

Who Is at the Gate?

GOALS

Comprehension

Discuss the meaning of the question word *who* and the question mark.
Retell the story using pictures on each page as a guide.

Vocabulary

High-frequency Words: it, is, a, to, who, at, has, me, come, an, the
Content Words: gate, elephant, visit, kangaroo, baboon, crocodile

Phonemic Awareness

Recognise and produce words that begin with the same sound: /v/

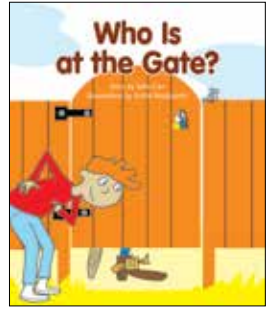
Phonics

Letters and Sounds: h

Words to Blend and Segment: van, vat, vet

Fluency

Model reading of the text with expression, noting the punctuation. Students repeat.



A boy wonders whose feet are behind his gate. Should he open it?

Before Reading

- Read the title. Discuss the meaning of the question word *Who* and the question mark. Then reread the title. Read the names of the author and illustrator to students. Define their roles.
- Help students to use the title and cover illustration to make predictions about the story. Ask: What is the setting? (Where is the story taking place?)
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the man doing? Whose feet are below the gate? Do they give you a clue to answer the question? What else gives you a clue? Look at the title page illustration. Here is the answer to the question, *Who is at the gate?* Who else is in the picture watching the action? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the question and the clues on each page before turning to the answers. On page 15 have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. On page 2 read the words together. What do you notice about the three pages you have just read? (They are all the same.)
- Have students look at page 4 and discuss what they see. Look for the word *elephant*. Then read the words together. Follow this pattern for each page up to page 14.
- Review the predictions for the ending made earlier, then turn the page to reveal the surprise ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a surprise ending?
- Reread the story together. Notice the little mouse on each page observing the action.
- Ask students to retell the story using the pictures on each page as a guide. Make a time line labelling the order of the story.
- Help students to retell the story from the mouse's point of view.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /v/. Emphasise /v/ as you say *visit, van, vet, vat*. Have students listen for the /v/ sound and repeat the words.
- They think of more words that start with /v/, e.g. vest, very, vine, vein, vast.

Phonics

- Discuss the name and sound of the letter v. Write cvc words *van, vet, vat* on the board to practise blending and segmenting the sounds together as a group.
- Students hear the sounds in *van* as you stretch them out, /v/ /a/ /n/. Say them separately, then blend together slowly, *van*.
- Illustrate using alphabet letters for *v, a, n*, touching or pointing to them as the sounds are made for the word *van*.

Word Study

- Talk about the words *it, come, has, at, who, an*. Print the flash cards from the inside front cover. Read them together. Ask students to locate these words on various pages.
- On a piece of paper, students draw a picture from the story. They find and write the words in the story to match the picture and read their sentence to a partner.

Fluency

- Model reading of the text with expression, noting the punctuation, especially the question marks and exclamation marks. Discuss how the punctuation adds meaning and changes the way you read. Students repeat.
- Divide the class into two groups. Choral read the story with one group asking the questions and the other answering them.

Writing

- Have students write a new story called *Who is at the Gate?* using the same pattern. They draw the picture first, then write the story, e.g. *Who is at the gate? A _____ is at the gate. It has come to visit me.*

Home/School Link

Take the book home and any related activity done in class to share with family.