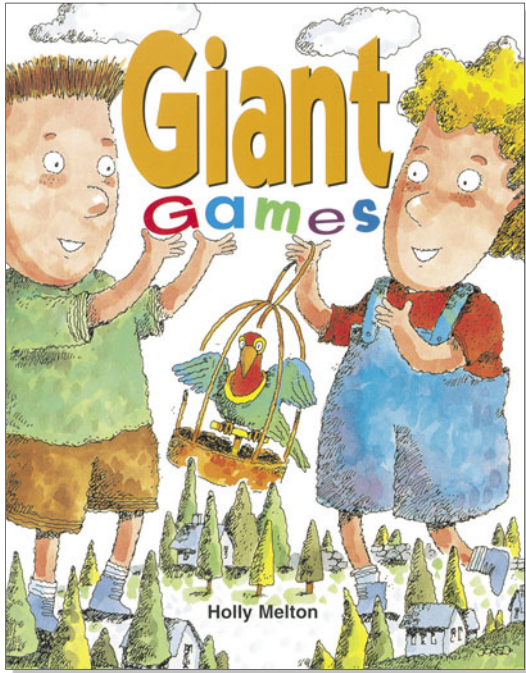


Giant Games



Leveling Systems
Avenues: ● Beginning
DRA: 18
Fountas and Pinnell: K
Lexile: 130

This fantasy tells the story of two giant children who have trouble playing without causing destruction. It features repeated phrases and colorful illustrations that support comprehension of the text. The dialogue provides practice in reading exclamations and questions.
24 pages, 767 words

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Multiple-Meaning Words: flash land stamp tag</p> <p>Folk Tale Words: clumsy gentle giant huge ruin</p>	<p>Spotlight STRATEGY</p> <p>Visualize; Describe</p>	<p>Big and Little Games: Role-Play and Guessing Game</p> <p>Giant Problems and Solutions: Retell the Story</p>	<p>Make Comparisons (PDF)</p>

Build Background

Exaggerate It! Explain: Some stories are about things that cannot be real. Some of these stories are funny, too. Storytellers exaggerate—or make things bigger or not real—to make their stories funny. Give students a simple description and then exaggerate to make the description funny. For example:

Simple	Exaggerated
The boy is really tall. He is very strong, too.	The boy is as tall as a house. He lifts cars for exercise.

Then have groups work together to continue the exaggeration of the simple story. Groups can tell their stories and vote for the best exaggeration.

Build Vocabulary

Explore Multiple-Meaning Words Explain: Some words look the same, but have more than one meaning. Write the word *stamp*. Show a postage stamp. Then stamp your foot. Say: **These are two different meanings for the word *stamp*. Now listen to this sentence: *I stamp my foot on the ground*.** Have students identify the correct meaning from the context.

Introduce multiple meanings for the words *tag*, *flash*, and *land*. Use these sentences to reinforce meanings:

1. My friends like to run around and play *tag*.
2. The homework was easy. I finished it in a *flash*.
3. In an earthquake, the *land* shakes under your feet.

Folk Tale Charades Model the word *clumsy* by dropping a book and saying: **I dropped the book. I am clumsy.** Then model the remaining folk tale words. Have volunteers act out the words for the class to guess.

Key Vocabulary

flash
land
stamp
tag

Key Vocabulary

clumsy
gentle
giant
huge
ruin

1 Preview the Book

Cover Look at the children. Now look at the trees and houses. What looks strange? (the children are huge) Gabe and Gina are **giants**. They are bigger than other people. The title is *Giant Games*. What will happen when these giants play games?

Pages 2–5 Gina and Gabe try to play Hide and Seek, but Gabe is **huge**! He’s so big that Gina finds him quickly. The game is over in a **flash**.

Pages 6–7 Good readers visualize as they read—they picture the story in their minds. Then they can describe what they are reading. Here Gabe **stamps** his foot on the ground. I close my eyes and imagine what happens when Gabe stamps his foot. The **land** shakes under him. Trees fall. Houses shake. The people inside must be scared!

Pages 8–9 Next, the children try to build a fort out of logs. The words say, “lots of other logs began to roll.” *Point to a house*. Imagine you live here. Tell what you see and hear.

Pages 10–11 *Point to quotation marks*. These marks show the exact words that people say. Gabe says “NO!” He thinks Gina will **ruin**, or break, the fort.

Pages 12–15 The children try to bowl. They knock the logs over, but the **clumsy** giants knock over trees, too. They need to be **gentle**, or someone will get hurt!

Pages 16–17 The children don’t know what to play. Gina asks “How about **tag**?” But the parrot stops them. If the giants play tag, they will run and chase each other. They will break more things. The children don’t know what to do.

Pages 18–23 Finally Gina and Gabe think of something safe to do. Even the parrot is happy! Where do you think they will go to play? *Turn to page 20*. They go in the ocean! At last the giants have a place to play their games!



2 Read the Book

Independent Reading Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Visualize and Describe** Students may not understand what the parrot means when she says that the children need to be more gentle (pages 7, 10, 15). Remind these students to visualize and describe to help them understand how destructive the giant children can be.

3 Respond to the Book

Big and Little Games Have teams role-play a game as if they were either giants trying to play with normal-sized equipment or tiny people trying to play with over-sized equipment. Ask the group to guess the game.

Giant Problems and Solutions Introduce key terms and model how to complete a Problem-and-Solution map:

- ▶ **A *problem* is something that the characters want to fix, or solve. What problem do Gina and Gabe have at the beginning of the story?**
- ▶ ***Events* show how they try to solve the problem. What do Gina and Gabe try to do?**
- ▶ **The *solution* is how they solve the problem. What happens at the end? Are the giants happy?**

Have students use the story map to retell the story. Provide a story frame:

Gabe and Gina have a problem. They _____. They try _____. Then they try _____. Finally, they solve their problem. They _____.

Materials

- Story Map: Problem-and-Solution from *Picture It! Big Book*, page 19

Answers will vary. Sample response:

Story Map: Problem-and-Solution

Giant Games

Problem: *Gabe and Gina are giants. They are so big that they have no place to play.*

Event 1: *They try to build a fort, but they knock down trees.*

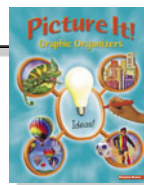
Event 2: *They try to bowl, but they are too clumsy.*

Event 3: *The children sit and think of what to do.*

Solution: *Gabe and Gina decide to play tag in the ocean.*

Use only a black dry-erase marker.

19



Picture It! Big Book, page 19

from Giant Games

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
17	Gina and her brother looked at each other. Then the two giants took a moment to think things over. They sat for a long time with their heads in their hands. They thought hard.		
18	"We need a larger place to play," said Gina. "Somewhere with lots of space," said Gabe, nodding. "A HUGE space," said Gina. "Where nothing can break!" said Gabe. Suddenly, they jumped up. "I know!" they said at the same time. Gina took one giant step. Gabe took one, too.		
21	In a flash, the giants were at the beach. They felt a gust of wind on their faces. Water splashed on their toes. Gabe and Gina grinned at each other. Then they ran into the big, blue sea.		
22	"This is a great place for a game of tag!" said Gina. "Yes," said Gabe, "Now there is plenty of room!"		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

(142 words - _____) ÷ 142 words = _____ %
total errors

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
--	--

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
<p>The rocket is going very fast.</p>	<p>The rocket is gro... going very fast.</p> <p>Hesitates or self-corrects after a miscue</p>	<ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
<p>The shuttle orbits the Earth.</p>	<p>The shuttle...?</p> <p>"Freezes" when faced with an unfamiliar or long word</p>	<ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on.
<p>No one has been to Mars.</p>	<p>Nobody has been to Mars.</p> <p>Substitutes an incorrect word that makes sense</p>	<ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
<p>There is no liquid water on the Moon.</p>	<p>There is no little water on the Moon.</p> <p>Substitutes an incorrect word that does not make sense</p>	<ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.