

# I Walk to School

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide

### Vocabulary

**High-frequency Words:** I, to

**Content Words:** school, walk, squawk, ride, glide, scoot, shoot, boom

### Phonemic Awareness

Recognise and produce words that have the same sound: /t/

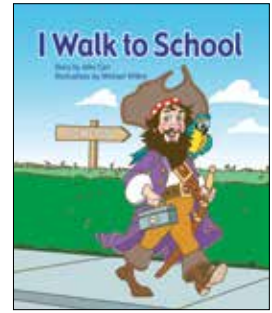
### Phonics

**Letters and Sounds:** t

**Words to Blend and Segment:** at, cat, sat, tan, tap

### Fluency

Students practise re-reading the book on their own and then orally to the teacher.



There are many interesting ways of getting to school.

## Before Reading

- Read the title. Ask students how they usually go to school? Discuss different fun ways of getting to school.
- Together look at the cover of *I Walk to School*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Who is going to school? Look at the title page illustration. Compare with the cover. Ask: Is this how you go to school? What do you think might happen in the story?
- Talk/walk through the pictures. Ask: What is happening on each page? How does the person go to school? Before turning to page 16, have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what students think is happening in the picture. Read the words together *I walk to school*. Follow this pattern for each page, discussing the picture and reading the words together. Students read page 16 to see if their prediction was correct.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the humorous ending. Do students think this could really happen? Is this a fiction or nonfiction book? How do they know? How would they like to go to school? Notice the exclamation mark. How would they read *Boom!*?
- Have students retell the story in order using the illustrations as a guide. What happened first? Next? And so on. How did the story end?
- Find the words that rhyme – *walk/squawk, ride/glide, scoot/shoot*.

## **Phonemic Awareness**

- Recognise and produce words that have the same sound: /t/ Emphasise the /t/ sound as you say *tan, tap, top*. Students listen and repeat. Together think of more words. e.g. *tick, toss, tar*.

## **Phonics**

- Discuss the name and sound of the letter t. Write cvc words *at, cat, sat, tan* and *tap* on the board to practise blending and segmenting the sounds together as a group, e.g. Students listen to and repeat the sounds in *tan /t/ /a/ /n/*. They say them separately, then blend together slowly.
- Illustrate using alphabet letters *t, a, n*, touching them as the sounds are made for the word *tan*.

## **Word Study**

- Talk about the words *I* and *to*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *to* and *I* on each page.
- On a piece of paper, students draw a picture from the story. They write the words *I \_\_\_\_\_ to school*. They find the missing word in the story and read their sentence to a partner.

## **Fluency**

- Students practise rereading the book on their own and then orally to you. They emphasise the rhyming words. e.g. *I ride to school, I glide to school*.
- They take turns to read the story to a partner.

## **Writing**

- Students write a new story using the same pattern *I \_\_\_\_\_ to school*. They think of a new way to go to school. e.g. *I hop/skip/jump/train/bus to school*. They write their story and illustrate it.
- Have students make a time line and label the pictures to use for a retelling of the story.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.