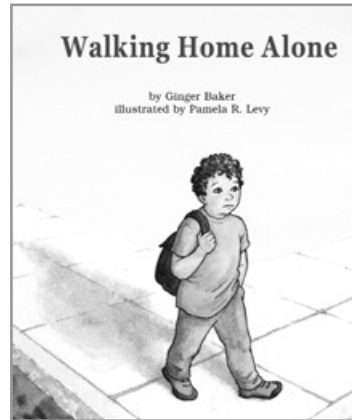


Walking Home Alone

Author Ginger Baker

Illustrator Pamela R. Levy

16 pages ■ 327 words



Walking Home Alone

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G		I			

S = Shared G = Guided I = Independent

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?

	Em	Early				Fluent			
	1	2	3	4	1	2	3	4	
	S		G		I				

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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?*

FOLLOWING THE READING

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