

Whole Book Plan

Boy Soup - Grade 3 - Short lesson

TIME

OBJECTIVE

25 minutes Read the whole book and follow the giant from waking up ill to writing a letter.

Essential question: What does the giant want, and who stops him getting it?

Materials	Text to mark
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PRODUCT

Rows for each stage of the story, in order, with what changed at each one

• The book	• Passage 1 - a giant in bed, one enormous bare foot in the foreground
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- One chart started on the board
- Passage 3 - the giant's face close up, one eye wide
- Prepared passages: Passage 1, Passage 3, Passage 4

Lesson sequence

1 Before reading - 4 min

- Passage 4 - children sitting along the branches of a big tree

Focus:	The ordinary opening the book starts from
Teacher direction:	Ask what people do when they feel ill.
Prepared text:	Passage 1, Passage 3, Passage 4 2 Read it through - 12 min
Focus:	A giant's illness, told in rhyme
Teacher model:	Read the whole book, stopping after the opening pages to ask how the giant feels.
Prepared text:	Passage 1 3 The grin - 9 min
Teacher direction:	Say whether the giant is really shocked, using the words, and list the stages that follow.
Expected answer:	Not really - he calls it a disgrace and then grins. Then he catches the children, Kate makes her plan, the soup is horrible, and he writes to apologise.
Prepared text:	Passage 3, Passage 4

Support & extension

Above: Say which line first tells you the giant is not really shocked, and how you can tell.

Below: Say what makes the giant ill and what the book tells him to eat.

Assessment

- Puts the stages in order
- Notices the giant is pleased by the prescription
- Says how the story ends