

# Horseshoes

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photos.) Identify the main idea of the text.

### Vocabulary

**High-frequency Words:** a, about, are, do, every, get, has, how, is, it, like, make, new, no, not, on, only, say, that, the, their, they, to, when, your

**Content Words:** don't, fast, feeling, feet, fingernail, fit, grow, hard, hoof, horses, horseshoe, hurt, it's, keep, lucky, nail, need, people, protect, shoes, six, these, weeks, why, work, worker

### Phonemic Awareness

Recognise and produce words that have the same long a vowel sound: a-e

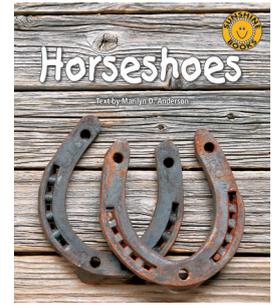
### Phonics

**Letters and Sounds:** long a, a-e

**Words to Blend and Segment:** make, cake, lake, rake, take

### Fluency

Choral reading with students pointing to the words as they are read, sharing information.



Why do horses wear shoes? Do all horses wear shoes? Find out!

## Before Reading

- Look at the cover photo and ask students if they know what these are. Read the title to them and then read it together. Ask: What do you know about horses and horseshoes? Invite students to share information.
- From the cover photo and title students predict what the text might be about. Ask: Is this book fiction or nonfiction? How do you know? What is the difference?
- Read the title page together. Talk about the photo. (It is the underside of a horse's hoof with a horseshoe attached.) Have students lift a foot the way the horse is so everyone can see under it.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *lucky, hoof, nail, work, protect, worker, fingernail* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and title page together. On pages 2–3 discuss what students see in the pictures. Suggest that some people believe that horseshoes can bring good luck. Look for the beginning letter of key words like *horse, shoe, horseshoe, lucky*.
- Read the sentences together, with students pointing to the words as they are read. They look at the photos on pages 4–5 and discuss what they see. Notice the inset picture. Ask: Why do you think it is there? (to give more detail and another example of horses at work) On this page you find the answer to the question on page 2. Look for initial letters of key words and known chunks of words. Read the words together.
- Follow this pattern, discussing the pictures and the reasons that horses wear horseshoes.
- Predict the ending before turning to page 16. Ask: Do you think this is an amazing fact?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Identify the main idea of the text. Discuss the ending. What is funny about what the author is saying? What would happen if your feet grew that fast?
- Ask questions to elicit information. What do students think the author's purpose was for writing the book? What have they learnt from this book?

## **Phonemic Awareness**

- Recognise and produce words that have the same long a vowel sound: a-e. Students listen carefully to identify the long /a/ vowel sound as you read these words, e.g. make, cake, rake, take, lake. They repeat these words and think of more words with the same vowel sound. Remind them that the long /a/ vowel sounds like the letter name. (name, game, same, late)

## **Phonics**

- Recognise words that have the same long a vowel sound /a-e/. Write the words make, cake, rake, take, lake on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /a/ /ke/ cake.

## **Word Study**

- Talk about the words *about, how, their, only, make, they, every, your*. Read the flash cards from the inside front cover together. Ask students to locate these words in the book and read the sentences.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. *These horses need shoes to protect their feet*.
- Talk about words ending in -er. Find *worker* on page 12. Say what the root verb is. (work) When -er is added, it makes the name of the person who does the action or work. Brainstorm -er words together. Make a chart matching these to the verb (root word), e.g. work/worker, ride/rider; bake/baker; teach/teacher; learn/learner

## **Fluency**

- Choral reading with students pointing to the words as they are read, sharing information.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. A worker makes the shoe and fits it to the horse. They write the text and illustrate it.
- Students draw a picture of a horseshoe and label it. They can use a photograph from the book as a model. Share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.