

Zemti by Sherry Bowen

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Help the students find the rich descriptive language using sound to “paint a picture”: ~juiciest, plumpest grapes ~glossy, green leaves ~rich, dark, sun-warmed soil</p>	<p><u>/ing/ ending</u> trailing slipping dropping breaking smashing cleaning bursting</p>	<p>Work with root words and how many different words they can form:</p> <p>slip (page 4) slipped slipping slipper slippers slippery</p> <p>Discuss the meanings of the words as they are listed.</p>	<p>Discuss how writers use rich, descriptive language to “slow the reader down”.</p> <p>Why would a writer do that?</p> <p>How does visual imagery slow a reader’s pace?</p>	<p>How does the writer use the setting to build the plot of the story?</p> <p>What challenges did Zemti have and how did he deal with them?</p>	<p>Reread the book looking for the sensory details the author uses:</p> <p><u>sight</u> dark, little dried-up grapes tiny, shriveled-up grapes beautiful, plump, juicy grapes</p> <p><u>sound</u> boxes crashed to the ground</p> <p><u>taste</u> sweet, so very sweet delicious, sun-dried grapes chewed withered, little grapes bursting with juice</p> <p><u>Revising Their Own Work:</u> The students can revisit a piece they have written to consider how adding sensory details could improve their writing.</p>

Guided Reading Level: Fluent 3

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