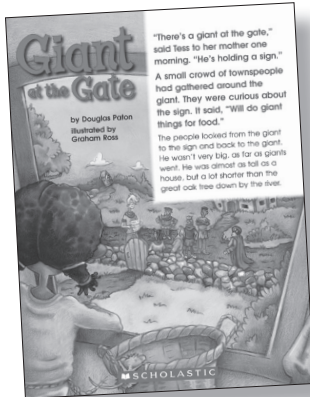


# Giant at the Gate



*Written by Douglas Paton*

*Illustrated by Graham Ross*

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

**Guided Reading Level:** I

**Summary:** This is a story about a giant who comes to town offering to work for food and the reactions of the townspeople to him.

**Word Count:** 364

## Text Supports

- ▶ illustrations support text
- ▶ first two paragraphs highlighted in red

## Possible Text Challenges

- ▶ inferred answers to dialogue statements
- ▶ multiple characters
- ▶ ellipsis and quotation marks
- ▶ difficult vocabulary, e.g., *giant, sign, crowd, townspeople, gathered, curious, install, square, barbecue, Cedric, whispered, clipboard, afraid, payment, reach, sneak, secretly, heights, excellent, beautiful, Mayor, Reeves, enough, cranky, worried, heavy, wheel*

## Reading Strategies

### Comprehension

- ▶ evaluating

### Working with Words

- ▶ using picture cues and word parts to support word solving
- ▶ identifying contractions and compound words
- ▶ recognizing high-frequency words

## Assessment Opportunities

Note each student's ability to:

- ▶ form an opinion and evaluate to gain meaning from text
- ▶ use picture cues and word parts to help in reading unfamiliar words
- ▶ identify contractions and compound words
- ▶ understand plot from multiple character involvement
- ▶ recognize high-frequency words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade One Reading Guide.



# BEFORE READING

Making connections/  
predicting

## Activating and Building Background Knowledge

- ▶ Provide students with the magazine story and read the author's and illustrator's names. Read the first two paragraphs together and discuss.

*Which character is the giant? What do you think will happen?*

### ELL Note:

Show pictures of giants from other storybooks. With the class, describe each giant's appearance. Talk about whether giants are real or make believe, good or bad. Ask ELLs if they have ever seen a giant in any children's stories from their home country.

Word solving and building

## Discussing Supports and Challenges

- ▶ Discuss how students can use their knowledge of word parts and high-frequency words when reading compound words.

*In this story you will find many words that we know. We can also use word parts to help solve unknown words. Look at the word beginning with 'm.' We know 'other' so we can read 'mother.'*

Word solving and building

- ▶ Have students look at the first word of the story (There's). Explain that this contraction is made from two words with a letter missing.

*You will find many contractions in this story. One example is 'there's.' What two words are put together to make 'there's?' When do we use a contraction? You will find several contractions as you read the story.*

- ▶ Have students turn to the last line on the third page and discuss the ellipsis.

*What do the three dots mean? Why do we use them? What are they called? Think about why the author used it in this place in the story.*

- ▶ Discuss difficult words/names that occur in the story and encourage students to use their background knowledge, picture cues, and known word parts to help read unknown words.

*What do we call someone who is the elected leader of our town or city? You will find the word 'mayor' in the story and the mayor's name is Reeves. Look for smaller known words in any unfamiliar words.*

Text features

- ▶ Direct students' attention to the first paragraph and have students find the spoken words. Explain that when authors want to show someone's exact words, they put the words in quotation marks.

*Look at the first paragraph. Who is speaking? Who is being spoken to? How do you know?*

Evaluating

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*As you are reading, think about how the people might feel about having a giant at the gate. Do their opinions change throughout the story?*

**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](http://www.lpey.ca).



## DURING READING

Analyzing

Evaluating

Evaluating/infering

Making connections/  
predicting

- ▶ Ask each student to read the story, keeping in mind the purpose for reading.
  - ▶ Observe and listen to students as they read quietly, assisting them with word solving, interpreting illustrations or dialogue, and vocabulary as needed. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
    - What do you see in this picture?
    - What did the miller need?
    - Who needed the help of the giant first? What was the giant needed for? Why?
    - What payment did Tess give the giant?
  - When Mr. Johnson said that the giant was not big enough to fight dragons, what did you think?
  - Do you think Tess' reason to get the giant to pick the apples was a good one? Why?
  - Do you think that the giant was paid well for the things he did? Why or why not?
  - What change happened after Tess had the giant do work? Why did people change?
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss what other tasks the townspeople might want the giant to do.
  - ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

Evaluating/infering

- ▶ Revisit the purpose for reading: How do you think the people felt about having a giant at the gate? Did their opinion change?

*How did the people feel about having a giant at their gate? Did their opinions change throughout the story? Why do you think they changed?*

## Evaluating/making connections

## Inferring

## Predicting Synthesizing

## Self-monitoring

- ▶ Extend comprehension by offering prompts to initiate discussion:
  - Which job was the hardest for the giant to do? Why?
  - What surprised you about the giant?
  - What was so important about Tess's reaction to the giant?
  - Why do you think the townspeople changed their minds?
  - How did the author get us to understand about the giant when he did not have the giant speak until the end?
  - What seems out of place in the last two illustrations given the time this story took place?
  - Why were the townspeople reluctant to have the giant do anything at first?
  - Why do you think the illustrator chose the figure on the fountain that he did in the last illustration?
  - What other tasks do you think that the townspeople will have for the giant?
  - What have you learned from the story?

- ▶ Comment on any effective reading strategies you observed.

*As Tanya was reading, she stopped at Mr. Johnson's name and said, "I see two little words in his name, 'John' and 'son' and she put them together to read 'Johnson.'"*

## 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.

### **Discussion**

- ▶ Invite students to discuss the way the giant was treated by the townspeople.

### **Write a Conversation**

- ▶ Invite students to decide upon another task that the giant could do, write the conversation using quotation marks, and draw an illustration showing the giant doing the task. Students can share their conversations with a partner.

### **Draw the Miller's Task for the Giant**

- ▶ Have students illustrate a task that the giant and the miller did in the story and then write a caption for it.

### **Word Building**

- ▶ Have students look through the text finding the contractions. Record the contractions in a list and beside each one, write the two words used to form the contraction. Have students read the text substituting the two words where the contractions occur.
- ▶ Have partners find the compound words in the story (e.g., 'townspeople,' 'anything,' 'backyard,' 'something,' 'afternoon,' 'everyone,' 'clipboard'). They can write sentences for three of the words and exchange with another partner pair for reading and checking.

## Evaluating/making connections

## Word solving and building