Title:  **Hurry Up, Pony!**  Level: G ISBN: 9781476541051 Publisher: Capstone

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. now talk, walk, chalk

2. off Y as the long e sound- funny, silly, pony,

3. each hurry OR

ed ending- stop, stopped hurry, hurried

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

Talk about horses and ponies. Talk about how they can be trained but how they also “have a mind of their own.”

Show the book’s cover and introduced the girl Rosie. Notice her expression. How do you think she is feeling? Look at the inside cover, notice Rosie’s face again. What do you notice about the horse in each picture? What are you thinking about Rosie and her pony?

Discuss vocabulary word trot.

As you read about Rosie, stop and think about her problems with the pony. The pony seems to want to do it feels like doing, not what Rosie wants it to do. Think about each problem and how you would handle it if you were on the pony.

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Notice when something doesn’t make sense as you read. Reread the sentence to help with understanding. Notice the related ideas that together tell the story.

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

Flip through the book together and talk about all of Rosie’s problems and their causes. (hungry, thirsty, tired, stubborn)

At the end of the story the words don’t tell us why the pony won’t stop. What does the author want us to figure out? (the horse wants to eat those carrots)

How did what Rosie want change from the beginning of the story to the end of the story? (begin. Wants it to move faster, end wants it to stop)

Do you think Rosie will ride this pony again? How would you handle the pony? What other things could have distracted the pony and made him stop or move quickly for poor Rosie?

Writing Connection: (5 min.)

The story ends with the pony trotting away and Rosie looks worried but then we don’t know what happens. Turn and talk with a partner about what might happen next. Write about one of the ideas you like to tell what may happen as the story continues.