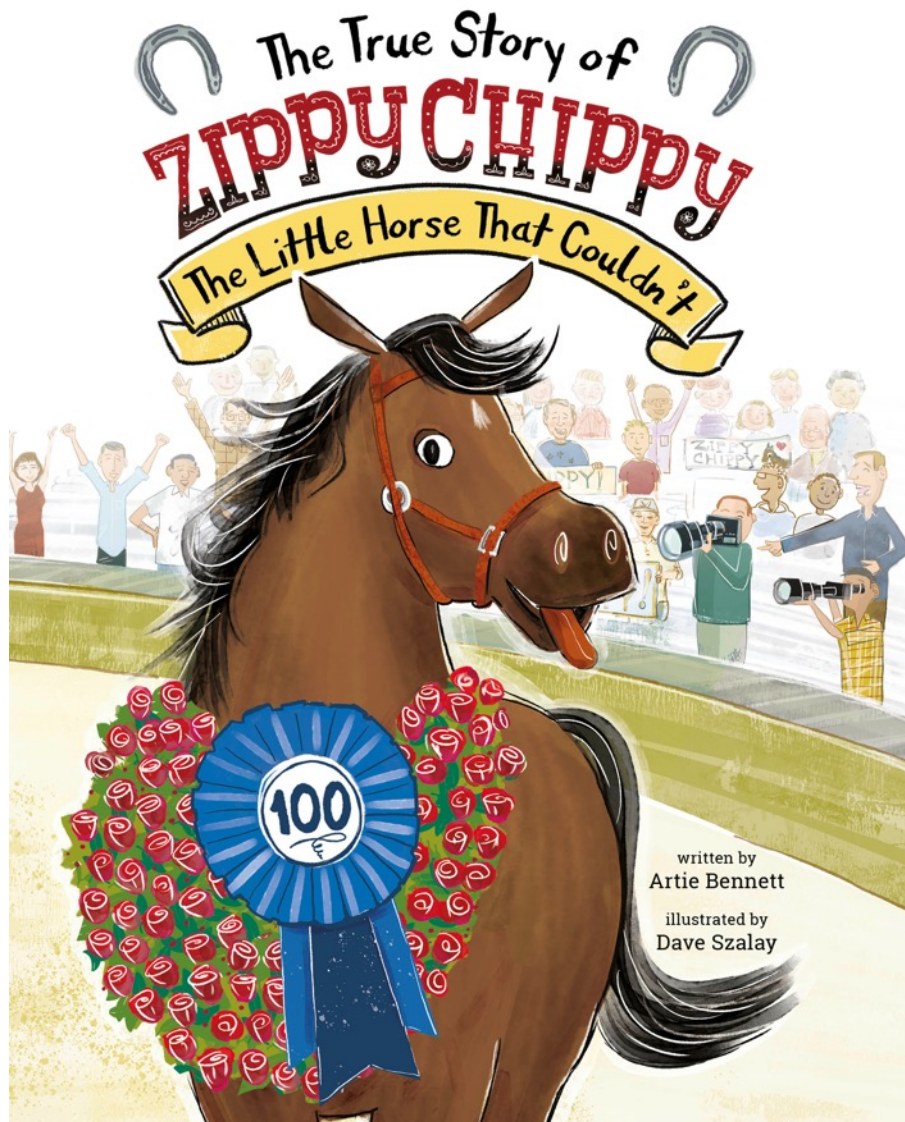


# The True Story of Zippy Chippy

## The Little Horse That Couldn't

A teacher's guide created by Marcie Colleen,  
based upon the book  
written by Artie Bennett and illustrated by Dave Szalay



Published by  
NorthSouth Books

## Meet the Author – Artie Bennett

Artie Bennett is an executive copy editor by day and a writer by night. He is the author of an inspiring picture-book biography of a hapless, though beloved, horse: *The True Story of Zippy Chippy: The Little Horse That Couldn't*. When Artie stumbled upon the story of Zippy Chippy, he found himself champing at the bit to introduce young readers to this remarkable tale of whoa! He is also the author of a quintet of hilarious rhyming picture books: *The Butt Book*, his first “mature” work and winner of the Reuben Award; *Poopendous!*, his “number two” picture book; *Peter Panda Melts Down!*, an adorable departure from derrières and doo; the explosively funny *Belches, Burps, and Farts—Oh My!*; and *What's Afoot! Your Complete, Offbeat Guide to Feet*, which is guaranteed to knock your socks off. And if that's not enough, he's the author of two riotous joke and riddle books: *The Universe's Greatest Dinosaur Jokes and Pre-Hysterical Puns* and *The Universe's Greatest School Jokes and Rip-Roaring Riddles*. He lives with his wife, Leah, in Brooklyn, New York, where he spends his spare time searching for a parking space and shaking his fist at his neighbors. *The Show Me Librarian* says: “Bennett's use of rhyme is excellent; his stanzas flow and exude joviality in a manner that few writers since Dr. Seuss have truly mastered. Simply put, these books are a joy.” *The Huffington Post* says: “It appears there is no topic Mr. Bennett can't make funny and educational.” Visit [ArtieBennett.com](http://ArtieBennett.com) . . . before someone else does!



## Meet the Illustrator – Dave Szalay

Dave Szalay is an award-winning illustrator and aspiring writer who lives with his wife, Krista, and their cats in the Village of Richfield, near the Cuyahoga Valley National Park, in Ohio. A lifelong children's book enthusiast, Dave is also something of an illustration and animation historian. He and Krista enjoy collecting vintage kids' books, including several first editions acquired from a trip to London. The forests and wildlife that surround their home serve as major inspiration, as do travel destinations that include adventurous landscapes and environments. He was formerly a creative director and designer of visual communications, with a career spanning three decades. His past clients have included notable global corporations, institutions, health-care providers, museums, technology companies, and many others. Throughout his career, illustration has always been a passion, and in recent years, it has become his primary focus. He has an MFA in illustration and teaches at the Myers School of Art at the University of Akron, where he is a tenured professor. Visit [DaveSzalay.com](http://DaveSzalay.com) to learn more.

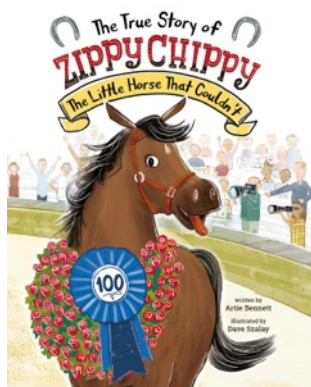


## Meet the Curriculum Writer – Marcie Colleen

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and an MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing books of her own at home in San Diego, California. Visit Marcie at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

## How to Use This Guide

This classroom guide for *The True Story of Zippy Chippy: The Little Horse That Couldn't* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students. The guide offers activities to help teachers integrate *The True Story of Zippy Chippy: The Little Horse That Couldn't* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide. All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.



\*\*\*\*\*

**Title:** The True Story of Zippy Chippy:  
The Little Horse That Couldn't  
**Written by** Artie Bennett  
**Illustrated by** Dave Szalay  
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### Brief synopsis:

Zippy Chippy is descended from the leading legends of horse racing. He is destined for greatness and glory.

But . . . when the starting bell rings, it's anybody's guess what Zippy will do. Will Zippy go for a gentle trot around the track or stop and smell the roses? Or, perhaps, never even leave the starting gate?!

With mischief in his makeup, he's known to stick his tongue out at people and chew up the hats of passersby. And he's always trying to break out of his stall. What's an owner to do? Try and try again! After all, he believes in Zippy—and, besides, the horse is now a part of the family. But as Zippy's losses mount, a funny thing happens. People start to take notice of the hapless, cupcake-eating horse. Could it be that they're betting on Zippy to win?

This remarkable story of the famed racehorse who lost every race is *sure* to win your heart!

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### **Sweeping praise for *The True Story of Zippy Chippy: The Little Horse That Couldn't***

“The cute cartoon illustrations match the amusing narrative, making this a fun story for sharing.”  
—*School Library Journal*

#### **Four Stars**

“With more than a hint of sweetness and soulfulness, Bennett neatly chronicles the ups and downs of Zippy Chippy’s adventures, some of which are hilarious. A rollicking good yarn that Bennett tells with relish and that Dave Szalay illustrates with panache.” —*InfoDad*

#### **A Wonderful New Picture Book to Read in March**

“Through humor, heart, and fun storytelling, Artie Bennett does a wonderful job of telling Zippy Chippy’s unique life story. Dave Szalay’s chipper, chuckle-inducing illustrations bring Zippy Chippy to life perfectly. Bennett beautifully captures the heart of Zippy Chippy, offering readers a tale that is as inspiring and heartfelt as it is funny and entertaining.”  
—*Word Spelunking*

“What a treat it was to read Artie Bennett’s new picture-book biography. He hit the daily double by bringing out both the humor and humanity in this charming tale of a horse destined for fame, but not the winning-races kind.” —*Good Reads with Ronna*

“*The True Story of Zippy Chippy* is a humorous, inspiring, and wonderful nonfiction story for young children. The author, Artie Bennett, blends humor, friendship, love, and perseverance into a beautiful story that both children and adults will enjoy.” —*Language Before Mealtime*

#### **A Refreshing Tale for Our Times**

“This book is wonderful for teaching children that winning isn’t everything. *The True Story of Zippy Chippy: The Little Horse That Couldn't* is a perfect choice for school libraries and classroom bookshelves. Children will love Zippy’s quirky personality and the sweet story of determination—not to win but to enjoy the race.”  
—*Pamela Kramer: Reviewing Books & Saving Animals*

“An inspiring horse tale! I found this amusing and pleasingly illustrated book to be delightful.”  
—*Joyce’s Mystery and Fiction Book Reviews*

#### **A Horse Lover’s Guide to Staying Inside Children’s Book**

“This is an adorable take on the horse who captured the love of a nation through his losing streak.” —*America’s Best Racing*

“Bennett entertains with humor and masterful wordplay. Tender images and a touching story!”  
—*The Queens Ledger*

“A fabulous book and an inspiring story! It would be interesting to read this aloud for a lively discussion. Dave Szalay’s illustrations fill the pages with Zippy’s antics and expressions, helping the story show this unique horse.” —*Teacher Dance*

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# English Language Arts

## **Reading Comprehension**

Before reading *The True Story of Zippy Chippy: The Little Horse That Couldn't*,

Look closely at the front cover ~

- Describe what you see.
- Who is the character?
- Imagine you are the horse in the illustration.
- How do you think the horse feels? Safe? Scared? What in the illustration might indicate the horse's emotion?
- Can you guess what the story might be about? What are some clues that help you with your prediction?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Why do you think Felix didn't get rid of Zippy? After all, he wasn't winning any races.
- Do you think Zippy Chippy ever got discouraged?
- Have you ever ridden on a horse? If so, what was it like.
- The author's other picture books are all written in verse. Do you think it would have been possible to tell this story in rhyme? If so, what impact would it have had on the story?
- What do you learn from this story?
- Were you moved by this story?
- Can you see yourself being close friends with a horse?

Let's talk about who made *The True Story of Zippy Chippy: The Little Horse That Couldn't*.

- What does an author do?
- What does an illustrator do?

This is a very different kind of book for the author, whose previous books include *The Butt Book*, *Poopendous!*, *Peter Panda Melts Down!*, *Belches*, *Burps*, and *Farts—Oh My!*, *What's Afoot! Your Complete, Offbeat Guide to Feet*, and more? Why do you think he chose to write his first picture-book biography?

Now let's look closely at the illustrations.



- Dave Szalay creates some really fun and expressive illustrations of Zippy Chippy. And all the while, he stays true to the look of a real horse.
- Search the Internet for some photographs of horses and create a list of their physical attributes.
- Can you find each of these attributes in Szalay's illustrations? Be sure to look at every spread.
- Using the illustrations of Zippy Chippy along with the photographs of the real Zippy Chippy as inspiration, students may draw their own horse.
- Share and display the finished pieces for the class.



## Reading Nonfiction

While reading *The True Story of Zippy Chippy: The Little Horse That Couldn't* aloud to the class, have students take notes in two columns:

- *Things We Learned*
- *Questions We Have*

Pause before each page turn to add notes to the columns. These columns can either be worked on individually or put on the smartboard and worked on as a class.

Things We Learned (Facts)	Questions We Have	Answers We Found

- Once the story is read, discuss the *Questions We Have* column.
  - Were any of these questions answered as the story went along?
  - If so, ask students to find the answer within the text.

- Record the answer next to the question in a third column labeled *Answers We Found*.
- For all remaining questions in the *Questions We Have* column that have yet to be answered, students will need to take the steps to find answers, either through Internet or book research.
  - Discuss how to find answers to questions through research.
  - Assign students to specific questions to help them focus.
  - Record all answers in the *Answers We Found* column.
- After the answers have been shared with the class, engage in a discussion on research practices.
  - What was the most difficult part about finding answers?
  - Was it easier to find answers on the Internet or in a book?
  - Which source is more reliable, the Internet or a printed book? Why?
  - How can you determine whether to trust a source?
  - What tips would you give someone who is about to do research?
- Read the Author's Note at the back of the book.
  - Create an additional chart to document what information in the back matter was included in the story and what information was not.
  - Why do you think Artie Bennett chose to include certain information in the main text and leave other information for the back matter?
  - Choose three facts from the back matter and explain why you think each was not included in the story.

*Extension:* Design and illustrate posters representing each Fact, Question, and researched Answer based on *The True Story of Zippy Chippy: The Little Horse That Couldn't* and display them in the classroom.

## **Writing Activities**

### **Zippy Chippy's Point of View**

*The True Story of Zippy Chippy: The Little Horse That Couldn't* is written in third-person point of view, meaning that the story is told by a narrator (not named in this book), who is watching the events unfold.

But what would the book be like if it were told in first-person point of view, from the perspective of Zippy Chippy?



Either as a class or individually, explore *The True Story of Zippy Chippy: The Little Horse That Couldn't* from the point of view of Zippy Chippy.

How does Zippy Chippy feel about being a racehorse? Why does Zippy Chippy act out like he does? Does he want to win?

Advanced classes will be able to actually re-create *The True Story of Zippy Chippy: The Little Horse That Couldn't* from a different point of view. However, a simpler approach is to have the class create captions and thought bubbles for Zippy Chippy for each illustration.

*Additional Challenge:* From the point of view of Zippy Chippy, write a thank-you letter to Felix for all he did.

### **Wish You Were Here ~ Postcards from Old Friends at Cabin Creek**

Zippy Chippy now lives at Old Friends at Cabin Creek, a retirement home for thoroughbreds. The ranch is located in Greenfield Center, New York.

Locate Greenfield Center, New York, on a map.

- How far is Greenfield Center, New York, from where you live?

If you were to travel there:

- How would you get there?
- What would you see?
- What would you hear?
- What would you do?
- What would the weather be like?
- How would it be to meet Zippy Chippy?
- Would you like to meet the other racehorses, too?



Create a large postcard of your trip to Old Friends at Cabin Creek. Be sure to illustrate one side and include a note to a best friend or family member on the other side. Take the time to be descriptive so that the person who gets the postcard can better imagine your trip.

Display the postcards on a bulletin board, along with a map indicating where Old Friends at Cabin Creek is located.

- Conduct an Internet search for other thoroughbred retirement homes around the world.

- Where are some other retirement homes located?
- How are they similar to and different from Old Friends at Cabin Creek?
- Where would you want to visit? Why?

### **Dear Zippy Chippy**

Zippy Chippy's story is inspirational. We learn from his life that "you can lose and lose and lose and *still* be a winner."

Using this powerful message from *The True Story of Zippy Chippy: The Little Horse That Couldn't* as inspiration, write a letter to Zippy Chippy. The letter should include:

- Details about what you found inspirational in his story
- An example of how you could plan to use this inspiration to follow your own dreams
- A thank-you to Zippy Chippy for furnishing the inspiration

As a class, mail your letters to Zippy Chippy at Old Friends:

Zippy Chippy  
Old Friends at Cabin Creek  
483 Sand Hill Road  
Greenfield Center, NY 12833

### **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some ways to bring *The True Story of Zippy Chippy: The Little Horse That Couldn't* to life in the classroom and have fun with speaking and listening skills.

#### **Choral Reading**

- Turn *The True Story of Zippy Chippy: The Little Horse That Couldn't* into a script. Read the script out loud together. Emphasize memorization of the students' parts, as well as good vocal expression.

#### **Pantomime**

- Ask students to silently act out a page from the book, exaggerating body movement and facial expression. See if others can identify the page that goes along with the pantomimed action.

## Drama

- Create a TV commercial to encourage people to read *The True Story of Zippy Chippy: The Little Horse That Couldn't*.
- Record a radio version of *The True Story of Zippy Chippy: The Little Horse That Couldn't*. Students decide what to use for the sound effects to create a mental picture of each scene in the story.

## Language Activities

### Vocabulary Detectives

*The True Story of Zippy Chippy: The Little Horse That Couldn't* contains a few words that may be new to students. Encourage the students to use context clues from both the text and illustrations to infer the meanings of any unfamiliar words.

descended	pedigree	thoroughbred
potential	rambunctious	shenanigans
ornery	temperamental	banished
retire	bridled	hapless
morale	rallied	legend
wafting	nuzzled	devilish
prance	bloodlines	dangled
prankster	understatement	trumpeted
heartfelt	escape artist	spirited

### Additional Exploration:

- While they read, ask students to look carefully for words they do not know. As soon as they come across a new vocabulary word, they should jot it down.
- Look up the unknown word in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.) Read the definition.
- Use the new word in a sentence.
- Come up with a way to remember what the word means. Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.



## **New Vocabulary: Persistence**

Zippy Chippy may never have been a winning racehorse, but his story is nonetheless inspirational because of his persistence.

Lead students in a class discussion on persistence.

1. What is “persistence”?
  - Continuing to try, despite difficulty or opposition.

We don’t improve or get better without sometimes failing. It goes back to that old saying: “If at first you don’t succeed, try, try again.”

2. Can you think of any sports or games where each and every player made perfect plays every time? The objective of a sport or game is to overcome any mistakes and focus on the goal.
3. What are some mistakes you have made recently?
4. What are some steps you can take to improve?
5. What do you do when you make a mistake? Do you give up or do you keep trying? Are you persistent?

No one is perfect! Everyone makes mistakes. The important thing is to learn from our mistakes and keep trying. Be persistent.

The only people who never fail are those who never try anything new! Explain that everyone loses or fails sometimes and that people can learn from those occasions. Encourage students to rethink their responses to their mistakes. For example, instead of crying and getting upset when you fail or lose, bounce back up and try again!

Design a poster encouraging others to be persistent. Hang the poster in your classroom, or get permission to hang it in the school library, the office, the main hall, etc.

## **Zippy Chippy: Still a Winner**

After brainstorming ideas of what a winner is, read *The True Story of Zippy Chippy: The Little Horse That Couldn’t* again. Throughout the story, ask the children if Zippy has demonstrated any of the traits of a winner.

Introduce the idea of “perseverance,” or “never giving up.”

- Sing “The Itsy Bitsy Spider.” How does the spider show perseverance? What obstacles does the spider encounter? Why does the spider continue to try?

- Read *The Carrot Seed* by Ruth Krauss. How does the boy in the story show perseverance? What obstacles does the boy encounter? Why does the boy continue to try?
- What about Zippy Chippy? What obstacles stood in Zippy Chippy's way? Why do you think he continues to try?

## Math

### **Chase-the-Carrot Hopscotch**

Sometimes, to get stubborn horses to move, owners would dangle a carrot on a stick in front of them. The horse would chase the carrot and, in doing so, move forward.

This hopscotch activity will help students improve motor skills, balance, and self-regulation behavior. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art, including shape and line.

*This game can be created for indoor spaces by simply taping out the boxes on the floor or, traditionally, by drawing them on the pavement outdoors.*

Materials:

- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons (for outdoor version)
- Beanbag or another small, soft object to act as the carrot
- One die (one of a pair of dice)

Set Up:

Create the hopscotch boxes.

Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage the students to trace over them.



## How to Play:

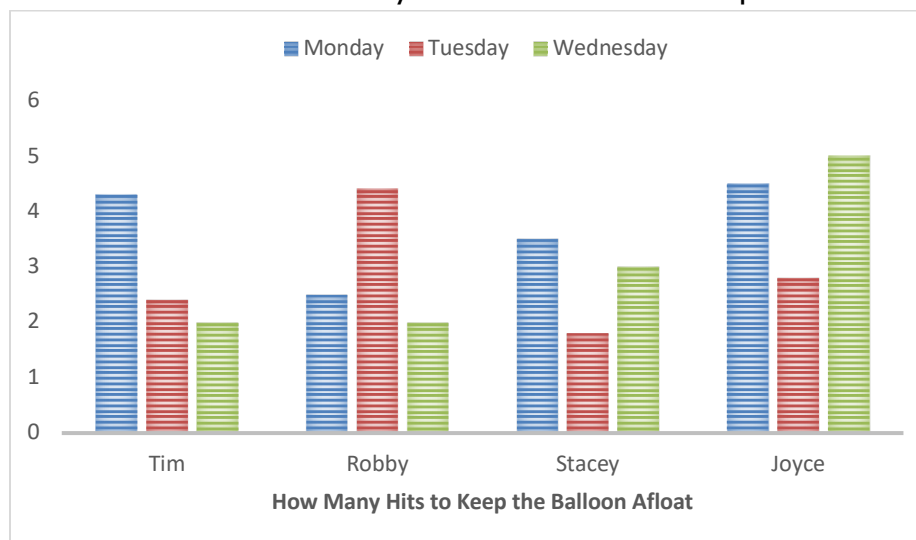
1. Place the beanbag or object in one of the squares.
2. The first student rolls the dice twice and adds the two numbers together to know how many boxes they must hop to. (i.e.,  $2 + 4 = 6$ , hop six spaces).
3. The students hop their way through, counting as they go.
4. If they land on the box with the beanbag or object, they have caught the carrot and won the horse race! If they overshoot or fall short, they must start all over again.
5. Play continues until everyone has been given a chance to catch the carrot.

*For an extra challenge, change the location of the animal each turn.*

## Graphing Persistence

Although he didn't succeed, Zippy Chippy was certainly persistent in trying to win races. One way to improve your own skills is through being persistent, too. Zippy Chippy didn't stop—and neither should you!

- Play a game to see how high a tower each student can build out of blocks or how many times they can hit a balloon without letting it touch the floor. These activities build motor skills and concentration.
- Create a graph and then chart the results over several days. Students should work independently and try for their personal best. Goals can be set at the end of each session—what to try for and what to accomplish the next day.





# Science

## **Thoroughbred Horse Research Project**

The hero of *The True Story of Zippy Chippy: The Little Horse That Couldn't* is a thoroughbred horse. But what does that mean?

Take a trip to the school library. With the help of the librarian, students will research information about thoroughbred horses.

Possible sources of information:

- Nonfiction books
- Encyclopedias
- The Internet

Students should be required to take notes on what they find. Information to be gathered must include:

- Size of a thoroughbred horse
- What a thoroughbred horse eats
- What makes a thoroughbred horse different from other horses
- Draw a picture of a thoroughbred horse
- Write three words that describe a thoroughbred horse
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all of the required research is done, students must create a poster with all of the necessary information and present their findings to the class.

OR

Make a book. Students will cut and paste or draw a thoroughbred horse and include the facts they have researched.

## Taking Care of Animals

Taking care of animals can be fun, but it also requires patience and entails a whole lot of responsibility.

Although having a racehorse might be exciting, some more conventional pet choices are a dog, a cat, a fish, a bird, a hamster, or a rabbit.

Choose a pet and do some online research to figure out how to take care of it. Use at least two resources for information. Write about your findings and/or draw a picture.

My pet is named \_\_\_\_\_.

How to take care of my pet:

Food: What do I feed my pet? \_\_\_\_\_

Water: Does my pet need to drink water? \_\_\_\_\_

Shelter: Where does my pet live and sleep? \_\_\_\_\_

Potty: How do I know when my pet has to go potty, and where does my pet go?  
\_\_\_\_\_

Exercise: How do I give my pet exercise? \_\_\_\_\_

Grooming: How do I make sure my pet looks and feels good? \_\_\_\_\_



## A Handy Family Tree

On the opening spread, we see Zippy Chippy gazing at his champion ancestors.

He wants to emulate them.

- Do you have any relatives who inspire you?
- Do you have any relatives who you want to be like when you grow up?
- Any whose jobs you would like to do?

Some of the special traits about each of us are “handed down” from our family members. These are *inherited* traits. Other traits are *learned* traits, which you pick up from the environment.

As a class, create a list of inherited traits and a list of learned traits to make sure everyone understands the difference.

To create their family trees, each student will need:

- A piece of poster board or large piece of paper
- Colored construction paper
- Scissors
- Pens or markers
- Tape or glue

Instructions:

1. Trace the right and left hand of the student onto a piece of colored construction paper. There will need to be a pair of handprints to represent each family member. So, depending on the size of their family, more handprints might be needed. Students with large families may choose to only do their immediate family.
2. Cut out the handprints.
3. On each finger of the left hand, list an inherited trait (physical characteristic), such as eye color, hair color, dimples, freckles, chin shape, etc. There should be five inherited traits, one for each finger.
4. On each finger of the right hand, list a learned trait that has been acquired or learned based on your personality, such as hobbies, interests, likes or dislikes, etc. There should be five learned traits, one for each finger.
5. Draw a tree trunk onto a large piece of paper or poster board.
6. Glue or tape the handprints above the trunk to form a tree. The oldest person's pair of hands should be placed closest to the trunk. Work upward, with the youngest person's handprints on top.

Create a bulletin board display of the family trees. Allow time for discussion in which students trace their own inherited and learned traits through their family trees.

### **Fast as a Racehorse**

On the Internet or in the school library, have students research how fast animals are and how many legs they have.

In addition to horses, some good animals to look up would be kangaroos, spiders, etc.

How fast are each of these animals?

Create a table to organize the data by legs and distance. See the example below.

*\*This exercise certainly requires a lot of math, which students might not be able to do on their own. However, based on the abilities of the class, teachers can either do the math with the students or simplify the calculations and comparisons.*

Animal	How many legs?	How fast?	Calculate mph	Race lap (1.5 miles) time?	Total
Horse	4				
Spider	8				
Kangaroo	2				
Ant	6				

Once all the data is collected and entered in the table, analyze:

- Does having more legs mean that the animal is faster?
- In a race, which animal would win?
- For an added bonus, research the fastest human and see how they measure up.

## Social Studies

### **Nonverbal Communication**

Take a close look at all of the illustrations of Zippy Chippy throughout *The True Story of Zippy Chippy: The Little Horse That Couldn't*.

As a class, assign an emotion or thought bubble to each illustration.

How is Zippy Chippy feeling? What is he thinking? How do you know?

Horses often rely on their ears and eyes to communicate with each other.

Ask students who have pets to describe how they know their pet is scared, is happy, has to go to the bathroom, etc. Is your pet happy to see you when you come home from school? How do you know?

Discuss the ways that animals communicate nonverbally how they feel.



### Some examples of how animals communicate:

- *Horses* raise their ears forward if they are attentive or interested.
- *Giraffes* press their necks together when they are attracted to each other.
- *Elephants* show affection by entwining their trunks.
- *Gorillas* pound their chests or slap the ground to show anger.
- *Kangaroos* thump their hind legs to warn of danger.
- *White-tailed deer* alert others to danger by flicking their tails.
- *Dogs* wag their tails when they are happy.

Visit <https://horsyplanet.com/how-do-horses-communicate/> for more information on how to read what a horse is thinking or feeling.

### **Activities Using Nonverbal Communication**

- Charades

Play a game of charades using feelings. For younger students, keep the feelings simple, such as happy, sad, mad, or scared. Older students can use more complex feelings, such as guilty, anxious, embarrassed, proud, etc.

- Picture This!

Focus on reading facial expressions.

Using an empty picture frame, allow each student to *be* the picture.

Choose an emotion and then, one by one, kids can hold up the picture frame and show their best interpretation of the emotion.

- Pictionary

This version of charades is played with drawings instead of our bodies.

Variations include:

1. Provide a circle on which students will have to draw a certain emotion. Other students will have to guess what emotion has been drawn.
2. Provide an outline of a dog on which students will have to draw a certain emotion. This is a difficult challenge and leads to a deeper discussion of the art of illustration.

### **Famous Racehorses**

Assign a famous racehorse for students to research. A list of ten can be found below, but do not feel limited to those on the list. There are many others.

- Secretariat
- Seabiscuit

- Red Rum
- Man o' War
- American Pharoah
- Arkle
- Seattle Slew
- Citation
- Affirmed
- Dr. Fager

Possible sources of information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following topics:

- Information about who the horse was and how it got its name
- Statistics (winnings, records, etc.)
- What makes this horse unique
- Owners and jockeys
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

### **Mural Activity**

Tell the class that they will be working together to make a mural of Zippy Chippy's story.

First, brainstorm a list of the things they will want to display on the mural, including the characters, the events, etc. Use a variety of art supplies, including markers, glue, scissors, and colored paper, to portray the different objects and characters.

When everyone is finished, arrange the pictures on a large piece of bulletin board paper. Then use quotes from the story to make labels for the different pictures on sentence strips. For the title of the mural, use the quote "Zippy won in the end."

Don't be afraid to reach for your dreams! Have children write down or draw at least one of their dreams or something that they want to accomplish.

Display these dreams near the mural with the title "Even if I lose, I can still win."



## Everyone Wins ~ Setting Goals

In a very competitive world, it is important to teach a lesson on personal achievement. Although only one person WINS a race, everyone deserves recognition.

Explain to the children about setting goals and reaching them and how that is, in itself, winning. Winning isn't *always* about beating someone. It can be about reaching a goal or succeeding for yourself.

Have each child set a goal for the week or for another set period of time. It can be reading a certain number of books or getting a particular grade on a quiz. Or something physical, like doing a specific amount of sit-ups. Once they complete their goal, bestow a "medal" or award upon them.

