

# Book Notes

## Cakewalk / El juego de pastel

Author Candy Grant Helms

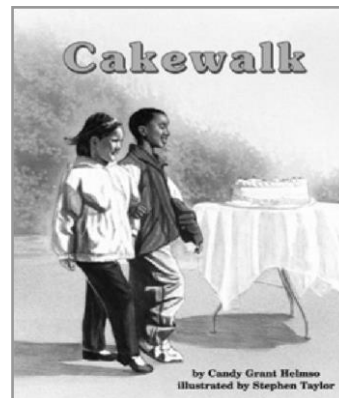
Illustrator Stephen Taylor

16 pages ■ 251 Eng. words ■ 341 Spn. words

Fountas and Pinnell Level M

Intervention Level 20

Descubriendo la Lectura Level 18



### SYNOPSIS

A girl shares the fun of an old African-American custom with her classmates at a school fair.

### WHAT THE BOOK OFFERS

- Realistic narrative fiction
- Sequential
- Third person
- Past tense
- Specific cultural event with link to the past
- Varied sentence structure
- Underlying concepts or subtheme—sharing, community spirit, pride, family traditions
- Model for writing about action, sequencing, descriptions
- Vocabulary: announced, principal, contest, special, strutted, paraded, partner, delicious

### POSSIBLE SKILLS EMPHASIS

- Superlative word ending *-iest*
- Dialogue
- Compound words and use of hyphen—cakewalk, great-grandma, African-American
- Anticipation, prediction, and confirmation; parallel with introduction, main action, and conclusion
- Emotions
- Descriptive action verbs versus passive verbs
- How a writer describes action and sequence

### INTRODUCING THE BOOK

Cover: *I wonder what the two children are doing and why there is a cake in the background.*

Title page: *The cake appears alone here. What does that make you think?*

## Cakewalk / El juego de pastel (continued)

### FOCUS OF INSTRUCTION

*Let's read pages 2 and 3 to find out more. How do you think Kami is feeling about sharing her family game with her schoolmates? Do the illustrations also reflect feelings?*

*What clues does the author give you that this game is an old one? ("great-grandmother," "old," "long, long time ago") Does the illustrator give you clues, too? (old-fashioned portrait)*

*What part of the story is this? (introduction)*

*To whom do you think Kami is talking? To a friend? Or is she thinking out loud to herself?*

- Page 4: Discuss the superlative of fancy; chart spelling changes from -y to -iest and other forms of superlatives—good/best; carefully/most carefully.
- Draw students' attention to how the author and the illustrator bring the audience of classmates into the story.

*Pages 5 to 8: How do you think the children feel? What words are telling you that?*

*Page 9: The use of "then" here not only indicates sequence of time but also prepares us to expect that Michael is going to do something special. Let's read on.*

*Page 11: How do you think Michael feels about choosing Ella? How does Ella feel about being chosen? How do you think the children watching feel?*

- Pages 4 to 13: Draw students' attention to and chart the numerous action verbs with both -ed and -ing endings.

*The illustrations start the picture of the walks, but the words let us finish the different walks in our imagination. What words are telling us about what each person did? What sort of words are these? Pages 14 and 15: Now let's read pages 14 and 15. These pages have quiet pictures and words. How do you think Michael and Ella are feeling now? And their classmates? (proud; feeling happy or good about yourself or someone else) What part of the story is this? (conclusion)*

- Discuss the nonfiction note on page 16; read *Jump the Broom* by the same author from the **Books for Young Learners** collection

### FOLLOWING THE READING

and discuss African-American customs.

- Children can discuss their own family traditions, a walk they would have done at the fair, or a game they would like to share with classmates.
- Recall songs with action verbs that create a picture in the imagination or instruct the listener to perform actions, such as square dance songs, "Heads, Shoulders, Knees, and Toes," or "Hokey Pokey."
- In the same genre or a different one, using descriptive words and action verbs, students could write a brief action piece about a sport, a game, a song, a dance, or a cakewalk.

# Book Notes

## Cakewalk / El juego de pastel (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading																															
<b>FINISH THIS THOUGHT</b>	<i>I learned that a cakewalk is a . . . that came from . . . This story makes me think of . . .</i>																														
<b>USE YOUR MEMORY</b>	<i>Describe Kami's cakewalk. Describe James' cakewalk. Describe Honey's cakewalk. Describe Michael's cakewalk. Describe Michael and Ella's cakewalk. Go back and check to see if you were right about each one.</i>																														
<b>WHAT'S YOUR OPINION?</b>	<i>Why do you think people like this game? Would you play it? Why or why not? Why do you think the author wrote this book? Would you recommend that your friends read it? Why or why not?</i>																														
<b>BE CREATIVE</b>	<i>Write a review of this book so that others will know what it's about before they read it. Here are some questions to help you with your review:</i> <ul style="list-style-type: none"> <li>➤ <i>What is this book about?</i></li> <li>➤ <i>Who should read it?</i></li> <li>➤ <i>If you were going to rate it, how many stars would you give it if 5 stars was the best rating a book could get?</i></li> <li>➤ <i>What will people learn by reading the information on page 16?</i></li> </ul>																														
<b>VOCABULARY AGENT</b>	<i>Take off the 'ed' and 'ing' on the end of the words below. Write the new word you make. Be sure to check the spelling. Some words change their spellings when endings are added and taken off.</i> <p><b>WORDS</b></p> <table style="width: 100%; border: none;"> <tr> <td><i>*played</i></td> <td><i>*paraded</i></td> <td><i>*grabbed</i></td> </tr> <tr> <td><i>*used</i></td> <td><i>*spinning</i></td> <td><i>*passed</i></td> </tr> <tr> <td><i>*announced</i></td> <td><i>*clicking</i></td> <td><i>*cheered</i></td> </tr> <tr> <td><i>*called</i></td> <td><i>*snapping</i></td> <td><i>*shared</i></td> </tr> <tr> <td><i>*marched</i></td> <td><i>*leaping</i></td> <td></td> </tr> <tr> <td><i>*clapped</i></td> <td><i>*reached</i></td> <td></td> </tr> <tr> <td><i>*strutted</i></td> <td><i>*wanted</i></td> <td></td> </tr> <tr> <td><i>*pointing</i></td> <td><i>*pulled</i></td> <td></td> </tr> <tr> <td><i>*walking</i></td> <td><i>*locked</i></td> <td></td> </tr> <tr> <td><i>*having</i></td> <td><i>*pranced</i></td> <td></td> </tr> </table>	<i>*played</i>	<i>*paraded</i>	<i>*grabbed</i>	<i>*used</i>	<i>*spinning</i>	<i>*passed</i>	<i>*announced</i>	<i>*clicking</i>	<i>*cheered</i>	<i>*called</i>	<i>*snapping</i>	<i>*shared</i>	<i>*marched</i>	<i>*leaping</i>		<i>*clapped</i>	<i>*reached</i>		<i>*strutted</i>	<i>*wanted</i>		<i>*pointing</i>	<i>*pulled</i>		<i>*walking</i>	<i>*locked</i>		<i>*having</i>	<i>*pranced</i>	
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