

### **Oppitunnin tavoite**

- Ensure student understanding of homework reading
- Encourage active listening skills
- Offer students opportunity for creative writing and opportunity to use oral skills

### **Mitä tarvitaan?**

- Copy of The BFG for each student
- Teacher copy of The BFG
- Lined paper, pencils and erasers
- Photocopies of homework questions for each student

### **Oppitunnin kulku**

#### **Activity # 1: Review of Homework**

- Words or expressions to discuss:
  - P 15: what do the words boil, fry and raw mean? (Sophie is describing how the giant may eat her).
  - P 16: cavern, nook and cranny (jars are in every nook and cranny in the cave)
  - P 17: trembling (Sophie is trembling when picked up)
  - P 18: human beans (human beings, but the giant says it like this)
  - P 20: 'make the giant cross'
  - P 20: cardigans
- **Bonecrunching Giant** eats human 'beans' from all over the world: Turks (they are juicier and scrumdiddlyumptious'), Greeks (but they are greasy), human 'beans' from Panama taste like hats, human 'beans' from Wales taste fishy, human 'beans' of Jersey taste of cardigans
- P 22: we learn that the Giant is actually a BFG – he is the only one in Giant Country and he does not eat human 'beans' although ALL of the other giants eat human 'beans'
- Review of homework questions

#### **Activity # 2: Read Aloud (p 23-39)**

- Words or expressions to discuss:
  - P 23: scuddling (running around)
  - P 23: yoddlings (screaming, the act of yoddlings from mountains)
  - P 24: hullabaloo (a lot of excitement, fear, people would make a big deal out of the news)
  - P 25: wasteland (a lot of empty, dry space – no trees, grass, vegetation, etc)
  - P 26: a brain boggling sight (overwhelming, it was too much to see, the brain is unable to really understand what it is seeing)
  - P 26: colossal (HUGE)
  - P 27: Quite often I is left instead of right (the BFG is often confused, or says things opposite to what they mean)
  - P 29: sizzle pan (frying pan)
  - P 36: chattering (speaking or chatting)
- Pause at mid-point P 25 and discuss: what Sophie may see now that the BFG has moved the rock and is allowing her a look outside, following his warning of never leaving the cave.
- Discuss how the giants are described by BFG: they are much wider, they eat 'human beans', they are much more taller, they just wait for the day to pass to go eat at night time
- On P 30 we learn that Sophie is an orphan: discuss what an orphan is and

what an orphanage is. Do the students know of any other famous stories with an orphaned little girl (for ex: Annie)

- On P 33 we learn that the BFG was blowing dreams into the windows of children (he is a dream blowing giant). P 34 the BFG describes how he catches the dreams and collects them to share (Dreams is very mysterious things; they is floating around in the air like little wispy-misty bubbles. And all the time they is searching for sleeping people”). WE learn that dreams make a little noise as they go through the night sky, but the BFG has a special ear that he can move and hear the dreams.

### **Activity #3: Witching Hour Write Up**

- Last week, we were first introduced to the Witching Hour (first chapter of The BFG). Have students write a short paragraph (4-5 sentences, more if they would like) of what they think they would see if they were to wake up during this time of night?
  - Have students think of how they will feel, if they would be the only person to see what they are seeing, and what would they do if they saw something as strange and scary as a giant.
  - Encourage students to use their imagination and to write as best as possible – spelling is not important, but getting some words on paper is the most important.
  - Allow for 15-20 minutes.
  - Once complete, have each student share their Witching Hour ideas with the rest of the class. Discuss the ideas that are similar and different.

**For homework, students should read pages 40-55 and complete the following questions in the English journal or workbook:**

On a piece of white paper, DRAW a picture of the BFG and how you see him catching dreams to share with sleeping people. What other things do you think he can hear with his GIANT ears? Draw everything you think he can hear, that us normal hearing people cannot (Remember that on P 36, he describes hearing a lady bug WALKING across a leaf or ants ‘chittering’ to eachother as they work).

If you could have the superpower to hear anything in the world, what would it be? What do you think the sound will be? Why do you want to hear this thing?

On P 41, the giant shows Sophie a ‘snozzcumber’, which is something that he eats since he does not eat ‘human beans’. What does the snozzcumber remind you of?

Guess what the BFG means when he says the following sentences:

- P 37: You think I is **swizzfiggling** you?
- P 38: Spiders is also talking a great deal. You might not be thinking it but spiders is the most tremendous **natterboxes**.

**Kesto: 90 minutes**

### **Odotetut oppimistulokset**

The overall purpose of this session is to:

- allow creative writing through writing about the Witching Hour
- to encourage active discussion with small groups or partners
- to use imaginative and creative thinking when describing the characters of the novel
- Continuous introduction to new and unfamiliar words that are brought up during the reading.

