

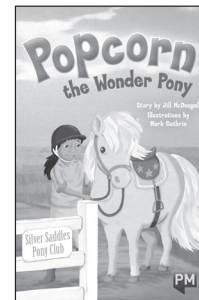
# Popcorn the Wonder Pony

PM Level 25

Emerald

**Text Type** Narrative (Imaginative)

**Running Words** 1711



## Preparing for Guided Reading

### Prior knowledge

- Talk about gymkhanas, and some of the skills and attributes that are judged at gymkhanas (e.g. presentation, show jumping, abilities at different games).
- Have students share humorous experiences of misbehaving pets, of any species.

### Orientation to the text

- In this story, Sophie takes her pony, Popcorn, to a pony club. Popcorn is used to performing in circuses and is bored by the unchallenging requests made at the club. When Sophie enters Popcorn into a gymkhana with the other ponies from the club, he makes a mess of every event, but wins an award for Most Entertaining Pony.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the fact that this story is told from a first-person perspective. Talk about the personal tone this brings to the text.
- Mention the use of italic text to express thought, e.g. *This will be easy for popcorn*, I thought. *Just as long as he behaves himself*. (p. 14)

### Vocabulary

#### Key vocabulary

*backwards, competitions, dribble, dunce, entertaining, gymkhana, hooves, judges, megaphone, practice, ringmaster, saddle, superstar, trotting, worried*

### Spelling

- Draw students' attention to the compound words in the text, e.g. *Popcorn, superstar, Hambone, someone*.
- Talk about the formation of past-tense verbs by doubling the final letter and adding *ed*, e.g. *trotted, gripped, stopped*.

### Visual literacy

- Draw students' attention to the illustration on p. 6, and ask them if this picture depicts part of the current action. If not, when did the action in this picture happen?

### Focusing on the book – guided reading

- After reading p. 4, ask students if they think the other students are right to have doubts about what Sophie says about Popcorn.
- Ask, *Do you think Mrs Hambone will be impressed with Sophie's abilities to stand up on Popcorn's back and to do handstands on him?*
- After reading p. 13, ask students if they think a gymkhana will be a good place for Popcorn to show off his special abilities.
- Have students pause after reading p. 15 and discuss why they think Popcorn has decided not to cooperate with Sophie.
- Discuss with students all of the things that Popcorn does wrong during the gymkhana. Ask students how they think Sophie feels to have lost control of Popcorn in so many different ways.
- Ask, *Sophie and Popcorn are both very happy at the end of the story, but do you think they will enter another gymkhana in the future?*

### Comprehension

- Why did Sophie join the pony club? (*Literal*)
- What does the expression *dunce of the class* mean? (*Inferential*)
- Why are there laws today about animals performing in circuses? (*Applied Knowledge*)

### Follow-up activities

- Have students list all of the naughty tricks that Popcorn got up to during the gymkhana. Have them think of other things he could have done to disrupt the gymkhana that day and write them into a new story.
- Ask students to design a special ribbon for the Most Entertaining Pony at the gymkhana. Have them include words on the ribbon, as well as the winner's name.
- Direct students to list all the tricks that Popcorn showed he could do in the story. Have them choose one of these tricks and draw him performing it.

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## Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

• \_\_\_\_\_

## Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

• \_\_\_\_\_

## Guided reading notes

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