

The BFG

Guided Reading Questions and Activities

Chapter 1: The Witching Hour

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| <p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. What does 'hesitated' mean?2. Can 'brilliant' have more than one meaning?3. What did Sophie decide to do?4. Which word tells us that it was quiet in the house? <p>Challenge: Find all the words and phrases that describe movements.</p> | <p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. Why did Sophie get out of bed?2. What does the phrase in bold tell you how Sophie was feeling: 'Sophie allowed her eyes to travel...'3. What ideas are we given about the village street?4. How did Sophie react to what she saw? <p>Challenge: Write 3 questions that you think might be in Sophie's head at the end of the chapter.</p> |
| <p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. Why is Sophie in a dormitory?2. Why do you think the author chose to describe the light as a: 'silver blade slicing through the room onto her face'?3. Why did the author choose to finish the chapter where he did?4. Why do you think italics (slanted words) are used at the end of the chapter? <p>Challenge: Compare Sophie to yourself. Explain how you are similar or different.</p> | <p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. What kind of book do you think this might be, based on the first chapter? <p>Challenge: Imagine another child in the dormitory wakes up at that moment. What will Sophie say?</p> |

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Chapter 2: Who?

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| <p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. What does 'peer' mean?2. What does 'frozen with fright' mean?3. What happened after the giant stopped at Michael and Jane Goochey's window?4. What did Sophie do when the giant noticed her? <p>Challenge: Make a list of things that happen in this chapter.</p> | <p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. How did Sophie react to seeing the giant for the first time?2. On page 7 it says that Sophie 'crouched, still as a mouse, and tingling all over'. What does this tell us about how she was feeling? <p>Challenge: Explain why the giant seems so scary.</p> |
| <p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. Why does the author use capital letters for some words on page 5?2. Why is Sophie compared to a mouse?3. Why did the author choose the word 'spurts' to describe the giant's movements? <p>Challenge: Summarise (put into your own words) what this chapter is about.</p> | <p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. Which is more effective, the picture or the description of the giant? <p>Challenge: Give the giant a speech bubble at the end of this chapter. What will he say? Think about what he might say to Sophie.</p> |

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Chapter 3: The Snatch

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| <p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. What did the giant do to the blanket Sophie was in?2. Look through the chapter and find as many words or phrases for fast movement as you can.3. What happened as soon as the giant had rearranged the blanket and picked up his suitcase? <p>Challenge: Imagine you are Sophie. Name 3 questions that might be in your head.</p> | <p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. Which words and phrases are used to describe how scared Sophie is?2. What does the word 'snaking' imply about the giant's arm?3. Why did the giant rearrange the blanket? <p>Challenge: Remember a time when you felt really, really scared. What were you doing?</p> |
| <p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. Why does the author use italics (slanted words) on page 11?2. What do phrases such as 'she wanted to scream, but no sound came out' tell you?3. Why is Sophie compared to a sack of potatoes?4. Why do you think the author chose to end the paragraph at this point? <p>Challenge: Plan/invent an escape from the giant's grasp.</p> | <p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. How has the author given the impression that the giant is big? <p>Challenge: Give the giant a thought bubble at the end of this chapter. What is he thinking he will do with Sophie?</p> |

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Chapter 4: The Cave

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| <p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. What does 'howling' mean?2. Where did Sophie and the giant go?3. How can you tell that the giant had a loud voice? <p>Challenge: Imagine you are Sophie. Name 3 questions that might be in your head.</p> | <p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. Which words and phrases are used to describe Sophie? What do these tell you about how she is feeling?2. Look at page 16. What impressions do you get of the giant's clothing? <p>Challenge: Write 3 sentences about your comparison between the giant and Sophie in activity 3.</p> |
| <p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. Why does the author choose to tell the reader what Sophie is thinking on page 15?2. Why is Sophie 'trembling like a leaf in the wind'? <p>Challenge: Write a postcard home to a child at the orphanage Sophie comes from.</p> | <p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. Which chapter so far has given the best description of the giant? Explain your choice. <p>Challenge: Draw a map showing the journey that Sophie and the giant took. Use details in the text to help you draw each area that is described.</p> |

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Chapter 5: The BFG

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| <p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. What did the giant do as he declared 'I is hungry'?2. What did the giant do when Sophie stammered, "P...please don't eat me"?3. Find and copy the sentence which tells us that giants do eat humans.4. What happened at the end of the chapter? <p>Challenge: Make a list of all the things you like about the BFG.</p> | <p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. According to the BFG, do all humans taste the same? Give examples.2. What impression of the BFG's teeth does the simile 'like huge slices of white bread' give the reader?3. Why did Sophie want to smile and laugh at the BFG's jokes when she was so scared? <p>Challenge: How would you describe the giant in no more than 50 words?</p> |
| <p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. What is the purpose of the giant speaking in such a strange way?2. The BFG shouts at Sophie to stop 'gobblefunking'. What is Sophie doing and how do you think the BFG feels about it?3. Why did the author choose to wait until the end of the chapter to share the good news? <p>Challenge: The author likes Sophie the most. True or false? Why do you think so?</p> | <p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. Do you agree with the BFG when he describes himself as a 'mixed-up Giant'? Use evidence from the chapter. <p>Challenge: Write 3 questions to ask the author.</p> |

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Chapter 6: The Giants

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| <p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. Why did the BFG snatch Sophie?2. What does 'hullabaloo' mean?3. Describe Giant Country.4. Which words tell you that Sophie does not like the giants?5. What does 'motionless' mean? <p>Challenge: Make a list of the common features of a giant.</p> | <p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. What words tell us that Sophie does not want to be in the giant's home forever?2. Why do you think the BFG showed Sophie the giants?3. What does the phrase 'large bellies' imply about the giants? <p>Challenge: Design a warning poster for parents to help keep their children safe from giants.</p> |
| <p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. Why does the author use a mixture of capital letters and italics in the first page?2. 'Quite often I is left instead of right', comments the BFG on page 27. Explain why the author wrote this.3. Summarise what you have learnt about the BFG in this chapter. <p>Challenge: Use the information in this chapter to draw a picture of what you think the land of the giants looks like.</p> | <p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. The BFG carries Sophie to the cave entrance and shows her what is outside. The author describes the landscape as 'a great yellow wasteland with its blue rocks and dead trees'. What impression does this description give us about where the giants live?2. Explain why Sophie compares the BFG's toes to sausages on page 28.3. Why do you think the author called his character the Big Friendly Giant? <p>Challenge: Write a diary entry for Sophie with the title 'The Day I Saw Giant Country'.</p> |

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Chapter 7: The Marvellous Ears

Day 1 (AF2)

1. What was the punishment for breaking any rules in the orphanage?
2. Find and copy **one** word which means the same as 'shock or surprise' and describes how Sophie reacted to the BFG's tears.
3. What was the giant doing in the village at night?
4. How are big ears important to a giant like the BFG?
5. How do you catch a dream?

Challenge: List all the good things and bad things about living with the BFG.

Day 2 (AF3)

1. What effect does the description of Sophie's life in the orphanage have on the BFG?
2. What does 'I is never letting that happen' on page 32 imply about the BFG's relationship with Sophie?
3. 'Then I is stopping right here,' said the BFG sharply. What does the word 'sharply' tell you about how the BFG is feeling? Explain what has happened.

Challenge: Dreams are compared to butterflies here. 'A dream is...' Finish this sentence. Use words that describe a butterfly to describe a dream.

Day 3 (AF4/5)

1. Why did the author choose to describe the BFG's tear as being big enough to fill a bucket?
2. The BFG has a dream of 'picking peachy fruits' while riding an 'elefant'. What does this paragraph tell us about how the BFG feels about the land of the giants?
3. What has the reader discovered about the BFG in this chapter that makes him so different from all of the other giants?

Challenge: Describe the dream catcher in fewer than 50 words.

Day 4 (AF6/7)

1. Do you think the author has a good opinion of orphanages? Explain how you know.
2. Was this chapter trying to persuade you to like the BFG? How do you know?

Challenge: Remind yourself of a dream you had recently. Explain what it was about.

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Chapter 8: Snozzcumbers

Day 1 (AF2)

1. What does the BFG eat?
2. What is a 'lasso'?
3. Why won't the giant take cauliflowers and carrots from the gardens in the village?

Challenge: Invent a new vegetable for the giant to eat. You could use a vegetable that already exists but change it into something much more revolting e.g. cucumber becomes snozzcumber. Explain your vegetable in detail.

Day 2 (AF3)

1. How did Sophie react to the snozzcumber?
2. Why are snozzcumbers important to the BFG?
3. How did the giant react when Sophie said she liked the way he spoke?

Challenge: Choose 3 scary/worrying events that Sophie has experienced so far. Put them in order from scariest to least scariest.

Day 3 (AF4/5)

1. How is Sophie like a friend to the BFG?
2. Read the paragraph starting, 'Here is the repulsant snozzcumber!' Find and copy **three** made-up words that the BFG uses to mean 'dislike'.
3. Read the paragraph starting, 'Once again that sad winsome look came into the BFG's eyes.' What effect does this paragraph have on the reader's opinion of the BFG?

Challenge: Collect all of the strange BFG words from this chapter and create a mini dictionary explaining the meanings of each word.

Day 4 (AF6/7)

1. Explain why you think the author has written a book for children about dream catching, giants and snozzcumbers?
2. Was this chapter trying to create sympathy for the giant? How do you know?

Challenge: Summarise (put into your own words) what this chapter was about.

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Chapter 9: The Bloodbottler

Day 1 (AF2)

1. Read the paragraph starting, 'The Bloodbottler pointed a finger as large as a tree-trunk at the BFG.' What does the Bloodbottler want the BFG to help him to do?
2. Does the word 'whisk' have more than one meaning?
3. What does the Bloodbottler's breath smell like?

Challenge: Find all the words used instead of 'said' in this chapter.

Day 2 (AF3)

1. How was the BFG different after the Bloodbottler left the cave?
2. When the BFG finds Sophie, who has been hiding under the hem of his coat, he holds her 'tenderly'. What does this word tell you about his feelings for Sophie?

Challenge: Find all the most interesting adjectives that you can from this chapter and write their meanings next to them.

Day 3 (AF4/5)

1. Read the first two paragraphs of this chapter. Explain how the use of language effectively describes the Bloodbottler's huge size.
2. What does the phrase 'half-stunned' tell you about how Sophie is feeling after her experience with the Bloodbottler?
3. Read the sentence, 'You was *what!*' What is the effect the use of italics in this short sentence?

Challenge: Collect all of the strange BFG words from this chapter and create a mini dictionary explaining the meanings of each word.

Day 4 (AF6/7)

1. Do you think the BFG stands up to the bullying behaviour of the Bloodbottler? Yes / No. Explain why you think that.

Challenge: Summarise (put into your own words) what this chapter was about.

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Guided Reading Questions and Activities Chapter 10: Froboscottle and Whizzpoppers

Day 1 (AF2)

1. Why did Sophie feel hungry ?
2. How can you tell that Sophie does not like snozzcumbers?
3. Find the word on page 60 that means the sound bounced around the room.
4. The giant was lifted off his feet 'like a rocket'. Can you write another simile that would mean the same thing?

Challenge: Collect as many adverbs as you can from this chapter.

Day 2 (AF3)

1. Why did Sophie drink the frobscottle?
2. How could you tell that the giant was excited when Sophie sipped some frobscottle?
3. What words and phrases tell us that drinking frobscottle caused lots of noise?

Challenge: Describe frobscottle as if you were explaining it to a friend.

Day 3 (AF4/5)

1. Why did the author choose to put a chapter full of fun and laughter (chapter 10) after a chapter full of fear and fright (chapter 9)?
2. How is frobscottle similar to our fizzy drinks?

Challenge: Think about all of the events (things that have happened) so far. Sort them into positive (good) and negative (bad) events.

Day 4 (AF6/7)

1. What can you tell about what Roald Dahl thinks children like to read?
2. Was this chapter trying to make you laugh?

Challenge: Write 3 questions for Roald Dahl about the book so far.

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Guided Reading Questions and Activities

Chapter 11: Journey to the Dream Country

Day 1 (AF2)

1. Think of a word that means the same as 'quivering'. Use a thesaurus if you need to.
2. "Keep away from him," Sophie pleaded. What does the word 'plead' mean?
3. What will happen if the other giants see the BFG run away?
4. The giants 'were bored'. What other words and phrases show this on page 64?

Challenge: Which giant would you least like to meet? Why?

Day 2 (AF3)

1. How does Sophie's reaction to seeing the Fleshlumpeater tell you she is scared of him?
2. Why don't people notice that human beings are being eaten by giants'?
3. What words and phrases on pages 71-72 tell us that the BFG was travelling fast?

Challenge: The giants are bullies. True or false?

Day 3 (AF4/5)

1. How has the choice of giant names created a feeling of fear?

Challenge: Draw this table below and fill it in using the chapter to help you.

| Name of giant | How he behaves |
|---------------|----------------|
| | |

Day 4 (AF6/7)

1. Do you think the giants' behaviour is similar to that of school bullies? Explain why you think that.
2. The author, Roald Dahl, was a pilot in the Second World War. What does the BFG say in this chapter that tells you the author's feelings about people fighting wars?

Challenge: Decide on a name for the game the giants play with the BFG. Explain the rules and the aim of the game.

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Chapter 12: Dream-Catching

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| <p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. How did the BFG hold his long net?2. Why is the BFG very excited about the first dream he catches?3. What happened when the BFG caught a trogglehumper? <p>Challenge: Draw a diagram that shows how to catch a dream.</p> | <p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. Why did the BFG answer Sophie sharply?2. How do we know that the BFG likes children? Use the text to prove this.3. Why did the BFG keep the trogglehumper in a jar? <p>Challenge: What would be your ideal (perfect) dream?</p> |
| <p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. How does this chapter help you to understand how important the BFG is?2. How does the final word of the final sentence of this chapter prepare the reader for what is about to happen next? <p>Challenge: Summarise (put into our own words) the relationship between the BFG and Sophie.</p> | <p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. The trogglehumper dream is described as moving 'violently, thrashing against the sides of the jar and forever changing shape'. Do you think this is an effective description of the trogglehumper? Explain why you think that.2. Why do you think the author made the BFG a dream catcher? <p>Challenge: Make a fact sheet about dreams (as if Sophie wrote the fact sheet).</p> |

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Chapter 13: A Trogglehumper for the Fleshlumpeater

Day 1 (AF2)

1. What does 'grotesque' mean?
2. How long do giants sleep for?
3. Describe how the BFG uses his equipment to give the Fleshlumpeater a bad dream.
4. Which word on page 84 means jerky movements that can't be controlled?

Challenge: Write an email to Jack (of the beanstalk) requesting that he comes to visit Giant Country to sort the giants out.

Day 2 (AF3)

1. The BFG 'trotted off for about a hundred yards, then he stopped. He crouched low to the earth'. Why do you think he did that?
2. What does the Fleshlumpeater think of Jack?
3. Did Sophie support the BFG's actions in this chapter? Use evidence to explain how you know.

Challenge: Interview a giant who thinks he saw a glimpse of Jack (the giant killer) in the distance.

Day 3 (AF4/5)

1. The author writes, 'they covered an area about the size of a football field,' when he describes the sleeping giants. How does this help us to understand the giants?
2. Why do you think the author chooses the verb 'sprawled out' to describe the giants?

Challenge: Draw a 'WANTED' poster featuring one of the giants. Advertise a reward for anyone who can capture him.

Day 4 (AF6/7)

1. 'Sophie couldn't stop smiling'. Why is Sophie amused and what does she and the reader know that the giants do not?

Challenge: Imagine the giants were captured and held in a giant zoo. What would you call the zoo? What would the attractions at the zoo be? What snacks would you be able to buy? What rides and shows would there be to enjoy?

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Chapter 14: Dreams

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| <p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. What is the difference between the behaviour of a good dream and a bad dream as it sits in the jar? (See page 94)2. 'Sophie read them rapidly' (page 102). What does 'rapidly' mean?3. How did the BFG learn to write? <p>Challenge: Turn one of the dreams into a storyboard to explain the stages of the story.</p> | <p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. On page 102, the BFG is described as 'long-suffering'. What does this tell you about his reaction to Sophie's question, 'Can I look?'2. How did Sophie react to the galloping giants heading for the girls' school and the boys' school? <p>Challenge: Design a perfect dream for Sophie. What do you think she would like to dream at the end of this chapter?</p> |
| <p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. What is the effect of showing the dream labels all in capital letters?2. Do you think the illustrations in this chapter are helpful to the reader? Explain your answer. <p>Challenge: Make a list of all the characters you have read about so far and sort them into 'Good Character' and 'Mean Character'.</p> | <p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. How is this story (so far) different to other Dahl stories you have read, or other stories in our classroom?2. Do you think the author believes girls and boys enjoy different dreams? Explain how you know. <p>Challenge: Most of Roald Dahl's characters are scary or mean. True or false? Explain your answer.</p> |

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Guided Reading Questions and Activities

Chapter 15: The Great Plan

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| <p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. Why doesn't the BFG want to be seen by human beings?2. Who would the Fleshlumpeater most like to eat?3. What is Sophie's 'Great Plan'?4. What is the BFG frightened of?5. What does famished mean? <p>Challenge: Break 'The Plan' down into little steps. What will Sophie and the BFG do first?</p> | <p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. What does Sophie's decision to capture these giants tell you about her personality?2. 'That did it' (page 116). What did Sophie tell the BFG that made him instantly agree with her plan? Why was it so effective? <p>Challenge: Imagine you were reporting on sightings of a giant sneaking through London. Write 3 headlines for the news.</p> |
| <p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. Explain why the verb 'cried' is used so often to describe Sophie's speech on page 107.2. What is the purpose of the plan to visit the Queen?3. How has the choice of words and phrases created a feeling of urgency (hurry) and excitement? <p>Challenge: What do you think the Queen's first three questions for Sophie might be?</p> | <p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. There is a message running through this story that humans need to believe in things that they might not be able to see. Can you think of some examples from the story and real life when this might be the case? <p>Challenge: Imagine you are a guard outside Buckingham Palace and you notice strange shadows and noises (the BFG). Describe what you see, hear, feel and think. What could it be?</p> |

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Guided Reading Questions and Activities

Chapter 16: Mixing the Dream

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| <p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. What does 'contraption' mean?2. Why is Sophie's heart 'beginning to thump' on page 123?3. Where does Sophie choose to sit on the way to Buckingham Palace?4. Describe Sophie's comfortable seat.5. Which word on page 123 means shuffling cautiously? <p>Challenge: Design a seat for the BFG and one for Sophie.</p> | <p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. How does Sophie feel about giving the Queen a nightmare?2. How did the BFG react when Sophie talked in her normal voice?3. How could the BFG hear Sophie when she couldn't even hear herself?4. Why is this dream so important? <p>Challenge: Draw a large jar on our page. In the jar, draw parts of the dream that the Queen will have.</p> |
| <p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. 'I refuse to sit next to that beastly thing.' Why did the author use the word 'beastly' to describe the dream?2. 'The giants is guzzling human beans... no, not that one... nor that one...here's one!... And here's another!...' What does the author's use of ellipses here tell you about the size of the BFG's dream collection? <p>Challenge: Design an outfit for Sophie to wear on the journey that will keep her warm and safe. Label your drawing to explain it.</p> | <p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. Think about the descriptions of Sophie and the BFG: how they talk and behave. Compare this with the beginning of the book. What do you think the author is trying to tell the reader? <p>Challenge: Ask the BFG 3 questions about his life as a giant.</p> |

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Chapter 17: Journey to London

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| <p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. What does 'desolate' mean?2. Find a word on page 126 that means the same as dark, dirty and difficult to see through.3. What caused the great cloud of dust? <p>Challenge: If you could call this story something different, what would you call it? Think of 3 different titles.</p> | <p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. Does the BFG travel quickly? Explain how you know.2. How did the BFG react to arriving in Hyde Park?3. How were the BFG's movements different after he had found Hyde Park? Why?4. Why did Sophie feel 'quite ill' (page 127)? <p>Challenge: If you turned this into a shadow puppet show, what puppets would you need? Design one of them in detail in your book. Don't forget to give the puppets moving parts!</p> |
| <p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. What is the purpose of using real landmarks (places) in the story?2. What does the phrase 'scorching across the Park' on page 131 tell you about the BFG at the end of the chapter?3. Why does the author compare the BFG to a cat at Hyde Park Corner? <p>Challenge: Compare aeroplanes to travelling on a giant. What are the advantages and disadvantages?</p> | <p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. Was this chapter trying to build the excitement? How can you tell? <p>Challenge: If the BFG and Sophie were to travel through your local area, what kind of sights would they see and what obstacles would they need to jump over?</p> |

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Guided Reading Questions and Activities

Chapter 18: The Palace

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| <p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. Think of another word for 'loomed'.2. Why are Sophie and the giant whispering?3. How did the BFG find the Queen?4. Why was Sophie cold?5. Find a word on page 136 that means very important or valuable. <p>Challenge: Summarise (put into our own words) what the story has been about so far.</p> | <p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. How did Sophie know that she had found the Queen?2. Which phrase tells us that the BFG was keen to do his job quickly?3. How did Sophie feel as she waited for the dream to work? <p>Challenge: Predict what you think will happen in the next chapter.</p> |
| <p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. Why did the author compare the BFG's trumpet to a thermometer?2. How do the examples given on page 136 show the reader that the BFG was 'an expert on windows'? <p>Challenge: Describe the story of the BFG (based on what you know so far) in less than 50 words.</p> | <p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. 'The orange glow from the night-sky over London crept into the room and cast a glimmer of light on to its walls'. What is this kind of description called and what time of day is it describing? <p>Challenge: Design a house where the BFG and Sophie can live easily together. Think about their size differences and what they will need.</p> |

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Chapter 19: The Queen

Day 1 (AF2)

1. On page 139, find a word that means the same as 'frightening'.
2. What did Mary find as she opened the curtains?
3. What time was it according to the church clock?
4. Which word told you that Sophie was scared?
5. Why didn't the Queen scream when she saw Sophie on the windowsill?

Challenge: What would you make the BFG for a big and delicious breakfast?

Day 2 (AF3)

1. How does the maid feel when she hears the Queen's dream? Explain how you know.
2. Which sentence on page 147 tells us that the Queen is shocked to realise that Sophie knows her dream?
3. 'Mary, the maid, stood behind them. Her hands were now planted firmly on her hips and there was a look on her face which seemed to say, "I want no part of this fiasco."' What does this description tell you about the maid's feelings about Sophie and the BFG?
4. How did Sophie react to the thought of breakfast?

Challenge: Write a diary entry for the Queen for the morning in this chapter.

Day 3 (AF4/5)

1. Why did the author make Mary drop the tray?
2. Why are short sentences often used in a chapter like this? For example, 'The maid screamed. The Queen gasped. Sophie waved.'

Challenge: Write the newspaper headlines that Mary may have read in those newspapers.

Day 4 (AF6/7)

1. Dahl included the character of a gardener in this chapter. Why do you think he did this?
2. Mary is the maid in this chapter. She reacts very differently to the Queen. Why do you think he used two very different female characters?

Challenge: Think about the characters that you have met so far and organise them in order from quietest to loudest.

The BFG

Guided Reading Questions and Activities

Chapter 20: The Royal Breakfast

Day 1 (AF2)

1. How do butlers move?
2. What did the butler use as the BFG's fork and knife?
3. Where did the BFG sit?
4. Which word on page 164 tells us that the BFG is still hungry?

Challenge: Look at all of the adjectives to describe the butler on page 154 and find out what each one means. Put each one into a sentence of our own.

Day 2 (AF3)

1. Describe Mr Tibbs, the butler, in your own words.
2. When the Queen asked for more food for the BFG, Mr Tibbs reacted by 'muttering unspeakable words to himself and wiping his brow with a white handkerchief (page 162). Why did he react like this?
3. The Queen misunderstands the BFG and thinks he wants to play music. What sound does he really want to make?

Challenge: Re-read the chapter and look for all of the qualities you need to be an excellent butler.

Day 3 (AF4/5)

1. Why does the Queen only call the Heads of the Army and the Air Force right at the end of the chapter?
2. The author likes to play with words (and make puns). For example, he writes that 'the Swedes of Sweden have a sweet and sour taste'. Find another example of a pun (play with words).

Challenge: Imagine you are a royal family member who has just received a phone call from the Queen. Explain that telephone conversation to a friend.

Day 4 (AF6/7)

1. Lots of events happen in this chapter. Why do you think Roald Dahl chose to put the butler details, the breakfast and the phone calls all into one chapter?

Challenge: Compare the Queen's palace with Sophie's dormitory. Think about: the colours, the fabrics and materials, the furniture and the treatment of the people.

The BFG

Guided Reading Questions and Activities

Chapter 21: The Plan

Day 1 (AF2)

1. When giants are in the 'Land of Noddy' or the 'Land of Nod', what does it mean they are doing?
2. Where is this chapter set?
3. What does the BFG mean when he says, 'bellypopper'?
4. How do you know that the Queen wants to capture the giants straight away?
5. What does the BFG ask as a special favour from the Queen?

Challenge: Summarise (put into your own words) how Britain is going to capture the giants.

Day 2 (AF3)

1. The Head of the Army says, 'I can't understand a word this feller says.' Who is 'this feller'?
2. The Head of the Air Force and the Head of the Army plan to kill the giants. How does the Queen feel about this?
3. On page 172, the Queen asks the BFG to 'please tell these rather dim-witted characters exactly what to do'. Who is the Queen talking about and how does she feel about them?
4. Does the Queen like the BFG? Explain how you know.

Challenge: Imagine that you can ask the Air Marshal and the Army General three questions at the end of this chapter. What are they?

Day 3 (AF4/5)

1. In this chapter, Sophie's role is to translate the BFG's instructions. Do you agree or disagree? Explain, using examples from the text.

Challenge: Write some descriptive sentences that mean:

He was cross.
He was happy.
He laughed.
He smiled.
He cried.

Day 4 (AF6/7)

1. What- kind of leader do you think the Queen is shown to be? Explain your answer using examples in the text.

Challenge: Roald Dahl is better at writing female characters. Agree or disagree? Explain your answer and use evidence from the book.

The BFG

Guided Reading Questions and Activities

Chapter 22: Capture!

Day 1 (AF2)

1. At the beginning of the chapter, find one phrase that means 'in the middle of the day when things can easily be seen'.
2. Who was sitting next to the pilot of the leading helicopter?
3. Which sound did the Head of the Army mistake the giants' snoring for?

Challenge: Make a list of the phrases and sentences in this chapter that show fear or being scared.

Day 2 (AF3)

1. How did the Head of the Arm and the Head of the Air Force react to the thought of a giant waking up and gobbling them on page 181?
2. Why did the BFG pretend a snake had bitten the giant?
3. What does the Army General think of the BFG's Jars of dreams?

Challenge: Imagine you got up very early that morning and happened to see the giants dangled from helicopters from outside our bedroom window. Write a paragraph about how you would feel and what you would think, do or say.

Day 3 (AF4/5)

1. Find a sentence that describes the BFG's movement as he changes into his top gear. Explain how it helps the reader to visualise the BFG's speed.

Challenge: Write a letter to the Queen as if you were the Head of the Army, asking for his medal (see page 187).

Day 4 (AF6/7)

1. What age child do you think the author wanted to write for?

Challenge: Write a 'favourite facts' as if you were Sophie.

The BFG

Guided Reading Questions and Activities

Chapters 23 and 24: Feeding Time and The Author

Day 1 (AF2)

1. What does 'ceaselessly' mean?
2. What is the BFG's new job title?
3. Where are the giants going to live now?
4. Why must people beware of the giants?
5. What happened to the men who drank too much beer?

Challenge: Think about the book and pick your favourite bit. Explain why you have picked this.

Day 2 (AF3)

1. How did the world leaders show that they were pleased the giants had been captured?
2. In the final chapter, how did the orphan Sophie feel about the BFG?

Challenge: The notice on the giants' pit reads, 'NOTICE: IT IS FORBIDDEN TO FEED THE GIANTS'. Add some information to this notice including: how they behave, what they should eat, what they sound like and how they spend their time.

Day 3 (AF4/5)

1. Why do you think the author chooses to imply that he might actually be the BFG?

Challenge: If you could send the BFG a thank you gift, what would you choose?

Day 4 (AF6/7)

1. Was this book trying to trick you?
2. Do you believe the author?
3. How does the message at the end change the events or your feelings about the book?
4. Do you think this book is good at entertaining children? Why?

Challenge: Write a 'favourite facts' as if you were the BFG.