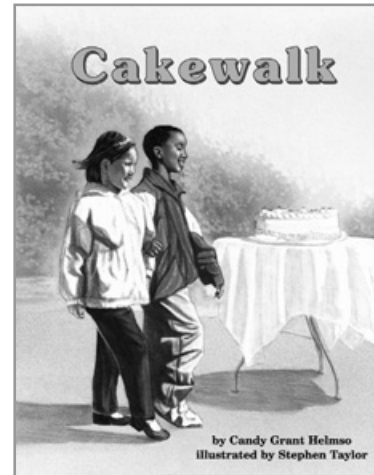


Cakewalk

Author Candy Grant Helms

Illustrator Stephen Taylor

16 pages ■ 252 words



Cakewalk

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| Em | Early | | | | Fluent | | | |
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| | S | | | | G | I | | |

S = Shared G = Guided I = Independent

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?*

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Cakewalk (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)

FOLLOWING THE READING

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