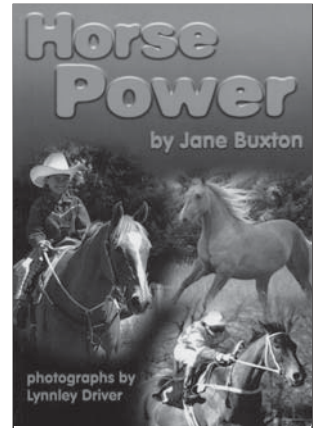


Horse Power

by Jane Buxton

photographs by Lynnley Driver



Book Summary

In *Horse Power*, readers can learn about the different parts of a horse, how horses communicate, and the kinds of jobs that horses do. The last chapter is about a child taking her horse for a ride.

Features of the Book

- Nonfiction text features – fact boxes, subheadings, labeled diagrams, glossary, index
- Compound words – *fingernails, horseshoes, workhorses, cowboys, cowgirls, wheelchairs, racehorses*
- Contractions – *they'll, I'll, it's, don't, doesn't*
- Opportunities to make comparisons, such as past and present, wild and tame

Purpose

Horse Power can be used to introduce and reinforce the following skills:

- S** making connections between children's experiences and the text;
- S** extending vocabulary by using a glossary;
- S** exploring compound words;
- S** forming and supporting opinions;
- S** finding information in a nonfiction text.

The Guided Reading Lesson

- S** Making connections between children's experiences and the text
- S** Extending vocabulary by using a glossary

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- An enlarged photocopy of the glossary
- Word cards for compound-word puzzles
- Optional: a copy of the blackline master and a pencil for each child.

Introducing the text

Read the cover of the book together. Brainstorm the children's prior knowledge of horses.

- *Where have you seen horses?*
- *What do horses do?*
- *How do horses help people?*
- *How should we look after horses?*

Highlight content words that the children will come across in the guided reading lesson and discuss other keywords that you have previously noted as possible challenges.

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Discuss the purpose of a contents page. Read the chapter headings, noting which pages the glossary and index are on.

Ask the children to read page 3 quietly to themselves.

- *Why is “tame” printed in bold? Do you know what it means? Where could we look to find out?*

Use an enlarged photocopy of the glossary to model how to use it. Discuss how the children can predict the meaning of a word, check the glossary, and then apply the meaning in context.

Ask the children to read to the end of chapter 1 independently while you work with individuals to encourage the use of appropriate strategies to read unknown words.

Model using the glossary again with a word from the next chapter. Remind the children of other strategies that they can use with new words and then ask them to read to the end of chapter 2.

Day Two

Explain that nonfiction books don't have to be read from cover to cover. The contents page can be used to choose a particular chapter, depending on what the children want to know.

- *If I want to find out how to ride a horse, which chapter will I read?*
- *What do you think chapter 4 might be about?*

Together, choose the next chapter that the children will read. Ask them to turn to the appropriate page and read the chapter silently. Share the information gained from this chapter.

Instruct the children to choose another chapter of the book to read. Have them pair up with someone who read a different chapter to share the information that they gained from reading. The children can now read the remainder of the book independently.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Exploring compound words

Write some compound words from the text onto cards, for example, fingernails, horseshoes, wheelchairs, cowboys. Encourage the children to recognize the two smaller words that make up the compound word and explain that the meaning of the compound word is a combination of the meanings of the smaller words.

Cut the cards in half between the two words to make a puzzle. Encourage the children to find other compound words in the text and to make their own compound-word puzzles.

S Forming and supporting opinions

Use the subheadings in chapter 4 to recall the different work that horses do.

- *What kind of work do you think is good for horses? Why?*
- *Is there some work that you think is not good for horses? Why not?*
- *Can you think of other work for horses?*

Ask the children to write about a task that horses do. Encourage them to state their opinions about the work using evidence from the text and prior knowledge to support their statements.

S Finding information in a nonfiction text

Review the use of an index, noticing the way items are listed under headings and subheadings. Work through several words from the index to find specific information.

B The children can complete the blackline master on page 79.