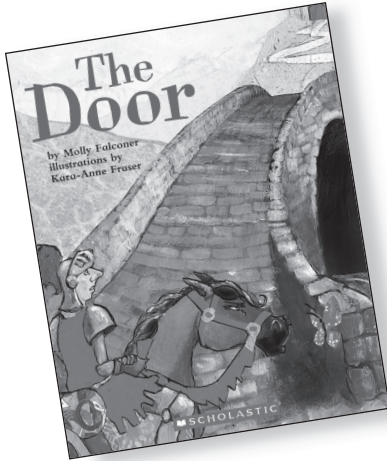


# The Door



Written by Molly Falconer

Illustrated by Kara-Anne Fraser

**Text Type:** Fiction: Narrative — Fantasy Story

**Guided Reading Level:** A

**Summary:** This book tells the story of a knight's journey by horseback to a castle door. A fold-out illustration leads the reader to discover what is behind the door.

**Word Count:** 24

**High-frequency Words:** a, I, see

## Text Features

### Visual Literacy

- ▶ fold-out illustration
- ▶ illustration on last page has no text

## Text Supports

- ▶ illustrations are highly supportive of the text
- ▶ repetitive language pattern
- ▶ consistent placement of text

## Possible Text Challenges

- ▶ no text on pages 8 and 9

## First Reading

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ evaluating

#### Working with Words

- ▶ using picture cues to support word solving
- ▶ using beginning sounds for word predictions

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions about characters and plot
- ▶ evaluate the ending
- ▶ check illustrations for cues to support word solving
- ▶ use beginning sounds to read unfamiliar words



## BEFORE READING

### Predicting

#### **Activating and Building Prior Knowledge**

Show students the front and back cover of the book. Read aloud the title of the book as well as the text on the back cover and ask students to predict what the story might be about. Encourage students to share their predictions with a partner and then ask selected students to share with the whole group. Record students' predictions on a board or chart paper.

#### **Overcoming Text Challenges**

Give each student a copy of the book. Guide them through a picture walk of the book. Model for students how to use the illustrations to solve the last word in each sentence. For example, *What can the knight see winding up into the hills? What is the horse trotting on? The word begins with an "r." That's right. He is trotting on a road. The sentence says "I see a road."* Reinforce the language pattern by saying the whole sentence each time.

### Word solving and building

#### **ESL Note:**

Introduce the challenging word *knight*. The meaning of the word should be discussed. Some ESL students may be unfamiliar with fairy tales and the behaviour of knights.

### Visual literacy

Ensure that students know how the fold-out illustration on page 7 works. Explain that it is a special text feature the author has used to make the story more interesting. Direct students' attention to the illustration and say, *You need to look closely at this illustration to understand the story because there are no words to read on this page. All the information is in the illustration.* Leave the last page for students to read on their own in order not to spoil the surprise ending.

### Predicting

#### **Setting a Purpose**

Tell students to think about what might be behind the door as they read the book.



## DURING READING

Ask students to begin reading the book independently. Observe and listen to students as they read the text, noting their use of print concepts and reading strategies. Provide prompts as needed, for example, *Can you use beginning sounds and the picture to help you solve that word?* Note students' successful use of the reading strategies and any difficulties they encounter.

#### **Teaching Tip:**

It is important to note your observations on each student's Behaviours and Strategies Record Sheets in the Reading Guide. These notes inform your teaching the next time you meet with the group or conference with an individual student and help you keep track of developing reading strategies.

If some students finish before the others have completed the reading, ask them to reread the text independently or with a partner.



## AFTER READING

### Predicting

Discuss the predictions students made as they read the story. Ask, *What did you think was behind the door? What clues in the story or the pictures led you to that conclusion? What was behind the door?* The illustrations in the text can be revisited to help support students' thinking.

### Visual literacy/infering

Some students might benefit from a discussion of the last page to ensure they understand the ending. Say, *The last page has no words on it and all the story clues are in the illustration.* Ask, *Why do you think the knight and the dragons had tea together? Do you think this was the first time they met? Why?*

### Evaluating

Discuss the ending with students. Ask, *How did the ending make you feel? What did the author do to make us feel/think one way and then another? Why do you think she used illustrations instead of words for the ending? What do you think of this technique? Why do you think the author called this book The Door?*

Point out positive reading strategies that you observed during the lesson. For example, *I saw you checking the pictures before you started reading. I saw you matching one-to-one as you read the words. That is what good readers do.*

### 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.

#### **My Ending**

Discuss with students possible alternative endings to the story. For example, *What might have happened if the knight met an unfriendly dragon behind the door? What might have happened if the knight met a princess behind the door?* Have students draw an alternative ending to *The Door* using the BLM. Encourage them to write a sentence about their ending.

#### **What Did They Say?**

Brainstorm with students possible conversations between the knight and the dragons as they sipped their tea. Record their ideas. Have students use these ideas to act out the last page from the story.

#### **Word Building**

Provide students with magnetic, plastic, or card letters and have them build words from the story. Encourage students to refer to the book. After building the words, ask them to write the words on paper or in their word books.

### Word solving and building



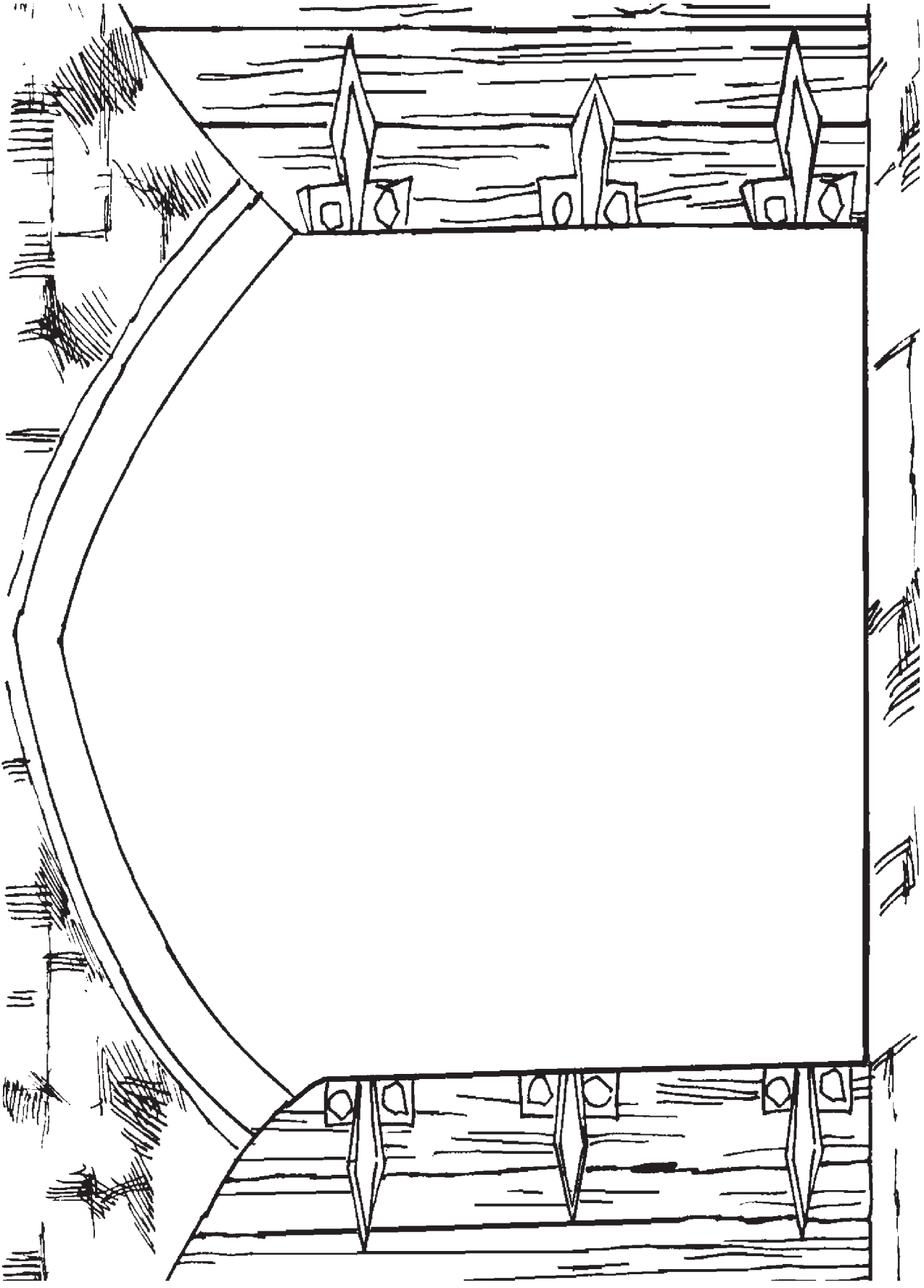
#### **Home Links**

Have students take home a reproducible version of this text. See [www.lpey.ca](http://www.lpey.ca).

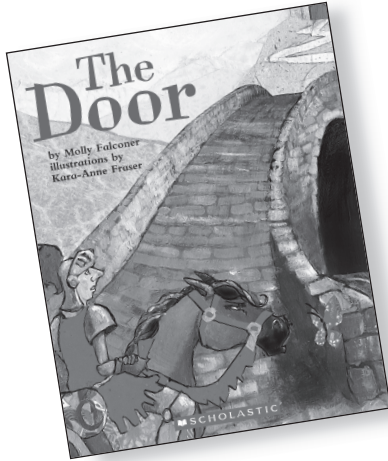
### Evaluating

# My Ending

Name: \_\_\_\_\_



# The Door



Written by Molly Falconer

Illustrated by Kara-Anne Fraser

**Text Type:** Fiction: Narrative — Fantasy Story

**Summary:** This special feature book tells the story of a knight's journey by horseback to a castle door. A fold-out illustration leads the reader to discover what is behind the door.

For more information on Small-Group Shared Reading, see the Reading Guide for grade one.

## Text Features

### Visual Literacy

- ▶ fold-out illustration
- ▶ illustration on last page has no text

### Print Concepts

- ▶ repetitive language pattern
- ▶ consistent placement of text

## First Reading

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ inferring

#### Working with Words

- ▶ attending to print
- ▶ using picture cues to support word solving

### Assessment Opportunities

Note each student's ability to:

- ▶ participate by joining in with the reading
- ▶ make predictions about the characters and plot
- ▶ make inferences
- ▶ attend to print
- ▶ check illustrations for cues to support word solving



## BEFORE READING

### Predicting

#### **Activating and Building Prior Knowledge**

Cover the title before you show the front cover to students. Have them carefully analyze the cover illustration and predict what the story might be about. Ask, *Who is pictured on the cover? Where do you think the knight is going? Why? What do you think might happen to him?* Encourage students to share their predictions with a partner and then ask selected students to share with the whole group.

Show the back cover to students. Read the text on the back cover, matching one-to-one. Ask, *What do you think might be behind the door?* Record students' predictions on the board or chart paper.

### Text features

Return to the front cover and have students predict the title. Reveal the first word in the title. If students know this word (*The*), let them say it as you frame it. If the word is unknown, frame and read the word to them. Reveal the first letter of the second word, with you or students saying the letter name. Ask, *What could this word be that starts with a capital "D"? What word would make sense in the title from what we already know about the story?* Say, *I think it could be door.* Reveal the rest of the word and read the complete title while matching one-to-one. Say, *Yes, door looks right and makes sense.* Tell students the names of the author and the illustrator.

### Teaching Tip:

Cardboard word windows of various sizes and sliding word frames are quick and easy to use for framing words and revealing a single letter or chunks of words to students.

### Predicting

#### **Setting a Purpose**

Say, *As we read this book let's think about what might be behind the door.*



## DURING READING

### Tracking print

Read the title again matching one-to-one. Turn to page 2 and say, *I am turning to the first page now.* Model matching and tracking the print. Say, *My finger is under the first word.* If students know the word say, *We know this word.* Have students tell you the word and then read the page.

### Building confidence

After reading "I see" on page 3, pause to encourage students to read/verbalize "a tree." Give positive reinforcement, and say, *Good thinking if you used the illustration to check that the word tree was right. Good readers always need to check the pictures. They help us work out the words.* Read aloud the remaining pages matching one-to-one, inviting students to join in for the repeated phrase "I see," and pausing to encourage students to complete each sentence.

### Visual literacy/infering

Pause after reading page 7. Ask, *Where do you think the knight is now? What do you think will happen next?* Open up page 7 to reveal the illustration showing what is behind the door. Say, *Look how this page works. It opens up to a double page.* Pause while students look at the illustration then say, *There are no words on this page because the author wants us to use the illustration to figure out what is happening in the story.* Discuss the details of the illustration with students. Ask, *What is behind the door? What are they doing? Why do you think one dragon is holding a kettle and the other is breathing fire on it? What do you think the knight is doing? How do you think he feels? Why?*



Say, *I wonder what is going to happen next. Let's read on. I am turning the page. There are no words on this page either. The author wants us to study the picture again to help us understand the story.* Discuss the details of this illustration. Ensure that the contrast between the two illustrations is noted. It may be necessary to flip back to the previous page again.

**ESL Note:** ESL students may need to be told that we would expect a knight to *slay* dragons (explain meaning) so that they can appreciate the surprise ending that creates the humour of this selection.



## AFTER READING

### Predicting/inferring

Direct students' attention to their list of predictions about the story. Ask, *What was behind the door? Were our guesses about what was behind the door right?* Praise students for their predictions and analysis of the illustrations. Say, *I think the author surprised us. What surprises did we discover?* (Look for students to mention the fold-out illustration; a fire-breathing dragon; a small dragon holding a kettle; the knight, the small dragon, and the big dragon sipping tea together.) Ask, *Why do you think the knight and the dragons had tea together? Do you think this was the first time they met? Why?*

### Evaluating

Discuss the ending with students. Ask, *How did the ending make you feel? What did the author do to make us feel one way and then another? Why do you think she used illustrations instead of words for the ending? What do you think of this technique? Why do you think the author called this book The Door?*

## Second and Further Readings

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

### Print Concepts, Book Handling, and Text Features

#### Print concepts

Give students opportunities to develop print concepts and to practice tracking print. Note students' ability to do one or more of the following:

- ▶ match one-to-one on a page
- ▶ track print left to right
- ▶ turn pages correctly
- ▶ use picture cues
- ▶ locate a particular word on the page, e.g., first word, last word, a high-frequency word

## Print concepts

Point out capitals at the beginning and periods at the end of sentences in the text. Discuss their function.

## Inferring

### Focusing on Comprehension

Have students look at the illustrations on pages 2–6. Say, *How does the knight look in each picture? What do you think the knight is thinking in each picture?* Encourage them to give details from the illustrations to support their thinking.

## High-frequency words

### Working with Words

Ask students to look for and frame the following high-frequency words in the text: *a, I, see*.

## Letter knowledge

Ask students to look for and/or predict the following initial consonants featured in the text: “d” (*door*), “s” (*see*), “r” (*road, river*), “t” (*tree*), “b” (*bridge*), and “w” (*wall*).



### Home Links

Have students take home a reproducible version of this text to read chorally with family members. See [www.lpey.ca](http://www.lpey.ca).

### Rereadings

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

### Focused Follow-up

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

## Inferring

### The Door

Fold pieces of construction paper to resemble pages 6 and 7 of the text and distribute one to each student. Discuss with students what other creature or person the knight might have encountered behind the door. Then have them draw a picture of the knight and the door on the outside flap and on the inside have them draw one of the creatures or people discussed. Encourage students to complete the following sentence frame under this picture: I see a \_\_\_\_\_. Students could draw another picture to show what happens between the knight and this other creature/person.

## Letter knowledge

### Word Puzzles

Select words from the text and give students clues about each one to see if they can guess which word you have in mind. For example, *The word I’m thinking of has four letters and it ends with a double “e” (tree). The word I’m thinking of has one consonant and two vowels (see).* Have students record their guesses after each clue.