

# The Giggly Giant



By Jacob Zikuli  
Pictures by Clyde Misite'e

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# The Giggly Giant



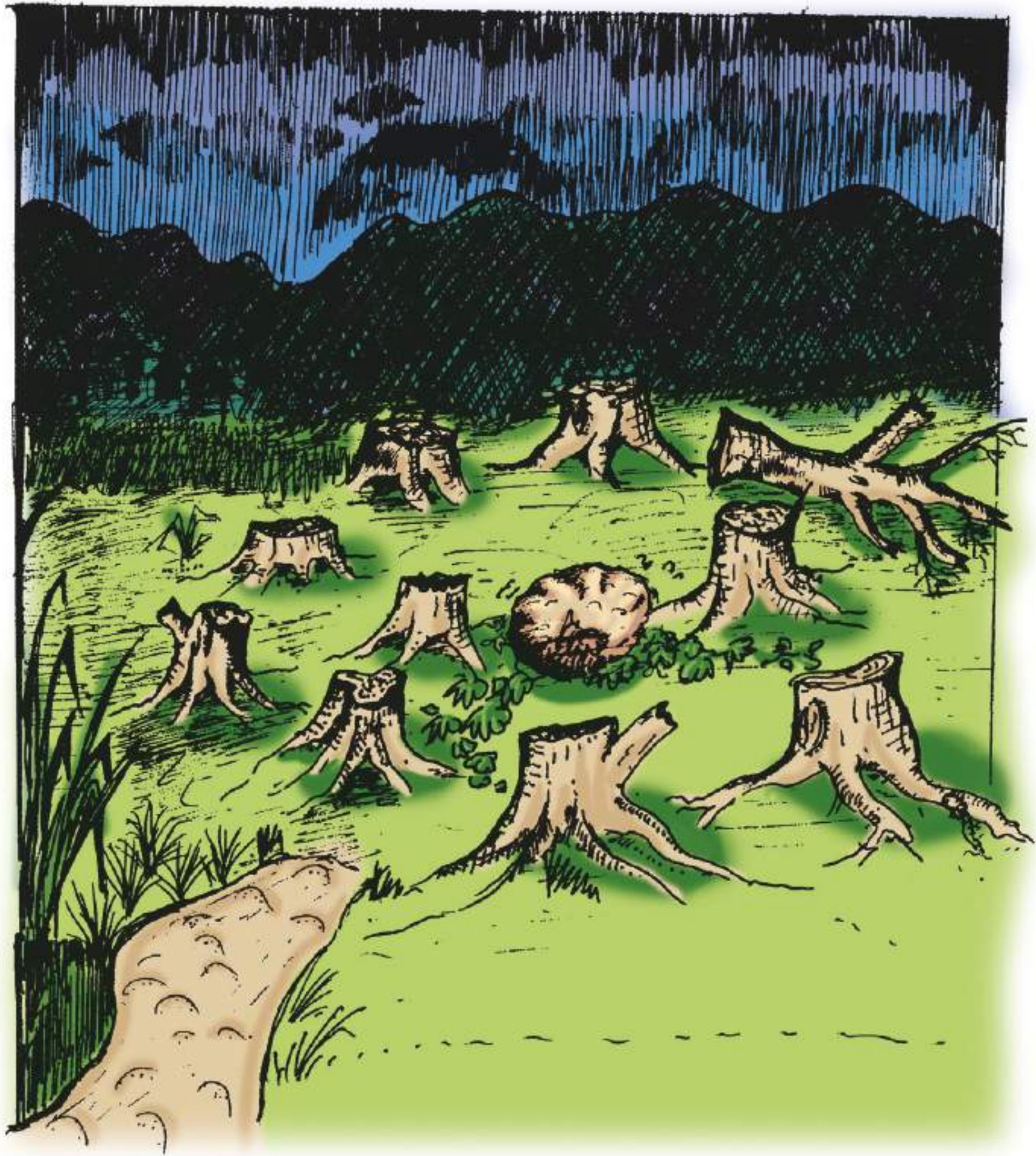
By Jacob Zikuli  
Pictures by Clyde Misite'e





On a far away island there was  
a bumpy road.





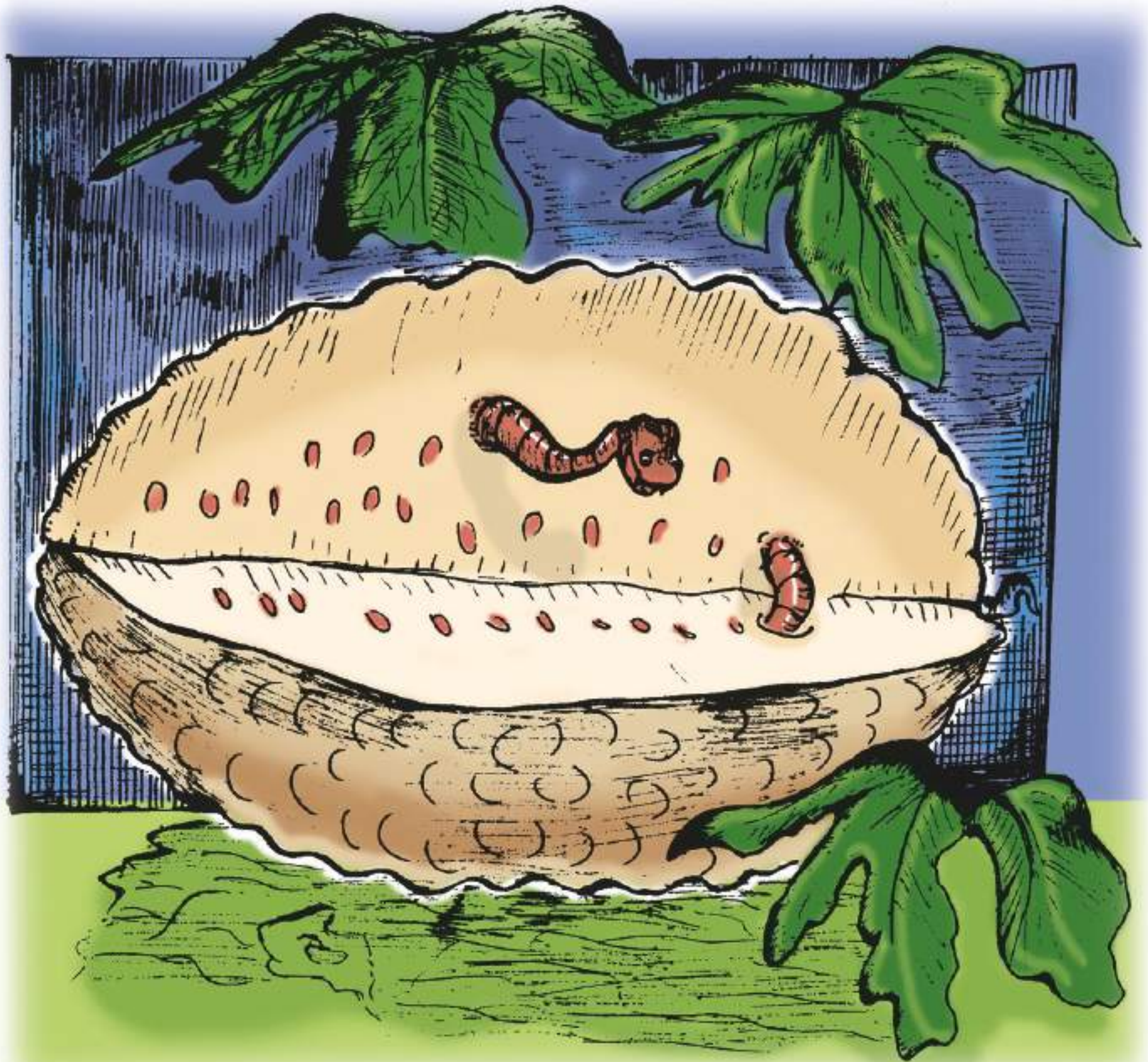
At the end of the bumpy road  
there was a stumpy garden.





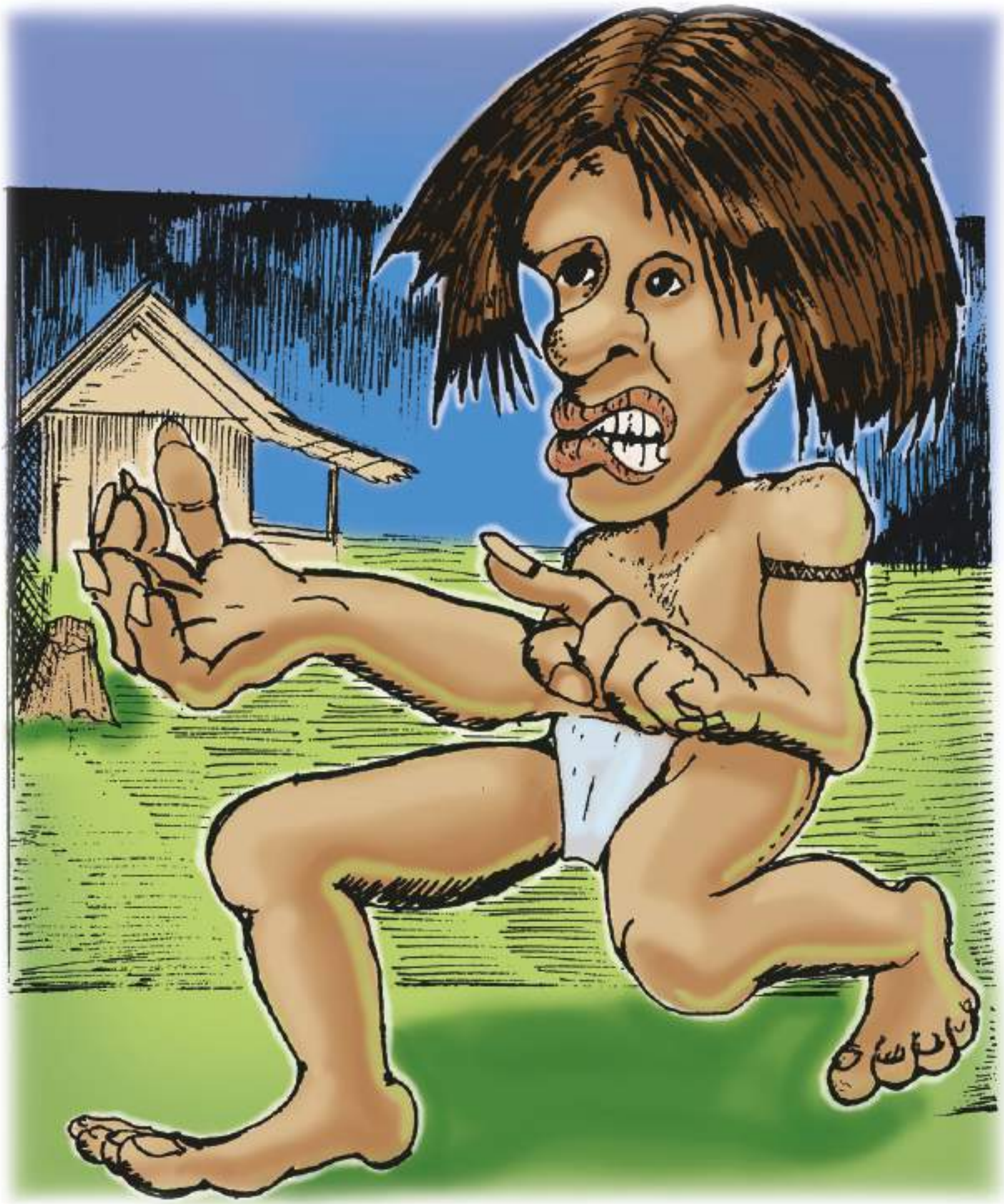
In the stumpy garden there  
grew a lumpy melon.





In the lumpy melon there lived  
a wriggly worm.

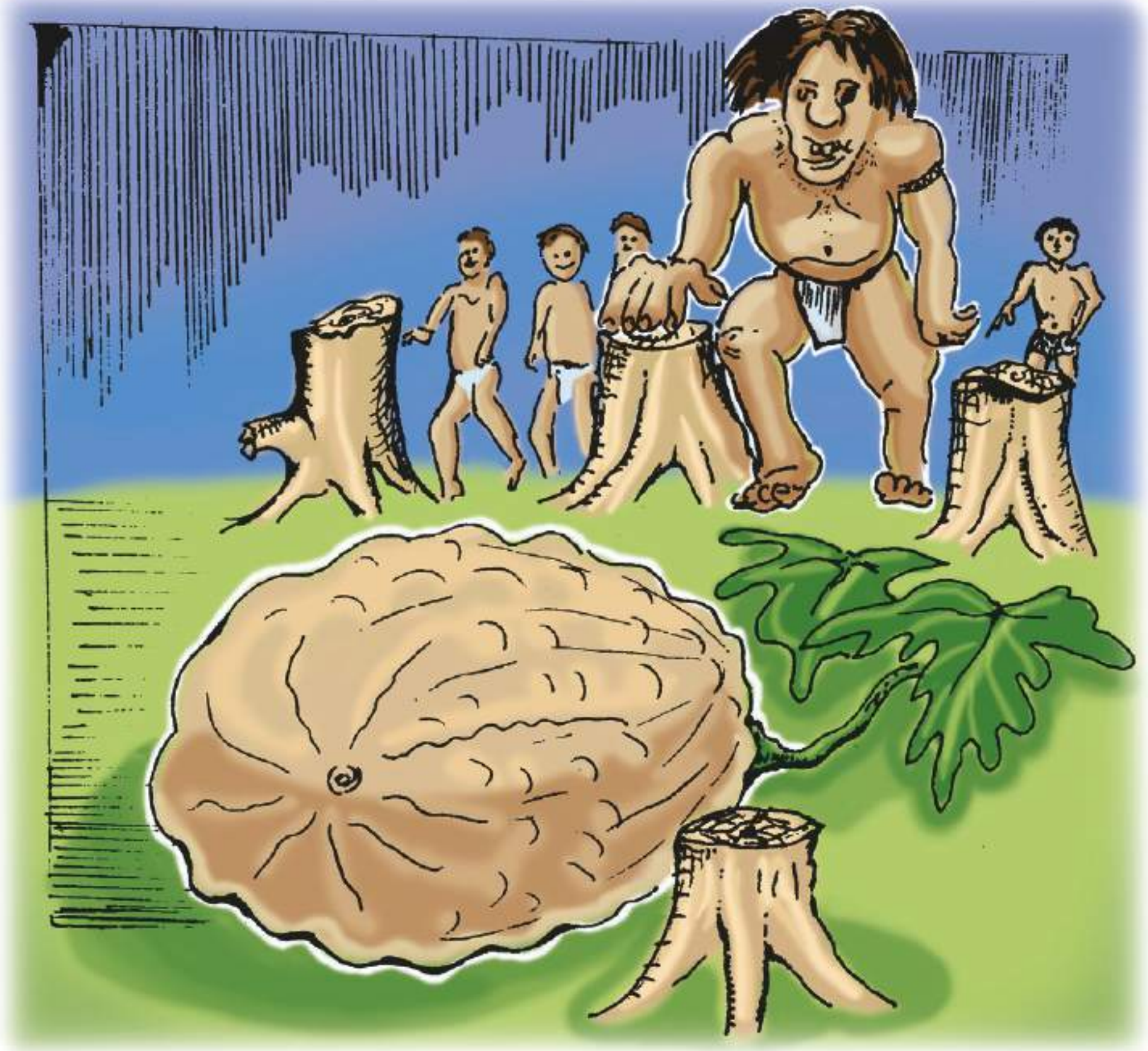




One day a grumpy giant came to the island.

"Give me food!" shouted the grumpy giant.





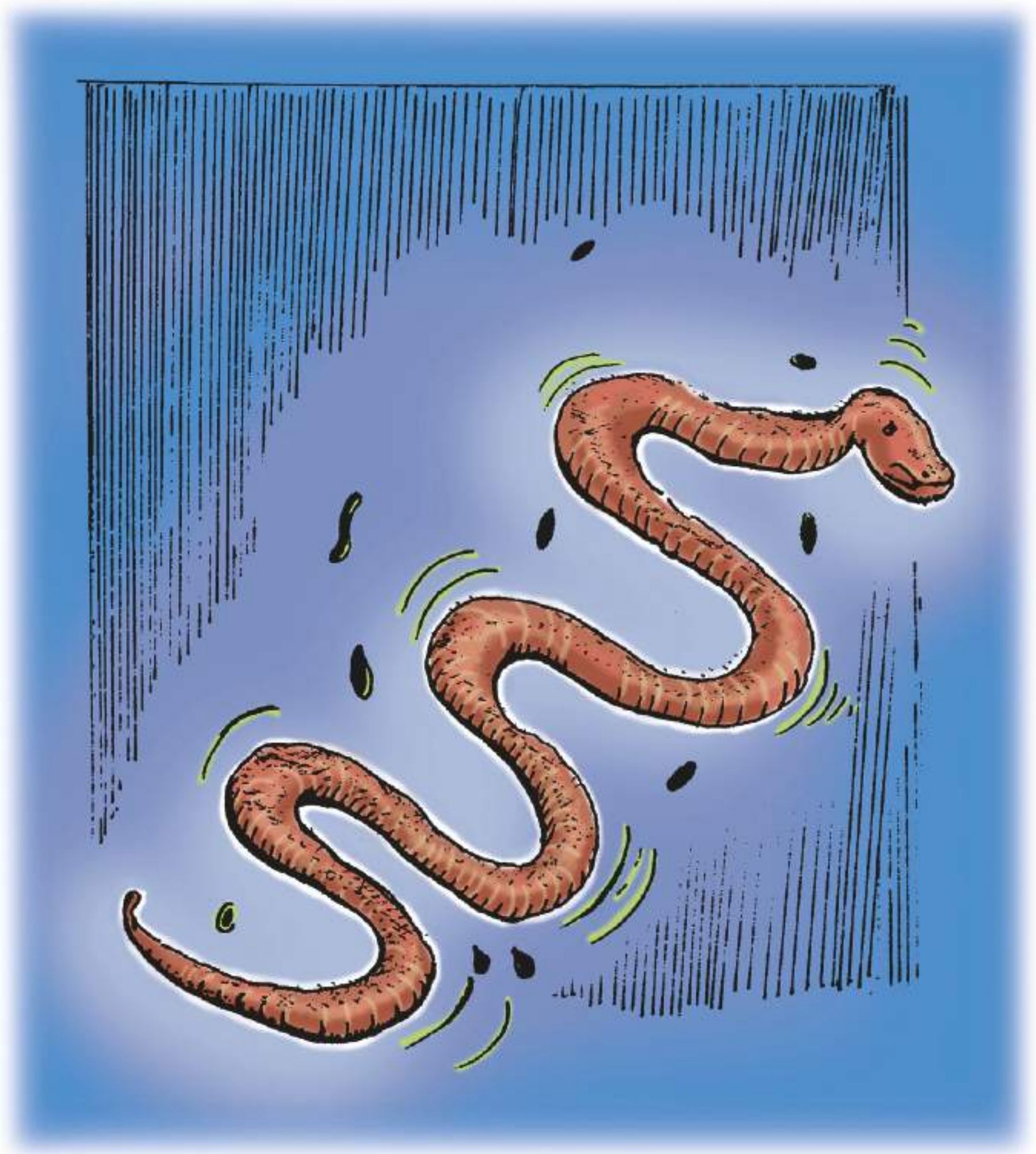
The people led the grumpy giant up the bumpy road, into the stumpy garden and to the lumpy melon.





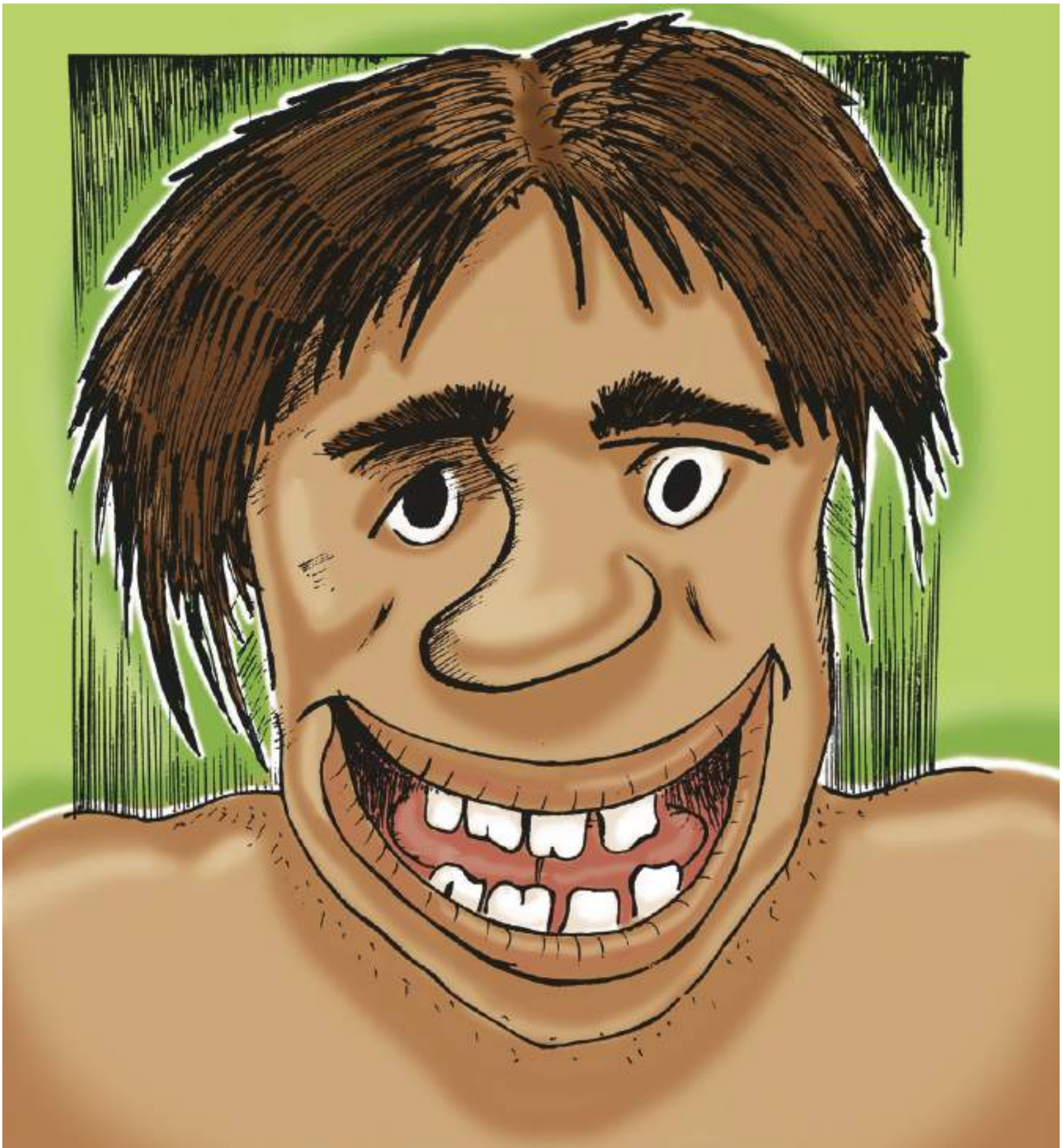
The grumpy giant ate the lumpy melon.





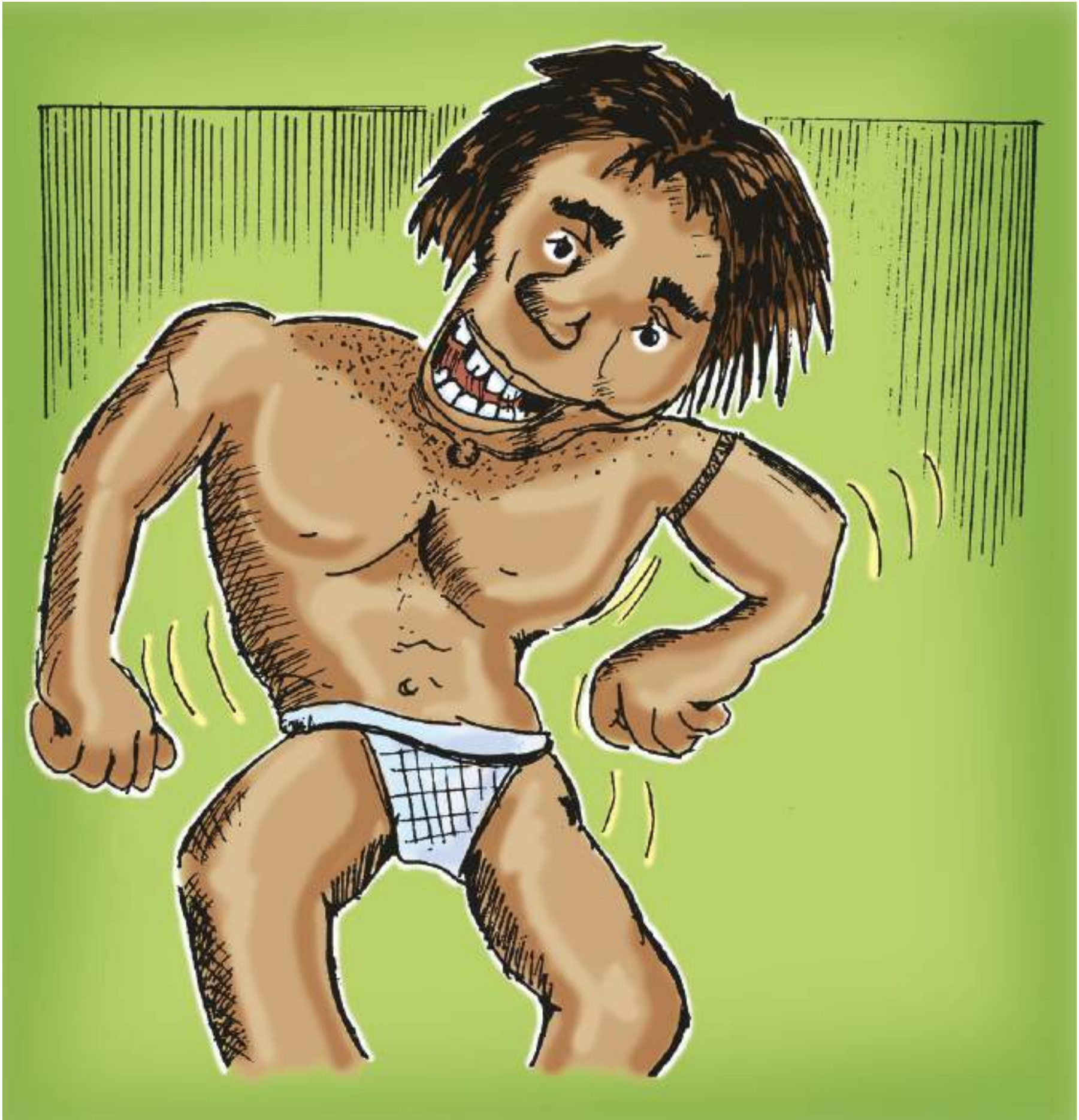
Deep down in the giant's belly, the wriggly worm began to wriggle.





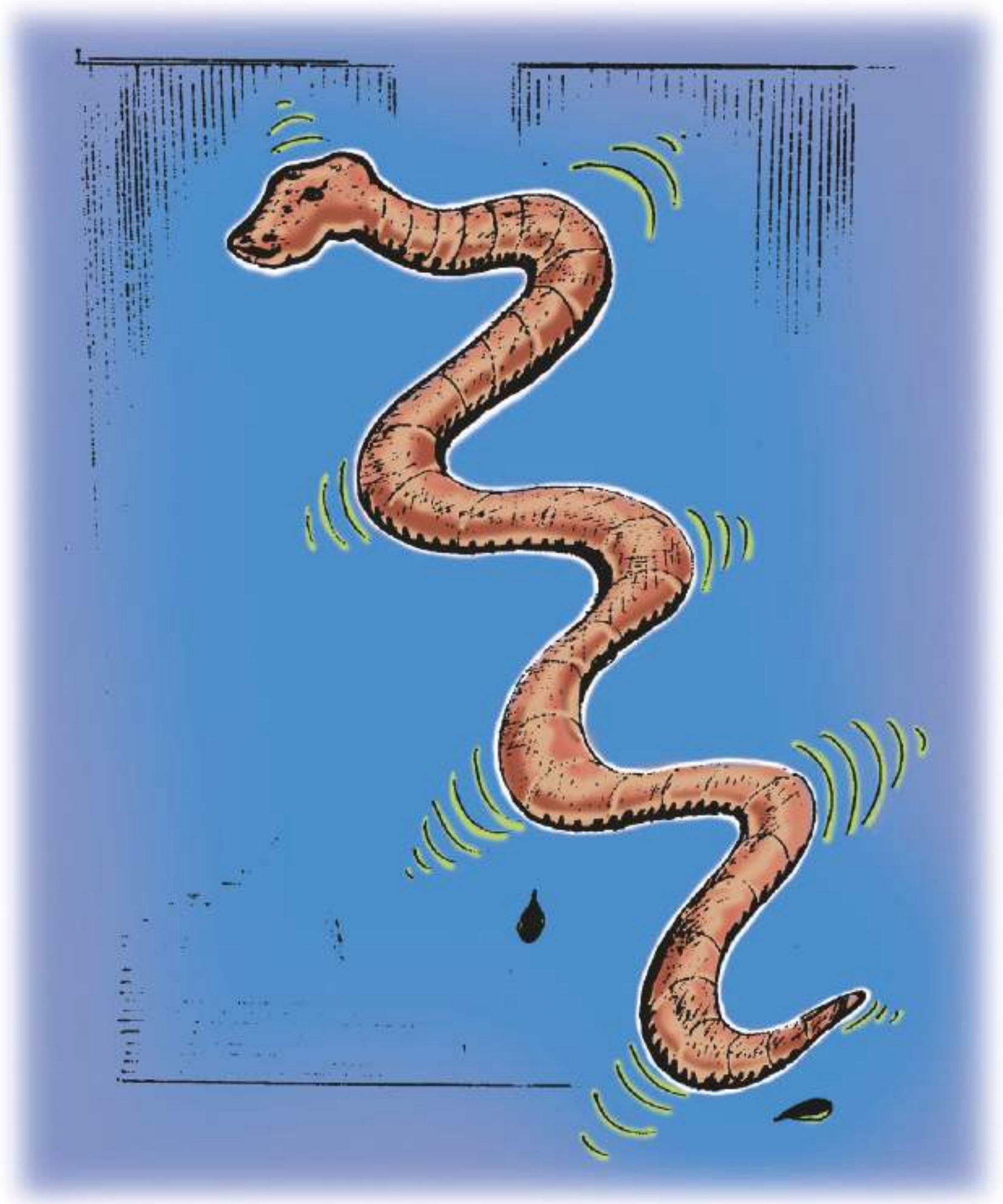
The grumpy giant began to smile.





The worm wriggled some more.  
The grumpy giant began to giggle.





The worm wriggled and wriggled and wriggled, and that's how the grumpy giant became the giggly giant.







Text:	<i>The Giggly Giant</i>
Level:	Year 2
Message	Giants aren't always so scary
Discussion focus:	How we feel about giants
Comprehension focus:	Cause and effect; cloze passage
Vocabulary focus:	Noun groups; <i>because</i>
Letters and sounds:	<i>gr-</i>
Print focus:	Exclamation mark
Writing opportunity:	Guided writing: new version

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners <i>This story is called The Giggly Giant and it is about a hungry giant that went looking for food on a faraway island. He is not very happy at the start, but he later become giggly.</i> Make sure the learners understand the meaning of <i>giggly</i>. Ask learners what stories they already know about giants. They might remember reading <i>Kima the Giant</i> in Year 1. Talk about other giant stories and how they are often about giants who are frightening. There was one in <i>The Dream</i> that they read last week. Now open the book and look at the pictures. As you look through the pictures, help the learners to explain what is happening and compare it to any experience that they have with stories of giants. If you know there are words that learners will have difficulty with, introduce them as you come to that page. Use the pictures to add meaning to the text. Make sure the learners know the words in English.</p>	V/P	2.3.1.4 2.4.1.1 2.6.1.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. On p. 6 read the line "<i>Give me food!</i>" In a loud giant voice as the giant is hungry and grumpy.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. On each page, ask the learners to tell you what is happening. Make sure they understand the various things in the story: the road, garden, melon, worm and giant.</p>	V/P + E	2.4.3.2 2.6.1.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to what their feelings are towards giants? <i>Do you like giants? Do you like this giant?</i> Think about what was unusual about this giant and how he acted. <i>Would you like all giants to be giggly?</i></p>	V/P	2.5.1.6 2.6.1.1 2.6.2.3
<p><u>Focus on vocabulary: noun groups with -y adjectives</u></p> <p>Write on the board the words <i>bumpy, stumpy, lumpy, wriggly, hungry, giggly</i>. Notice that these are words to describe a thing and end in -y. Find the words in the books and ask what each words described, eg. <i>grumpy giant, lumpy melon</i>. Ask the learners to work with a partner to find each one. Ask the learner: <i>What else can you think of that is...</i></p> <p><i>bumpy?</i> (road, path)                      <i>wriggly?</i> (fish, snake)  <i>stumpy?</i> (forest, trees)                  <i>hungry?</i> (shark, lion)  <i>lumpy?</i> (bed, pillow)                      <i>giggly?</i> (girl, boy)</p> <p>Make noun groups with the -y word and a thing, eg. <i>lumpy pillow, wriggly fish</i>.</p> <p>Learners to write a sentence in their book using the adjectives with a noun.  <i>In the _____ there was a _____.</i>  Eg. <i>In the <b>bed</b> there was a <b>lumpy pillow</b>. In the <b>classroom</b> there was a <b>giggly girl</b>.</i></p>	E + V/P	2.4.2.7 2.4.2.2 2.7.2.2
<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to remember what happened in the story.</p> <p>Tell the learners that today they will be reading the noun groups we learnt on Day 1: <i>bumpy road, stumpy garden</i> etc. When you read, encourage the learners to join in with these noun groups.</p>	E + V/P	2.3.2.2 2.5.1.4
<p><u>Close Reading:</u></p> <p>Do a close reading of pp. 2 - 5. Summarise: Each sentence starts with a prepositional phrase of <i>Where?</i> so that we know more about the orientation for this story.</p>	E + V/P	2.6.1.6
<p><u>Comprehension: Cause and effect</u></p> <p>Remind the learners about the activity from the book <i>Mr Bamboo the Builder</i> that used the word <i>because</i>. It showed us the reasons for actions. Ask the learners to think about some of the reasons for actions in this new book. <i>Why was the giant grumpy? Why did he wriggle? Why was he giggly?</i> Write these up on the board:</p> <p><i>The giant was grumpy because</i>  <i>The giant was wriggly because</i>  <i>The giant was giggly because</i></p> <p>Learners work with partners to decide how to finish the sentences in their books, using the books to help them with words and ideas.</p>	E + V/P	2.1.1.3 2.8.1.3



ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask for volunteers to read a page from the book. You read the first page, then read every second page, with a volunteer reading the other pages. Encourage the learners who are reading to sound giggly and wriggly!</p>	E + V/P	2.6.1.9
<p><u>Focus on Letters and Sounds: gr-</u></p> <p>Turn to p. 6 and point to the word <i>grumpy</i>. Say: <i>This word says grumpy. The first two letters in this word are g and r. The letter g makes the g sound and the letter r makes the r sound. When these letters are next to each other we push these sounds together to make one new sound. Listen as I say the sound. (Now say gr). Listen for the gr sound as I say the word grumpy. It will be at the start of the word.</i></p> <p>Ask the learners to identify some more words that have this sound, eg. <i>green, great, grapes, ground, grandma, grin, grab, group</i>. Write these on the board for learners to see <i>gr</i>.</p> <p>Explain to the learners that they will be tracing their hand in their exercise book, and writing one <i>gr</i> word in each finger on their hand, learners must underline the <i>gr</i> sound in the word. Once the words have been written have learners draw one picture of a <i>gr</i> word in the palm of their hand.</p>	E + V/P	2.4.2.2 2.1.2.2 2.4.2.4
<p><u>Comprehension: Cloze passage</u></p> <p><i>Preparation:</i> Write this up on large chart paper for the learners to see.</p> <p>Once there was a grumpy _____ who was very hungry. He came to an island and shouted to the _____, “Get me food!” The people decided to show the giant a very strange _____. Inside the melon was a wriggly _____. When the giant ate the melon, he also ate the _____. The worm began to wriggle. The giant started to _____. Soon the giant was _____. He wasn’t grumpy any more!</p> <p>Show the passage to the learners. Read it out, saying “Space” when you come to a space. Do NOT say the word that should be there. In partners, the learners use a book to look over and decide what word they could add to the spaces. The sentences are not the same as the book, but they have a similar meaning. Let the learners talk about this for about 15 mins.</p> <p>As a class, fill in the spaces, telling the teacher what to write and where they found it in the books. If they make a mistake, look at the books and lead them to the right answer....do not just tell them otherwise they will not learn how to think about the cloze passage!</p>	E + V/P	2.3.1.1 2.4.2.8 2.5.1.4

<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask groups of learners to read every second page. You read the first page and every second page.</p>	E	2.6.1.9															
<p><u>Close-Reading</u></p> <p>Do a close reading of pp. 10 - 11. Summarise: Look at the actions that show us the resolution.</p>	V/P + E	2.6.1.5															
<p><u>Sentence structure:</u></p> <p><i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below:</p> <table><tr><td>One day</td><td>a grumpy giant</td><td>came</td><td>to the island</td><td>.</td></tr></table> <p>Put the words on the board (not in order). Tell the learners that these words make a sentence. They will help you to put the sentence together. Start by asking question number 1 (<i>When did it happen?</i>) then choosing one learner to come up to the board, point to the words that tell us this (<i>One day</i>) then put the words in place. Repeat this: Asking the question, then choosing a learner to come up to the board and put the words into place until your sentence is in order. Here are the questions you can ask:</p> <table><tr><td><i>When did it happen?</i></td><td><i>One day</i></td></tr><tr><td><i>Who came to the island?</i></td><td><i>a grumpy giant</i></td></tr><tr><td><i>What did he do?</i></td><td><i>came</i></td></tr><tr><td><i>Where did the giant go?</i></td><td><i>to the island</i></td></tr><tr><td><i>What always goes at the end of a sentence?</i></td><td><i>.</i></td></tr></table> <p>Now take away the card for <i>a grumpy giant</i> from the sentence. Ask the learners to think of new character to arrive on the island. Take some ideas then write a new name in the space (eg. <b>a hairy dog, a terrible crocodile.</b>) Now take away the phrase <i>to the village</i> and ask the learners to think of another place and write it in the space (eg. <b>to the village, down the road</b>). Do this multiple times with different characters and locations. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p>One day <b>a hairy dog</b> came <b>to the village</b>.</p>	One day	a grumpy giant	came	to the island	.	<i>When did it happen?</i>	<i>One day</i>	<i>Who came to the island?</i>	<i>a grumpy giant</i>	<i>What did he do?</i>	<i>came</i>	<i>Where did the giant go?</i>	<i>to the island</i>	<i>What always goes at the end of a sentence?</i>	<i>.</i>	E + V/P	2.4.2.8 2.72.2
One day	a grumpy giant	came	to the island	.													
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<i>What always goes at the end of a sentence?</i>	<i>.</i>																
<p><u>Focus on Print: exclamation marks</u></p> <p>Draw an exclamation mark on the board, and ask learners: <i>What is this symbol?</i> The learners might know it is called an exclamation mark. Ask them to find one inside the book (p. 6) and why it is used in this sentence. Explain that it is making the words stronger, more feeling. In this case, more angry. Write this on the board:</p> <p><i>Go away.</i></p> <p>Talk about how these words are a strong message. If we add an exclamation mark (put this on the board <i>Go away!</i>) it makes it even stronger.</p> <p>Practice making the mark: say in V/P <i>draw a straight line going down, lift your pencil off and draw a dot at the bottom</i>. Have the learners draw an exclamation mark on the back of a friend.</p> <p>Write the following sentences on the board and have the learners place the exclamation mark in the correct place. Think about which words need to have emphasis.</p>	E + V/P	2.4.2.1															



ACTIVITIES	LANG.	SYLLABUS
<p><i>“Give me my pencil” shouted the boy.</i></p> <p><i>“Wow” said the girl.</i></p> <p><i>“Do not go near the river” yelled his mother.</i></p> <p>Learners can think of some strong messages and tell the class. Write some of these in their exercise books.</p>		

<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one page each.</p>	E	2.6.1.9
<p><u>Guided Writing: new version</u></p> <p>Tell the learners that <i>Today you will write new start to the story. Who can remember where the wriggly worm is? (On a faraway island, down the bumpy road, in the stumpy garden, in the lumpy melon).</i></p> <p>Write on the board;</p> <p>On a _____ there was a _____.</p> <p>At the end of the _____ there was a _____.</p> <p>In the _____ there grew a _____.</p> <p>In the _____ there lived a _____.</p> <p>As a class come up with a new start to the story, eg.</p> <p>On a <b>beautiful mountain</b> there was a <b>steep path</b>.</p> <p>At the end of the <b>steep path</b> there was a <b>wonderful garden</b>.</p> <p>In the <b>wonderful garden</b> there grew a <b>huge pumpkin</b>.</p> <p>In the <b>huge pumpkin</b> there lived a <b>fat mouse</b>.</p> <p>Now ask the learners in pairs to write their own start to the story using the prompts from the board. Walk around the room and help learners to do their writing, showing them where they are correct and where they have made a mistake.</p>	E + V/P	2.7.2.5 2.3.1.1 2.8.1.5

This would be a good chance to play with rhyming words to make up funny sentences like in the book. Here are some words to use for rhymes: (only use the ones you can explain to the learners).

Choppy/floppy/soppy	funny/sunny/runny
Silly/frilly	rubbery/blubbery
crazy/lazy	tubby/grubby/chubby







