

At the Lake by Alvin Robert Cunningham

| Phonemic Awareness   | Phonics  | Vocabulary   | Fluency, Expression, Pace   | Comprehension   | Reading/Writing Link   |                           |               |                               |            |                   |                   |                                       |                            |  |  |
|--|--|--|---|---|--|---------------------------|---------------|-------------------------------|------------|-------------------|-------------------|---------------------------------------|----------------------------|--|--|
| <p>pg. 6<br/>swished and swatted</p> <p>Play with nonsense phrases and vowel sounds:</p> <p>swashed and switted<br/>swooshed and swotted<br/>swushed and swuttled</p> <p>Talk about how phrases like this can be used in poetry to bring descriptive sounds to our writing</p> | <p>There are opportunities in this book for decoding unfamiliar and longer words through syllabication ...</p> <p>mosquitoes disappeared</p> | <p><u>diurnal/nocturnal</u><br/>see nonfiction note-<br/>inside back cover</p> <p><u>jumped</u><br/>bound            skip<br/>leap                soar<br/>hop                fly<br/>hurdle            jolt<br/>be startled</p> <p>Page 12:<br/>What is another way of describing "silently"?</p> | <p>Reading descriptive phrases...</p> <p>rose in the sky<br/>glowed among the stars<br/>swooped over the lake</p> | <p>How did this writer move us through the story?</p> <p>What pictures in your mind did the writer create?</p> <p>Were there certain phrases that helped you "picture" the setting?</p> | <p><i>"Let's go back and look at the words the author used to describe the actions. Let's make a table with two columns, sorting the words into those that describe quick actions and those that describe slow movements.</i></p> <p><i>Think how these words helped you to think about what was happening.</i></p> <p><i>Look at the list of verbs again and think about the movements of other animals that could be described in this way.</i></p> <p>If the list is written on chart paper and displayed where access is easy, it will be a valuable reference for the children's writing.</p> <table border="1" data-bbox="1539 927 1990 1229"> <thead> <tr> <th data-bbox="1539 927 1766 980">Describing slow movements</th> <th data-bbox="1766 927 1990 980">Quick Actions</th> </tr> </thead> <tbody> <tr> <td data-bbox="1539 980 1766 1040">the sun came up over the lake</td> <td data-bbox="1766 980 1990 1040">snake slid</td> </tr> <tr> <td data-bbox="1539 1040 1766 1105">farmer cut a path</td> <td data-bbox="1766 1040 1990 1105">wild ducks landed</td> </tr> <tr> <td data-bbox="1539 1105 1766 1198">their tails swished and swatted flies</td> <td data-bbox="1766 1105 1990 1198">dipped and dunked for food</td> </tr> <tr> <td data-bbox="1539 1198 1766 1229"></td> <td data-bbox="1766 1198 1990 1229"></td> </tr> </tbody> </table> | Describing slow movements | Quick Actions | the sun came up over the lake | snake slid | farmer cut a path | wild ducks landed | their tails swished and swatted flies | dipped and dunked for food |  |  |
| Describing slow movements  | Quick Actions  |  |   |   |  |                           |               |                               |            |                   |                   |                                       |                            |  |  |
| the sun came up over the lake  | snake slid   |  |   |   |  |                           |               |                               |            |                   |                   |                                       |                            |  |  |
| farmer cut a path  | wild ducks landed  |  |   |   |  |                           |               |                               |            |                   |                   |                                       |                            |  |  |
| their tails swished and swatted flies  | dipped and dunked for food   |  |   |   |  |                           |               |                               |            |                   |                   |                                       |                            |  |  |
|  |  |  |   |   |  |                           |               |                               |            |                   |                   |                                       |                            |  |  |

Guided Reading Level: Early 4