



A Lucky Pony

Level D / 76 words / fiction

High frequency words:
and, get, look, no, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Lucky? How do you think he got his name? What do you think will happen to Lucky in this story?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the rhyming words *day* and *hay*.
- Have the children find the words that may be new to them: *braided, brushed, cleaned, and hooves*.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Who takes care of Lucky? How does she take care of Lucky?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What happens to Lucky that makes him feel lucky? If you could take care of Lucky, what would you do first? Why?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words: *goodbye, lucky, pony, sometimes, and very*.
- Help students find the words with the /oo/ in them: *goodbye, hooves, look, and too*. Discuss and list more words with the /oo/ phoneme (*food, good, book*).

Rereading for fluency

- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

Writing activity

- Have each student write and complete the following sentence: "*Lucky Pony likes to _____.*" Then have them draw a picture that corresponds to what they have written.

FUN FACT

When children are first learning to horseback ride, many people will allow them to practice on well-trained ponies. The size of the pony is closer to their own size and allows them to keep a better sense of balance and control.

Teaching Points: Introducing new words; Rereading; Introducing rhyming words; Finding and clapping two-syllable words; Noticing the /oo/ phoneme in words.