

Oppitunnin tavoite:

- Introduce students to the novel study and "The BFG"
- Introduction to Roald Dahl

Mitä tarvitaan?

- A copy of The BFG (by Roald Dahl) for each of the students and teacher
- Photocopies of homework questions for each student

Oppitunnin kulku

Activity #1: Introduction to back cover

Activity #2: Introduction to Roald Dahl (5 minutes)

- Considered to be the world's No.1 story teller.
- Was born in Wales (UK), but most of his family was born in Norway in 1916
- Did you know that: his favourite smell was bacon frying in a pan, he would be a doctor had he not been an author and in 1940 he was involved in a plane crash that left him with severe injuries to his nose, head and back. It was later revealed that he sat in a special chair when writing so that there wasn't a lot of pressure on his spine.
- Roald has written the books: Gremlins, Charlie and the Chocolate Factory, James & the Giant Peach and Matilda (just to name a few).
- Roald Dahl died in 1990 at the age of 73, but many schools around the world still celebrate him especially on September 13 which was his birthday
- Roald Dahl enjoyed making up words when writing his stories, especially in BFG. Do not panic on these words as they will be described. If you really want to know, go to the very back to the book – perhaps the word you are looking for will be described there.

Activity #3: Introduction to the characters (inside cover)

- Take a few moments and describe what you think of these characters based on their names and their pictures – how would you describe them? What kind of backstory do you think they have?

Activity #4: In-class reading (p 1-11)

- Possible words and expressions to explain: 'The Witching Hour' (described on p 2, but also means the most silent and darkest moment during the night), dormitory (a big room where many people sleep – see this at universities and colleges or orphanages), doze (to sleep), trumpet
- At the end of page 3 ask students where they think Sophie lives (we learn she sleeps with many other people, she will get punished if she is caught out of her bed at night, very strict rules)
- Great description of how tall the giant is on p 4: "It was stopping in front of each house. It would stop and peer into the upstairs windows of each house in the street. It actually had to bend down to peer into

- the upstairs window. That's how tall it was.”
- Half way down p 5 ask students: Some of the words that describe the giant are CAPITALISED: why do you think this is? (to emphasize key ideas about the giant)
 - End of page 7: Sophie sees the giant pour something into the long trumpet-like and blow whatever it was into the window of her friends across the street. What do you think it is?

As homework, students should continue reading from pages 12-22 and complete the following in their English journal or workbook:

1) Before reading further, please think about what we have already read. Sophie has been taken by the giant and is now heading somewhere with him. If YOU were taken from your bed by a giant, what would you do?

2) At the beginning of page 12, Sophie describes how fast the giant is moving. If you could travel in any kind of way (for example, by car, train, plane, OR ANYTHING ELSE – use your imagination) from Jyväskylä to ANYWHERE, how would you travel, where would you go and why would you travel this way?

3) On page 17, the BFG really begins to speak to Sophie as she sits on his table. What do you think of the way he speaks? Is it the same as you hear humans speak? Are some of his words new to you? Do the newer words sound real or made-up? What is one of the best words he says between p 17 and 22?

Kesto: 60 minutes

Odotetut oppimistulokset

Overall purpose of this unit:

- To encourage active listening, participation and reading with the students. This allows students build a better understanding of what they are reading.

The individual session's purpose it to offer students:

- A brief understanding of the importance of the back cover of a novel and it's necessity
- An understanding of synonyms and their purpose
- An introduction to the concept of active reading and participation, by encouraging active and engaged class discussions on what is being read.
- An introduction to new and unfamiliar words.