Walking Home Alone
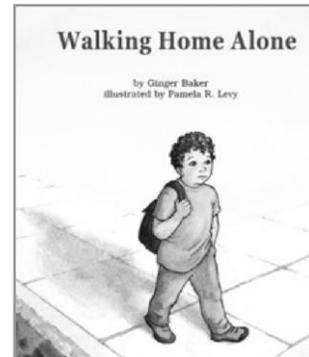
Author   Ginger Baker
Illustrator   Pamela R. Levy
16 pages   ■   327 words
Fountas and Pinnell Level J
Reading Recovery Level 16

SYNOPSIS	Roberto walks home alone for the first time.
WHAT THE BOOK OFFERS	■ Realistic fiction ■ Third person ■ Past tense ■ Sequence ■ Layers of meaning ■ Dialogue ■ Contractions ■ Word challenges—characters' names ■ Use of apostrophe for possessive— *'s*
POSSIBLE SKILLS EMPHASIS	■ Understanding problem/resolution ■ Gathering information for recounting; sequence ■ Inferential reading themes: self-confidence, family and friends, independence, being afraid, being willing to take risks
INTRODUCING THE BOOK	*What do the title and cover illustration guide you to expect the setting to be?* *Where is the boy coming from? How do you know? How do you think he is feeling? What makes you think that?*

Walking Home Alone (continued)

FOCUS OF INSTRUCTION

Pages 2 to 5: *How will the author help Roberto solve his problem?*

■ Other possible discussions: what students would do or feel in that situation; feelings and emotions of characters, especially courage.

■ Safety issue: unless the safety issue is brought up by the readers or there is a special need or reason to focus on this aspect, it should probably not be the focus of the story.

Pages 6 to 10: *How do you think Roberto feels about meeting each person? Why do you think he meets so many people he knows?* (neighborhood/community) *Do you think the people he meets know that he is nervous about walking home alone?* (requires inference) *How are they helping him?*

■ Do the students note the punctuation and format for dialogue, with a new paragraph for each speaker?

How does the author use dialogue to move the story along? (pace and sequence)

Page 10: *Look at the dog in the illustration. Do you remember what Roberto thought about meeting a dog?* (page 3) *Why do you think he was afraid of meeting a dog?* (discussion of fear of the unknown)

Page 11: *What do you think they talked about?*

■ Pages 6 to 15: Do students note the change of mood reflected by the illustrations when compared to pages 1 to 5?

Page 16: *How do you think Roberto is feeling now?* (successful, self-confident, pleased with himself, proud, brave) (inference) *How did he feel at the beginning of the story?*

■ Revisit the possible solutions generated to solve Roberto's problem. Discuss how those possible solutions would change the text.

FOLLOWING THE READING

■ Write about some new characters and their possible motivation for helping Roberto.

■ Discuss the form/shape of the text—how the author introduced the characters and how they exited the text (sequence).

Walking Home Alone (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	*Sometimes walking alone can feel . . . because . . .* *I think this story might help kids because . . .*
USE YOUR MEMORY	*Who was the first person to walk with Roberto? Who was the second person? Third?* *Who was the first person to say goodbye to Roberto? Who was the second person? Third?*
WHAT'S YOUR OPINION?	*Why do you think Roberto felt afraid to walk home from school alone? Check page 3 and see if you forgot any reasons.* *What do you think would have happened if Roberto hadn't met anyone on his way home? What makes you think so?*
BE CREATIVE	*Reread both fables in this book. Then read the Tips for Storytelling in the box on the inside back cover.* *Then practice telling both of these fables until you feel good about telling them to a younger student or friend. Make the fables come alive with your voice, pace, body language, and eye contact. Practice!*
VOCABULARY AGENT	*Take off the endings on each of these words and write the new word you make. For example: turned = turn* **chased* **walked* **talked* **waved* **called* **chasing* **walking* **talking* **waving* **calling*