

Chapter 2



Before Reading

1a. As a class, brainstorm all the different ways you can best summarize a fictional story. Create a class chart, listing the different methods of summarizing. You may decide to include the 'Important/Interesting' strategy used in Chapter 1.

1b. With a think/pair/share partner, choose one of the summarizing methods from question #1 and orally summarize the main events of the previous chapter. After listening to a few summaries shared by classmates, compare them with the summary section at the beginning of this chapter. How do the summaries compare?

2. Consider the picture and predict what you think this chapter is going to be about. Share your prediction with a think/pair/share partner and explain why you made that prediction. For example, was it the words in the title, details in the picture, something from your background knowledge? Based on the reasoning provided, let your think/pair/share partners know whether their predictions are reasonable or not.

3. Word Wall: Continue adding to words your Master Word Wall List. *Refer to BLM 7

Vocabulary

3-4: sharply, echoed, determine, victim, solution, temporary, remained, balance

5-8: lingered, nauseating, despite, hesitated, familiar, eased

After Reading

4. What did Rudy mean by, "Good luck at lunch, little rabbit."?

5. "Hey Alex, are you coming?" Henry walked past him, carrying his lunch. "You can sit with Daisy and me."

“Sure, yes, of co...co...course I’m coming,” Alex replied. “I’m coming to the cafeteria with you. Why wouldn’t I come with you to the new and shiny and clean cafeteria? It’s just a cafeteria. It’s where we all eat. However, I...I...I just have to go to the washroom first.”
Henry shrugged. “Okay, see you in there.”

What’s up with Alex? What is strange about his response? Have you ever felt like this? Share a text-self connection of a time when you felt awkward or uneasy and you tried to hide it. How does your connection help you to understand what Alex was experiencing? *Refer to BLM 8

6. While trapped in the stall of the boys’ bathroom, Alex lies to Damian, pretending to be the custodian. Have you ever had to lie to get out of a situation? Share your experiences with an elbow partner when finished.

7. Based on what we know so far, do you consider Alex to be a kind or mean person? Use the A.P.E. (Answer-Proof-Explain) graphic organizer to help you formulate a thorough response grounded in evidence from the text. *Refer to BLM 11

8. What is a protagonist? What is sarcasm? In chapter 2 can you identify an area where the author draws sarcasm from the protagonist? How can you tell?

9. If you were Alex, what would you do when Damian walked into the bathroom?

Critical Challenges

10a. 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 2, which is the main point the author is trying to get across to the audience. *Refer to BLM 9

10b. Using the facts from the ‘Important’ column in the ‘Important/Interesting’ chart write a brief summary about what happened in Chapter 2. Be sure to include the author’s message and to follow the success criteria.

11. In your Chapter 1 follow-up, you started an Instagram account for Alex and created his first photo posting. Using BLM 10, create a second Instagram post that would capture his experiences in Chapter 2. 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. *Tip: Refer to the class display of Chapter 1 postings to build on effective ideas for layout, design, and wording that you and your peers incorporated!*

You will be participating in a sharing gallery walk, just as you did with your work in Chapter 1. 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 the Chapter 1 classroom display area (e.g., bulletin board) to showcase your creative character analysis!

12. What genre of text would you consider 'The Giant Inside' to fall under? Is it possible to fall under two types of genres? Justify your response with evidence to support your thinking.

Tribes Activity

As a whole class you will complete a chapter-in-5-minutes dramatization of what happened in Chapter 2. Your class will be broken into 5 different groups and given a selection of the text. As a group, the text-selection you are given needs to be re-read. You will then determine how you can dramatize the scene you were given. Each individual must play a role in the presentation (roles can be acting characters, narrators, part of the scenery, images, or background). Total presentation time is no longer than 1 minute. After practicing, you will join together with your class and watch the scenes in sequence. Following the dramatization, turn to your elbow partner and discuss how this activity allows you to have a better understanding of what happened in Chapter 2.