

Pegasus

Small Group Reading

Before reading

Ask students what the front cover tells us about the book. Who is Pegasus? Look through the illustrations in the book with students. Ask *Where is the story set? How do you know?* Preview Reading vocabulary with students and discuss word meanings.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- Why is Amy in the barn at dawn? (literal)
- What words describe how newly born the foal is? (inferential)

CHAPTER 2

- What is special about the name “Pegasus”? (literal)
- Why does Zack want to call the foal “Star”? (literal)
- What does “stubborn as a mule” mean? (inferential)

CHAPTER 3

- How does Amy feel when she is finally able to name the foal? (inferential)
- Why does Amy’s mom’s “brow furrow” when Amy tells her the foal’s new name? (inferential)

CHAPTER 4

- Why did Amy hate the farm when they first moved there? (literal)
- What did she hate so much about it? (literal)
- Have you ever experienced a big change and hated it? Did you change your mind? Why? (personal response)

CHAPTER 5

- Why do you think this chapter is called “Getting Sorted”? (inferential)
- What was special about Amy’s friend Regan? (literal/inferential)
- What tells you that Amy and Regan’s friendship was special? (inferential)

CHAPTER 6

- Why do you think Amy chooses to wear the blue sweater? (inferential)

After reading

Students may complete BLMs 1 and 2 after you provide instructions for each activity.

Understanding characters Have students think about words and phrases that describe Amy. Tell them to fill out BLM 1, using information from the story. **(BLM 1)**

Spelling Remind students that contractions are two small words joined to make one. Letters are removed and an apostrophe is put in their place. Have students complete the activities on BLM 2. **(BLM 2)**

Grammar Explain that similes are phrases that compare two items that are not alike except for in one way. Similes usually compare items using the word *like* or *as*. Ask what Pegasus is compared to when the author says he “poised like a small, rickety table” on page 5 and “He is brown like chocolate” on page 12. Challenge students to compare items in the classroom using similes.

Fluency Create a Readers Theater of Chapters 2 and 3. Assign roles for each character and a narrator, making sure each student has a chance to read a part.

➔ Character profile

Compile a detailed description about Amy using the guide below and information from the story.

Use key words and phrases.

I live

I like

I have

I hate

I wish

I remember

I want

I look like

➔ Making contractions

Contractions are two small words put together to make one. Where letters are removed, an apostrophe is put in their place. For example: *is* and *not* put together make *isn't*.

Write the words that make each contraction. Use the words from the box as clues.

- let's _____ didn't _____
- don't _____ I've _____
- I'll _____ wouldn't _____
- isn't _____ he's _____
- you'll _____ he'll _____
- he'd _____ won't _____
- you'd _____ she'd _____
- they'd _____ can't _____
- that's _____ it's _____
- how's _____ couldn't _____

could do us

let is not

have will they

you how she

did that it

can I he

would

➔ Sorting contractions

Sort the contractions above into their correct family groups.

's	'll	've	'd	't

➔ Writing sentences

Write a few interesting sentences using as many contractions as you can. Remember to use correct punctuation!
