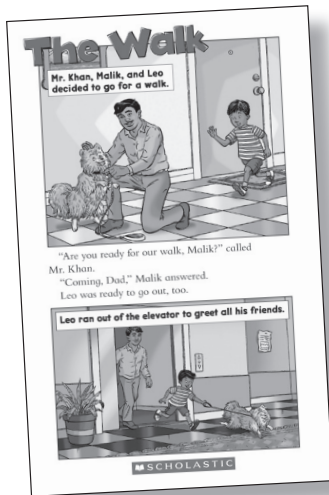


The Walk



Word Count: 232

Text Type: Fiction: Narrative — Comic

Guided Reading Level: H

Summary: Malik, his father, and his dog, Leo, are joined by Charlie and his dog, Poncho, on a walk to visit Malik's grandfather at his seniors' home. Many people greet Leo along the way.

Text Supports

- ▶ illustrations support the text
- ▶ captions

Possible Text Challenges

- ▶ comic strip format
- ▶ speech balloons
- ▶ some events and characters must be inferred from dialogue
- ▶ some long sentences with complex structures
- ▶ quotation marks

Reading Strategies

Comprehension

- ▶ evaluating

Working with Words

- ▶ using known words to support word recognition
- ▶ reading words with simple inflected endings ('ing,'ed')
- ▶ identifying contractions and high-frequency words
- ▶ identifying other words for 'said'
- ▶ tracking print from left to right and top to bottom

Assessment Opportunities

Note each student's ability to:

- ▶ form opinions and evaluate to gain meaning from text
- ▶ navigate the comic format
- ▶ identify contractions, high-frequency words, and other words for 'said'
- ▶ track print

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade One Reading Guide.



BEFORE READING

Predicting/infering

Activating and Building Background Knowledge

- ▶ Using your copy of the comic, show students the first two panels and read the title. Ask students what they can tell about this walk from the illustrations.

Who is going on the walk? What can you tell about where they live? Does it look like the building is in the country or city? Where might they go on their walk? How do the people and the dog feel about going on a walk? How can you tell?

ELL Note:

Ask students to raise their hands if they have a dog. Ask ELLs if they had a dog in their native country. Ask them about the dog's name, size, and colour. Discuss with the class the importance of taking dogs for a walk.

Visual literacy

Discussing Supports and Challenges

- ▶ Tell students that the author and illustrator decided to tell this story in a comic. Ask students if they notice any similarities and/or differences between comics they have seen and *The Walk*. Identify the parts in a comic including illustrations, captions, text, and speech balloons and explain that all of these parts will help them to understand the story.

Sometimes it helps to go back and look at the illustration to make sure you understand what you are reading.

- ▶ Hand out copies of the comic to each student.

Analyzing

- ▶ Read the caption in the first panel and ask students to point to the character names and say them along with you. Locate each character in the illustration. You may wish to ask students to read the text under the illustration to confirm the identities of Malik and Leo. Tell students they will meet two more characters, Charlie and Poncho, when they read the comic.

Mr. Khan, Malik, and Leo will meet many friends along the way and you will need to use the text and illustrations to help you find all the characters.

Print concepts

- ▶ Ask students to locate the first set of quotation marks and discuss why authors use them.

How do you know who is speaking? What words help you identify the speaker?

Setting a Purpose

Evaluating

- ▶ Focus the readers on the comprehension purpose.

What was special about the walk?

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Inferring
Predicting
Self-monitoring

Word solving and building

Predicting

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with navigating the comic's features, word solving, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them to problem solve. Possible prompts:
 - Why do you think everyone is saying hello to Leo?
 - Where do you think they're going? What makes you say that?
 - I noticed you read the word 'baker' and then found the baker in the illustration. Good checking!
 - Can you find the word 'wait' in this word ... so what would the word be?
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss where Mr. Khan, Malik, and Leo might go next after visiting Grandpa Khan.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Evaluating

Inferring

Inferring
Predicting

Evaluating
Self-monitoring

- ▶ Revisit the purpose for reading: What was special about the walk?
- ▶ Confirm students' understanding of the destination by discussing the final illustration.
- ▶ Extend comprehension by offering prompts to initiate discussion:
 - What can you tell about Leo from this comic?
 - When you were reading the bottom panel on page 3, who did you think the 'old friend' might be?
 - Can you think of another title that might work for this comic?
- ▶ Comment on any effective reading strategies you observed.

What made this walk so special for everyone? Why do you think this? Let's think about how all the characters feel— Mr. Khan, the boys, the dogs, and the seniors.

Where did they go on their walk? Who were they visiting? What clues in the illustration help you figure out where they are?

I noticed that Hannah stopped reading when she reached the word 'stopping' and then recognized the smaller word 'stop.' She used a smaller word to help her read.

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-Up

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

Dramatize an Action

- ▶ Have students work in twos or threes to dramatize one of the panels depicted in the comic, e.g., Malik walking Leo.

Write an Ending

- ▶ Discuss with students what might happen next. For example, you might ask, "What might the dogs do at the seniors' home? What do you think the boys and Mr. Khan will do with Grandpa Khan?" Then have students add a panel (illustration with captions and/or speech balloons) and one or two sentences to extend the story.

Word Building

- ▶ Provide students with plastic or card letters and ask them to rebuild some of the high-frequency words from the comic. Ask them to use as many words as possible to build a sentence. For example, "I have a friend."

Words for 'Said'

- ▶ Students can search the text for alternate words for 'said' (e.g., *called*, *answered*).

- ▶ Prepare pairs of word cards for the contractions found in the text (we're/we are, let's/let us, he's/he is, it's/it is). Students can match the pairs and then locate the contractions in the text.

Word Endings

- ▶ Provide students with a few simple root words such as 'come,' 'call,' 'stop,' 'wait,' 'pull,' 'want,' and 'show.' Ask students to add 'ed' and/or 'ing' endings to each of the words. Confirm spelling by locating the words in the text.

High-Frequency words/word solving and building

Word solving and building