

Chapter 1



*Teacher's Guide Format was designed by the Newspapers in Education at the Hamilton Spectator

Before Reading

1. Looking at the title of the serial story and the picture, predict what you think this text is going to be about. Share your insights with a think/pair/share partner. It is important that you justify your prediction with supporting evidence to validate your thinking. For example, was it the words in the title, details in the picture, or something from your background knowledge? Based on the reasoning provided, determine with your think/pair/share partners if your predictions are reasonable.

2. As a class, brainstorm characteristics of non-fiction and fiction writing. Create two separate class anchor charts one listing the characteristics of non-fiction writing and the other listing the characteristics of fiction writing. *Refer to BLM's 5 & 6

3. Word Wall - A vocabulary list will be provided for every chapter of this novel. You can create a display space of this vocabulary and their definitions. You can also add to the list by adding other words from the chapter that are not overly familiar to you. Start your Word Wall today by posting definitions for this chapter's vocabulary. *Refer to BLM 7

Vocabulary

Gr. 3-4: sweat, common, supervising, scamper, massive, ordinary, selfish, Lynx, foodchain

Gr. 5-8: unstructured, venturing, condescending, impress, egocentric, torment

After Reading

4. What is a 'narrator'? Who is the narrator of, 'The Giant Inside'? What is the difference between first person and third person narration? What is the point-of-view?

Give two examples of quotations that allow you to determine if this is a first person perspective or from a third person perspective. *Refer to BLM 23

5. So, what is happening here? Why is Alex looking at the clock on the wall?

6. What did the author mean by "...the teacher's judging and condescending eyes."?

7. By listening to Rudy Jerqson, what did Alex do to Henry? When describing Damian Dermite, what did the author mean by, "He was like a lion, hunting a herd of wild caribou."?
What literary writing strategy is this?

8. Good readers work to make connections from the text to their own personal experiences, called text-self connections. Share about a time where you felt like Alex does in the opening chapter. Challenge yourself to use a direct quotation from the text as your evidence to support your response.
*Refer to BLM 8

9. What is bullying? Is there any evidence of bullying in the first chapter? Is Alex a likeable person at this point? What about Henry? What about Rudy? What characters stand out in the first chapter? Why?

10. A summary is a re-cap of the main events of a text. It is helpful for readers to summarize in order to better understand the text. As a small group, discuss what makes a good summary. Brainstorm as many ideas as you can on chart paper.

Chart papers should be posted on the front board and students can identify repeated ideas as to what are the most common factors for a good summary. As a class, develop a co-created success criteria of 5 items that will be focused on when writing summaries during this unit.

Critical Challenges

11a. Re-read the chapter using two colors of highlighters. With one color of highlighter, highlight the parts of the text you consider to be most important. With the other color of highlighter, highlight a handful of parts of the text that you think are more interesting, or pretty cool, little tid-bits of information. When you are done, use the Important/Interesting chart to sort out the main events that you highlighted. Aim to have no more than 4-5 dot jot notes in each column. In addition, identify the author's message of Chapter 1, which is the main point the author is trying to get across to the audience. *Refer to BLM 9

11b. Using the facts from the 'Important' column in the 'Important/Interesting' chart write a brief summary about what happened in Chapter 1. Be sure to include the author's message as well as to follow the success criteria created as a class.

12. Imagine that Alex had an Instagram account. What would his Userprofile name be? Using BLM 10, create an Instagram post that would capture his experiences in Chapter 1. In your comment for the 'photo' include as many hashtags (#) as would connect best. Leave space at the bottom of the page for other users to comment on the posting.

All Instagram 'posts' should be placed on the centre of your desk. When your teacher instructs you, you will circulate throughout the room and checkout the other Instagram postings. Your task is to take on the role of another character in the story and leave a comment on 3-4 other student's work, that you believe your character would respond to Alex's photo with.

Instagram postings will be collected by your teacher and added to a classroom display area (e.g., bulletin board) to showcase your creative character analysis!

13a) The author chose to do a count-down at the end of Chapter 1. Do you think this was an effective cliff-hanger? What is a cliff-hanger?

12b) Based on the last few paragraphs in Chapter 1, what do you think will happen to Alex?

Tribes Activity

As a class you will complete a non-verbal 'On the line' representation to see how each classmate predicts the outcome of Alex. Knowing your predictions, organize yourself in one horizontal line across the classroom, communicating with your classmates without using any words. At the top of the line should be the person who 110% knows without any uncertainty that Alex is going to have a confrontation with the bully. At the other end of the line is the person who 110% certain Alex will manage to avoid the bully. If you think something completely different will happen to Alex, stand in the center of the line. Once the line has been formulated, each classmate has 30 seconds to explain verbally what their predictions are. Classmates may decide to change the order during the reflection.

Technology Connections - Whole Story

1. As a class, you may wish to start an online community to answer some of the above questions. The simplest way to begin is to use a program like Google Classroom. This is a free learning tool and is fully accessible online. Your teacher will set up a shared 'classroom' and you can use a 'Google' account to login and share your work. Your teacher can review your posts, work submissions, and uploaded assignments and can return it to you right online without any printing! There is even opportunity to collaborate with your peers online - in a live format. To get you started, you could watch the following instructional video on YouTube, https://www.youtube.com/watch?v=K26iyyQMp_g.

2. You may also be interested in using the awesome mobile app, Tellagami! Using this platform will allow you to create your own character, design a background, record your voice, text dialogue for your character to say, then share your Gami by text, email or even Twitter. Jump into the world of Tellagami and discover how you can have fun using this app to communicate your thinking, as seen in the following YouTube link, <http://www.youtube.com/user/tellagami>.

3. During the oral and shared reading, your teacher may invite you to an online Back Channel, which is accessible on your mobile devices called, Today's Meet. What better way to become enthralled in the text than texting your opinions, insights, and reflections to one another during the live reading. Conversations can later be used to spark critical thinking of text events allowing for deeper analysis of the story. Check out the awesome platform on YouTube at, <https://www.youtube.com/watch?v=Gkl8EgFEKvY>.

