



# The Little Gray Pony

9

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Identify reasons why people who lived in the country traveled to town
- ✓ Describe the different kinds of tradespeople in a colonial town
- ✓ Identify, and associate with the appropriate trade, the tools used by colonial tradespeople
- ✓ Explain the necessity of heating objects before a blacksmith can shape them

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, retell the story “The Little Gray Pony,” including the characters, setting, and plot, and events of the story in proper sequence (using narrative words *first*, *next*, *later*, and *finally*) (RL.K.2)
- ✓ With prompting and support, identify the characters, setting, and plot in their retelling of the story “The Little Gray Pony” (RL.K.3)
- ✓ Listen to a variety of texts, including fictional stories such as “The Little Gray Pony” (RL.K.5)

- ✓ Demonstrate understanding of frequently occurring verbs and adjectives, such as *merry* and *downcast*, by relating them to their opposites (antonyms) (L.K.5b)

## Core Vocabulary


**coal, n.** A black, soft stone that, when burned, creates heat  
*Example:* Old-fashioned trains used to burn coal to run their engines.  
*Variation(s):* coals

**downcast, adj.** Sad  
*Example:* I was feeling downcast because I was moving away from all of my friends.  
*Variation(s):* none

**haste, n.** A rush or hurry  
*Example:* I scribbled the rest of my picture in haste, instead of carefully coloring it, because it was time to go home.  
*Variation(s):* none

**merry, adj.** Happy and jolly  
*Example:* I loved the music so much that I sang along in a merry voice.  
*Variation(s):* merrier, merriest

**miner, n.** A tradesperson who digs into the ground for valuable minerals, like coal or gold  
*Example:* The miner struck something hard under the dirt with his pickax.  
*Variation(s):* miners

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>Essential Background Information or Terms</b>		10
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Little Gray Pony</b>		10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Merry and Downcast</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Image Review</b>		15
	<b>On Stage</b>		



# The Little Gray Pony

9<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **Essential Background Information or Terms**

Review the previous read-aloud about the blacksmith, highlighting the tools that were essential to the blacksmith's trade. Review the role of the forge, and the importance of fire in heating the metal. Ask, "You might start a fire with a match, but what else do you put in the fireplace to keep the fire burning?" (Answers may vary.)

Tell students that one way to make fire burn for a long time is to use coal. Show students image 8A-3 (hot coals). Explain that when coal is lit, it burns for a long time.

### **Purpose for Listening**

Tell students to listen to a fictional story about a tradesperson who provides coal.



## The Little Gray Pony

### ◀ Show image 9A-1: Man happily riding his pony along the road

There was once a man who owned a little gray pony.

Every morning when the dewdrops<sup>1</sup> were still hanging on the pink clover<sup>2</sup> in the meadows, and the birds were singing their morning song, the man would jump on his pony and ride away, *clippety, clippety, clap!*

The pony's four small hoofs played the jolliest tune on the smooth pike road, the pony's head was always high in the air, and the pony's two little ears were always pricked up; for he was a **merry** gray pony, and loved to go clippety, clippety, clap!<sup>3</sup>

The man rode to town and to country,<sup>4</sup> to church and to market, uphill and downhill; and one day he heard something fall with a *clang* on a stone in the road. Looking back, he saw a horseshoe lying there. And when he saw it, he cried out:

"What shall I do? What shall I do?

If my little gray pony has lost a shoe?"

### ◀ Show image 9A-2: Man behind the pony

Then down he jumped, in a great hurry, and looked at one of the pony's forefeet; but nothing was wrong.<sup>5</sup> He lifted the other forefoot, but the shoe was still there. He examined one of the hindfeet,<sup>6</sup> and began to think that he was mistaken; but when he looked at the last foot, he cried again:

"What shall I do? What shall I do?

My little gray pony has lost a shoe!"<sup>7</sup>

1 or little drops of water

2 a type of flower

3 What do you think *merry* means?

4 What is the country?



5 forefeet are the horse's front feet

6 What do you suppose hindfeet are?  
(back feet)

7 Why is the man upset that one of the pony's horseshoes has fallen off? What does a horseshoe do?  
[Explain that with one shoe off the pony can start to limp and become lame.]



← **Show image 9A-3: Man talking to blacksmith**

8 or hurried

9 [Use different voices for the man and the people he talks to, to distinguish the characters from each other and the narration.]

10 To *shoe* means to put the horseshoe on the horse. Coal is a soft, black stone that, when burned, gives off a steady, lasting heat.

11 What do you think *downcast* means?

12 Where would you go to buy something?

Then he made **haste**<sup>8</sup> to go to the blacksmith, and when he saw the smith, he called out to him:<sup>9</sup>

“Blacksmith! Blacksmith! I’ve come to you;

My little gray pony has lost a shoe!”

But the blacksmith answered and said:

“How can I shoe your pony’s feet,

Without some **coal**, the iron to heat?”<sup>10</sup>

The man was **downcast** when he heard this;<sup>11</sup> but he left his little gray pony in the blacksmith’s care, while he hurried here and there to buy the coal.<sup>12</sup>



← **Show image 9A-4: Man talking to storekeeper**

First of all he went to the store; and when he got there, he said:

“Storekeeper! Storekeeper! I’ve come to you;

My little gray pony has lost a shoe!

And I want some coal, the iron to heat,

That the blacksmith may shoe my pony’s feet.”

But the storekeeper answered and said:

“Now, I have apples and candy to sell,

And more nice things than I can tell;

But I’ve no coal, the iron to heat,

That the blacksmith may shoe your pony’s feet.”

Then the man went away sighing, and saying:

“What shall I do? What shall I do?

My little gray pony has lost a shoe!”



← **Show image 9A-5: Man talking to farmer**

13 Why might the farmer be coming to town?

By and by he met a farmer coming to town with a wagon full of good things;<sup>13</sup> and he said:

“Farmer! Farmer! I’ve come to you;

14 Do you think the farmer will have coal?

My little gray pony has lost a shoe!  
And I want some coal, the iron to heat,  
That the blacksmith may shoe my pony's feet."<sup>14</sup>  
Then the farmer answered the man and said:  
"I've bushels of corn and hay and wheat,  
Something for you and your pony to eat;  
But I've no coal, the iron to heat,  
That the blacksmith may shoe your pony's feet."

So the farmer drove away and left the man standing in the road, sighing and saying:

"What shall I do? What shall I do?  
My little gray pony has lost a shoe!"



◀ **Show image 9A-6: Man talking to miller**

In the farmer's wagon, full of good things, he saw corn, which made him think of the mill, so he hastened there, and called to the dusty miller:

"Miller! Miller! I've come to you;  
My little gray pony has lost a shoe,  
And I want some coal, the iron to heat,  
That the blacksmith may shoe my pony's feet."<sup>15</sup>

The miller came to the door in surprise, and when he heard what was needed, he said:

"I have wheels that go round and round,  
And stones to turn till the grain is ground;  
But I've no coal, the iron to heat,  
That the blacksmith may shoe your pony's feet."

15 Do you think the miller will have coal? What would the miller have?



16 or sadly

◀ **Show image 9A-7: Man on rock, and woman approaching**

Then the man turned away sorrowfully<sup>16</sup> and sat down on a rock near the roadside, sighing and saying:

"What shall I do? What shall I do?"

My little gray pony has lost a shoe!”

After a while a very old woman came down the road, driving a flock of geese to market, and when she came near the man, she stopped to ask him his trouble. He told her all about it, and when she had heard it all, she laughed till her geese joined in with a cackle;<sup>17</sup> and she said:

17 She’s laughing because she knows who has the coal. Do you have any ideas?



“If you would know where the coal is found,  
You must go to the miner, who works in the ground.”

◀ **Show image 9A-8: Man talking to miner**

Then the man sprang to his feet, and, thanking the old woman, he ran to the **miner**. Now the miner had been working and looking for coal many a long day down in the mine, under the ground, where it was so dark that he had to wear a lamp on the front of his cap to light him at his work! He had plenty of black coal ready and gave great lumps of it to the man, who took them in haste to the blacksmith.<sup>18</sup>

18 What is haste?



◀ **Show image 9A-9: Man smiles as blacksmith hammers horseshoes**

The blacksmith lit his great red fire, and hammered out four, fine, new shoes with a *cling!* and a *clang!* and fastened<sup>19</sup> them on with a *rap!* and a *tap!* Then away rode the man on his little gray pony, *clippety, clippety, clap!*

19 Remember, *fastened* means to attach, so he put them on.

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

1. *Inferential* Why does the pony make a *clippety, clippety, clap* sound when it walks? (Its horseshoes are hitting against the surface of the road.)
2. *Inferential* Where and why did the man go when he noticed his pony was missing a shoe? (to the blacksmith, because blacksmiths make horseshoes; horseshoes protect the pony’s hooves.)
3. *Literal* Why couldn’t the blacksmith make the pony a new horseshoe? (He had no coal to make a fire.)

4. *Evaluative* Why did the man leave his pony at the blacksmith's shop instead of riding him when he went to go find coal? (He didn't want to take the pony with him, because the pony might hurt its hoof by walking without a horseshoe.)
5. *Evaluative* What do you think might happen to a pony or horse if it continued to walk without a horseshoe? (Its hoof would get sore; the pony might start to limp, or injure its leg.)
6. *Literal* Which tradesperson did he meet when he went to the store? (storekeeper) What did the storekeeper have? (apples and candy)
7. *Inferential* Which tradesperson did he meet on the road? (farmer) What did the farmer have? (corn, hay, and wheat)
8. *Inferential* Which tradesperson did he meet next? (miller) What did the miller have? (flour)
9. *Inferential* Which tradesperson did the old woman tell the man he needed to find? (miner) What did the miner give the man? (coal)
10. *Evaluative* The little gray pony only lost one shoe. Why do you think the blacksmith made him four new ones instead of just one? (Answers may vary but might include that he might injure his leg or hoof if he wasn't balanced.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11. *Evaluative Think Pair Share:* Remember, the miner gave the man coal when no one else could. We heard in the last read-aloud that the blacksmith was one of the the most important tradespeople in town, but if he needs coal to do his job, do you think that the miner would be the most important? [Lead the students in a discussion of how each job is unique and important depending on the need or the situation.] Which trade would you have liked to do and why? (Answers may vary.)
12. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may



wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Merry and Downcast

5 minutes

1. In the read-aloud you heard, “The pony’s four small hoofs played the jolliest tune on the smooth pike road, the pony’s head was always high in the air, and the pony’s two little ears were always pricked up; for he was a *merry* gray pony, and loved to go clippety, clippety, clap!”
2. Say the word *merry* with me.
3. *Merry* is another word for happy.
4. Monique was merry on her birthday and celebrated the special day with all of her friends.
5. Tell me about a time when you or someone you know was merry. Use the word *merry* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was merry when . . .”)
6. What is the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *merry* is *downcast*, or sad. If you think the event I describe would make you merry, say, “That would make me feel merry.” If you think the event I describe would make you downcast, say, “That would make me feel downcast.”

1. Your ice cream cone melted and you had to throw it away. (That would make me feel downcast.)
2. Your mom said you could go to a friend’s house. (That would make me feel merry.)
3. Your cat was sick. (That would make me feel downcast.)
4. You got a new bicycle. (That would make me feel merry.)
5. You read a great book. (That would make me feel merry.)
6. You spilled paint on your favorite shirt. (That would make me feel downcast.)



**Complete Remainder of the Lesson Later in the Day**



# The Little Gray Pony

9<sub>B</sub>

## Extensions

15 minutes

### Image Review

One by one, show images 9A-1 through 9A-9. Ask students to explain what is happening in each picture. Help them to create a continuous narrative retelling the story. As the students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. Also, encourage the use of temporal vocabulary to help in introducing and sequencing events: *first*, *then*, *next*, *later*, *finally*, etc.

Encourage students to use literary language (characters, setting, plot, etc.) as they retell the story. During the first retelling, support students' performance with detailed completion prompts: "First, the man went to see the \_\_\_\_." In subsequent retellings, have the students take on greater responsibility for structuring the narrative.

### On Stage

Tell students that they are going to act out *The Little Gray Pony*. Tell them that you will be the narrator and they will be the characters in the story. Explain that the narrator is someone who tells a story. Ask them what characters are needed. (the man, the blacksmith, the storekeeper, the farmer, the miller, the miner) Decide who will be the various characters. Have several men, blacksmiths, storekeepers, farmers, millers, and miners so that all students get to participate. Remind the various characters what they will need to say, and talk about gestures that they may use. For example, the characters may shake their heads when saying, "But I've no coal, the iron to heat." Reread the read-aloud for students to dramatize.