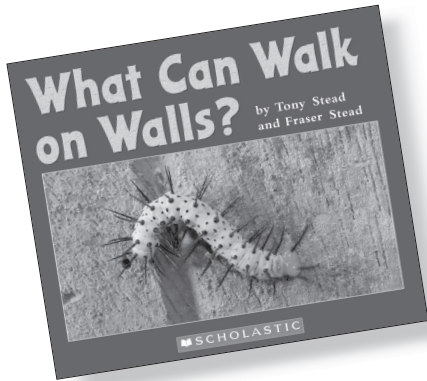


What Can Walk On Walls?

Written by Tony Stead and Fraser Stead



Text Type: Non-fiction: Description — Question and Answer
Guided Reading Level: D

Summary: Accompanied by photographs of living things, the text asks readers to decide whether each creature can or cannot walk on walls.

Word Count: 76
High-frequency Words:
a, can, no, on, we, yes

Text Features

Visual Literacy

- ▶ comparison chart

Text Supports

- ▶ repeated language patterns on pages 2, 3, and 5 and pages 4 and 6
- ▶ photographs are highly supportive of the text

Possible Text Challenges

- ▶ the language pattern change on page 7 from the impersonal *a* to the more personal *we*
- ▶ one line of text above the photo (i.e., the question), and another line of text below the photo (i.e., the answer) on pages 2 through 7
- ▶ the words *spider*, *caterpillar*, and *people*

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections: comparing

Working with Words

- ▶ using picture cues to determine the meaning of unfamiliar words
- ▶ word solving and building: using beginning sounds and letter clusters to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ track print while reading
- ▶ solve challenging words using strategies such as picture cues and beginning sounds
- ▶ make predictions
- ▶ infer information to make comparisons

Teaching Tip: When assessing students' learning make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Text features

Activating and Building Prior Knowledge

Show students the front cover of the book. Read the title and the author's name. Show the back cover and read the text.

Predicting

Invite students to brainstorm what living things they think will be in the book, and of those, which can walk on walls. Record their predictions on a chart divided into top and bottom halves (i.e., use the top half for things that can walk on walls, and leave the bottom half for things that cannot walk on walls). Use this chart later for comparison purposes. (The format matches that of the comparison chart on page 8 of the book.)

Word solving and building

Overcoming Text Challenges

Give each student a copy of the book. Read page 2 with them to establish the language pattern and text placement (i.e., above and below the photo).

Ask students to locate the word *yes*, and to say its beginning sound, then ask them to say the word they expect to see if a photo depicts a living thing that cannot walk on walls (*no*), and to note its beginning sound. Say, *Let's check that out on page 7. We'll read this together. It says "Can you walk on walls?"* (pausing for the students to read *no*). *"No. You cannot walk on walls."*

Take a photo walk across pages 2 through 7, inviting students to identify the living things. This will generate some of the vocabulary that could pose word recognition difficulties (e.g., *spider* and *caterpillar*).

ESL Note:

Ensure students understand the concept of walking on walls and that they make the connection between *yes/can* and *no/cannot*. Use pictures of different creatures and craft sticks to make stick puppets and demonstrate each walking on a wall as students chime "yes, can" or "no, cannot" to each possibility. Take the opportunity to ensure students can name and pronounce the name of each living thing named in the text.

Predicting

Setting a Purpose

Ask students to think about their predictions then read the book to find out which living things can walk on walls. Remind students to check photo cues to support word recognition, and to reread words they are unsure of in the context of the whole sentence.



DURING READING

Observe and listen to students as they read the text and note whether they track print while reading. Provide prompts as needed. Note if the student is using initial letter sounds, letter clusters (e.g., *cat-er-pill-ar ... caterpillar*) and/or photo cues to aid word recognition, and offer positive reinforcement for effective strategy use, e.g., *I noticed that you looked at the photo and read tarantula for this word (pointing to spider) then you took a closer look at the beginning of the word and read sp... spider.*

Ask early finishers to reread the book independently or with a partner.



AFTER READING

Predicting

Invite students to talk about which living things can walk on walls, and then which ones cannot. Refer to the predictions chart compiled at the beginning of the lesson, and ask students to place a check mark next to recorded predictions that match the text. Ask them to identify the living things in the book that cannot walk on walls, and write those items on the bottom half of the chart. Talk about unchecked predictions and make decisions about whether, having read the book, any changes are needed. Ask for additional suggestions for the bottom section of the chart.

Making connections: comparing

Have students turn to page 8 and ask them to compare this chart with the class chart, then to discuss in pairs the special “walking on walls” attributes of the fly, spider, and caterpillar. Invite them to share their thoughts with the rest of the group.

Word solving and building

Revisit any challenging words, and ask students what strategies they used to work these out.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students’ needs.

Making connections: comparing

Contrasting

Ask students to draw a picture of one of the prediction chart’s living things that can walk on walls and themselves on a blank sheet of paper. Ask them to label their drawings, and to write about them following the format: “A _____ can walk on walls because... I cannot walk on walls because...” On completion, invite students to discuss their illustrated and written ideas with the group.

Inferring

Animal Sort

Provide students with copies of the BLM. Ask them to cut out each animal picture, decide whether it can or cannot walk on walls, and then glue it in the appropriate column on the chart.

High-frequency words

Word Building

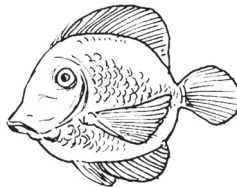
Ask students to build a selection of the book’s high-frequency or possible challenge words (e.g., *spider*, *caterpillar*, and *people*) using magnetic, plastic, or card letters. They can refer to the text and Word Wall for support or verification as needed.

Animal Sort

Name: _____

We can walk on walls

We cannot walk on walls



Mouse

Fish

Ladybug



Ant

Dog

Butterfly

