

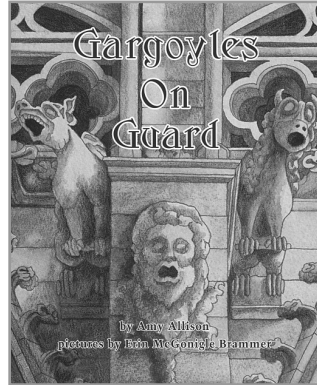
# Books for Young Learners Teacher Resource

## Book Notes



### Gargoyles on Guard

Author Amy Allison  
 Illustrator Erin McGonigle Brammer  
 16 pages ■ 269 words



**Gargoyles on Guard**

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
					S	G		I

S = Shared G = Guided I = Independent

#### SYNOPSIS

Descriptions of gargoyles and their uses on buildings.

#### WHAT THE BOOK OFFERS

- Nonfiction expository text, descriptive with little action
- Third person
- Tense changes back and forth between present and past
- Historical content
- Alliteration
- Complex sentence structures
- Probably some unfamiliar vocabulary
- Some definitions included in text
- Content probably unfamiliar
- Extra information on inside back cover
- Pronunciation guide
- Use of comma separating identical words repeated for emphasis

#### POSSIBLE SKILLS EMPHASIS

- Integrating cues to decode and comprehend unfamiliar vocabulary
- Coping with tense changes
- Adjusting reading pace to cope with unfamiliar content and structures while maintaining fluency
- Using punctuation to aid fluency and comprehension

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### Gargoyles on Guard (continued)

#### INTRODUCING THE BOOK

- It will be important for the students to have some understanding of gargoyles before beginning to read the book, so spend time introducing the book and the concept.

*The title contains a word that may be unfamiliar in both what it says and what it means. First of all, let's decode it. How many syllables does it have? Join those. How can we check that we have decoded it correctly? (Refer to the pronunciation guide on the inside front cover.) Now let's use the cover illustrations to work out the probable meaning for "gargoyles" in this book. What dominates the illustrations? Where do you think they are? Are they something added to buildings today? Where could we check our predictions? Where might the author or publisher give us extra information?*

*Now let's think about why the author included "on guard" in the title. How does that fit with what we now know about gargoyles?*

*What kind of feeling do gargoyles add to a building?*

*For some of us, this topic will be unfamiliar. How will that influence the way we read the book?*

#### FOCUS OF INSTRUCTION

*Page 3: What does this page tell you about the author's writing style?*

*What does this page tell you about the kind of information you might gather as you read on?*

*Page 4: What word could the author have used instead of "demons"?*

*Page 7: What do you notice about the words on either side of the second comma on this page? What do you think this comma says to you as the reader?*

*Page 11: What are some of the implications of this page?*

*Page 15: Look at the author's choice of words here. What does this page link back to?*

*Can you find an illustration in the book that matches each of the verbs on page 15?*

#### FOLLOWING THE READING

*How did the author's style and the content influence the way you read this?*

*What did you learn from the author that you might find helpful in your writing?*

*What new words did you learn as you read the book? Which of those might you use? How will you remember them?*