Call the Horse Lucky

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RedRover Readers Program Objective 5: Lesson 5A

Goals and Objectives: Students will identify and evaluate problems by weighing factors such as safety, responsibility and impact on others while developing self-motivation and self-reflection skills and applying their skills to various situations.

Time: 30 (15 reading and discussion, 10 activity)

Materials: Anchor text ("Call the Horse Lucky"), chart paper or whiteboard

1. Before Reading: As a class, discuss the following topics:

➢   What does it mean to be lucky? How can a horse be lucky? What does a horse need to be healthy?
➢   What do you think this book will be about?
➢   What does the word "rescue" mean? What is a "veterinarian"?

2. During Reading: Read the book to the class. Pause on different pages and discuss the story.

➢   When Mel and her grandmother first see the horse what is wrong (what is the problem?) Why is this a problem?
➢   What choices do Mel and her grandmother have when they see the horse for the first time? What do you think you would do if you saw a horse (or any animal) looking like this?
➢   On the page with Mel touching the horse's face ask, "How do you think the horse feels? How do you know? How do you think Mel feels in this picture? How can you tell?"
➢   On the last page ask, "Why do you think Mel says that her "name should be Lucky too?"

3. After Reading: Review the story's illustrations with students and ask to reinforce and extend their understanding of the text:

➢   What choices do people have when they see an animal who needs help?
➢   What did Mel do for the horse? Why do you think that she did this?
➢   If Mel and her grandmother had not helped the horse what do you think might have happened?

4. Compare and contrast Activity
Look back through the illustrations of where Lucky lived before and after he was rescued. Use a white board or chart paper to make a chart. Label the chart with "Before" and "After." Ask students to first describe then compare and contrast the two environments. After you've completed the chart ask which environment do you think Lucky prefers (likes better?) and why? Then encourage the students to think about their own animals or animals they've seen in their neighborhood. Are there animals in your neighborhood that need help? How do you know? What could you do?

5. At the End of the Lesson: Ask students to reflect on these questions. Try this with the whole group, in a sharing circle or ask students to fill out index cards.

➢ How did you feel about today's book and discussion?
➢ Did today's book and discussion change how you think about anything in your life?
➢ What did you learn from today's book and discussion that you didn't know before?

6. Report about your reading: Please share your students' response in your online report by going to RedRover.org/teach and click on the link near top of the page that reads [Report about your reading]