

Walking Home Alone by Ginger Baker

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Phonemic Awareness and Phonics:</p> <p>walked talked ...the /ed/ sounds like /t/</p> <p>spelling ...the visual representation is /ed/</p> <p>NONEXAMPLE: /ed/ in waved, opened, <b>not</b> an example of the /t/ sound at the end</p>		<p><u>alone</u></p> <p>solo single-handedly without help all by yourself solitary exclusively</p>	<p><u>Expression</u></p> <p>Read the dialogue by assigning parts and discuss how to make your voice sound like natural conversation.</p>	<p><i>“What do the title and cover illustration guide you to expect the setting to be?”</i></p> <p><i>Where is the boy coming from? How do you know? How do you think he is feeling? What makes you think that?</i></p> <p><i>How will the author help Roberto solve his problem?</i></p> <p><i>How do you think Roberto feels about meeting each person? How does the author use dialogue to move the story along? (pace and sequence)</i></p> <p>Source: Book Note by Maureen Slamer</p>	<p>Dialogue is one way an author has to reveal characters to their readers.</p> <p>How does the author reveal the teacher as a character through what she says on page 5? (kind, comforting, praising)</p> <p>In the story, <u>The Three Little Pigs</u>, how do we know the character of the wolf by <i>what he says</i>? (I’ll huff and I’ll puff and I’ll blow your house down... mean and destructive wolf)</p> <p><u>Revision Process in Writing</u> Let’s turn to a story you have written and think how you might add some dialogue to reveal a trait for a main character.</p>

Guided Reading Level: Early 4