



Novel Guide for Gifted and Advanced Readers



This guide is appropriate for use with gifted and advanced readers. It addresses their affective and cognitive needs through questions that can be used for discussion. Depending on the length of the book, students should read the entire book before conducting the bibliotherapy lesson, the **Group Discussion** using the higher order questions and the **After Discussion** activities. Students should be given the **Before Discussion** activities to complete during their time while reading the book. If the book is exceptionally long, you may need to modify this lesson plan. See **Novel Guide: Notes for Implementing** for additional procedures and recommendations.

Book Title: *The BFG*

Author: Roald Dahl

Interest Level: 3-6

Lexile: 720L

Length: 208

Guide developed by: Lindsey Rogers

Summary: The BFG is not your average giant actually he is the runt of the giants who catches Sophie one night peering out at him. With a quick snatch, Sophie finds herself nestled in her blanket with the thoughts of being eaten once he has her back at his home. But once Sophie gets to know the BFG, her thoughts vanish. Sophie learns of what horrible things the other bone-crunching giants are doing and wants to put a stop to it with help from the BFG.

Conceptual Connections

Conceptual Lens: Friendship

Other Key Concepts: Courage, Diversity

Essential Understandings:

To be a friend with someone who is different takes courage.

Essential Questions:

What is friendship?

Why is important to accept other's for who they are?

Why does it take courage to be a friend?

Affective Focus (Bibliotherapy)

Introductory Activity/Hook

The teacher will begin the lesson by asking the students: Would you become friends with someone who kidnapped you?

Menu of Bibliotherapy Questions

Identification: Who is the BFG?

In what ways is the BFG different from the other giants?

What is dream country?

Why did the BFG and Sophie want to talk to the Queen of England?

What was their great plan?

Did their plan work?

Catharsis:

How did Sophie feel at first about the BFG?

How was Sophie courageous?

How was the BFG courageous?

How did Sophie and the BFG feel about each other at the end of the book?

Insight:

Why is it courageous to make a new friend?

Why could you feel afraid to make a new friend?

How is it courageous to accept others even if they are not the same as you?

Universalization/Follow up Activity

After reading *The BFG*, mix up and create your own dream about how to befriend someone who is different than you. Create a puppet show to perform with a group.

Reading Comprehension: Independent Work and Group Discussion

To foster strong reading comprehension, literacy skills, and love of literature, students need to read critically, respond to what they read with text-based evidence, develop a robust vocabulary, and engage in high level discussion with peers. The following activities address these components.

Before Group Discussion (Activities for students to complete independently)

A. Knowledge and Comprehension Questions related to the novel. Students use sticky notes to locate answers in the text as they read. Teacher may use student's answers for a grade.

Knowledge Questions

- Who were the main characters?
- How did the BFG kidnap Sophie?
- What does the BFG stand for?
- What are snozzcumbers?
- On what part of the BFG's body did Sophie travel to meet the Queen?

Comprehension Questions

- Why do human beans have different tastes?
- Why do you think the BFG has so much trouble speaking properly?
- Why can the BFG hear the footsteps of a ladybug?
- Why are the other giants so mean to the BFG?
- Why are the giants scared of a human called Jack?
- Why does Sophie feel that the Queen of England will help her stop the bone-crunching giants?

B. Vocabulary Study: Students will complete the following activities with vocabulary from the novel. The activities may be used for a grade, but should also be included in the discussion.

- Students look up the word in the dictionary or online, noting the definition that best fits how the word is used in the passage. Also, determine possible synonyms and evaluate the author's use of the word in the passage.
- Students will complete a graphic organizer provided by the teacher.

Vocabulary Words

- Sensation (p 20)
- Forlorn (p 50)
- Distressed (p 84)
- Absurd (p 147)
- Imposing (p 162)
- Bellowing (p198)

Group Discussion: Teacher-facilitated small group discussion. Teacher may choose to provide students with a set of the questions prior to the discussion. Students should also be encouraged to create their own questions.

Higher-Level Questions (using Bloom's categories):

1. Application

- What would have happened if Sophie hadn't been looking out the window?
- If you were in Sophie's position and captured by the BFG how would you have reacted?
- If you had to cook a meal for The BFG what would you make?
- What questions would you ask of Sophie after making it back safely from Giant Country?
- If Sophie was real what do you think her attributes would be in the classroom?

2. Analysis

- Which part of the story funniest and why?
- If a dream was in a jar and it was very still and quiet, what could you infer about that dream?
- Compare the similarities and the differences of the Bloodbottler and the BFG.
- What characteristics does Sophie have that you also have?
- What one word from the story would you choose to describe the BFG? Give three reasons why you picked that word.

3. Evaluation

- How would you have handled being kidnapped?
- What does this story tell you about friendship?
- Who do you think Roald Dahl was writing this book for?
- Think about the characters of The BFG, who would you choose as a friend? Why?
- If you could either save Sophie or The BFG from one of the nine bone crunching giants which one would you choose and why?

4. Synthesis

- How could the story have been different if the BFG wasn't so friendly?
- If you could choose one part in the book, what would it be and how would you have changed it?
- Think of The BFG's likes and dislikes. If you could create him a present to give to him what would it be and why?
- If you were Roald Dahl, what would you have named the BFG and why?
- What would you title the sequel to The BFG?

After Group Discussion: Activities for students to complete with a partner, in a small group, or individually. Activities may be used for a grade.

- A. Connections to the Curriculum:** Students will make connections to a curriculum area (math, science, social studies, language arts, art, or careers) using one of the concepts from the story. The product should reflect creativity as well as critical thinking.

Math- During the Royal Breakfast, the Palace servants had to scurry to figure out a way to create furniture for the BFG to use. Mr. Tibbs calculated that if a regular 6-foot man needs a 3-foot table, then a 24-foot man needs a 12-foot table. Create a blueprint of a house for the BFG. Show calculations for the actual height of the house, doors and his bed.

Language Arts- The BFG struggles speaking properly and uses some pretty funny made-up words. Create your own language by developing a dictionary complete with the definition of the word. Use the words you created and write your own chapter of The BFG.

Science- Research the ear as well as how we hear sounds. Then research an experiment and conduct it based on sound. Create a 3:00 to 5:00 minute video based off your research of the ear explaining how we hear as well perform your experiment.

Art-When Sophie meets the BFG she learns that he is no ordinary bone-crunching giant; instead he enjoys catching and blowing dreams into the rooms of children. Create a cartoon strip that shows the dream that the BFG was blowing into the child's bedroom when Sophie first saw him.

Social Studies-The 9 bone crunching giants venture off every night to different countries to gobble up human beans. Research one of these countries and create your own travel brochure featuring highlights of the country.

B. Creative Reading: Using the following list of creative products, students will complete a project reflecting their personal connection with the novel (students may determine their own creative product with the approval of the teacher):

1. Create a puppet play based on a favorite scene in the story
2. Create a poem based on the novel, a character, or favorite scene
3. Illustrate a favorite scene(s) from the story
4. Create a story board of the plot of the story
5. Write a screen play based on the story
6. Create a new ending for the story
7. Create a map of the location(s) of the story
8. Create a mural representative of the story and characters
9. Extend the story into a sequel
10. Rewrite a portion of the story from another character's perspective
11. Rewrite the story in another time or culture
12. Create an online product: infographic, video, character blog, etc.
13. Write a song that one or more of the characters might sing
14. Create an interpretative dance for the story
15. Student idea for a creative product related to the story