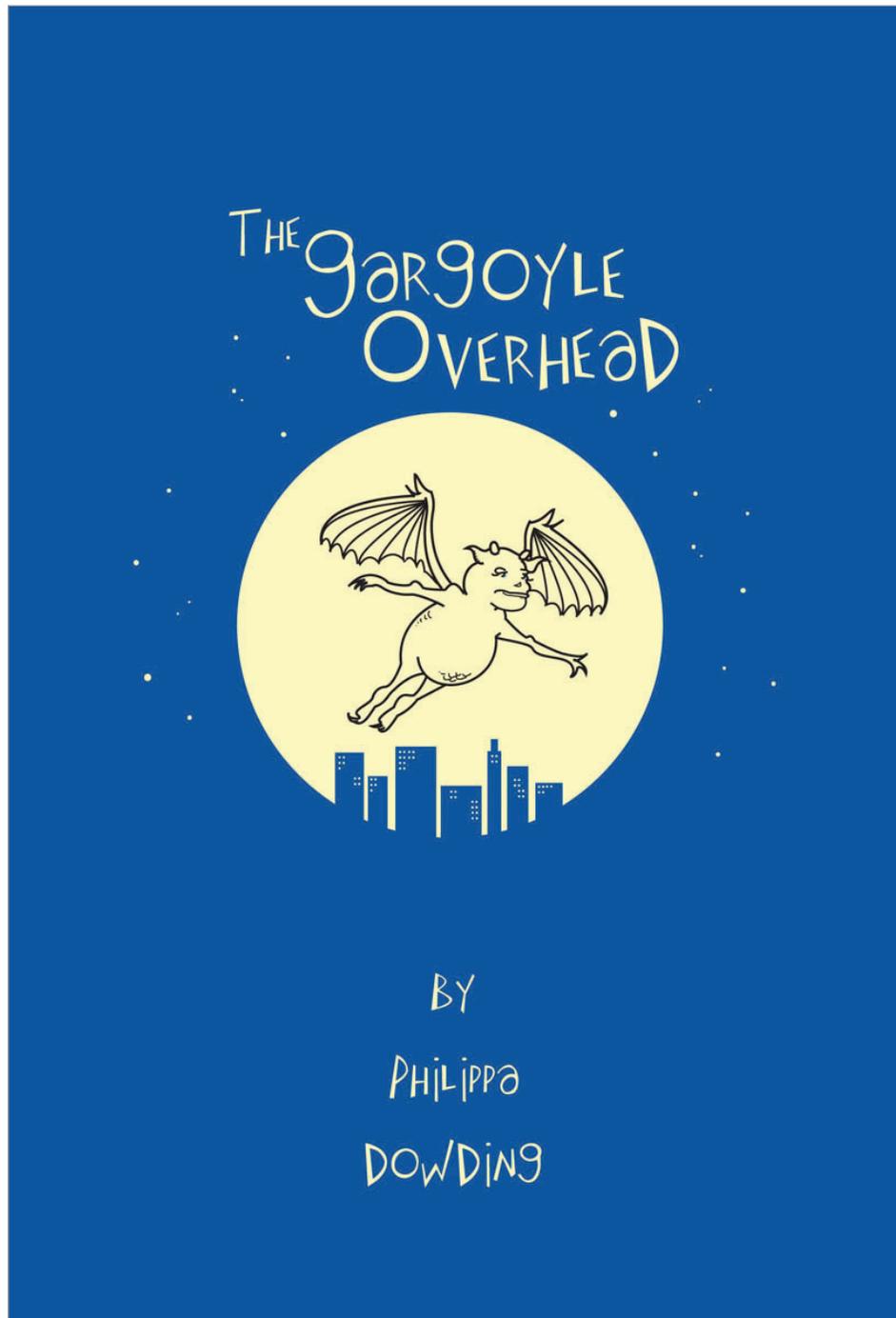


# TEACHER'S GUIDE

Grades 3-6



Teacher Resource Guide developed by  
Eleanor Creasey, B.Ed., M.Ed.



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# I OVERVIEW

## A Note to Teachers

*The Gargoyle Overhead* is the second in a series about Gargoth of Tallus, a living gargoyle who has developed a strong bond of friendship with Katherine Newberry, a thirteen-year-old who lives in Toronto with her parents. This unique and lovely story about the power of friendship, courage and determination, offers many opportunities to engage student learning in reading and writing, history and art.

In this resource, several activities are suggested as possibilities for working with the novel in grades three, four, five, and six. The resource was developed in such a way that teachers could pick and choose the activities that would support their own students' learning. Many of the suggested activities can be modified depending on the level of the students, their learning abilities and needs, and the depth of exploration chosen by the teacher.

The story would be a good read aloud, especially in the younger grades, or students could enjoy reading silently on their own or in a variety of ways in small groups.

## Book Summary

It's not always easy, but thirteen-year-old Katherine Newberry is friends with a gargoyle. His name is Gargoth of Tallus, and he lives in her back yard. Gargoth has lost the only creature on the planet that can help him. Her name is Ambergine, and she's been his greatest friend for hundreds of years.

What Katherine and Gargoth don't know is that Ambergine is searching for him too. But she is not alone. Gargoth's greatest enemy is prowling the city, and it's a race against time to find him first!

### About the Author

Philippa Dowding is an award-winning copywriter for magazines as varied as *Maclean's*, *Chatelaine*, *Today's Parent*, and *Canada's History*. Her poetry has appeared in *Mother-Verse*, *The Adirondack Review*, *The Literary Review of Canada*, and other journals.

*The Gargoyle Overhead* is her second children's book and is the sequel to *The Gargoyle in my Yard* (2009). She lives with her family in Toronto.

## II SETTING THE PURPOSE: PRE-READING ACTIVITIES

Prior to reading, it is of benefit to predict what might be found in the story. The process of prediction can engage the reader throughout the reading of the text, but especially at the beginning it can help to capture the interest of the reader in proceeding with the story. In the case of *The Gargoyle Overhead*, the following are some possibilities for prediction and helping the reader to set a purpose for reading. The questions may be addressed as whole class discussions, small groups or individual work.

1. What do you think the book will be about when you read the title *The Gargoyle Overhead*?
2. Examine the illustration on the front cover. What do you see? What does the illustration tell you? What is a gargoyle? (This may require some research.) When you look at the illustration, what do you think the book will be about?
3. On pages one and two of the book, there is a prologue. What is a prologue? Read the prologue. After you have read the prologue, discuss again what you think the story will be about.
4. Read the back cover. What do you learn here to confirm or change what you thought when you read the prologue?
5. Based on what you have learned from the title, the illustration on the front cover, the prologue, and the back cover, complete a KWL Chart to discuss your expectations, questions and predictions about the book. (see BLM #1)

K What I Know	W What I Would Like To Know	L What I Learned

At this time, students complete only the first two columns of the chart. Let students know they will be returning to the chart at the end of the study to see if their questions were answered, their expectations were met or their predictions were correct (See BLM #2). Students should have an opportunity to share their information orally once it is collected. This particular activity can be worked on by the class as a whole, by small groups, or by individuals. If worked on individually or in small groups, there should be plans for sharing in some way with the larger group. Students might want to learn, for example, who is Gargoth's greatest enemy and why. They might want to know more about the friendship between Katherine and Gargoth, and the friendship between Gargoth and Ambergine. They might want to know how Gargoth is in danger and what happens to him. They might want to know more about gargoyles. They might want to know what the story has to do with the events described in 1664 in the prologue. If students or the teacher have read *The Gargoyle in my Yard*, they may be able to help the class with information about how Gargoth and Katherine came to be friends and where Gargoth lives.

# III EXPLORING THE TEXT

## 1. Chapter Questions

### Chapters One-Five

- In chapter one, Gargoth tried to do something he was unable to do. What did he try to do?
- A little gargoyle flew over Toronto. What is the name of the building she perched upon?
- Why do you think most children can understand gargoyle speech, but few adults are able?
- Who is Ambergine and who did she see when she was completely hidden from the street?
- What did Gargoth do with the pumpkin candles?

### Chapters Six-Ten

- What is a beacon and why did Gargoth build one?
- What did Gargoth decide to do to pass the time while waiting for Ambergine to see the beacon?
- How would Ambergine know that the beacon had been placed by Gargoth?
- Who made Gargoth? In what country? In what year? Who was king at that time?
- Who was Gargoth's first friend and how did they become friends?

### Chapters Eleven-Fifteen

- When Philip became an orphan, to what country did he and Gargoth travel?
- What was the strange scent Philip and Gargoth encountered as they walked toward the town of Dover?
- What was the name of the village where Gargoth first met Ambergine?
- Where did Gargoth and Ambergine go when Philip died?
- When Gargoth and Ambergine were caught throwing apples at a beggar boy to give him food, what happened to change Gargoth's life forever?
- How did the Collector first come to own Gargoth?
- How do we know that Ambergine is getting closer to finding Gargoth?
- Who, in addition to the calico cat, did Ambergine see in Katherine's back yard?

### Chapters Sixteen-Twenty

- Who came to Cassandra's shop looking for Gargoth? What did Cassandra do? What did Gargoth do?
- When Ambergine recovered from her fright in Katherine's back yard and continued on her quest, what did she notice as the evening drew near?
- While waiting for Katherine to come and help Gargoth, Cassandra unlocked the door for a delivery. What happened while the shop was unlocked?
- When Katherine finally arrived at the shop, who did she find there?
- Where did the three agree to go to search for Gargoth?

### Chapters Twenty One-Twenty Five

- For how long did Ambergine search for Gargoth?

- How did Ambergine and Gargoth end up in Toronto?
- What did Ambergine, Katherine and Cassandra follow to find the mansion?
- When Gargoth made up his mind that he would not be recaptured by the Collector, what did he do that he had never been able to do before?

## 2. Vocabulary

Crossword Puzzle (see BLM #3)

This crossword puzzle highlights a number of words used in the novel. The puzzle provides an opportunity to study the context and the meaning of these words.

Each clue is followed by a number in parentheses. This is the page where the word is found in the novel. Students should be instructed to find the word in its context and then to add it to the puzzle. Younger students may need support to work on this puzzle, but it is a good tool for learning the meanings of challenging words in the story. Students might require a lesson on how to do crossword puzzles with the added bonus of learning the meanings of words encountered in the story!

### CLUES

#### Across

1. a soldier or guard whose job it is to stand and keep watch (p.10)
2. climbed in an awkward way (p.60)
3. extremely large (p.133)
4. a strong and unpleasant smell (p.19)
5. refusing to give up or let go (p.138)
6. to come in rough contact while moving (p.46)
7. to move with quick light sweeping motions (p.11)
8. bid to come (p.19)
9. dryly humorous (p.53)
10. preoccupied (p.138)
11. abandoned (p.23)
12. long, slow or dull (p.129)
13. follow a planned course (p.24)

#### Down

1. a particular order (p.16)
2. too powerful to be defeated or overcome (p.97)
3. refraining from speech (p.43)
4. royal (p.35)
5. the complete loss of hope (p.140)
6. young horse (p.50)
7. threat (p.141)
8. an abundant stream of something (p.32)
9. fire or light set up in a high position as a warning, signal or celebration (p.17)
10. hips, buttocks and upper thighs in humans and animals (p.47)
11. throw things at (p.34)
12. made a quick, nervous movement of the face or body as an instinctive reaction to fear or pain (p.11)



1. During the day, he went into the apple orchard and picked himself a few wizened apples, but they were of poor quality, nothing like the delicious fruit he'd had for breakfast. (p.61)

wizened means \_\_\_\_\_

2. It was much better than the brackish water in the river, which he had tasted. (p.61)

brackish means \_\_\_\_\_

3. The loud noise of the tipped water jug and the grunt from Gargoth falling hard upon the apples startled Ambergine and caused her wings to falter. (p.64)

falter means \_\_\_\_\_

4. They had also seen Elektro, a seven foot tall walking, talking robot, and a futuristic miniature replica of New York City. (p.80)

replica means \_\_\_\_\_

5. "Katherine?" Gorgoth uttered slowly. (p.100)

uttered means \_\_\_\_\_

6. Gargoth's face turned into a stormy, angry grimace, his voice a low growl. (p.125)

grimace means \_\_\_\_\_

7. Every once in awhile, Ambergine would appear hovering in the road ahead of them and point them down a different turnoff, then she would disappear again into the treetops. (p.129)

hovering means \_\_\_\_\_

8. As the dust rose, Cassandra heard a shout and saw the Collector entangled in the arms of a falling angel, slowly pinning him to the ground as it fell. (p.139)

entangled means \_\_\_\_\_

### "Gargoyle" Words

Choose several words from the novel that have associations with the "gargoyle" theme and ask students to create their own small dictionary. They may use a dictionary or the internet to help find definitions. Remind them that dictionaries are in alphabetical order. Giving them a small booklet to help capture these definitions can be motivating. They may also enjoy creating an illustrated cover page for their dictionary and adding illustrations to the definitions. Some words from *The Gargoyle Overhead* that could be used in this activity are:

gargoyle  
statue  
dwarf  
gryphon  
belfry

turret  
pedestal  
cherub

# IV RESPONDING TO AND REFLECTING ON THE TEXT

## 1. Discussion and Individual Written Response

These questions encourage students to go beyond the retelling of events in the story and to demonstrate higher levels of thinking about what they have read.

A helpful process for encouraging student thinking and writing is for whole class discussions to occur, followed by discussions in small groups of two, followed by the writing of a response. Sometimes it is also helpful to give students a sentence starter to begin their response. This can help students decide how to frame their writing and the discussion can help them with ideas as to where to go with their writing.

Students should be asked to write a four to six sentence response to the following. When the responses are completed, they might be read aloud to the class.

- At the beginning of the story (p.5) we see Gargoth attempt to use his wings to fly, but he is unable to do this. At the end of the story (p.144), Gargoth was finally able to fly. Why do you think Gargoth was finally able to fly? Have you ever been unable to do something you really wanted to do? What was it? If you were later able to be successful, what do you think it was that helped you?
- Ambergine and Gargoth were friends. This is how Gargoth describes their friendship: "Right from the moment we met in the church belfry, we were inseparable. We were friends, brother and sister, sun and moon, black and white. She was as sweet as I was nasty. She was as kind as I was mean. She never doubted that we would be together always. Over the years, I began to forget what it was to be lonely."

Think about a friend you have. How do you show friendship to that person? What does it mean to you to be a friend? Write a few sentences about your friendship with that person. Remember that you may not see friendship in the same way that Gargoth saw his friendship with Ambergine and that your ideas about friendship are important.

- For some reason, even though he can be grouchy and sometimes downright nasty, the reader develops a liking for Gargoth and we find ourselves cheering for him as he first tries to find Ambergine and then tries to outwit the Collector. Why do you think we like Gargoth? What is special about him? What qualities or characteristics does Gargoth have that we admire? Do you know anyone who you like even though they are not always pleasant?
- The Collector is a character who the reader does not like. Why do we not like the Collector? What does he do that we don't like? Does the Collector add something to the story? What does he do to make the story more interesting? Discuss the Collector and what you think about him.

### 2. Completion of KWL Chart

Return to the KWL Chart that was partially completed at the beginning of reading the book. Ask students to complete the "What I Learned" or "L" part of the chart. This can be done individually, in small groups, or by the class as a whole. Regardless, the information should be shared by the larger group and can form an effective conclusion to the study. Completing this chart helps students articulate their new learning and what they have

gained from reading the book. The “L” part of the chart may contain new learning not previously wondered about in addition to questions answered. (see BLM #2)

K What I Know	W What I Would Like To Know	L What I Learned
		

# V EXTENDING THE TEXT

This novel presents a number of potential student interests, and a number of possibilities for developing and extending these ideas. Teachers might use the topics to extend the work in some of the following curriculum-related ways.

## 1. Research Possibilities

Each of the following topics or activities is mentioned in the novel. Choose one. Research this topic or activity on the Internet. Share your research results through the development of a poster that includes ten facts about the topic and an illustration, or a collage, traditional report, or presentation using software.

- Gargoyles
- Statues
- Dwarves
- The Great Plague
- Mozart and his Paris Symphony
- The French Revolution
- World's Fair, New York City, 1939

## 2. Art Projects

*The Gargoyle Overhead* is replete with possibilities for art projects that connect with the story in one way or another. Here are some possibilities:

- **Make Your Own Gargoyle**  
Research images and descriptions of gargoyles. Pre-plan in detail with drawings an image of your own gargoyle. Use clay to form your gargoyle and then glaze and fire if possible. Write a paragraph about your gargoyle. Be sure to give your gargoyle a name.
- **Diorama**  
Construct a diorama with a building or landscape that contains gargoyles, dwarves and statues. Research carefully and plan by drawing in detail what will be included in your diorama and by planning and noting the materials you will use to build your diorama.
- **Beacon**  
Design a beacon. On p.25 of *The Gargoyle Overhead* we see the shape of Gargoth's beacon and we learn why he chose this shape. When you design your beacon, choose a shape that is significant to you and draw and color it.
- **Make a Game**  
Google the game "Troll-my-Dame" mentioned in the book. Create a board for this marble game, obtain some marbles, and then play this game with a small group of classmates.

## **VI BLACKLINE MASTERS**

**BLM 1: First KWL Chart**

K What I Know	W What I Would Like To Know	L What I Learned

**BLM 2: Second KWL Chart**

K What I Know	W What I Would Like To Know	L What I Learned

### **BLM 3: Crossword Puzzle**

#### CLUES

##### Across

1. a soldier or guard whose job it is to stand and keep watch(p.10)
2. climbed in an awkward way (p.60)
3. extremely large (p.133)
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9. fire or light set up in a high position as a warning, signal or celebration (p.17)
10. hips, buttocks and upper thighs in humans and animals (p.47)
11. throw things at (p.34)
12. made a quick, nervous movement of the face or body as an instinctive reaction to fear or pain (p.11)



## BLM 4: Context Clues

Learning the meaning of a word from its context (the examination of the parts of the sentence surrounding the word) is one way to find meaning. Below are eight sentences from *The Gargoyle Overhead*. The page number on which each appears is in parentheses following the sentence. Read each sentence and then, using the context of the underlined word, including the sentences around the word if necessary, make an educated guess about the meaning of the word. Following completion of this exercise, discuss as a class to confirm the meaning, using a dictionary if required.

1. During the day, he went into the apple orchard and picked himself a few wizened apples, but they were of poor quality, nothing like the delicious fruit he'd had for breakfast. (p.61)

wizened means \_\_\_\_\_

2. It was much better than the brackish water in the river, which he had tasted. (p.61)

brackish means \_\_\_\_\_

3. The loud noise of the tipped water jug and the grunt from Gargoth falling hard upon the apples startled Ambergine and caused her wings to falter. (p.64)

falter means \_\_\_\_\_

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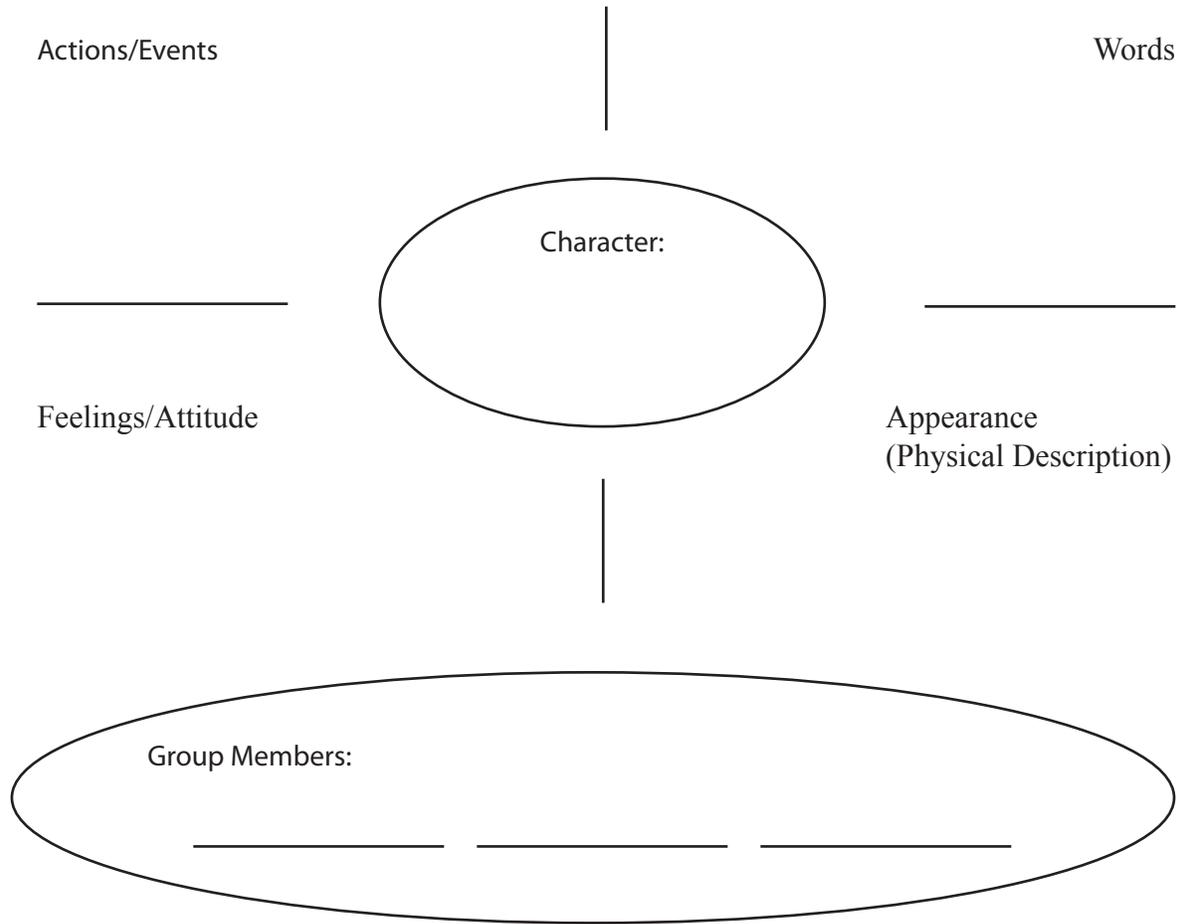
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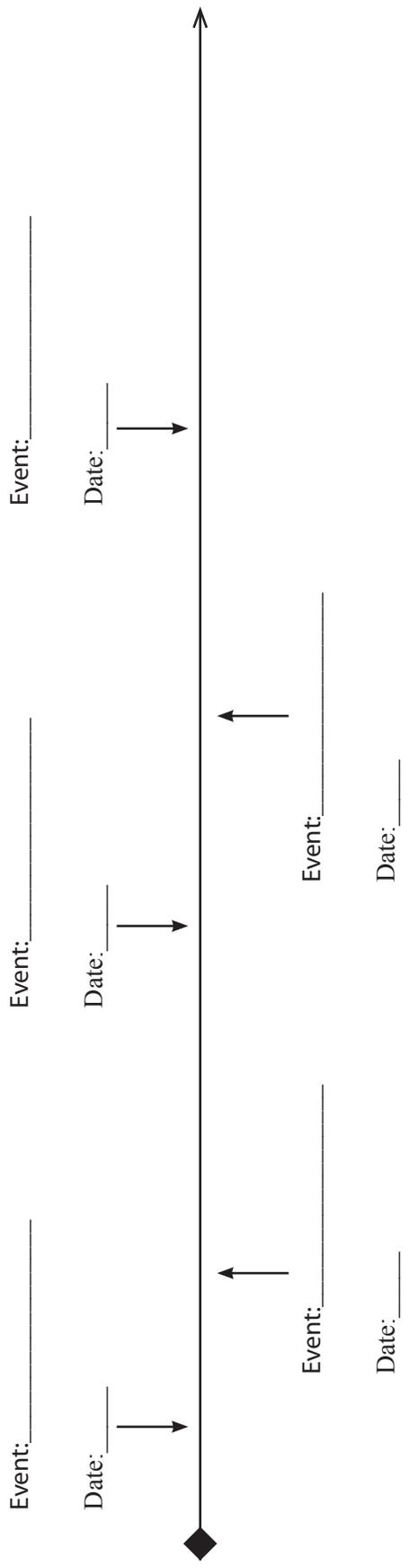
8. As the dust rose, Cassandra heard a shout and saw the Collector entangled in the arms of a falling angel, slowly pinning him to the ground as it fell. (p.139)

entangled means \_\_\_\_\_

**BLM 5: Character Web**



**BLM 6: Timeline**



**BLM 7: Information Collection**

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Character	Action	Page #