

# The Giant

## Teacher's Notes

**High-frequency words:** the, has, a, big, go, here

**Secondary words:** comes, get, out, shout

**Utensils:** cup, plate, fork, spoon

## Before Reading

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- Ask the children to tell you about giants. Ask, *How big are they?* (huge) *What would you do if you met a giant?* (run away) **Making meaning:** making personal connections.
- Look at the front cover and read the title. *What utensils does the giant have?* (fork, plate, cup) *How is he feeling?* (hungry) Point out the giant's beard. **Analysing the text:** visual literacy.
- Look at the back cover and read the blurb. Point out the question mark.
- Look at the title page and ask, *Where do you think the children are going?* (into the giant's house) **Analysing the text:** visual literacy.

## Reading the Text

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- Ask the children to look through the pictures and talk about them.
- Ask the children to read the text aloud, pointing to each word as they read it.
- Remind them to use decoding strategies for unfamiliar words, matching the initial sound with the picture.
- Ask the children to think about the question from the blurb as they read the text: *What does the giant have?* **Making meaning:** recall, comprehension, critical literacy.

## **Responding to the Text**

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- Point out the bold print on pp. 7 and 8. **Cracking the code:** punctuation.
- Notice the word *big* on pp. 2–5, and 8. Encourage the children to give synonyms (e.g. enormous, gigantic). **Using the text:** vocabulary.
- Revisit p. 8 and ask, *Why do you think the giant tells the children to get out rather than eat them?* (He's a kind giant.) **Making meaning:** critical literacy.
- Encourage the children to find other stories about giants.
- Revisit p. 7 and ask, *How does the illustrator show the difference in size between the characters?* (hand is huge; children are tiny) **Analysing the text:** visual literacy, critical literacy.
- Encourage the children to draw a large cup, plate, fork, and spoon, and tiny children on each one.