

Teacher Edition



alphakids

The Giant's Diary

Written by Jack Hastings Illustrated by Steve Axelsen



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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- The book is written as an autobiographic diary
- Days of the week are featured

Vocabulary

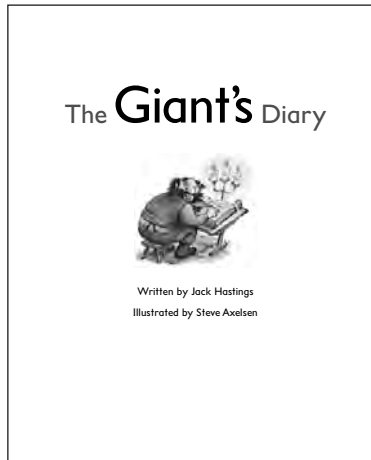
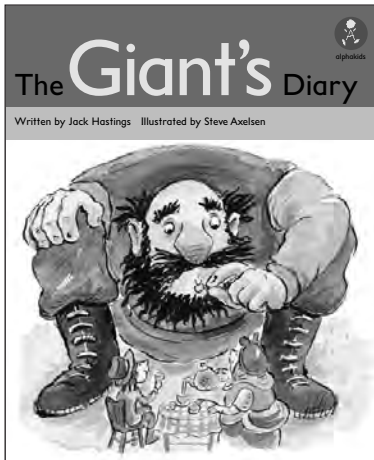
diary, excitedly, fierce, frightened, headstart, interested, polite, squawking

Setting the context

If the children are not familiar with the story 'Jack and the Beanstalk' read it to them as it will assist them in understanding this narrative. If they do know the story, ask them to retell it.

What is the giant like? What do you think he would do if he met Jack again?

This book is written as a diary. What would you find in a diary?



Front cover

What kind of book do you think this is?

Why do you think that?

Ask children to discuss the picture on the front cover of the book.

What is the giant doing? Who is he drinking tea with? How do you think this happened?

Title page

What do you think the giant is writing?

What does this picture add to what you now know about the story?

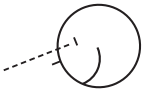
● **Predict**

*What do you think the giants will be like?
Look at the pictures on pages 2 and 3. Why do you
think the pictures of the giants are so different?*

● **Read** to the end of page 3.

● **Reflect**

*Who is writing this diary?
What do people normally think of giants?
What do you think Hugo and his wife are like?*



Observe and support

Can the child point out the features of the book that indicate that it is a diary?
This book is written as a diary. Show me the features of a diary that are in this book.

Sunday

Hi. My name is Hugo Grand and I'm a giant.
My wife is a giant too.

People think that giants are fierce and that they
love stomping around and eating people.
But I'm not interested in eating anyone.
And when you're as big as I am, you can't help
stomping just a little bit.



2

I'd love to find some friends, but people run
away screaming when they see me. No one
comes to visit.

Life is hard for giants.



3

Predict

Look at the picture on pages 4 and 5. What do you think the giant is doing?

Look at the picture on page 6. What is Jack doing?

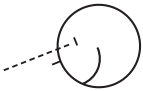
Read to the end of page 7.

Reflect

Why did the giant say 'Fee Fi Fo Fum'? What was he trying to do?

Why do you think the boy stole the harp and the goose?

How is the giant feeling now?



Observe and support

Ask one child to read aloud to you while the others are reading silently. Can the child read the text fluently?

Can you read this smoothly?

Assist children by modelling fluent reading for them if necessary.

Monday

Today some strange things happened.
At lunch time I could smell a small boy.
I think he's been here before, but I've never seen
him. I hoped he might have come around to
make friends.

I played the 'Fee Fi Fo Fum' game that I used to
play with my father when I was little. But the boy
must have been hiding and he didn't come out.

I asked my magic harp to play and my goose to
lay a golden egg. But the boy still didn't appear
and my harp played so softly and beautifully that
I fell asleep.



Suddenly, a dreadful noise woke me up.

My goose was very upset and squawking loudly.
The harp was shouting my name.

All at once I saw a small boy running out the
door with my magic harp under one arm and
my goose under the other!

I couldn't believe it.



I ran after him but I tripped over my shoelace and he
got a good headstart. He ran all the way to the top of
the beanstalk that grew from his garden on the ground
up to my house in the clouds. He had reached the ground
and chopped down the beanstalk before I even
got to the top.

I suppose he didn't want to be my friend after all.

I don't even have my goose or my harp to play with.
Now I'm lonely AND bored!



● **Predict**

What is the giant doing now?

What are Jack and his mother doing?

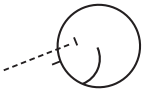
Do you think the giant will try to get back his magic harp and his goose?

● **Read** to the end of page 9.

● **Reflect**

What did the giant notice about the boy and his mother?

Why do you think that the boy stole the harp and the goose?



Observe and support

Does the child integrate a range of information to solve problems when they read?

How did you know that word was 'tiny'? What did you think about?



Tuesday

I had nothing else to do so I spent all morning watching the boy way down there on the ground.

He built a lovely house for my goose and asked my magic harp to play for his mother. She looked very happy.

They must be very poor. Their house is tiny. They don't have any animals, not even a cow. I wonder where they find money for food?

8

Wednesday

This morning the boy took some golden eggs to sell at the market and came home with a cow and a big basket of food.

His mother was so excited that she danced around and around the house. Then they ate a big lunch.

Now I think I know why the boy stole my harp and my goose! But I still miss them.



9

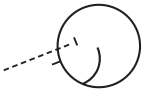
● **Predict**

*What do you think the giant will do next?
Why does he need a ladder?*

● **Read** to the end of page 12.

● **Reflect**

*How do you think that Jack and his mother felt when the giant peeped in the window?
What did the giant really want to do?*



Observe and support

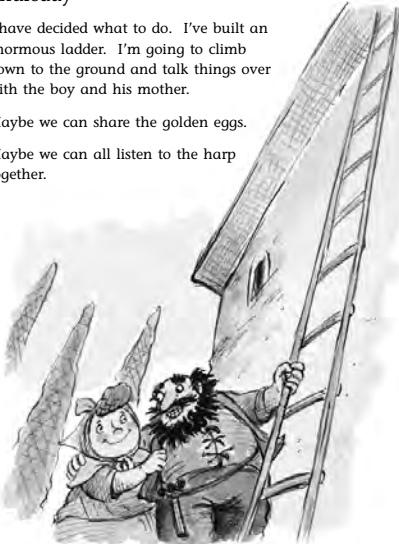
Can the child understand the literal meaning of the text?
Why did the giant want to make friends with Jack and his mother?

Thursday

I have decided what to do. I've built an enormous ladder. I'm going to climb down to the ground and talk things over with the boy and his mother.

Maybe we can share the golden eggs.

Maybe we can all listen to the harp together.



10



Friday

This morning when I climbed down my ladder the goose came running towards me and the harp played excitedly. But the boy and his mother screamed and ran inside.

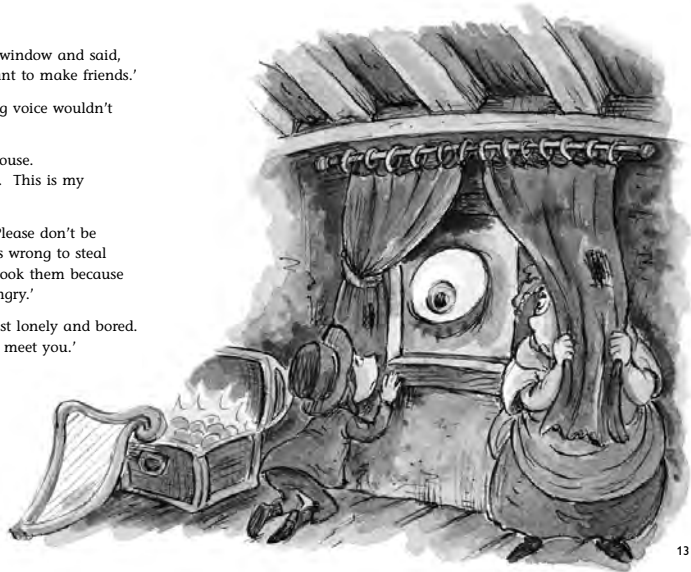
I peeped at them through the window and said, 'Don't be frightened. I just want to make friends.'

I tried to speak softly so my big voice wouldn't scare them.

They came slowly out of the house. The boy said, 'Hello, I'm Jack. This is my mother.'

He looked sad and worried. 'Please don't be angry,' he said. 'I know it was wrong to steal your goose and your harp. I took them because we are very poor and very hungry.'

'I'm not angry,' I said. 'I'm just lonely and bored. My name is Hugo. It's nice to meet you.'



12

13

● **Predict**

Why is the giant having a cup of tea with Jack and his mother?

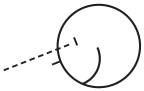
How do you think that Jack and his mother will get along with the giant?

● **Read** to the end of page 16.

● **Reflect**

What did the giant do to help Jack and his mother?

What do you think will happen when Jack and his mother go and stay with the giant? Will the giant still be friendly?



Observe and support

Can the child identify compound words? (firewood, tiptoe)

What is a compound word? Show me a compound word on this page.

'What a polite giant!' said Jack's mother.
'Would you like a cup of tea?'

'Yes, please!' I said. 'I'd love a cup of tea!'



After morning tea, I helped Jack collect some firewood. I walked on tiptoe so that the ground wouldn't shake.

We fixed a hole in the roof of the house. I helped his mother in the garden. I was careful not to step on her vegetables.

I learned how to milk the cow.

We talked about lots of things and had a wonderful time.



Next weekend Jack and his mother are going to come and stay with me and meet my wife.

We're going to share the goose and the harp.

Life is good for some giants, don't you think?



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

Why did the giant build a giant ladder?

How did Jack and his mother feel when they saw the giant near their house?

Why did the giant decide to share his harp and goose with Jack and his mother?

What would you have done if you were the giant?

Being a code breaker

Explore the following language features:

- contractions: I'm, we're, you're, can't, I'd, he's, I've, didn't, couldn't, don't, it's, wouldn't
- letters used to represent the soft 'j' sound in the book: giant, Jack, strange, magic, just

Being a text user

What kind of book is this?

Who is telling the story?

Discuss the features of a diary.

Why are the days of the week at the top of some pages? What does this tell you about the book?

Being a text critic

In this book the author shows us that the giant is a kind person who is just lonely. Do you think this is true? Why?

Were you happy with the way the story finished? Why?

Responding to text



Create a play based on 'The Giant's Diary'. Children work in cooperative groups to write a script for their play. They will need to discuss the characters, what they will say, whether they will have a narrator, sets, props, etc. Give children plenty of time to prepare and then present their plays to the class.



Compare the traditional story of 'Jack and the Beanstalk' with 'The Giant's Diary'. What is the same and what is different? Ask children to write about these and share them with the class.



Locate all the contractions in 'The Giant's Diary'. Write these onto cards showing the word as a contraction and as two words. For example: *don't* = *do not*. Children work in pairs to make and then play the memory game with these words.

Writing links

Shared writing

Discuss with the children how the story was written from the giant's point of view. Read 'The True Story of the Three Little Pigs!' by Jon Scieszka. This was written from the wolf's point of view.

Independent writing

Ask children to write diaries from the point of view of a character from another folk tale, e.g. from the perspective of the big bad wolf in 'Little Red Riding Hood'.

Possible assessment focus

Can the child:

- point out features of the book that indicate this is a diary?
- say why the giant wanted to make friends with Jack and his mother?



whole text activity



sentence activity



word activity

The **Giant's** Diary
Written by Jack Heathcote Illustrated by Steve Axelsen



Teacher Edition

Topic: Problem solving

Curriculum link: English

Text type: Diary

Reading level: 22

Word count: 744

Vocabulary: diary, excitedly, fierce, frightened, headstart, interested, polite, squawking

Possible literacy focus

Exploring the features of a diary.

Understanding character motivation.

Summary

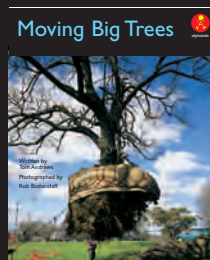
This book is an innovation on the folk tale 'Jack and the Beanstalk'. In this version the story is told from the point of view of the giant, who is lonely. The giant visits Jack's house to make friends with Jack and his mother.

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Other books at this level



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