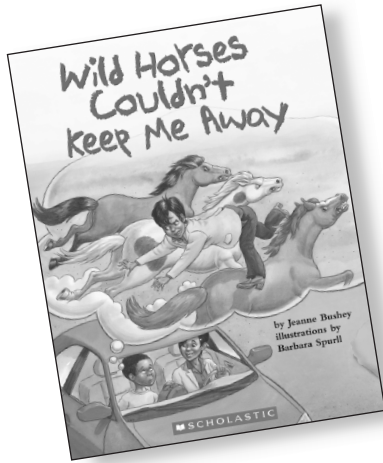


Wild Horses Couldn't Keep Me Away



Written by Jeanne Bushey

Illustrated by Barbara Spurr

Text Type: Fiction: Narrative — Fantasy Story

Guided Reading Level: J

Word Count: 402

Text Features

Visual Literacy

- ▶ thought balloons

Summary: Anthony gets a ride to school from his mom and is worried that she will forget to pick him up. She reassures him that nothing, not even wild horses, bears, elephants, tigers, or aliens can keep her from picking him up from school.

Text Supports

- ▶ illustrations are highly supportive of text
- ▶ repetitive sentence patterns
- ▶ variety of simple sentences

Possible Text Challenges

- ▶ dialogue with quotation marks
- ▶ contractions: *I'll, don't, o'clock, couldn't, what's, she's, mom's, won't*

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ demonstrating awareness of word structures:
 - contractions
- ▶ cross-checking across the cueing systems

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences about problem/solution
- ▶ evaluate author's craft
- ▶ identify contractions in the story
- ▶ make word predictions based on visual and meaning cueing systems



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Discuss with students how they get to and from school. Ask, *Who is responsible for dropping you off and picking you up from school or the bus stop? Do you ever worry that the person picking you up will forget about you?*

Visual literacy

Ask students to look at the front cover of the book and note the picture of the boy thinking in the car. Ask, *How has the illustrator shown that the boy is thinking? What is he thinking about?* Explain to students that they will encounter thought balloons throughout the text.

Predicting

Next, read the title of the story. Have students predict who the “Me” is in the title. Ask, *How are the title and the picture connected?* Then have students look at the picture on the back of the book as you read the blurb. Ask, *What do you think might be the problem in this story?*

Word solving and building

Overcoming Text Challenges

On the left-hand side of the chart paper, write the following contractions: *I’ll, don’t, o’clock, couldn’t, what’s, she’s, mom’s, won’t*. Read the words aloud. Ask students if they notice what is the same among the words. If students don’t notice the apostrophe, point it out. Say, *An apostrophe is sometimes used to help put two words together. This type of word is called a contraction.*

Beside the word *couldn’t*, write out the two words (*could not*) and point out how the apostrophe has taken the place of the letter “o.” Do students notice other words in the list that end like *couldn’t*? (*don’t, won’t*).

Beside *what’s*, write *what is* in a different-coloured marker. Ask students to point out other words that have the same contraction form (*she’s, mom’s*). Tell students the meaning of the two remaining contractions. *I’ll* (*I will*) and *o’clock* (*of the clock*). Inform students that they will encounter these contractions in the text.

Print concepts

Hand out copies of the book. Remind students that authors use special punctuation called quotation marks to show when a character is speaking. Turn to page 3 and point out the quotation marks.

Inferring

Setting a Purpose

Ask students to think about the following two questions as they read the book: What is the problem in this story? How is this problem solved?

Teaching Tip: Before they begin, remind students to check other sources (e.g., Word Wall, previous pages in the story, charts) to help them with word recognition.

ESL Note: This will be a very challenging text for many ESL students. Idioms require a higher level of understanding because they play with word meanings. A reading buddy that can explain this text is recommended.



DURING READING

Observe and listen to students as they read the text, noting their ability to recognize when a different character is speaking. As students are reading, assist as needed with word-solving strategies, punctuation cues, and comprehension strategies. Possible prompts might include: *Does that make sense? Does it look right? Did you check all the letters?*

Encourage students who finish early to reread the book independently or with a partner.



AFTER READING

Inferring

When all students have completed their reading have them discuss the problem and solutions in the story. Ask, *What was the problem in the story? If necessary, prompt students by saying, What was Anthony worried about throughout the story? What clues did the author give us to show that Anthony was worried? What did Anthony's mother say to reassure him that she would pick him up after school each time she dropped him off? How did Anthony's mother solve the problem? How do you think Anthony felt? Do you think the solution worked? Why?*

Evaluating

Discuss the ending with students. Ask, *How was the last time Anthony's mom picked him up after school different than all the other times? Do you think the aliens in the car were real? Do you think the ending was effective? Why or why not?*

Word solving and building

Based on your observations, review the challenging words. Write the words on the board and ask students to explain how they figured them out.

Point out positive reading strategies that you observed during the lesson.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Anthony's Diary

Inferring

Revisit the illustrations in the text. Discuss how Anthony felt as his mother dropped him off and picked him up. Have students, in the role of Anthony, record their feelings on the BLM.

Contraction Match

On squares of paper or small index cards, have students write out the contractions from the story (and other stories) as well as the words that make up each contraction. Place the squares of paper face down, and mix them up. Have students, one at a time, pick up three squares of paper, trying to match the contraction with the words that make it up. Students discard one square at a time until they find a match.

Anthony's Diary

Name: _____

The first time I reminded Mom to pick me up after school, I felt

While I was waiting for her to pick me up, I felt

The second time I reminded Mom to pick me up after school, I felt

While I was waiting for her to pick me up, I felt

The third time I reminded Mom to pick me up after school, I felt

While I was waiting for her to pick me up, I felt

The last time I reminded Mom to pick me up after school, I felt

When I saw her, I felt
