

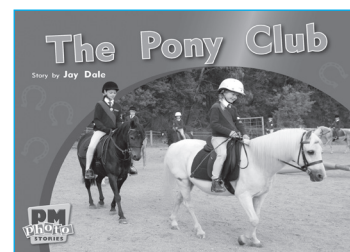
The Pony Club

PM Level 14

Green

Text Type Narrative

Running Words 227



Preparing for Guided Reading

Prior Knowledge

- Explain that the horses the children are riding are ponies. Discuss the word *arena* in relation to this situation at the pony club.

Orientation to the Text

- In this story, Erin goes to her first pony club lesson with her pony, Tiffy. Erin is afraid to go over the jumps on Tiffy, but with encouragement from Dad and the teacher, she overcomes her fears.

Key Language Structures

- Irregular past tenses: *was, went, came, said, did, took, were, rode*
- Instructions conveyed through dialogue: “*Push your horses with your legs as you go over the jumps.*”

Building the Balanced Reader

Vocabulary

Key High-frequency Words

as, done, push, their, turn, were, well

Content Words

Erin, pony, club, Tiffy, horses, jumps, Lucy, ready, poles

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ...? How did you know that word was ...?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Direct students to look at the photograph on the cover. Ask them why they think the children are so well dressed.
- At first, the riders go for a gentle walk on their ponies, but they soon learn that they are going to do jumps on the horses. Ask, *How do you think Erin will feel about doing jumps on Tiffy?*
- Dad tries to calm Erin’s fears on p. 7. Ask students why they think Erin might be worried about going over the jumps in the arena, even though she enjoys going over jumps at home.
- Talk about the careful instructions the teacher gives to the children about going over the jumps on p. 9.
- Ask, *Do you think Erin will feel better after she watches the other children going over the jumps?*
- Ask students if they think Erin will be happy to do more jumps with Tiffy after jumping so well today?
- Revise and talk about these verbs and their past tenses: *ride, road; come, came; take, took; do, did.*

Comprehension

- How do you think Erin felt when she looked at the jumps? Why? (*Inferential*)
- Why do you think Dad was so pleased with Erin? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: completing the sentences with the correct words from the story, and then using these words to complete the crossword puzzle; writing words from the story to complete sentences.
- Ask students to make a list of all the safety equipment they can see in the photos, drawing any items that they are unable to name. Discuss why safety equipment is so important in horse riding.
- Have students imagine they are about to ride over a jump on a horse for the first time. Ask them to imagine how they would feel. Have them write adjectives that describe their feelings as the horse speeds up and leaps over the jump.

Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell events in the text and include details that elaborate on the main ideas.
- _____

Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up