Oxford Level 6

A Pony for a Day

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Teacher's Notes author: Jane Wood
Text Type: recount

Synopsis

This book follows a girl named Ella as she spends a day at a riding school. She finds out how to look after a pony, the tools needed for grooming it and the equipment needed for riding safely. Then Ella goes for her first pony ride.

Group or guided reading

Introducing the book

- Look at the front cover and read the title together. Ask: *What do you think you'll find out from this book?*

- Ask the children if they think a pony is bigger or smaller than a horse.

- Read the Contents page together. Talk about the chapter headings and reread the book title. Ask: *Which part of the day do you think will be the most exciting for Ella?*

Strategy check

- As they read, encourage the children to sound out and blend new words, e.g. 'g-ir-th'.

- This book contains some words which the children may find challenging, e.g. *bridle*, *girth*, *reins*, *saddle*, *stirrup*, *arena*, *jodhpurs*. Read these words for the children if necessary to help build familiarity before they read the book independently.

- Read the blurb together and discuss the sound of '-le' in 'stable'. Focus on other words with this final sound as they read the book (*bridle*, *saddle*, *circle*).

During reading

- Ask the children to read the book aloud and help them where necessary. Praise and encourage them as they read.

- Turn to p4. Read the first two paragraphs together. Ask the children what 'But which one?' refers to. Check they understand that there are several ponies at the riding school, as the photographs show.

- Point out that Ella is feeling 'very excited'. Ask: *How would you be feeling? What would you be most excited about?*

- Read the final paragraph on p4. Ask: *Do you think Cracker is a good name for a pony? Why?*

- Read p5 and talk about the labels and the height chart. Check that the children understand how the height chart relates to the information given.

- Read the labels on p7 together. Ask: *How can you tell which label belongs to each object? Which words say what each object is called? Which words explain what each object is for?*

- Look at p15. Ask: *How does Ella describe her day?* (Answer: 'the best day of her life.')
  Ask: *What was the best day of your life? What words could you use to describe your best day?* (e.g. thrilling, fun, wonderful.)

- Turn to p16. Tell the children that the Glossary explains the meanings of words that appear in **bold** in the book. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.

Independent reading

- Look at the photograph on pp4–5, where Ella is stroking Cracker. Ask: *What do you think Cracker's nose would feel like if you stroked it?*
- Return to pp6–7. Ask: *If cleaning Cracker's foot was hard work, why do you think Ella still wanted to have a go?*
- Look at p9. Ask: *How is the saddle held in place on the pony's back?* (Answer: by fastening a strap called a girth under the pony's tummy.)
- Return to p12. Ask: *Where did Ella put Cracker's food?* (Answer: in a hay-net.)
- Reread p14: Ask: *Why did Meg steer Cracker to the side of the lane?* (Answer: to make room for a car to pass safely.)

Speaking and listening

- Ask the children to discuss the book in a group. Encourage them to take turns to share their opinions and say which bits of the day looked the most and least enjoyable.
- Ask: *Where would you like to go riding? Why?*
- Ask the group to present a summary of their discussion to the rest of the class.

Writing activity

- Ask the children to imagine a pony they would like to ride. Ask: *What colour is it? What is the pony's name?*
- Ask them to draw their pony, ready to ride, including saddle, bridle, etc. Ask them to write a few sentences about their pony and how it is ready to ride, using information from the book to help them.
- Remind them to add a heading and encourage them to add labels or captions to their picture.

Cross-curricular activity

Science, Year 1:
- identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)

Science activity:
- Tell the children they are going to find out about farm animals.
- Help them to use child-friendly sites on the Internet or books from the library to identify and write a few sentences about a range of farm animals and the type of food they each need.
- Challenge them to present their findings under the headings *Carnivores* (e.g. dogs), *Herbivores* (e.g. cows) and *Omnivores* (e.g. goats).

An eBook version of this title is also available in the inFact eBook collection. The eBooks feature **Activity hotspots** to develop literacy skills and **Find out! hotspots** with further information including video, audio, images and text.

For more information visit **www.oxfordowl.co.uk**

Curriculum links and assessment

Links to Oxford Reading Criterion Scale:

- Notices unfamiliar and interesting words ('WOW' words grow with the age of the child). (E/D) [ORCS Standard 2, 5]
- Can make plausible predictions about characters, using knowledge of the story and own experiences. (D) [ORCS Standard 2, 10]
- With support, can answer simple questions/find information in response to a direct question. (R) [ORCS Standard 2, 12]
- Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach; shower, flowing; crib, rice). (READ) [ORCS Standard 2, 13]
- Can use the front cover and book title as well as illustrations and the words inside to make reading choices. (E) [ORCS Standard 2, 17]

Cross-curricular links

Science, Year 1:
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)

ENGLAND The National Curriculum in England: English programme of study, Year 1

National Curriculum objectives	Book-related assessment pointers
apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children sound out and blend unknown words as they encounter them.
discussing word meanings, linking new meanings to those already known (Y1 ReadComp.1vi)	Challenge the children to use the pictures, context and the Glossary to help them work out the meaning of unfamiliar words.
drawing on what they already know or on background information and vocabulary provided by the teacher (Y1 ReadComp.2i)	Encourage the children to draw on their knowledge to explain types of care that any pet needs. What else does a riding pony need?
making inferences on the basis of what is being said and done (Y1 ReadComp.2iv)	Challenge the children to work out the reasons behind the details given, e.g. why a hard hat is needed; why grooming is needed.
composing a sentence orally before writing it (Y1 WritComp.1ii)	Ask the children to create a sentence orally using details from the text. Encourage them to rehearse and improve their sentence aloud.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

Experiences and outcomes	Book-related assessment pointers
I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1–12a)	Check the children sound out and blend unknown words as they encounter them.
I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. (LIT 1–13a)	Challenge the children to use the pictures, context and Glossary to help them work out the meaning of unfamiliar words.
Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. (LIT 1–14a)	Encourage the children to use the text features to help them locate details of types of care that are needed by any pet, and those that are specific to a pony.

I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1–19a)	Challenge the children to work out the reasons behind the details given, e.g. why a hard hat is needed; why grooming is needed; and to explain specialist terms used in the book in their own words.
I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience (LIT 1–20a)	Ask the children to create a sentence orally using details from the text. Encourage them to rehearse and improve their sentence aloud.

WALES Foundation Phase Framework: Year 1

Objectives	Book-related assessment pointers
apply the following reading strategies with increasing independence: • phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children sound out and blend unknown words as they encounter them.
explore language, information and events in texts (Y1_ReadResp.2)	Ask the children to identify specialist terms and explain them in their own words.
apply the following reading strategies with increasing independence: • context clues, e.g. prior knowledge (Y1_ReadStrat.5iii)	Encourage the children to draw on their knowledge to explain the types of care that any pet needs. What else does a pony need?
look for clues in the text to understand information (Y1_ReadStrat.12)	Challenge the children to work out the purpose of the specialist items mentioned, using context clues to help them.
talk about what they are going to write (Y1_WritMean.4)	Ask the children to create a sentence orally using details from the text. Encourage them to rehearse and improve their sentence aloud.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Levels 1 and 2

Levels of Progression	Book-related assessment pointers
show understanding of the meaning carried by print, pictures and images (L1_com_read.1)	Challenge the children to use the pictures, context and the Glossary to help them work out the meaning of unfamiliar words.
use a range of reading strategies (L2_com_read.2)	Check the children sound out and blend unknown words as they encounter them.
select information for a purpose (L2_com_read.3i)	Challenge the children to locate vocabulary for specialist equipment needed for riding and explain the purpose of the items, using context clues to help them.
use basic alphabetical knowledge and visual clues to locate information (L2_com_read.3ii)	Check children can use text features such as headings, labels, pictures, Glossary and Index to locate information.

Pony Express Day celebrates those brave souls who made up the unique mail delivery system of the same name. Back in the days of the wild west, there was no Fed Ex, no Postal Service that ran that far west, no planes, and delivery by ship were likely to take months if it ever got there at all. Seeing this need for a specialized delivery service, Leavenworth and Pike's Peak Express Company took an opportunity to expand into this void. From this important decision was born one of the most iconic pieces of American History, whose influence is felt in hundreds of Pony Express Day Festivals througho Nearly every day, team members develop the game further, whether it's a big or small contribution. Sometimes, this doesn't show to the public because most work being done right now is foundational – things that are critical for the functionality of later game features, that aren't exactly easy to showcase. The Ponies is still very much in the pre-alpha phase of development, and it is going to take a long time until completion. This is natural with the development of any kind of video game. Now, this comes to the topic of the demo. We have been planning since the beginning of development to rel