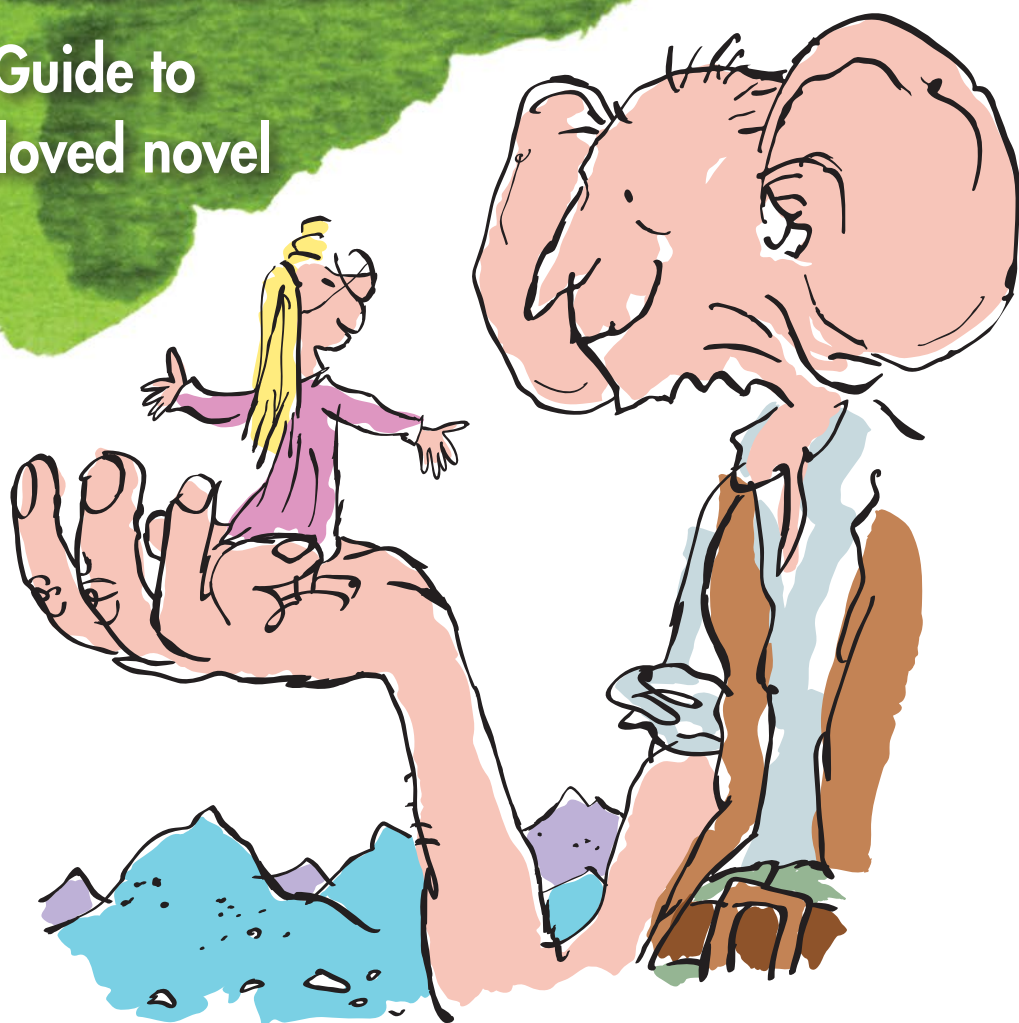


Using THE BFG in the Classroom

An Educator's Guide to
ROALD DAHL's beloved novel

NOW A
STEVEN
SPIELBERG
FILM



THE WORLD'S
—
★ No. 1 ★
—
STORYTELLER



Dear Educator,

You and your students have certainly read (and watched!) Roald Dahl's beloved *Matilda* and *Charlie and the Chocolate Factory*, so it's time to take a giant leap into the extraordinary world of *The BFG*. Author Roald Dahl's magical adventure is so rich in fantasy that it must be washed down with a heaping glass full of frobscottle.

This educator's guide will engage your students in activities that are designed to promote thoughtful examination of the text, while challenging them to become the type of writers who inspire emotion and passion in their own readers.

Roald Dahl shared seven tips on the qualities needed to become a successful writer. These tips are integrated into seven different intriguing activities in the pages that follow. Each activity will promote thoughtful reflection and imaginative synthesis in your students, and ultimately inspire them to create their own stories.

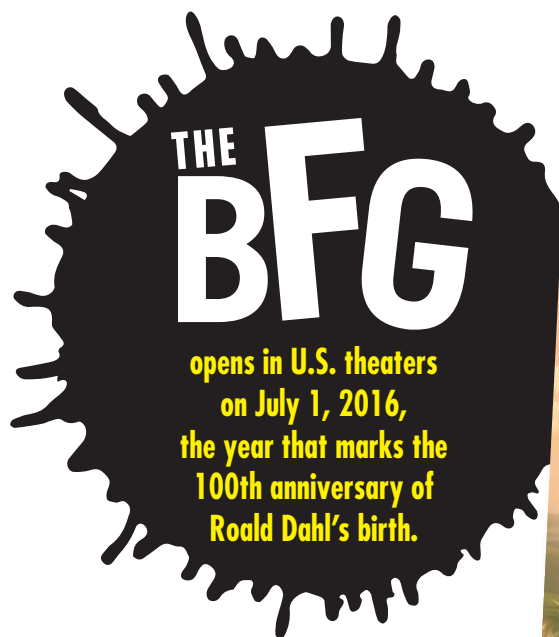
Objectives of this Educator's Guide include:

- **Stimulating imagination**
- **Considering Roald Dahl's language of Gobblefunk**
- **Creating visual imagery from the written word**
- **Helping your students to develop stamina as a writer**
- **Assessing point of view**
- **Considering social impact**
- **Practicing powers of persuasion**

We have also included a guide to using the audiobook with your students, creating a multi-sensory experience in the classroom.

Inspire your students to dream, to believe, to laugh and to play with story ideas. Remember, *"It's impossible to make your eyes twinkle, if you aren't feeling twinkly yourself."*—Danny, from *Danny the Champion of the World*

**From your friends at
Penguin School & Library Marketing**



Walden Media and the Walden Media skipping stone logo are trademarks of Walden Media, LLC.



Roald Dahl's Beloved Novel Comes to Life with three of the world's **GREATEST STORYTELLERS**

The talents of three of the world's greatest storytellers—Roald Dahl, Walt Disney and Steven Spielberg—finally unite to bring Dahl's beloved classic *The BFG* to life. Directed by Steven Spielberg, Disney's *The BFG* tells the imaginative story of a young girl and the Giant who introduces her to the wonders and perils of Giant Country.



The BFG is not the first time that the creative visions of Walt Disney (L) and Roald Dahl (R) were connected. In 1942, Roald Dahl wrote what might be his first story for children, *The Gremlins*. It is based on tales told in the Royal Air Force, where Dahl was a pilot who was shot down over Libya during World War II. To members of the RAF, gremlins are the little creatures responsible for the various mechanical failures of airplanes, as the pilot of the story, Gus, discovers. Dahl's story found its way to Walt Disney, who liked it so much he wanted to turn it into a movie. Though the movie itself never came to pass, *The Gremlins* was released as a book by Walt Disney and Random House, with proceeds going to the RAF Benevolent Fund. Dahl gave away many copies of the book, including one to then-First Lady Eleanor Roosevelt, who is said to have read the story to her grandchildren. In the photo above, Walt Disney and Roald Dahl examine "gremlins" designed to go along with Dahl's story. Ironically, in 1984 the film, *Gremlins*, loosely inspired by Dahl's characters, was created by Steven Spielberg's company Amblin Entertainment, with Spielberg and Kathleen Kennedy and Frank Marshall as Executive Producers—the same filmmakers creating *The BFG*.



Using Dahl's 7 Tips for Imaginative Writing

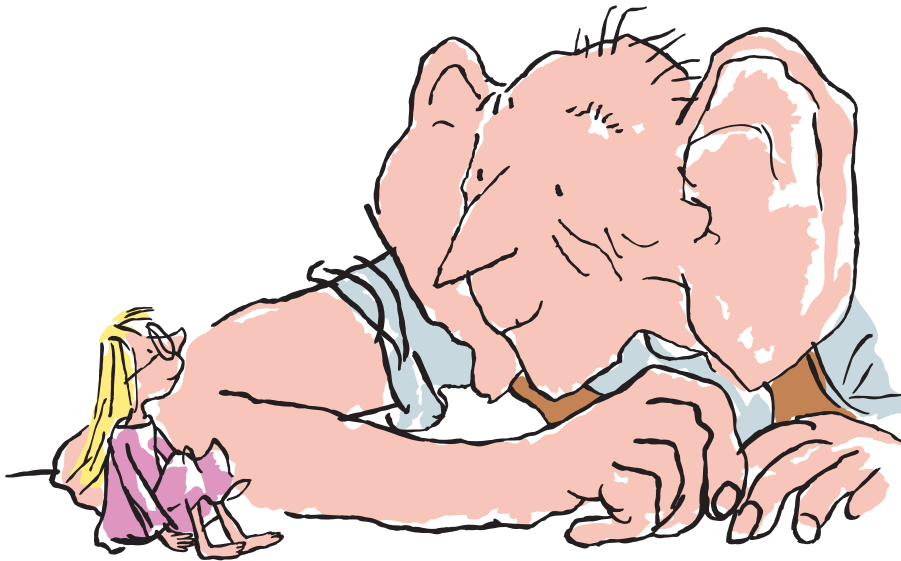
Inspiring a HOPSCOTCHY IMAGINATION

Tip #1: Roald Dahl's writing is rife with wild imagery and inventions of fantasy. Therefore, his first tip should come as no surprise to fans of Roald Dahl. To be a writer, he claims, "You should have a lively imagination."

Sound Symphony: This activity encourages students to participate effectively in a range of conversations while using technology to imaginatively synthesize ideas. Read the following passage to students, 'Such wonderful and terrible sounds I is hearing!' he (the BFG) said. 'Some of them you would never wish to be hearing yourself! But some is like glorious music!' The BFG hears everything with his truck-sized ears. Instruct students to work in groups and brainstorm glorious and terrible sounds. As a whole group, discuss what makes some sounds glorious while others are disagreeable. Culminate this activity with students using an audio mixing program such as Garageband to compose symphonies of glorious vs. terrible sounds. Use audio files or have students record their own sounds inside and outside the classroom.

For Students' Use: List the most glorious versus the most terrible sounds in the world. Explain your thinking.

Glorious Sounds	Terrible Sounds	Thinking



Giant Generator: In this activity, students will write narratives to develop an imagined experience. Discuss the unusual and varied names of the giants. All of them have long, descriptive names, except for the BFG. His name is a simple acronym that stands for Big Friendly Giant. Instruct students to come up with their own giant names. Suggest that the names of their giants can be as long and frightsomenly fouslome as the nine giants' names or a short acronym, like the BFG. Culminate this activity with students writing a story about their giant using StoryJumper to create a digital eBook. <https://www.storyjumper.com/user/signup>

Ripening Writing with VIVID IMAGERY

Tip #2: "You should be able to write well. By that I mean you should be able to make a scene come alive in the reader's mind."—Roald Dahl

The Babbling Blogger: The following activity will encourage your students to consider the language of Roald Dahl, while assessing point of view and purpose of the text. Dahl developed a language he called Gobblefunk. This language was specific to the BFG and other giants in Giant Country. Discuss how words can make us feel a range of emotions and inspire us to visualize imagery. Explain how context clues can provide information about the meaning of the word used. Have students partner to fill in the following table.

For Students' Use: Fill in Table #1.

Word	Real	Gobblefunk	Part of Speech	Definition
babblemeat				
cranny				
flungaway				
hullabaloo				
whiffswiddle				
propsposterous				
runt				
swizzfiggling				
natterbox				
rotsome				
rummaging				
wondercrump				

Design five of your own nonsense words here and fill in Table #2.

Word	Part of Speech	Definition

Culminate this activity with students using three words from Table #1 and all of the words in Table #2 to write a blog entry from the perspective of the BFG or Fleshlumpeater about the day he met Sophie. Give your blog an appropriate title based on its writer. Use Kidblog to publish and share your writing. <http://kidblog.org/home/>

SUPPORTING STAMINA in Students

Tip #3: "You must have stamina. In other words, you must be able to stick to what you are doing and never give up, for hour after hour, day after day, week after week and month after month." —Roald Dahl

Switcheroo Scripter: The object of this activity is to produce clear and coherent writing in which the development, organization, and style are appropriate as a script. Students will develop stamina within a sustained scriptwriting project, examining central ideas and themes of traditional fairy tales from various perspectives.

Discuss the word "stamina" with your students. How does it contribute to the success of a writer?

Share the following passage with students, *"Who is this Jack he's on about?" Sophie whispered.*

"Jack is the only human bean all giants is frightened of, "the BFG told her." They is all absolutely terrified of Jack. They is all hearing that Jack is a famous giant-killer."

Discuss role reversal: Fleshlumpeater is having a nightmare about Jack from the fairy tale "Jack and the Beanstalk". In his dream, Jack is the villain or antagonist while the giant is the innocent protagonist.

Instruct students to select a fairy tale with an obvious hero and villain and reverse their roles. Have students rewrite this fairy tale as a script in the style of Roald Dahl with bizarre twists and turns. Emphasize the writing stages throughout the process, including brainstorming, writing and rewriting until the student has developed a satisfactory final script.

Have students choose a cast, then practice, perform, record and edit as an iMovie.

Fairy Tale Title _____

Name of Hero: _____

Name of Villain: _____

Scene Title _____



Finding the Mood for PERFECT HARMONY

Tip #4: "You must be a perfectionist. That means you must never be satisfied with what you have written until you have rewritten it again and again, making it as good as you possibly can." —Roald Dahl

Much like an artist writing a song, students should continue to revise and rework their writing until they are satisfied with the result.

Have students work in small groups of two or three to compose a melody with lyrics that express the tone and mood of each of the following scenes. Students may compose melodies using Garageband, or choose an existing song, but change the lyrics. Encourage students to be perfectionists while choosing just the right melody and lyrics to express the particular mood and tone of each scene.

Scene	Describe the Mood	Title of Melody	Lyrics
Running away with Sophie			
Drinking frobscottle			
Playing toss with the BFG			
The Giant's battle			

Musical Mood-Maker: Students will assess point of view and purpose of text within a musical activity that creatively integrates mood and tone.

"And sometimes human beans is overcome when they is hearing wonderous music. They is getting shivers down their spindels."

Discuss how music affects the listener. Ask students to consider how songwriters find inspiration for their lyrics in the tone or mood of a particular melody. Ask students how music makes them feel different emotions.



Recording options: Garageband, ThinkFun Compose Yourself <http://composeyourself.thinkfun.com/home>
Wonder Workshops "Xylo" app. <https://www.makewonder.com/apps/xylo>

Awakening DETERMINED DREAMERS

Tip #5: "You must have strong self-discipline. You are working alone. No one is employing you. No one is around to give you the sack if you don't turn up for work, or to tick you off if you start slacking."—Roald Dahl

Determined Dreamers: Students will draw information from informational texts to support analysis, reflection and research in a multimedia project. Students will analyze how overcoming obstacles is a part of creating change.

Think About It: Discuss how Roald Dahl plays with the idea of dreams in *The BFG*. Share how historical visionaries overcame obstacles for the betterment of mankind. Ask students to share dreams they have for a better world. Some nobler examples may include ending hunger or world peace. Have students consider how to make their dreams come true. Visit Think Cerca to learn more about social impact. <https://thinkcerca.com/thinkcerca-social-impact-challenge/social-impact-challenge-teach-social-impact/>

Share the following passage and ask for students' feedback. "Grown-up human beans is not famous for their kindnesses. They is all squifflerotters and grinksludgers."

Have students work in small groups of two to three students to review the quotes below. Instruct students to select one quote and create a digital poster or puppet show based on the speaker and his or her dream. Was their dreamer successful in overcoming obstacles? Explain.

- "All of our dreams can come true, if we have the courage to pursue them."—Walt Disney
- "A dream doesn't become reality through magic; it takes sweat, determination and hard work."—Colin Powell
- "Why does the eye see a thing more clearly in dreams than the imagination when awake?"—Leonardo da Vinci
- "The future belongs to those who believe in the beauty of their dreams."—Eleanor Roosevelt
- "Hold fast to dreams, for if dreams die, life is a broken-winged bird that cannot fly."—Langston Hughes
- "Nothing happens unless first a dream."—Carl Sandburg
- "Without leaps of imagination, or dreaming, we lose the excitement of possibilities. Dreaming, after all, is a form of planning."—Gloria Steinem



Students may use Glogster to create digital multimedia posters. <http://glogsteredu.edu.glogster.com/glog-edu/>
Alternately, students may use the Puppet Pals app on the iPad.
<https://itunes.apple.com/us/app/puppet-pals-hd/id342076546?mt=8>

LAUNCHING LAUGHTER to Persuade

Tip #6: "It helps a lot if you have a keen sense of humor. This is not essential when writing for grown-ups, but for children, it's vital." —Roald Dahl

Witty Website: This activity will make strategic use of digital media to present arguments and support claims integrating humor as a persuasive tool.

Share the following passage with students: *"I is having a bath and I is discovering that if I press quite hard on my tummy button a funny feeling comes over me and suddenley my legs is not there nor is my arms. In fact, I has become absoloootly invisible all over."*

Ask students to consider how Roald Dahl uses humor to appeal to his audience of young readers. Share how advertisers use humor in their TV commercials and print ads. Ask students to explain how humor helps the writer, as well as the advertiser, to connect with a particular audience. Challenge students to examine whether writers and advertisers use a different type of humor when writing for adults vs. teens or small children.

Discuss the dietary preferences of the nine grumtuous, gruesome giants. Note that they are all carnivores. Instruct students to design a website to sell the newest vegetarian snack for giants, Snozzcumpers! How can they persuade their target audience—the nine giants—to try them? Instruct students to use humor, clever text and appealing graphics to sell their product. What flavors do Snozzcumpers come in? Where can they be purchased? What is their nutritional value? Why is a vegetarian diet healthier for a growing giant? Have students examine and rate each other's websites and vote for an overall winner based on humor and effectiveness of persuasion.



HATCHING HUMILITY in Your Writers

Tip #7: "You must have a degree of humility. The writer who thinks that his work is marvelous is heading for trouble."
—Roald Dahl

A Humble Appeal: The purpose of this task is to adapt a speech to a digital format that reflects the student's understanding of humility and its meaning within the story of *The BFG*.

"Then the Queen said, 'I think we ought to get this book printed properly and published so that other children can read it.' This was arranged, but because the BFG was a very modest giant, he wouldn't put his own name on it. He used somebody else's name instead."

Discuss the term *humility* with your students. How can it be an asset to a writer? What is the opposite and how can it become a pitfall for a writer? Explain how Roald Dahl viewed his writing humbly, no matter how famous he became. His protagonists often reflect this same type of humility. Discuss how this humble nature is reflected in the personalities of Sophie and the BFG.

Have your students each write a humble appeal to the BFG sharing his or her exemplary behaviors, attitudes, and/or dreams. How do their accomplishments distinguish them as candidates for a splendid phizzwizard? Students must be specific, detailed, and honest, while remaining humble. Have students publish their speeches as talking Blabbers on the computer or ChatterPix on the iPad.

Blabberize: <http://blabberize.com/>

ChatterPix: <http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/>

Alternate option: Have students design a certificate of humility to be awarded to the BFG by the Queen. Use the "Wordfoto" app on an iPad to design a certificate and include descriptive words that reflect the humble and extraordinary nature of the BFG in your art. <http://wordfoto.com/>



EDUCATIONAL BENEFITS of Listening

"Listening...I began to realise how important it was to be an enthusiast in life." —Roald Dahl

Have your students become enchanted with Roald Dahl's classic by sharing the engaging audiobook production, masterfully narrated by award-winning British actor David Walliams. One of the BFG's biggest assets may be his extraordinary *hearing*, and it's this ability to listen that shapes the unique way he sees the world.

If you haven't tried incorporating audiobooks into your classroom instruction, now is the time! Research indicates that the educational benefits to audiobooks are many.

- Audiobooks build and enhance vital literacy skills such as fluency, vocabulary, language acquisition, pronunciation, phonemic awareness, and comprehension—skills that often boost reading scores.
- Listening together offers opportunities for shared literary experiences and is a springboard for conversation.
- Equally important, an audiobook like *The BFG* helps learners develop critical thinking and active listening skills, and listening together allows students to become collectively engaged in a shared story in a manner that promotes a sense of intimacy and human connection.

Ideas to start your own audiobook-focused classroom lessons and activities:

Sketchnoting: Visual Note Taking

Sketchnoting, in its purest form, is creating a personal visual story as one is listening to a speaker or reading a text. As you play *The BFG* for students, have them listen for key details and illustrate symbols, sayings, or favorite scenes that stick out in their minds. As you listen, periodically pause the audio to allow students to share their notes.

What's in a Word?: Active Listening Practice

The BFG makes up all kinds of words, like *snozzcumber* and *scrumptlet*. While listening to a selection, have students keep a running list of words with which they are unfamiliar. Pause the audiobook and engage in a class discussion about which words are real words in English and which are part of Dahl's creative, inventive vocabulary. Use context clues for both to create easy to remember definitions of those terms.

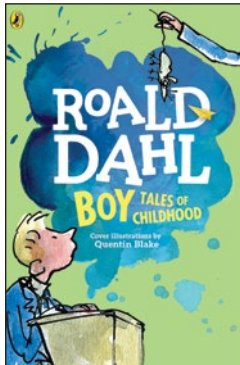
Whether you teach struggling readers, gifted readers, or all the students in between, teaching with audiobooks is good instructional practice as it provides demonstrations of fluent reading and appropriate phrasing, intonation, and articulation as it supports all types of learning styles.

For more beloved Roald Dahl audiobooks, including *Matilda* read by Academy Award®-winning actress Kate Winslet, visit www.booksontape.com or inquire wherever you purchase your books.

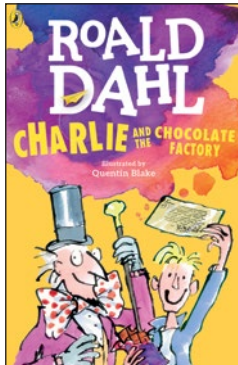


This page was created by Dr. Rose Brock, an assistant professor in The Library Science Department in the College of Education at Sam Houston State University. Dr. Brock holds a Ph.D. in Library Science, specializing in children's and young adult literature.

CELEBRATING 100 YEARS OF ROALD DAHL WITH BEAUTIFUL NEW EDITIONS!



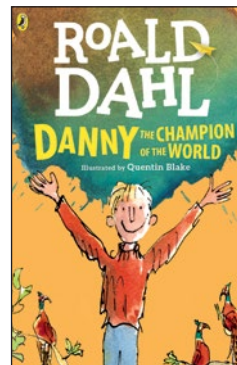
978-0-14-241381-4
\$7.99



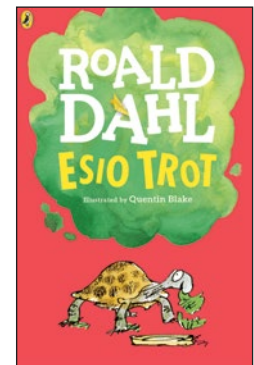
978-0-14-241031-8
\$7.99



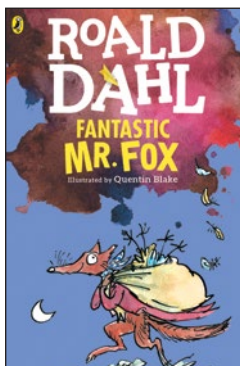
978-0-14-241032-5
\$7.99



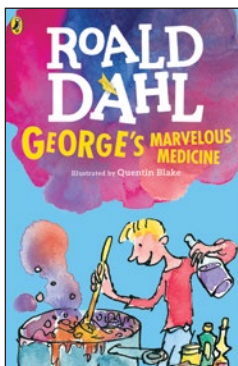
978-0-14-241033-2
\$7.99



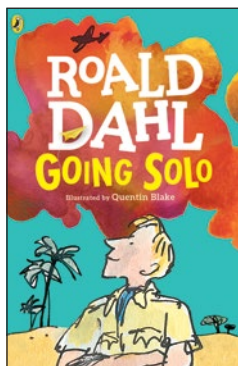
978-0-14-241382-1
\$7.99



978-0-14-241034-9
\$7.99



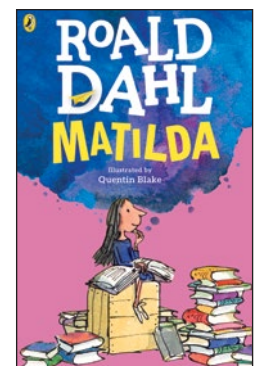
978-0-14-241035-6
\$7.99



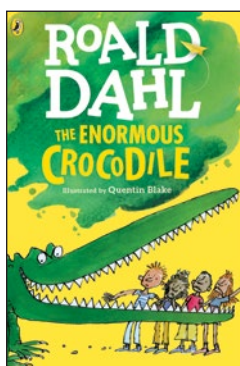
978-0-14-241383-8
\$7.99



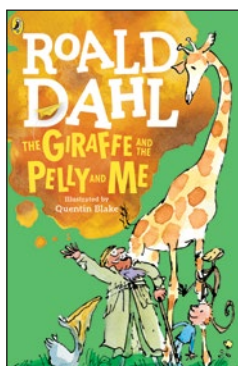
978-0-14-241036-3
\$7.99



978-0-14-241037-0
\$7.99



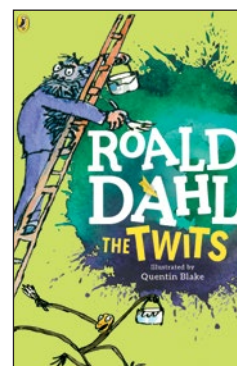
978-0-14-241453-8
\$7.99



978-0-14-241384-5
\$7.99



978-0-14-241385-2
\$7.99



978-0-14-241039-4
\$7.99



978-0-14-241011-0
\$7.99