

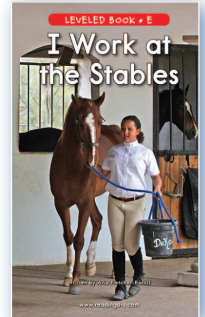
### Focus Question:

*How do people take care of a horses?*

### Book Summary

Text Type: Nonfiction / Personal Narrative

Aria works at a stable where she takes care of Duke, her horse. *I Work at the Stables* provides students an inside look into the tasks that are required to care for a horse. The book can also be used to teach students how to determine main idea and details and to recognize and use capitalization correctly.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Determine main idea and details
- ☐ Use photographs to better understand text
- ☐ Discriminate initial consonant *st*-blend
- ☐ Identify words with a VCe pattern
- ☐ Recognize and use capitalization correctly
- ☐ Identify and use the high-frequency words *me, play, work*

#### Materials

- ☐ Book: *I Work at the Stables* (copy for each student)
- ☐ Main idea and details, VCe pattern, capitalization worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **High-frequency words:** *me, play, work*
- **Words to Know**  
**Story critical:** *coat* (n.), *hoof* (n.), *stable* (n.), *stall* (n.), *stretch* (v.), *watch* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students to name types of pets they have. Write their answers on the board. Ask students to explain what tasks they must do to take care of each type of pet and add ideas under the name of the corresponding pet.
- Display a picture of a stable. Ask students what type of animal would live in such a place. Ask students to explain how taking care of a horse might be different from caring for a cat, a dog, a fish, or another pet.

##### Introduce the Book

- Give students their copy of *I Work at the Stables*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the pictures throughout the book. Ask students what Aria does to take care of her horse.

##### Introduce the Reading Strategy:

##### Connect to prior knowledge

- Explain to students that engaged readers connect what they already know to what they are learning about while they read. Have students recall the discussion about pets and how to take care of them. Remind students that using what they already know about a topic will help them to understand the book better as they read. Explain that as they read, they should continue to connect what they already know to what they are reading.
- Model how to connect to prior knowledge.  
**Think-aloud:** *I know that taking care of a pet is hard since I have dogs at home. I know they have to be fed, washed, given water, trained, and taken to the vet. When I look at the pictures of Aria and Duke, I see that she needs to brush him, clean up after him, and so on. If I use what I know about taking care of my dog, I can compare how taking care of*

### Guiding the Reading (cont.)

*a dog is similar to and different from taking care of a horse, which will help me better understand how to care for a horse.*

### Introduce the Comprehension Skill:

#### Main idea and details

- Explain to students that books have a main idea and details that support the main idea. Explain to students that a main idea is what the book is mostly about; it is the big idea of the book. Have students predict what the main idea of the book is from the pictures. Ask what details they think will support the main idea.
- Review with students a book the class has previously read. Have students determine what the main idea of that book is and then discuss the details from the book. Create a web on the board with the book's main idea in the middle and the details around it.

### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out how a person takes care of a horse. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What evidence can you use to predict the horse's name?* (level 1) front cover
- *How would you describe Duke?* (level 2) multiple pages
- *How is taking care of a horse different from taking care of a pet you may have?* (level 2) multiple pages
- *How does Aria feel about Duke?* (level 3) multiple pages
- *What is involved in taking care of a horse?* (level 1) multiple pages

### Text Features: Photographs

Explain that pictures, or photographs, show readers details that words cannot. Have students turn to page 4. Read aloud the sentence on the page. Ask students how the photograph helps the reader to understand how Aria brushes Duke. Do the same with page 5. Have students read the book with a partner and explain to each other how the photographs throughout the book help them to better understand what they read.

### Skill Review

- Give groups of students a large sheet of paper to work with. Have one student write *Taking Care of Pets* on the paper. Ask students to draw pictures or write ideas about taking care of pets. Remind students to continue to connect their prior knowledge as they read.
- Display a chart with a variety of pictures, such as pumpkins, a school bus, apples, and colored leaves on it. Ask students to guess the main idea of the chart (fall). Have students either write their idea on a sticky note or write it on the chart. Read some of the guesses to the class and ask students to explain why they chose the main idea that they did. Ask students which detail or details made them choose that main idea. Have students respond with a thumbs-up if they believe the answers are correct.
- Ask students to explain to a partner what the main idea of the book is and ask them to choose two or more details that support their decision. Guide students to the understanding that the main idea of the book is *Taking care of a horse has many steps*.
- Model how to complete the [main-idea-and-details worksheet](#). Have students complete the worksheet and discuss the details with a partner to determine whether they support the main idea.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: Main idea and details

Review the main-idea-and-details worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have the rest of the students give a thumbs-up if they agree that the detail supports the main idea.

### Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include steps that are taken to take care of a horse. Samples: *Taking care of a horse is not easy. A horse has to be brushed, its hooves must be cleaned out and its stall cleaned, it must be exercised daily, and you have to stretch its legs.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant st-blend

- Say the word *stall* aloud to students, emphasizing the initial /st/ sound. Have students say the word aloud and then say the /st/ sound. Have students practice saying the /st/ sound while writing the letters that form the sound on their desk with a finger.
- Repeat the process with the word *star*.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the st-blend: *stable, clap, sting, clump, stand, climb, and still*. Have students look for other st-blend words in the book. Write a list on the board. Have students brainstorm to produce a list of st-blend words. Create a list on the board. Give students a sheet of paper folded into four boxes. Ask students to write the letters st in the first box and then illustrate three words from the list in the other three boxes.

##### Phonics: VCe long vowel pattern

- Write the word *cap* on the board. Ask students to read the word aloud. Ask students to name the vowel sound in *cap*. Add the letter e to the end of the word to create the word *cape*. Read the words aloud with students. Have students describe the difference between the two words.
- Explain to students that when an e is added to the end of the word, it changes the vowel to the long /a/ sound. Explain to students that sometimes the e at the end of the word is called *the silent e* because it makes no sound. Have students discuss that the silent e makes the vowel say its name and has no sound.
- Write the words *not, mad, hop, rat, cut, kit, dim, pin, fin, hug, hat, slim, fad, and cub* on the board. Give a volunteer a "magic-e wand," a stick of some kind with an e taped on it. Ask the volunteer to choose one word, say the word as it is written on the board, add the magic e wand to the end,

and then reread the word. Have students at desks repeat what the volunteer says.

- **Check for understanding:** Have students create the list of short vowel words from the board and their silent-e partners in a notebook or on a piece of paper. Ask students to whisper the words while writing.
- **Independent practice:** Introduce, explain, and have students complete the [VCe worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Capitalization

- Have students turn to page 4 of the book. Ask students to identify the capital letters in the sentence. Have students discuss why *Watch* and *Duke* are both capitalized. Explain to students that sentences begin with capital letters and that names of people, places, and things also begin with capital letters. Explain that *Watch* begins the sentence, so it is capitalized, and that *Duke* is the horse's name, so it is also capitalized. Explain that names of people, places, and things are called *proper nouns*.
- Ask students to highlight or color the capital letters that are beginning capitalization one color and proper nouns another color.
- **Check for understanding:** Ask a group to bring one sentence card to the board. Have a volunteer from the group explain why they colored their capital letters the way they did. Have the rest of the class give a thumbs-up signal if they agree.
- **Independent practice:** Introduce, explain, and have students complete the [capitalization worksheet](#). If time allows, discuss their answers.

#### Word Work:

##### High-frequency words *me, play, work*

- Write the word *work* on the board. Explain to students that they will often see this word in books that they read. Ask students to read the word aloud with you.
- Point to the word on the board and ask students to spell the word aloud as you point to each letter. Ask students to use their finger on their desk and write the word. Have students spell the word out loud with you as they write it.
- Have students look in the book to find a sentence that has the word *work* in it. Ask students to read the sentence aloud. Ask students to explain what *work* means.
- Do the same with the words *me* and *play*.
- **Check for understanding:** Have students work in pairs to write a sentence for the word *work*. Have partners check to make sure that the meaning of the word is correctly used in the sentences.

#### Connections

- See the back of the book for cross-curricular extension ideas.