



TITLE: RIDING ACORN
LEVEL: I



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about Emma and her pony Acorn. She takes good care of him, but she is afraid to ride him."
- "Turn to pages 2 and 3. Emma loved to brush Acorn. She loved to feed him apples and carrots."
- "Turn the pages. Everyone wants to know why Emma doesn't ride Acorn."
- "Now turn to page 8. Mom brings a riding teacher named Jenny to the barn. Jenny will teach Emma how to ride Acorn."
- "Turn back to the beginning and read about Emma and Acorn."

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level I Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Why didn't Emma ride Acorn?
- Discuss students' experiences with ponies or horses.

FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *really*. Have them make the word *really* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- Practice reading the book together a bit faster to develop some fluency and phrasing.



You Will Need:

- Magnetic dry erase easel
- Magnetic letters
- 📎 Picture cards (bath, earth, moth, path, teeth)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will learn to hear consonant blends.

Steps:

The 📎 icon indicates that some of the resources needed to complete these steps are available for downloading at pioneervalleybooks.com/pawprints.

1. Explain to the students that they are going to play a listening game to hear two letters at the ends of words.
2. Show a picture of a path and have the students say the word *path* with you.
3. Explain the word *path* ends with two letters (*th*). Lots of words start or end with this sound.
4. Make *path* with magnetic letters.
5. Show students pictures of the following things: *bath, earth, moth, teeth*. Make each word with magnetic letters.
6. Help students listen for the *th* sound and notice what it looks like.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for second language learners.

- Check to see that students understand that Emma is afraid to ride her pony.
- Ask students to repeat the language structure in the new book several times.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.