



The Day of the Galloping Gargoyles

Book band: Gold

Shinoy and Myra are at the old schoolhouse, doing research for Shinoy's History project, when they realise that one of the gargoyles has moved. Shinoy calls the Chaos Crew. Mustang Harry and Lazlo appear and they follow the trail of one of the gargoyles. They follow Crag and Gorge, the gargoyles, to a building site, where an old bank is being demolished. They find out that the gargoyles have come to save the gargoyles from the bank, and they store the limestone gargoyles safely in the library.

Skills focus

- 1a Draw on knowledge of vocabulary to understand texts
- 1c Identify and explain the sequence of events in texts
- 1d Make inferences from texts
- 1g Read words accurately and fluently

Guided reading session

You will need

- Multiple copies of Collins Big Cat *The Day of the Galloping Gargoyles*

Tune in

Show children the front cover of the book.

Ask whether they have read any other books in the Shinoy and the Chaos Crew series. Encourage them to tell you what the books were about.

Read the title and explore children's understanding of gargoyles. If necessary, draw their attention to the front cover illustration.

Read the back cover blurb and establish that the setting for the story is a demolished building, the Chaos Crew member who comes to help is Mustang Harry and the plot of the story is finding out why the gargoyles have come to life and what they are doing.

Ask: Now you know that information, what do you think will happen in the story?

Read page 2 and check that children understand the concept behind the series of stories.

Explain that you are going to read the first few pages aloud using meaning, dialogue and punctuation to help you read. Ask children to follow as you read.

Read pages 3 to 7. Ask what they noticed about your reading.

Revisit pages 3 to 7, focussing on dialogue with speech verbs other than said, e.g. groaned, grumbled. Discuss how the verbs help a reader know how to read the dialogue.

Ask individual children to read some of the dialogue, using the speech verbs to help them.

Heads together

Give children time to reread pages 3 to 7.

Ask: How do you think Shinoy is feeling at the beginning of the story? How do you know?

Explain that authors don't always tell the reader everything, sometimes they show us by the words and phrases they use.

Ask the following questions:

- How do you think Myra feels about the Chaos Crew?
- Why do you think Shinoy called the Chaos Crew?
- Who do you think wants the mission the most, Harry or Lazlo?

Encourage children to refer to the text as they respond.

Wrap up

Ask the following questions:

- What has happened so far in the story?
- Why do you think the gargoyles are moving?
- What do you think Harry and Lazlo are going to do?

Vocabulary boost session

You will need

- Multiple copies of Collins Big Cat *The Day of the Galloping Gargoyles*

Vocabulary table

| Focus word | Child-friendly explanation | Example sentence | Tell me... |
|------------|---|---|--|
| flexed | If you flex part of your body, you bend it. | The superhero stood up and flexed his muscles. | Tell me about a part of your body you can flex. |
| prised | If you prise something off something, you force it off. | My dad used a screwdriver to prise the lid off the paint tin. | Tell me how you would feel if you saw the gargoyles prising themselves off the roof. |
| hurtled | If something or someone hurtled, they moved very quickly, sometimes in a dangerous way. | The older boys hurtled down the slide, pushing the younger children out of the way. | Tell me about something that could hurtle. |

Tune in

Ask children to remind you what has happened so far in the story.

Read page 8.

Ask: What do you think has happened to the missing gargoyle?

Read page 9.

Ask: What do you think Harry is on the trail of?

Read pages 10 and 11.

Ask: Why do you think there is a grating sound when the gargoyle turns its head?

Read pages 12 and 13, briefly explaining the focus words as you read them. You may wish to use the information in the vocabulary table above to help you.

Ask: Where do you think the gargoyles are going?

Heads together

Ask the following questions:

- What did Crag flex? (*its back*)
- What did the gargoyles prise themselves off? (*roofs*)
- Where did the gargoyles hurtle? (*after Crag and Gorge*)

Use the 'Tell me' prompts in the Vocabulary table to deepen children's understanding of the focus words.

Wrap up

Ask the following questions:

- What has happened in this section of the story?
- How do you feel about the story so far?

Ask children to choose one of the focus words as their word of the week. Challenge them to use it as often as they can – both at home and at school.

Follow-up independent sessions

You will need

- Multiple copies of Collins Big Cat *The Day of the Galloping Gargoyles*
- Multiple copies of Resource sheet: Quiz

Ask children to read pages 14 to 21 with their Reading Partner, taking turns to read a page each. They should focus on using meaning, punctuation and dialogue to help them read with expression.

When they have finished, they can say one good thing about their partner's reading and one thing that could be improved.

Children can use pages 22 and 23 to help them retell the story, focussing on the main events.

Children can use Resource sheet: Quiz to help them to find information in the text.

Resource sheet



Name: _____

Quiz

1. What are gargoyles made of?

2. Which members of the Chaos Crew turned up?

3. What are the names of the gargoyles that are in grave danger?

4. Where does Myra suggest putting Grampian and Cairn?

5. What does Gorge say Shinoy shouldn't mention in his History project?



1. stone (granite and limestone also acceptable)
2. Mustang Harry and Lazlo
3. Grampian and Cairn
4. on shelves in the library
5. that gargoyles can talk

Quiz answers