

Level	15
Word Count	351
Text Type	Narrative
High Frequency Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Invite the children to share their views and ideas about giants. Discuss whether they are fictional or real characters. Ask the children to justify their answers.



Ask the children to look at the cover illustration and title. Invite the children to predict what the story is about, where the story is set and who is in the story.



Ask the children to respond to the book. What did they learn about giants? Invite the children to suggest different titles for the story. Discuss why they chose their titles.



Invite the children to analyse the text in terms of their own writing. Do they have fictional characters in their stories? What kinds of problems do they have? How do they solve their problems?

AFTER READING

BEFORE READING

2/3

Discuss with the children the perceived characteristics of giants. Invite the children to suggest other character traits of giants. Are they always scary? Are they always friendly?

Revise punctuation with the children. Ask the children to scan page 2 for punctuation. Discuss the purpose of each.

Once there was a giant.
He lived up in the hills,
not too far away from a town.

Now, the giant liked the summer
when it is warm.
He did not like the winter
when it is cold.

One day, it was very cold.
The giant shivered and shivered.
"What can I do?" he said.



AFTER READING

Discuss narratives with the children. Explain that there is always a problem in a narrative. From the information they have read, can they find the problem?

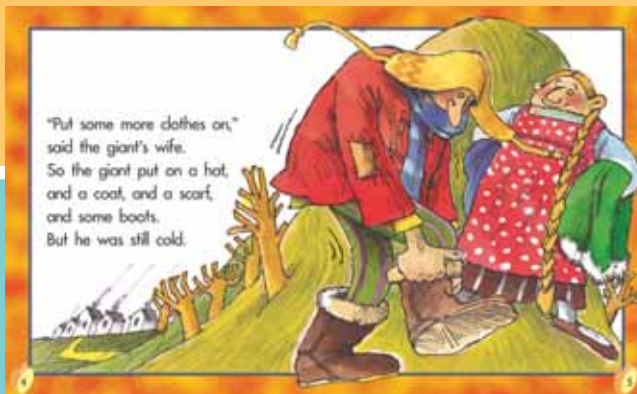
Ask the children if the text on the first page clearly introduces the character and setting. Have the children scan page 2 to find the answers.

BEFORE READING

4/5

Invite the children to look at the illustration on pages 4 and 5. How did the giant solve his problem? Was that the best solution? Discuss with the children other solutions.

"Put some more clothes on,"
said the giant's wife.
So the giant put on a hat,
and a coat, and a scarf,
and some boots.
But he was still cold.



AFTER READING

Invite the children to analyse the text so far. If they had been cold what would they have done?

Invite the children to look at the pictures on pages 6 and 7. Ask them to predict what is happening in the pictures.

Explain to the children that hyphens are used to join two words. Often they are describing words. Ask the children to locate the hyphenated word on page 7. Discuss the use of the word in the sentence.

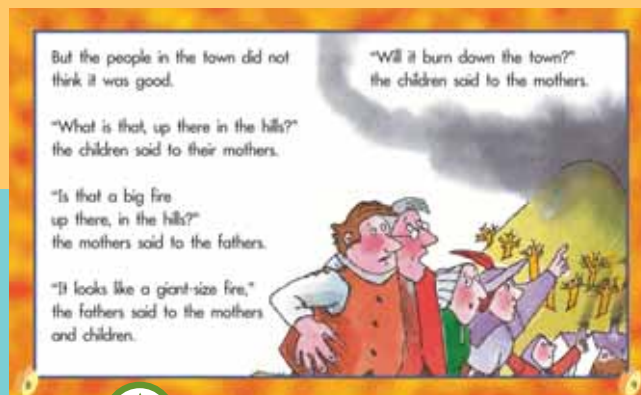


Ask the children to explain what a *giant-size fire* is. Could the author have used another word? Would it have had the same effect?

Ask the children to comment on any difficulties they had reading the text. What did they do to sort out their reading problems?

Ask the children to look at the illustration on page 9. How will the giant's fire affect the people in the town?

Write the words *mothers*, *fathers* and *children* on the board. Discuss how each word is a plural and how the word changes when made into a singular.

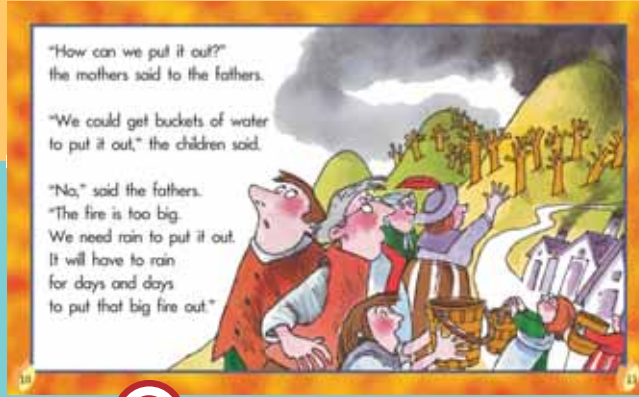


Ask the children to find the punctuation on pages 8 and 9. Discuss with the children how the punctuation affects their reading on these pages.

BEFORE READING 10/11

Ask the children why the people couldn't put the fire out. Invite the children to suggest other ways the people could put the giant-size fire out.

Revise the vowel blend *ai*. Ask the children to scan the page for the word *rain*. Sound out the word. Brainstorm other similar sounding words. Record them on the board.



Ask the children to analyse if the book helped them to compare firefighting today with firefighting 200 years ago. Share their experiences.

AFTER READING

BEFORE READING 12/13

Invite the children to look at the illustrations and suggest what is happening. What do they think will happen in the rest of the book?



Ask the children what has happened to the giant. How could he cool himself down? Ask the children to share their own experiences. How did they solve their problem?

AFTER READING

The Lucky Whale

Carla Crocodile's Knitting

The Giant's Fire

Bronko's New House

Saving Tigers

What Is a Frog?

Ruby and the White Rat

Don't Throw It Away

Look at the illustrations. Discuss with the children how the giant's actions on page 14 affect the people?

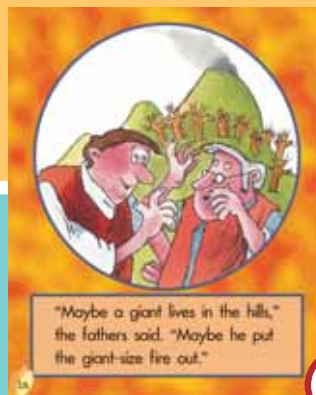


Discuss with the children the giant's wife. How would you describe her as a person? How does she help her husband?

Ask the children to scan for punctuation. Discuss the question marks and the pattern of questions in the book.

Ask the children to look at the final illustration before reading. How might the story end?

Remind the children that their reading needs to make sense. It is important that it sounds right. Remind them to use punctuation to let them know when to stop and start.



Discuss with the children the fathers' view on giants. Did they believe there were giants? Invite the children to look back at the text and illustrations to find the answers.

Discuss the text in more depth. How would the story have been the same or different if it was called *The Dwarf's Fire*? Have them justify what they say.

15 c The Giant's Fire

Name _____

1. Fill in the spaces using the word bank below.

Once there was a _____. The giant liked the summer when it is _____. He did not like the _____ when it was cold.

The giant put on a hat, a coat, a scarf and some _____. He was still _____.

The giant lit a _____ fire. The people of the town became worried about the giant-size fire. "It will need to _____ to put it out."

The next day it was warm. The giant became _____.

He decided to put out the fire.

Word bank:

giant-size, cold, winter, boots, rain, hot, warm, giant

15 c The Giant's Fire

Name _____

1. Brainstorm 10 words with the **ai** vowel blend.

Rain

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

2. Write three sentences using as many of these **ai** words as you can.
