



RedRover Readers Program

**Discussion and Activity
Guide for**

Call the Horse Lucky

Written by Juanita Havill, illustrated by Nancy Lane



P.O. Box 188890 | Sacramento, CA 95818
916.429.2457 tel | 916.378.5098 fax | www.redrover.org web | info@redrover.org

RedRover Readers Discussion and Activity Guide for Call the Horse Lucky
© 2015 RedRover | Reprint with permission only.

Concepts:

- What does it mean to be lucky? How is a horse lucky?
- What does a horse need to be healthy?
- What choices to people have when they see an animal who needs help?

Before Reading

Write one of the questions from the “Concepts” box (at the top of this page) on the board. Ask students to think about this question as they listen to the story.

Share the front cover with students. Read the title of this book aloud. Ask students, “Who do you think this horse is?”

Show students the inside flap with the two horses frolicking in the grass.

Ask for predictions, “What do you think will happen in the story?”

Look at the students. Pause and listen silently.

Clarify Vocabulary

What does the word “rescue” mean?

Why would an animal need to be rescued?

What is a veterinarian?

During Reading

Read the story aloud. While reading, ask students:

- Who is Mel?
- What choices do Mel and her grandmother have when they see the horse for the first time?
- 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 do you know? Why do you think she feels this way?”
- Why do you think Mel went back with a carrot for the horse?
- How do you think Lucky feels now? How do you know?

After Reading

Ask students:

- What did Mel do for the horse? Why do you think that she did these things?
- Who rescues the horse in this story?
- What does a horse need to be happy and healthy?
- On the page that begins, “She stood in a round pen with Lucky,” we see that the rescue organization is waving a plastic bag around. Why do you think the trainer is doing this? Why do you think it might be important to introduce a lot of different sounds, objects and people to animals when they are young?
- Why does Mel decide to call the horse Lucky?
- At the end of the story, why do you think Mel says that her “name should be Lucky too”?

Activity: Retell this story

On the whiteboard or chart paper, create the chart labeled “First, Then...Finally” as shown. Review the illustrations as the students re-tell the story. (Possible responses are in italics.)

<i>First, a girl and her grandmother are riding bikes and find a skinny horse all alone.</i>
<i>Then girl tries to give the horse a carrot to eat.</i>
<i>Then the girl asks her grandma to help her help the horse.</i>
<i>Then Mel’s grandma calls the humane society to rescue the horse.</i>
<i>Then the horse is rescued by the humane society and taken to Lisa’s Ranch to be cared for.</i>
<i>Then Mel names the horse Lucky.</i>
<i>Then Lucky gets better.</i>
<i>Then Mel goes to visit Lucky and reads the adoption papers and thinks about taking care of a horse.</i>
<i>Then Lucky goes to a therapy ranch.</i>
<i>Finally, Mel decides that she wants to volunteer at the therapy ranch to spend time with Lucky.</i>

Have students list as a class five words or phrases that describe Lucky at the beginning of the story and five words that describe Lucky at the end of the story.

Ask students:

- If you were Mel what would you have done? Why?

Extensions

A. Imagine a Conversation

Show the story's final illustration of Mel and Lucky. Ask students to imagine a conversation between Mel and Lucky (if Lucky could talk in words). What would Lucky say to Mel? What would Mel say to Lucky after she says, "My name should be Lucky, too. I'm lucky to have found you." This conversation can take several forms:

- Ask two students to volunteer to role play each character in front of the class. After the role play (two minutes) ask the class what they would add to the conversation.
- Ask students to form pairs and role play.
- Ask students to write down a conversation working individually or in pairs.
- Write the conversation as a class with you or another adult writing on the white board or chart paper.
- Have students pretend to be Lucky's voice and you pretend to be Mel as you respond to their statements and questions.

B. Before and After

Refer back to the list you generated as a class with five words describing Lucky at the beginning of the story and five words describing Lucky at the end of the story. Have students draw a picture of Lucky before he was rescued and a picture of Lucky after he was rescued. If the students would prefer, they can illustrate or describe a horse they have known or one they imagine. Students may also want to work as a class or in pairs. Ask students to explain their pictures to you or read their writings to you or another student. Ask students to think about what the horse was lacking (did not have) before he was rescued and what he had at the therapy ranch where he went to live. Encourage the students to include these things in their drawings.

C. Write a story

Ask students to write a story using the prompt "If I had a horse I would..."

Ask the students to think about the following questions to inform their stories:

- What would they name their horse?
- Where would their horse live?
- What do horses need to be healthy?
- What would they do for their horse?
- What would the horse do each day when they are in school?

D. Compare and Contrast: Animal Behavior & Emotions: SAD

If students prefer not to write about having a horse, they can choose to write about another animal, imagined or real. Consider writing these questions up on the white board or chart paper for the students to reference as they are writing their stories.

This activity works well to review animal behavior topics and compare and contrast how different animals express the emotion “sad.” (You will need: *Buddy Unchained*, *Call the Horse Lucky* and *The Forgotten Rabbit*.)

Draw a chart with 3-4 animals across the top and possible ways to categorize student observations along the side. Review animal behavior illustrations from the previous books and activity guides and then ask students to make observations based on the illustrations to help answer the questions: “How can you tell when cats, dogs, birds or people are sad?” If you include people, use the illustrations from the books or ask the students to imagine they feel sad and to think about what they think their face would look like. Variation: Have students work in pairs. Each partner takes turns acting “sad” while the other partner takes notes on what they observe.

	People	Dogs	Horses	Rabbits
Eyes				
Ears				
Mouth				
Body				
Other behaviors				

Extension: After this activity, discuss how students might feel and what students might do (what behaviors would they respond with) if they come across an animal or person displaying the behaviors in the chart.

E. Compare and Contrast: Housing for Horses

Look back through the illustrations of where Lucky lived before he was rescued and after he was rescued. Make a chart with “Before” and “After (At the rescue organization)” and have students describe the environment. The chart might look something like this:

Before	After (at the rescue)
Barbed wire	Smooth fencing
Dirt	Grass
Machines and trash	Clear of trash
Alone	With other horses
Dirty water	Clean water

At the End of the Lesson

Ask students to reflect on one of these questions: “What surprised you most about the book and discussion today?” or “After today’s book and discussion, what would you like to learn more about?” or “What did you like about the book and discussion today?” You can do this with the whole group, in a sharing circle or related class meeting format, by having students fill out index cards, or another format you choose. We recommend that you ask different questions and have a variety of formats for the different books. Consider adding additional activities or lessons based on what they say they’d like to learn more about. Please share student responses and stories about changes in attitude or behavior you observe with us by adding to your report about this reading or by emailing Readers@RedRover.org.