The BFG

4th/5th Combo Novel Unit

Introduction

This novel unit was created to use in a 4th and 5th combination class. It has integrated both sets of standards including the Informational text standards as well as some cross-curriculum standards.

You can walk through this unit by clicking on the bookmarked links. The links will take you to outside documents and to places within this document.

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Note: Adjust page numbers as needed, each student's page numbers may differ slightly.

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Standards Covered

4th Grade

L 4.4a - Use context as a clue to the meaning of a word or phrase.

L 4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RI 4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RL 4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

W 4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

5th Grade

L 5.4a - Use context as a clue to the meaning of a word or phrase.

L 5.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RI 5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RL 5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

W 5.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information

Characters

(Character Name)		
Thoughts	**Words**	**Actions**
“Direct quote from book.” (pg #) Explanation of quote.	“Direct quote from book.” (pg #) Explanation of quote.	“Direct quote from book.” (pg #) Explanation of quote.

(Character Name)

Thoughts	**Words**	**Actions**
“Direct quote from book.” (pg #) Explanation of quote.	“Direct quote from book.” (pg #) Explanation of quote.	“Direct quote from book.” (pg #) Explanation of quote.

(Character Name)		
Thoughts	**Words**	**Actions**
“Direct quote from book.” (pg #) Explanation of quote.	“Direct quote from book.” (pg #) Explanation of quote.	“Direct quote from book.” (pg #) Explanation of quote.

(insert rows as needed)

(Character Name)

Thoughts	Words	Actions
“Direct quote from book.” (pg #) Explanation of quote.	“Direct quote from book.” (pg #) Explanation of quote.	“Direct quote from book.” (pg #) Explanation of quote.

(insert rows as needed)

(Character Name)

Thoughts	Words	Actions
“Direct quote from book.” (pg #) Explanation of quote.	“Direct quote from book.” (pg #) Explanation of quote.	“Direct quote from book.” (pg #) Explanation of quote.

(insert rows as needed)

Characters Activity

Directions:

4th Grade: Describe a character from the story. Use your graphic organizer to help you describe them. You need to include how their thoughts, words, and actions support their character traits. Be sure to use text evidence in your description. This description should be AT LEAST 1 paragraph.

5th Grade: Compare and contrast two of the characters from the story. You need to compare and contrast their thoughts, words, and actions, as well as other character traits. Use your graphic organizers to help you describe them. Be sure to use text evidence in your comparison. This comparison should be AT LEAST 2 paragraphs.

Setting

Giant's Home	
Description	**Explanation**
"Direct quote from book." (pg #)	Explanation of quote. How did this help you determine which setting you were in?

(insert rows as needed)

Dream World

Description	Explanation
“Direct quote from book.” (pg #)	Explanation of quote. How did this help you determine which setting you were in?

(insert rows as needed)

Giant Country

Description	Explanation
“Direct quote from book.” (pg #)	Explanation of quote. How did this help you determine which setting you were in?

(insert rows as needed)

List of Major Events

Directions: Write, at least, a 2 sentence summary of major events from each chapter.

Chapter # & Title	Major Events
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
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22	
23	
24	

Book Summary

Directions: This is not to be completed until the end of the unit. Write a summary of the entire book. Your summary should be NO MORE than 2 paragraphs (10 sentences). Remember a summary focuses on the beginning, middle, and ending of the book.

Summary

-Complete the summary for the book
-Use the List of Major Events for help
-Watch capitalization of proper nouns and at the beginning of sentences
-Watch for sentence structure, period placement.
-Check your spelling!!!
-No more than 10 sentences!!!!!

Short Answer Questions

Directions: These questions are to be answered in the order they have been assigned to you. **DO NOT** go on to questions because you never know when your teacher may change or reword the questions. All questions will be graded using the **Short Answer Rubric** that we have gone over and should follow the **Text Dependent Answer** format.

1. Based on Sophie's description of the dormitory, why was she so afraid to get out of her bed? Use two examples from the text to support your answer (pgs 9-10).	
2. What evidence does the author provide to show that the BFG is coming to a stop? Use two examples from the text to support your answer (pg. 21).	
3. What caused Sophie to conclude that the BFG was going to eat her? Use your prior knowledge about giants and text evidence to support your answer (pg. 25).	
4. How does Sophie feel about being taken by the BFG? Use details from the text to support your answer.	
5. Using details from the text, describe the relationship between the BFG and the other giants.	
6. What does Sophie think about the giants eating the boys and girls in England? How do you know? Use details from the text to support your answer.	
7. Using details from the text, describe the development of the relationship between Sophie and the BFG throughout the story. What are the differences from the beginning of the story to the end?	

Figurative Language

Directions: Use this to track the figurative language throughout the book. Be sure to include a direction quote and an explanation that tells what type of figurative language it is and why. Please **Bold** and Underline the type of figurative language so it is easy to identify.

Quote	Explanation of Figurative Language
"Insert direct quote from story here." (pg. #)	This demonstrates a (**insert figurative language type here**) because….

Context Clues

Directions: Explain the meaning of the words provide using context clues from the text. You may also add more boxes if you come across other words you do not understand.

New Vocabulary Words	Explanation Using Context Clues
Word (pg. #)	This word means (insert meaning) because the context clues...
Scrumdiddlyuptious (pg. 26)	This word means _____ because the context clues...
Gobblefunk (pg. 28)	
Telly-telly bunkum box (pg. 32)	
Whiffswiddle (pg. 37)	
Swizzfiggling (pg. 45)	
Cockles (pg. 58)	
Whizzpopper (pg. 67)	
Razztwizzler (pg. 70)	
Snozzling (pg. 88)	
In a blue baboon (pg. 88)	

Dreams: The Mysteries of Sleep

http://chealth.canoe.ca/channel_health_features_details.asp?health_feature_id=363&article_id=1139&channel_id=135&relation_id=2334

How do dreams happen?

A few of these scenarios may ring a bell: flying, falling, climbing to great or frightening heights trying to run from a threat through a sludge or quicksand, sharing an embrace with a mysterious stranger or co-worker, or popping up suddenly in your grade two classroom and then getting turned upside-down by a twister. How do we get to these places? How do dreams happen?

First we have to fall asleep, of course. Scientists believe *adenosine*, a natural compound, accumulates in our blood during our waking hours, compelling us toward sleepy state. Gradually, the heart rate and breathing slow, and muscles all across the body relax more and more.

At about the 90-minute mark, after most people have fallen through deeper, slow wave sleep, they switch into a cycle of sleep characterized by *rapid eye movement* (*REM).* REM sleep is where the most vivid and frequent dreams happen.

The body lies mostly still through the REM cycle, but the brain is nearly as active as when it's fully awake. Motor signals from the brain to the body are inhibited by certain neurotransmitters which, for all intents and purposes, temporarily paralyze us. It's lucky for us that these neurotransmitters kick in. Without them, we'd be running from monsters in our pajamas or trying to fly out of our beds. Your eyes, however, remain responsive to these signals. They still dart back and forth, implying activity-dreams- occurs during sleep.

Those dream images are thought to originate in the visual centre of the cerebral cortex, the brain's grey matter and the mind's hub for memory, awareness, consciousness, and thought. While the part of your visual cortex that takes in new images sleeps right along with you, the part that interprets images stays wide awake. So, basically, your brain gets down to business, trying to make sense of all the bits of memory and imagination.

Directions:

1. Read through the passage carefully.
2. Read through the passage again and add a comment on any words you do not understand.
3. In the comment use your context clues and tell me what you think the word means. Use the comment on the side as an example.
4. Share your paper with a friend, giving them the rights to only COMMENT. Have them check your words.
5. Read the questions below.
6. Read through the passage once more. **BOLD** the main idea of the passage.
7. Underline supporting details.
8. Answer the questions below using a text dependent answer.
9. Write a summary of the text.

What is the main idea of this passage? What text evidence supports it?

Summary:

Understanding the Dream Catcher Legend
http://www.dream-catchers.org/dream-catchers-faq.php

What is a Dream Catcher?

Dream catchers are arts and crafts of the Native American people. The original web dream catcher of the Ojibwa was intended to teach natural wisdom. Nature is a profound teacher. Dream catchers of twigs, sinew, and feathers have been woven since ancient times by Ojibwa people. They were woven by the grandfathers and grandmothers for newborn children and hung above the cradleboard to give the infants peaceful, beautiful dreams. The night air is filled with dreams. Good dreams are clear and know the way to the dreamer, descending through the feathers. The slightest movement of the feathers indicated the passage of yet another beautiful dream. Bad dreams, however, are confused and confusing. They cannot find their way through the web and are trapped there until the sun rises and evaporates them like the morning dew.

Originally the Native American dream catcher was woven on twigs of the red willow using thread from the stalk of the stinging nettle. The red willow and twigs from other trees of the willow family, as well as red twig dogwood can be found in many parts of the United States. These twigs are gathered fresh and dried in a circle or pulled into a spiral shape depending upon their intended use. They used natural feathers and semi-precious gemstone, one gemstone to each web because there is only one creator in the web of life

History of Dream Catchers

Long ago when the word was sound, an old Lakota spiritual leader was on a high mountain and had a vision. In his vision, Iktomi, the great trickster and searcher of wisdom, appeared in the form of a spider. Iktomi spoke to him in a sacred language. As he spoke, Iktomi the spider picked up the elder's willow hoop which had feathers, horsehair, beads and offerings on it, and began to spin a web. He spoke to the elder about the cycles of life; how we begin our lives as infants, move on through childhood and on to adulthood. Finally we go to old age where we must be taken care of as infants, completing the cycle.

But, Iktomi said as he continued to spin his web, in each time of life there are many forces, some good and some bad. If you listen to the good forces, they will steer you in the right direction. But, if you listen to the bad forces, they'll steer you in the wrong direction and may hurt you. So these forces can help, or can interfere with the harmony of Nature. While the spider spoke, he continued to weave his web.

When Iktomi finished speaking, he gave the elder the web and said, the web is a perfect circle with a hole in the center. Use the web to help your people reach their goals, making good use of their ideas, dreams and visions. If you believe in the Great Spirit, the web will filter your good ideas and the bad ones will be trapped and will not pass.

Directions:

10. Read through the passage carefully.
11. Read through the passage again and add a comment on any words you do not understand.
12. In the comment use your context clues and tell me what you think the word means. Use the comment on the side as an example.
13. Share your paper with a friend, giving them the rights to only COMMENT. Have them check your words.
14. Read the questions below.
15. Read through the passage once more. **BOLD** the main idea of the passage.
16. Underline supporting details.
17. Answer the questions below using a text dependent answer.
18. Write a summary of the text.

What is the main idea of this passage? What text evidence supports it?

Summary:

Research Activity:Queen of England

www.royal.gov.uk

Directions:Tell me about the Queen of England. Who is she? Where does she live? What does she do? Why is she important? Add any other facts or information you would like to share. Place a link here with any articles you use to answer the questions with. Be creative in the way you present the information. If you choose to use something outside of this Google Doc, please place a link after you have checked the sharing privileges.

Research Activity: Geography

Directions: Create a Google Map and place pins at each location the giants talk about traveling. Once you place a pin write a description of the place and insert a video or an image of the place. Place a link to your map here. Be sure you share the map with your teacher. Take a screenshot of each pin and paste it here as well.

Extension Activity: Charles Dickens

Directions:Tell me about Charles Dickens. Who was he? Where did he live? What did he do? Why is he important? Add any other facts or information you would like to share. Place a link here with any articles you use to answer the questions with. Be creative in the way you present the information. If you choose to use something outside of this Google Doc, please place a link after you have checked the sharing privileges.

Opinion Writing Prompt Topic

Read the following excerpt from *The BFG*.

"'One night,' he said, 'I is blowing a dream through a window and I sees this book lying on the little boy's bedroom table. I wanted it so very badly, you understand. But I is refusing to steal it. I would never do that.'
'So how did you get it?' Sophie asked.
'I *borrowed* it,' the BFG said, smiling a little. 'Just for a short time I borrowed it.'
'How long have you had it?' Sophie asked.
'Perhaps only about eighty years,' the BFG said. 'Soon I shall be putting it back.'"

Did the BFG borrow or steal the little boy's book? Write your opinion on the topic supporting a point of view with reasons and details from the text.

Notes:	

Opinion Writing Prompt
Tree Map

Introductory Paragraph	
Topic Sentence	
Evidence 1 & Explanation	Evidence 2 & Explanation
Conclusion/Transition::	

Paragraph 1	
Topic Sentence	
Evidence 1 & Explanation	Evidence 2 & Explanation
Conclusion/Transition::	

Paragraph 2	
Topic Sentence	
Evidence 1 & Explanation	Evidence 2 & Explanation
Conclusion/Transition::	

Paragraph 3	
Topic Sentence	
Evidence 1 & Explanation	Evidence 2 & Explanation
Conclusion/Transition::	

Paragraph 4	
Topic Sentence	
Evidence 1 & Explanation	Evidence 2 & Explanation
Conclusion/Transition::	

Conclusion	
Topic Sentence	
Evidence 1 & Explanation	Evidence 2 & Explanation
Conclusion:	

Opinion Writing Prompt
Final Draft