

Creative Vocabulary Adventure: A Lesson Inspired by "I Went Walking"

Materials Needed:

- The book "I Went Walking" by Sue Williams
- Index cards or small pieces of paper
- Markers or crayons
- Several sheets of plain paper (5-7)
- A stapler or hole punch with string/yarn
- A small bag or basket (for the scavenger hunt)
- Optional: A camera or phone to take pictures

Lesson Details

Subject: English Language Arts / Creative Writing

Grade Level: 3rd Grade (adaptable for 2nd-4th)

1. Learning Objectives

By the end of this lesson, the student will be able to:

- Identify and define key vocabulary words from the story (e.g., *walking*, *saw*, *looking*, *following*) and apply them in new contexts.
- Use descriptive language (colors and nouns) to identify and label objects in their environment.
- Create a short, original story booklet that follows the repetitive pattern of "I Went Walking" but uses new characters and settings from their own experience.
- Verbally present their story, demonstrating an understanding of the vocabulary and story structure.

2. Instructional Strategies & Lesson Activities

Part 1: The Warm-Up Walk (10 minutes)

1. **Engage:** Begin by saying, "Let's go walking! But first, what are some things you think we might see?" Briefly brainstorm a few ideas.
2. **Explore:** Take a short walk around your home or yard. As you walk, use the key sentence pattern. For example: "I am walking... what do I see? I see a *fluffy pillow* looking at me." Encourage the student to do the same. This introduces the pattern and vocabulary in a physical, active way.

Part 2: Story Time & Vocabulary Focus (10 minutes)

1. **Read Aloud:** Read "I Went Walking" together. Read with expression and pause to enjoy the illustrations.
2. **Vocabulary Spotlight:** As you read, lay out pre-written index cards with the key vocabulary words: **Walking, Saw, Looking, Following**. When you encounter a word in the book, point to the card. Briefly discuss what each word means.
 - **Act it out!** Have the student act out each word. For example, march in place for "walking," use hands as binoculars for "saw/looking," and walk in a line behind you for "following."

Part 3: The Vocabulary Scavenger Hunt (15 minutes)

1. **The Mission:** Announce, "Now you are the explorer from the story! Your mission is to go walking around our house/yard and find new 'animals' (objects) to be in your very own story."
2. **Set Up:** Give the student the small bag or basket. Their goal is to find 5-6 interesting objects. They can either collect the physical objects (if small, like a toy car or a colorful block) or take a picture of them.
3. **Guided Discovery:** As they find objects, encourage them to use descriptive words. Instead of "a car," it's "a *shiny, blue car*." Instead of "a plant," it's "a *tall, green plant*." This reinforces the color + noun pattern from the book.

Part 4: Create Your Own "I Went Walking" Book (20-25 minutes)

1. **Plan the Story:** Lay out the collected items (or pictures). Help the student arrange them in the order they will appear in the story.
 2. **Create the Pages:**
 - Give the student the blank sheets of paper. Each sheet will be one page of the book.
 - On the first page, they will write the title (e.g., "I Went Walking") and their name as the author/illustrator.
 - For each subsequent page, they will draw one of the objects they found.
 - Underneath the drawing, help them write the text using the book's pattern. For example: "I went walking and what did I see? I saw a **shiny, blue car** looking at me."
 3. **The Grand Finale:** The last page should show the student being followed by all the objects they "saw," just like in the original book. The text could be: "I went walking and what did I see? I saw all my things following me!"
 4. **Assemble the Book:** Stack the pages in order and staple them or use a hole punch and yarn to bind them together.
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3. Closure and Assessment

Author's Chair (5 minutes):

- The student sits in a special "author's chair" and reads their newly created book aloud.
- **Assessment:** Listen for correct usage of the vocabulary (walking, saw, looking, following) and the story pattern. Observe their confidence in sharing their creative work. Ask a follow-up question, like "What was your favorite thing you saw on your walk today and why?"

4. Differentiation and Inclusivity

- **For Extra Support:**
 - Provide pre-written sentence starters on each page (e.g., "I went walking and what did I see? I saw a _____ looking at me.").
 - Focus on 3-4 objects instead of 5-6.
 - Act as the "scribe" and write the sentences the student dictates.
- **For an Extra Challenge:**
 - Encourage the student to use more complex verbs instead of "looking" (e.g., "peeking," "staring," "glancing").
 - Have them add a second descriptive word (adjective) to each object (e.g., "a *tiny, red Lego*").
 - Challenge them to write a sequel story about what happens after the objects follow them.