Title: **Norton’s First Show** Level: **K**  ISBN: 978-1-4795-2068-8 Publisher:\_Picture Window Books\_ \_\_

Familiar Read: (3 min.) **Ch. 1**

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

1. **thought** **suffixes- judge-judging**

2. **should**  **arrive-arriving**

3. **couldn’t**  **spit-spitting**

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)  **Norton’s First Show is one book in the Pony Tales series.**

**Norton is known for his stubborn and wild behavior! Molly tries to train Norton but she often makes excuses for his bad behavior and this doesn’t help Norton learn how to behave.**

**In Norton’s First Show Molly takes Norton to a horse show to compete against other horses and their riders. Norton is up to his old tricks and he can be hard for young Molly to handle. Will Molly make excuses for Norton or will she learn how to control his actions?**

**With kids review and discuss p. 3 The Table of Contents and p. 4-5 Meet the Characters**

**Read through words in the glossary to facilitate comprehension.**

Difficult Words/Vocabulary – **p. 7 blue-ribbon show horse, p. 9 trailer, forward, p. 10 cake-decorating ladies, p. 13 “rounded them up”, p. 14 alpacas, jealous, p. 15 event**

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

**Visualize what is happening in the story. Visualize the characters actions to help you understand 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
* **p. 10 What must the reader infer? Why are the cake-decorating ladies coming after Norton?**
* **What problems exist on p. 11-12-13?**
* **p. 15 The alpacas spit on Norton! We don’t find out how Norton reacts. What do you think Norton may do next?**
* **What impact might this have on Norton at the competition?**

Return to the teaching point:

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

**p. 15 The alpacas spit on Norton! We don’t find out how Norton reacts. What do you think Norton may do next? Write a cause and effect statement to show what you visualize will happen.**

**The alpacas spit on Norton so he might run after them and try to bite them. Norton usually doesn’t react in a nice, calm way.**

**Because the alpacas spit on Norton I think he’ll rear up and try to kick them. Molly might get hurt because of his actions.**

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Familiar Read: (3 min.) **Ch. 2**

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

1. **wouldn’t** **when c is next to an i or e it makes the sound of s (soft c)**

2. **you’re** **nice, advice, space, chance, circle, space**

3.  **always**

Before Reading: (5-7 min.)

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

**In chapter 2 Molly has to prepare Norton to look good for the judges. Look at p. 48 and build schema by reading and discussing It’s Showtime, The Day Before the Show.**

**Think about Molly and Norton. Do you anticipate any problems as Molly prepares Norton and herself for the events at the horse show?**

Difficult Words/Vocabulary – **p. 16 mane, final, p. 17 probably, hairdresser, p. 18 trouble,**

**p. 19 advice, p. 21 groomed, saddle up**

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

**Visualize what is happening in the story. Visualize the characters actions to help you understand the story. Use what you know to make predictions and inferences.**

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

**p. 17-19 Why isn’t mom agreeing with Molly when she says she could be a hairdresser or trainer someday? (Compare Molly’s horse to Jillian’s horse.) Talk about pride and looking your best for an event when you are competing. Have kids sit up with a serious look like they are ready do something with pride.**

**Why did Molly paint Norton’s hooves?**

Return to the teaching point:

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

**Look at the final picture on p. 21.**

**Write about some things you notice that could help Molly and Norton impress the judges.**

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Familiar Read: (3 min.) **Ch. 3-4**

Familiar Writing: (3 min.) Word Building (3 min.) **past tense verbs**

1. **don’t** **know, knew need, needed**

2. **any** **spot, spotted ask, asked**

3. **while**

Before Reading: (5-7 min.)

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

**Read p. 49, At the Show. Review what Molly did to get ready for the big day.**

**Read p. 22-23 together. Good readers use clues from the author to learn what is really happening. Both Molly and Norton must look their best. Molly says that Norton wanted a hug. What is really happening? Why doesn’t Jillian want Molly’s help? (messy tie, horse hair on jacket and probably slobber too)**

**In today’s event the riders and horses must look sharp and demonstrate good manners. They need to listen and do what a judge expects from serious riders. They will need to trot around a circle using good speed and manners. (Compare a trot to us walking, jogging or running.)**

**Chapter 4 is called a good sport. What does it mean to be a good sport? How could Molly be a good sport in this competition?**

Difficult Words/Vocabulary –  **p. 22 “best presented horse” p. 24 organized p. 26 trot, halt**

**p. 34 annoyed p. 35 congratulated**

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

**Visualize what is happening in the story. Visualize the characters’ actions to help**

**you understand the story. Use the text to help form your pictures, but add personal ideas and experiences to gain meaning.**

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

**p. 24 Talk about Norton’s expression. I think he’s up to something rotten.**

**p. 25 Why is the judge looking upset? (Norton’s business… a private way to talk about bathroom happenings.) Should Molly clean this up? Look at Molly and Norton’s expressions. They are not thoughtful or responsible.**

**p. 26 Notice in the picture how Norton is causing problems by stopping or halting in front of the trotting horses. Compare Molly’s face to the others riders expressions. Molly can be clueless.**

**p. 27 If you were in the audience what would you think about Molly and Norton on p. 27? Is Molly serious about correcting Norton? (No, she makes excuses for him.) Is he being clever? (No, he’s being naughty!)**

**p. 28 Is Norton waving to the crowd? Notice the crowd, and discuss how this can be dangerous!**

**p. 30-31 As the judge is looking at the horses, compare the 5 horses and their riders’ posture and expressions.**

**p. 35 Talk about good sportsmanship.**

Return to the teaching point:

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

**How does looking at the pictures and thinking about the text help you understand what is happening? Were there places in the chapter were the pictures helped the text make more sense?**

Writing Connection: (5 min.)

**Who could Molly ask for help in dealing with Norton? How could Molly’s parents help her learn to control Norton?**

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Familiar Read: (3 min.) **Ch. 5**

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

1. **other** **ear- early, earth**

2. **another** **ead- ready, instead, steady**

3. **people**

Before Reading: (5-7 min.)

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

**Read p. 36-37 together. Talk about taking a nap and waking up feeling groggy. Look at the pictures on p. 38-39. Talk about pros and cons that could arise from Norton feeling so sleepy.**

**Read p. 38-43 then stop to write a prediction about Norton’s reaction to the helicopter.**

**p. 41 Molly looks strong and proud. Why does the judge look frustrated?**

**p. 42 Is Norton tripping? Why does Molly think she should write a stern letter to the judges?**

**What is really going on?**

Difficult Words/Vocabulary –  **p. 39 exhausted p. 40 definitely p. 42 stern p. 46 certainly, best-behaved**

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

**Visualize what is happening in the story. Visualize the characters**

**actions to help you understand 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

**p. 44 What are flight animals?**

**Do you think Molly is a good trainer?**

**Why was Norton considered the best behaved pony? (He seemed calm because he was so tired and lazy.)**

**Why was Jillian Jones surprised Norton won the award for the best behavior? What do you think? Give examples from the text to show why Jillian should be surprised.**

**Look back through Ch. 5. Let’s talk about any evidence showing how tired Norton really is. (Include chapter title.)**

**Do you think Molly and Norton deserved to win an event? Why or why not?**

**What can Molly do to improve their performance in the future?**

**Is training a dog similar to training a horse?**

**Were you surprised by Norton and Molly’s behavior in this horse tale?**

Return to the teaching point:

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

**Look back through the book. Write 3 tips that could help Molly have more success with Norton in the future.**