

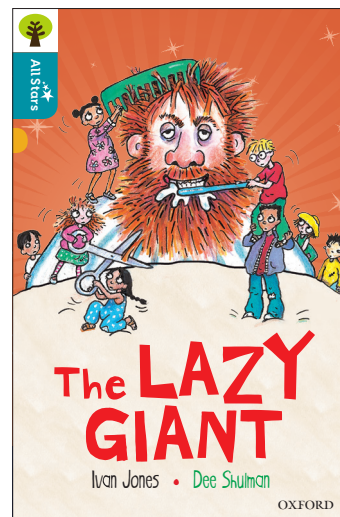
The Lazy Giant

Author: Ivan Jones

Illustrator: Dee Shulman

Teaching notes author: Gill Howell

Book type: novel



About All Stars

All Stars is a series of chapter fiction books written specifically for able readers aged 5 to 7 years. The books offer engaging, content-appropriate stories for infants at reading levels that will motivate and challenge your high-ability readers. *All Stars* are primarily for independent reading, but can be used in a variety of ways, including in able-reader guided reading sessions and in speaking, writing and drama activities.

All Stars is endorsed by Potential Plus, a leading charity which supports children with high learning potential. You can find out more about Potential Plus at www.potentialplusuk.org.

Synopsis

The Lazy Giant is so lazy and mean that nobody wants to work for him – so he carries twelve children off to his castle to be his servants. The children cook and do all the chores for the Giant but he is ungrateful and treats them badly. One rainy day, as the children pull the Giant's carriage up a mountain, it gets stuck. The children seize the chance to escape by pushing the carriage down the mountain. The Giant falls out, bangs his head and learns his lesson.

Group/Guided reading

Introducing the story

- (Clarifying) Look together at the cover image. Ask: *Who do you think the man in the picture is? What are the children doing?* Read the title together.
- (Clarifying) Turn to the back cover. Ask: *What do you think is happening in the picture?*
- (Predicting) Read the blurb. Ask: *What do you think might happen in the story?*
- (Clarifying / Predicting) Turn to page 5. Look at the image at the top of the page. Ask: *What sort of person do you think the Giant is? Why?*
- (Clarifying) Turn to pages 6 and 7. Read the names of all the children. Ask: *What do you notice about their names?*
- (Clarifying) Turn to page 9. Read the speech bubble aloud. Remind children to read the speech bubbles during the story.
- Some of the more challenging words and their definitions are listed on the front inside cover of the book. Encourage the children to look at these words and talk about their meaning to help build familiarity before children read the story.

- Here are some additional tricky words that may be useful:
 - lazy – doesn't want to work
 - cottage – a small house
 - choppy – jerky or rough
 - quake – shake, shiver

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- Encourage the children to read the speech bubbles and dialogue with an expressive tone.
- *(Clarifying / Predicting)* Pause at the end of page 9 and ask: *What went wrong with the breakfast? What do you think will happen next? Say: Look out for what goes wrong with the children's tasks in the rest of the story.*
- *(Clarifying)* On page 11, point to Tottie's spoken words. Ask the children what they notice about these words. Encourage them to look out for other rhyming speech as they read.
- *(Summarizing / Predicting)* At the end of page 19, ask the children to describe what has happened in the chapter. Ask: *What might happen next?*
- *(Questioning)* Pause at the end of page 24. Ask: *Is there anything you'd like to ask the characters at this point in the story?*
- *(Clarifying)* On page 27, help the children read 'nincompoops' by breaking the word into syllables. Check that children know what it means.
- *(Clarifying / Predicting)* At the end of page 30, ask: *How do you feel about the Giant now? What do you think the Giant might do next?*

Returning to the story

- *(Clarifying)* Ask the children what other sentences with rhyming words they noticed while reading. Encourage them to find the pages in the text.
- *(Clarifying / Summarizing)* Ask: *How did the children in the story feel about the Giant? What tells you that?*
- *(Summarizing)* Ask: *What sort of work did the children in the story do for the Giant? What happened if the Giant was not pleased? Ask the children to describe what went wrong with some of the tasks.*
- *(Summarizing / Clarifying)* Ask: *When the Giant went out in his carriage, what made him angry? What did he do that upset the children?*
- *(Clarifying)* Turn to page 24. Ask: *What do you think the children are whispering to each other?*
- *(Clarifying / Summarizing)* Ask: *Why didn't the children run away before?*
- *(Predicting)* Ask: *What do you think might have happened if the Giant had not been knocked out by a big rock?*
- *(Clarifying / Summarizing)* Ask: *Do you think the Giant has learned his lesson? Why?*
- *(Questioning)* Ask: *What would you like to ask the Giant?*

Independent reading

- Introduce the story as in the Group/Guided reading section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- Encourage the children to use a dictionary to look up any unfamiliar words.

- Encourage the children to answer the questions on the inside covers of the book.
- Able readers often read quickly but sometimes skim words or do not fully understand what they are reading. Try:
 - stopping the children from time to time and asking them to explain what is happening in the story at that point, or who a character is,
 - asking the children to examine the pictures and speech bubbles (if present). Encourage the children to tell you what information the pictures or speech bubbles give us,
 - reminding children to look out for any difference between what is being said and what is being thought by the characters. Can they show you an example?
- Prompt more able readers to think about alternative language choices when exploring the text. For example, 'Can you think of any other words the author could have used to describe how this character felt here?'
- Even able readers may need to pause to work out a new or tricky word. Encourage them to reread the whole sentence again to make sure they understand the context of the word.
- Find even more books for your able readers at BookMatch, the children's book recommendation tool specially designed for teachers, available free on Oxford Owl. Filter by year group and Oxford Level to find age-appropriate books to stretch your most able: www.oxfordowl.co.uk

Speaking, listening and drama activities

- Freeze-framing scenes from the story.
- Ask the children to work in small groups.
 - Ask them to choose a scene from the story to perform as a freeze frame. Allow them time to plan.
 - Ask each group to perform their freeze frame and ask the other children to guess which scene it is.
 - Encourage them to say what happens next.

Writing activities

- Writing an advert.
 - Discuss what tasks the Giant made the children do for him.
 - Ask the children to work with a partner and imagine the Giant writes an advert for a housekeeper. Discuss what skills the housekeeper would need to have. Encourage them to think about the sort of personality a housekeeper would need, e.g. patience, not easily upset, hard-working etc.
 - Ask the children to discuss their ideas with a partner before writing.
 - Ask them to read their adverts aloud to the others and compare words and phrases that work well.

Cross-curricular suggestion

PSHE

- Discuss how the children in the story helped and supported each other. Ask the children to share how they help and support each other at school.



The Lazy Giant

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can make plausible predictions about characters, using knowledge of the story and own experiences. (RCS Standard 2, 10)
- Can recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts. (RCS Standard 2, 11)
- With support, can answer simple questions/find information in response to a direct question. (RCS Standard 2, 12)
- Can comment on obvious characteristics and actions of characters in stories. (RCS Standard 2, 23)

ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Encourage the children to describe what the characters do in different scenes for their freeze frame activity.
Reading: Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Encourage the children to sound out and blend unknown words when they meet them.
Reading: Comprehension	recognising and joining in with predictable phrases (Y1 ReadComp.1iv)	Do the children recognize and join in with the rhyming parts of the text?
	making inferences on the basis of what is being said and done (Y1 ReadComp.2iv)	Encourage the children to describe what happens that makes the Giant angry.
	predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)	Encourage the children to suggest what might happen next at appropriate points in the story.
Writing: Composition	saying out loud what they are going to write about (Y1 WritComp.1i)	Do the children rehearse their words and phrases with a partner?

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)	Encourage the children to describe what the characters do in different scenes for their freeze frame activity.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Encourage the children to sound out and blend unknown words when they meet them.
	I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. (LIT 1-11a / LIT 2-11a)	Do the children recognize and join in with the rhyming parts of the text? Encourage the children to suggest what might happen next at appropriate points in the story.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	Encourage the children to describe what happens that makes the Giant angry.
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a / LIT 2-20a)	Do the children rehearse their words and phrases with a partner?

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	take part in activities with others and talk about what they are doing (Y1_OracColl.2)	Encourage the children to describe what the characters do in different scenes for their freeze frame activity.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Encourage the children to sound out and blend unknown words when they meet them.
	join in, repeat or memorise rhymes, songs, poems and stories (Y1_OracList.6)	Do the children recognize and join in with the rhyming parts of the text?
	look for clues in the text to understand information (Y1_ReadStrat.12)	Encourage the children to describe what happens that makes the Giant angry.
	use prediction in stories, adding more detail (Y1_ReadComp.5)	Encourage the children to suggest what might happen next at appropriate points in the story.
Writing	talk about what they are going to write (Y1_WritMean.4)	Do the children rehearse their words and phrases with a partner?

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Levels 1 and 2

	Levels of Progression	Book-related assessment pointers
Talking and listening	ask and answer questions for specific information (L1_com_talk.2)	Encourage the children to describe what the characters do in different scenes for their freeze frame activity.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Encourage the children to sound out and blend unknown words when they meet them.
	understand, recount and sequence events and information (L2_com_read.1)	Encourage the children to describe what happens that makes the Giant angry.
	talk about what they read and answer questions (L1_com_read.5)	Encourage the children to express opinions about what is happening in the story.
	express opinions and make predictions (L2_com_read.5ii)	Encourage the children to suggest what might happen next at appropriate points in the story.
Writing	talk about what they are going to write (L1_com_writ.1)	Do the children rehearse their words and phrases with a partner?