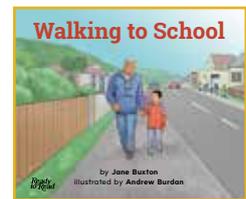


# Walking to School

by Jane Buxton  
illustrated by Andrew Burdan

This text is levelled at Yellow 2.



## Overview

Grandad is staying at Dylan's house and decides to walk to school with him. Dylan tries to hurry Grandad so he won't be late, but Grandad wants to stop and take photos. When they get to school, Grandad realises he doesn't know the way back home. Dylan comes to the rescue with a clever solution.

*Walking to School* supports the development of a self-extending reading processing system, requiring students to "search for and use interrelated sources of information" and use "a range of word-solving strategies and comprehension strategies to make or confirm meaning" (*The Literacy Learning Progressions*, page 11). This text provides opportunities for students to form and test hypotheses and make inferences.

There is an audio version of the text as an MP3 file at [readytoread.tki.org.nz](http://readytoread.tki.org.nz)

## Cross-curriculum links

Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people.

## Related texts

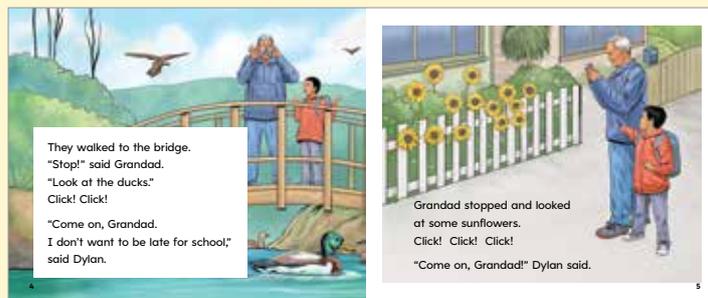
- Texts that feature grandparents: "Nanny" (poem card); *Earmuffs* (Red 3); *Talking to Nanny* (Yellow 1)
- Texts that feature children solving problems: *Lost* (shared); *Earmuffs* (Red 3); *A Bird in the Classroom* (Yellow 2);

## Text characteristics

The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but are in simpler forms. These characteristics are shown in boxes with a solid outline. Other boxes show additional characteristics.

The familiar context and settings

Most content explicitly stated but also some implicit content that provides opportunities for students to make simple inferences (for example, Dylan's responses to Grandad stopping for photos) and to form and test hypotheses



A range of punctuation, including speech marks, commas, and exclamation marks to support phrasing and meaning

Sentences that run over more than one line but do not split phrases

Illustrations that support and extend the meaning

The inclusion of contractions ("don't" and "I'll") on pages 4, 6, and 7, well supported by the context and sentence structure

Dialogue between easily identified speakers

A strong framework of high-frequency words, including repeated use of the pronouns "he", "They", and "you"

Interest words (for example, "bridge", "camera", "Click", "ducks", "photos", "school", "sunflowers") and common verbs that appear in more than one form ("look", "looked", "Stop!", "stopped", "take", "took"; "walk", "walked") that are likely to be in the reader's oral vocabulary and are strongly supported by the context, sentence structure, and the illustrations that require students to attend to inflections and draw on their knowledge of spoken language

Reading standard: After one year at school

The Literacy Learning Progressions

## Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what happens when Grandad walks to school with Dylan.

## Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their prior knowledge and the information in the story to form and test hypotheses and make inferences
- identify (summarise) the main events
- make meaning by drawing on more than one source of information, for example, using sentence structure and context to supplement information gained from partial decoding attempts
- notice some errors in their reading and take action to self-correct.

## Introducing the story

Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and provides appropriate support for a successful first reading. As part of the discussion, draw out or feed in new vocabulary and language structures that you think will need support.

- Use the title and the illustration on the front cover to generate a discussion about walking to school. *How do you get to school? Who do you come with? What things do you see on the way?*
- Share the reading purpose.
- Tell the students the names of the characters. Turn to the title page and encourage the students to speculate on the connection between the camera and walking to school: *Why do you think Grandad has his camera?* Expect them to predict Grandad will take some photos while they are walking to school.
- Make connections to the students’ experiences of taking photographs with digital devices, including cameras. If necessary, explain that most devices store the photographs that have been taken. You could show students an example of this on a school camera or tablet or on your phone.

- To provide support for English language learners, preview key nouns and verbs. Ensure students hear, say, and read the words. Illustrate their meanings using pictures, mime, and example sentences. For example, give students the following verbs and phrases written on coloured paper.

- on yellow paper: “walk”, “walked”, “look”, “looked”, “crossed”, “went”
- on green paper: “to school”, “down the road”, “past an old dog”, “to the bridge”, “at the ducks”, “at some sunflowers”, “the road”, “into the school”.

Have the students listen to pages 1–6 while you read, pausing after each page, and ask them to match items from each group, for example, “walk” (yellow), “to school” (green). Have the students listen twice and discuss the answers with you and/or a partner. Then have them listen again and put the phrases in order (if they haven’t already). Have them check their answers as you browse the book together.

- Browse through the illustrations together (stopping before page 8) and briefly discuss what is happening. Rephrase the students’ responses or use prompts to draw out (or feed in) new language structures and vocabulary that may need to be supported, for example:
  - on page 2, to support “staying” and to introduce the idea that Grandad hasn’t walked to Dylan’s school before, you could ask: *Why is Grandad at Dylan’s house?*
  - on page 3, to support “Click!”, ask (or tell) what sound a camera makes when it takes a photo.
- On pages 4 and 5, draw the students’ attention to Dylan’s gestures and ask them to predict what he’s trying to do and why. You could have a brief discussion of the students’ experiences of being late for school. Expect them to infer from the page 6 illustration that Dylan makes it to school on time!
- Tell the students Grandad has a problem and encourage them to predict what it might be. You could model your thinking. *I wonder if Grandad has walked to Dylan’s school before.*
- Remind the students of the reading purpose. Point out they have already found part of the answer and remind them of their predictions.

## Monitoring the reading

- Observe closely as the students read the text to themselves, intervening only if a student needs help. Note their ability to use print information, (in particular, initial letters and inflected endings), and their attention to punctuation when reading

dialogue. Look for any instances of self-monitoring, cross-checking, and self-correction.

- Enjoy the students’ responses to Dylan’s idea on page 8.
- As students finish reading, they can quietly reread the story until everyone has finished.
- If a student makes an error without noticing a problem, wait until the end of the sentence or the page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it.
- Use prompts to encourage self-correction. For example: *Are you sure?; Were you right?; Try that again ... and think about what would make sense.; Think about what would sound right and look right.; Look at the beginning of the word.; Read the sentence again.*
- Remember to base your prompts on what you know about the students’ prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective. You could ask the students to refer back to their vocabulary list and matching exercise.
- Reinforce the students’ attempts to problem-solve, whether they are successful or not. For example: *You noticed something was wrong, and you went back to try again. That was good. Or: You are checking on your reading and fixing it ... good thinking.*
- Other prompts could include:

Text	Student reads	Teacher prompt
Dylan and Grandad walked down the road.	Dylan and Grandad <b>went</b> down the road.	At the end of the page, say: <i>You read ... Have another look at that word (“walked”). Does it look like “went”? Read the sentence again and think what would sound right and look right.</i>
Grandad stopped and looked at some sunflowers.	Grandad stopped and looked at some <b>flowers</b> .	Prompt the student to use more information. <i>Yes, they are flowers. Take another look at this word and show me the part that says “flowers”. The first part of this word tells you what kind of flowers they are. Try that again.</i>

“Goodbye, Grandad. I’ll see you after school.”	Goodbye, Grandad. (stops)	Direct the student’s attention to meaning and structure. <i>What else might Dylan say to Grandad?</i> You could also prompt them to use visual information. <i>What do you notice at the beginning of that word?</i>
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- For further suggestions to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

## Discussing the text

- Discuss the students’ responses to Dylan’s idea on page 8.
- Ask them to review their predictions. *Is this what you thought would happen? What was Grandad’s problem? How did it get solved?*
- Remind the students of the reading purpose and ask them to identify the events. Either now or in a subsequent session, practise the comprehension strategy of summarising by modelling or guiding them to create a simple oral summary as they reread each page. For example, *What are the main things happening on page 2? ... That’s right. Grandad decided to walk to school with Dylan. What happened on page 3? ... Yes, they started walking and Grandad stopped to take a photo of the dog. Construct a summary chart together as you reread each page.*

Page	What happened
2	Grandad wanted to walk to school with Dylan and take some photos.
3	They saw an old dog and Grandad took a photo.
4	They walked to the bridge and Grandad took a photo of the ducks.

- Prompt them to think critically. *Dylan also had a problem in this story. What did he say when Grandad kept stopping. Support the students to find and read the two examples on pages 4 and 5. What else happened on page 6 that showed that Dylan was worried about being late? Has anything like that ever happened to you?*

## After reading: practice and reinforcement

After-reading tasks should arise from your monitoring of the students’ needs during the lesson and should provide purposeful practice and reinforcement. Where possible, make links to other reading texts, including texts generated from language experience and shared

writing, texts from the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities), and texts from other curriculum areas.

**Select from and adapt** these suggestions, according to the needs of your students.

- Have the students reread the text aloud to a partner. Listen in, noting their ability to self-monitor and to use the punctuation and context to support phrasing and expression, particularly Dylan’s dialogue. You could practise rereading the dialogue together. You can use this time to note aspects that may need further attention. You could also do a quick running record with a student to provide more information on something you have noticed.
- The students can build their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with models of pronunciation, intonation, and expression. English language learners might benefit from listening in pairs and then reading the dialogue in pairs with appropriate phrasing and expression.
- Provide many opportunities for the students to enjoy reading other stories and poems with similar themes (see Related texts). This also helps to extend their comprehension.
- Reread page 8, then ask the students to describe where Grandad needs to go to get home. *Where will Grandad start? What will he need to look for?* Have the students write instructions for Grandad, using the vocabulary and illustrations to help. You could provide a format for the task. Model how to fill in the table. If necessary, point out that you don’t use the “ed” form of the verbs for instructions.

**Helping Grandad get back home**

	1. Walk back over the crossing.
	2. Look for ...
	3. Walk to ...
	4. Walk down ...
	5. Look for the house. You are ...

- Using the summary chart that was constructed earlier, the students could choose three or four events and draw or write about them in sequence.

- Have students draw or take three or four photos of what they see on the way to school, or you could arrange a “photo walk” for the group from the school to somewhere nearby. Have the students arrange the photographs in sequence and write about each one, using some of the language structures from the text. For example:  
 “Stop!”, said \_\_\_\_\_. “Look at the \_\_\_\_\_.”  
 I stopped and \_\_\_\_\_ (for example, ... looked at the flowers).
- You could use the direction words in this text to explore positional language. Start a chart and add the language from the text. Add more examples as you and the students discover them in other written and oral texts. Provide opportunities for students to use the language.

to	down	into		
school	the road	the school		
the bridge				

- Draw attention to the words with inflected endings. For example, ask the students to find and read a sentence with “Look” in it on page 4. Then, on page 5: *Can you read a sentence with “looked” on this page?* Write the words on the whiteboard. *What do you notice about these words?* Repeat the questioning for “Stop” and “stopped” on these pages. Show the children how they can apply their knowledge of “ed” verbs to their writing. Write the word “walk” on the whiteboard. *Show me how you can make “walk” into “walked”.* Now, *can you find this word in the story.*
- Reread page 4. Draw attention to Dylan’s use of the contraction “don’t”. Write the contraction and demonstrate how the apostrophe replaces a letter. Reread Dylan’s dialogue, replacing “don’t” with “do not”. Ask the students what sounds better. Repeat the activity with “I’ll” on page 6. Draw out the idea that writers use contractions to make conversation sound more natural.