



Giddyup Lucky

Level F / 128 words / fiction

High frequency words:

after, be, goes, going, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is happening in the cover picture? How is the little girl being safe?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *giddyup, tomorrow, bridle, Lucky, and stable*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Horseback riding is more than just sitting on a horse. It improves coordination and alertness, strengthens the spine, stimulates the internal organs, improves physical and mental conditions with abled and disabled people, and boosts a sense of well-being.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does the little girl bring to Lucky? Who teaches the little girl how to ride the pony? How does the little girl get ready to ride Lucky?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Lucky feels about the little girl? Have you ever ridden a horse or pony? What was it like?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *st* blend: *stable, stall, just, and sister*. Using magnetic letters, make other words with the same sound and pattern (*star, mister, cast, most*).
- Find and practice the words with the CVCe pattern: size and name.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

Writing activity

- Have each student write the following sentences: "I like to ride Lucky. He is just the right size for me." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing words with the CVCe pattern; Practicing words with the *st* blend; Rereading.