

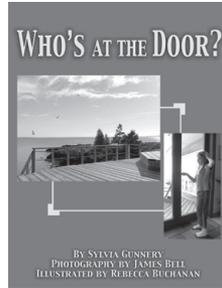
WHO'S AT THE DOOR?

By - Sylvia Gunnery
Photographs by - James Bell, Illustrated by - Rebecca Buchanan
Genre - Recount

Set 20 - 343 Words

Building Anticipation - Setting the Context

Show the students pictures of ocean scenes. Try to find one that shows a cottage, a deck, crabs, slippery rocks, cliffs, sandy beach, clams, birds and seagulls so the students can hear these words. Discuss the pictures and ask them to point to the items in the pictures. Ask them what would be surprising to see on a beach. Ideas for surprising items could include, a toboggan, a subway, a giraffe.



Introduction

Ask students to imagine they are at home and there is a knock at the door. Who could it be? After some responses are heard tell the students that this house is by the ocean. Now, who could it be? After several responses are heard tell them it is not a person. Now, who could it be? Get some responses and then tell the students that they are going to read a book about a girl who was surprised when she answered a knock on her door. Ask them to read to find out who was knocking and what they learned about the knocker.

Discussion - Book Talk

Right there questions:

- What kind of a day was it?
- What sound do someone's knuckles make on a door?
- What did the girl say seagulls are not supposed to do?
- How do you know it is not a windy day?
- Where do seagulls like to perch?

Think and search questions:

- What did the seagull's eyes seem to say?
- Why is the girl on page 4 scratching her head?
- Name three things a seagull eats.
- What three words tell what sounds were made by the seagull?

On your own questions:

- Why does the girl wonder if she is dreaming?
- Why would a seagull not like living in a house?
- Why do you think pages 7 and 9 have drawings, not just photographs?
- What information did you learn about seagulls?
- Instead of listing facts about seagulls, the author told us the facts in a different way. How did she do that? Why do you think she did it that way?
- Write another page for the end of the book beginning:
And tomorrow . . .
- In your opinion, could this be a true story? Why or why not?

Creative Response - Independent Practice

Writing Workshop

Tell the students that the author has written this story as if we can hear the girl's thoughts. Reread what the girl thinks in the book. Have students imagine they are the seagull and look at the illustrations and photographs on each page. Ask them to pick three illustrations or photographs and write the thoughts of the seagull. Talk about the different perspectives of both characters.

Research

Read about seagulls and find out why seagulls are sometimes referred to as Nature's Garbage Collectors.

Descriptive Phrases

Ask students to reread the book looking for phrases and words that describe the setting. Write these in the Setting Wheel provided on the reproducible master. Words and phrases include: *slippery rocks, cliffs, sandy beaches, blue skies* etc.

Read Aloud and Poetry Connections

- At the Seashore* by Pamela Hickman, Formac Publishing, 1996.
- Gulls... Gulls... Gulls...* by Gail Gibbons, Holiday House, 1997.
- I Went to the Bay* by Ruth Miller, Kids Can Press, 1998.
- Jessie's Island* by Sheryl McFarlane, Orca, 1994.
- Shirts and Snails and Skinny Green Tails* by Diane Swanson, Whitecap Books, 1993.
- Mysteries and Marvels of Ocean Life* by Rick Morris, Scholastic, 1989.
- What Lives Inside a Shell?* by Kathleen Weidner Zoehfeld, Harper Collins, 1994.

Related Websites

- http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/fiction/stevenseagull/atthe/Index.htm
- <http://storypalace.ourfamily.com/child018.html>

Learning about Language – Focused Teaching

- High Frequency Words - towards, piece, knock, knocking
- Interest Words - pebbles, knuckles, slippery, perch, sandy beaches, clam, lazy, giant, gobble
- Word Families and Letter Clusters - Double letters: pebble, slippery, gobble
- Structural Features of Words - Root words with endings: tap, tap, tapping: poke, poke, poking
- Text Features - Asking questions of oneself - Negative statement to give information - Ellipsis - Bold print and repetition

Setting Wheel

Put the words and phrases that describe the setting in the setting wheel.

