



Looking for a Pony

Level D / 47 words / fiction

High frequency words:

I, am, look, the, see

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you see in the cover picture? Who do you think will be looking for a pony?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words that may be new to them: *pony, trot, and swishing*.
- Find the words ending in *-ing*: *going, eating, swishing, trotting, running, and dancing*.

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.

FUN FACT

Ponies are small horses. They have shorter heads and legs than horses, and thicker necks, manes and tails. Because of their build, ponies are very strong.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find the page where the pony swishes his tail? Can you find the page where the pony is trotting?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever heard of a dancing pony? Why do you think a pony would dance?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the students use their fingers to frame the base words from each of the *-ing* words: *go, eat, swish, trot, run, and dance*. These are all action words (verbs).

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 the following sentence: "*The pony is dancing.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Rereading; Introducing the *-ing* ending; Introducing action words (verbs).