

The Smartest Giant in Town

National Curriculum Objectives:

English Year 1: [Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done](#)

Differentiation for Challenge Activity:

Section A Match the items of clothing to the animal from the story.

Section B Number the animals in the order that George met them.

Section C Tick the correct answer using information from the text.

Section D Sort true and false statements about the story.

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The Smartest Giant in Town

Teacher Version

Page 1 and 2

D: (Q5) Who is George? (C2) He is the scruffiest giant in town.

M: (Q13) Is George the only giant in town? How do you know? (P3/1d) No, there are other giants in the picture on page 1 and 2.

Page 3 and 4

D: (Q6) What did the new shop sell? (C2) Smart clothes

S: (Q9) What clothes did George buy? (C2) A shirt, a pair of trousers, a belt, a stripy tie, some socks and a pair of shoes.

S: (Q10) What pattern was on the socks? (C2) Diamonds up the side

Page 5 and 6

D: (Q7) Why was the giraffe crying? (C2) His neck is long and it was cold.

Page 7 and 8

S: (Q11) Why did George give away his scarf? (P3/1d) It didn't match his socks and it made a nice, warm scarf for the giraffe.

Page 9 and 10

E: (Q1) What has the goat lost? (C2) The sail for his boat.

E: (Q2) What piece of clothing did George give to the goat? (C2) His shirt.

Page 13 and 14

E: (Q3) What happened to the mice's home? (C2) It burned down.

Page 15 and 16

M: (Q14) Why is a shoe a good choice for a new house? (P1) It is made from strong, waterproof material so it will keep the mice dry. It will have lots of room for them as George has big feet and they are tiny mice. They can snuggle down in the toes of the shoe to stay warm.

Page 17 and 18

E: (Q4) How did the fox's sleeping bag get wet? (C2) He dropped it in a puddle.

Page 21 and 22

D: (Q8) Why is the dog howling? (P3/1d) He needed to cross the bog but couldn't.

Page 23 to 26

M: (Q15) What words rhyme in George's song? (T1/1b) Answers are dependent on certain accents. Scarf and giraffe; boat and goat; house and mouse; socks and fox; dog and bog, down and town.

Page 27

M: (Q16) Why is George upset? (P3/1d) His pants had fallen down so he needed to buy some more clothes, but the shop was closed when he got there.

Page 30

S: (Q12) Why do the animals think George is kind? (P3/1d) George gave away his new clothes to help them. He was nice to them as a friend should be.

The Smartest Giant in Town

Comprehension

Section A

1. What has the goat lost? (C2)

2. What piece of clothing did George give to the goat? (C2)

3. What happened to the mice's home? (C2)

4. How did the fox's sleeping bag get wet? (C2)

Section B

5. Who is George? (C2)

6. What did the new shop sell? (C2)

7. Why was the giraffe crying? (C2)

8. Why is the dog howling? (P3/1d)

Section C

9. What clothes did George buy? (C2)

10. What pattern was on the socks? (C2)

11. Why did George give away his scarf? (P3/1d)

12. Why do the animals think George is kind? (P3/1d)

Section D

13. Is George the only giant in town? How do you know? (P3/1d)

14. Why is a shoe a good choice for a new house? (P1)

15. What words rhyme in George’s song? (T1/1b)

16. Why is George upset? (P3/1d)

The Smartest Giant in Town

Challenge Activity

Section A

What did George give each animal?



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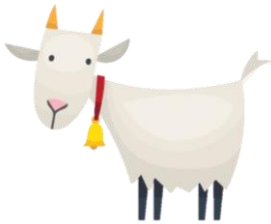
The Smartest Giant in Town – Challenge Activity

The Smartest Giant in Town

Challenge Activity

Section B

Number the animals 1, 2, 3, 4 or 5 in the order George met them.



The Smartest Giant in Town

Challenge Activity

Section C

What excuse did George give to the giraffe when he gave him his scarf?
Tick one.

It was tickling my toes.

☐

It didn't match my socks.

☐

It kept coming untucked.

☐

It was giving me blisters.

☐

Section D

Some of these statements are true, and some are false; tick the correct column to sort them.

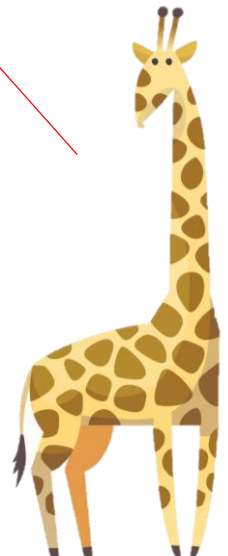
	True	False
George gave his belt to the dog.		
George gave his shirt to the giraffe.		
George gave his tie to the giraffe to use as a path.		
George gave his shirt to the goat to use as a sail for his boat.		

The Smartest Giant in Town

Challenge Activity

Section A

What did George give each animal?



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The Smartest Giant in Town – Challenge Activity **ANSWERS**

The Smartest Giant in Town

Challenge Activity

Section B

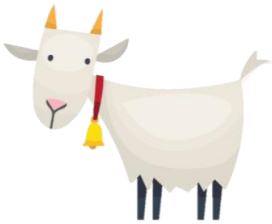
Number the animals 1, 2, 3, 4 or 5 in the order George met them.



5



4



2



1



3

The Smartest Giant in Town

Challenge Activity

Section C

What excuse did George give to the giraffe when he gave him his scarf?
Tick one.

It was tickling my toes.

☐

It didn't match my socks.

☒

It kept coming untucked.

☐

It was giving me blisters.

☐

Section D

Some of these statements are true, and some are false; tick the correct column to sort them.

	True	False
George gave his belt to the dog.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
George gave his shirt to the giraffe.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
George gave his tie to the giraffe to use as a path.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
George gave his shirt to the goat to use as a sail for his boat.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Whole Class Guided Reading – Teaching Guide

- Give each pair a copy of the book to read individually or as a whole class.
- The teacher should use the teacher version. It tells you where to pause after each page and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – (Red)
 - Easy – (Blue)
 - Tricky – (Orange)
 - Expert – (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Beginner
 - Section B – Easy
 - Section C – Tricky
 - Section D – Expert
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).

Comprehension

Year 1/2	C1/1a	Discussing word meanings, linking new meanings to known vocabulary
	C2	Answer simple, information retrieval questions about texts*
	C3	Drawing on what they already know from background information and vocabulary provided by the teacher
	C4	Discussing and expressing views about a wide range of texts
	C5/1c	Discussing the sequence of events in texts and how items of information are related
Year 3/4	C1/2a	Explaining the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve and record information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
Year 5/6	C1/2a	Exploring the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve, record and present information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
	C8/2h	Making comparisons within and across texts
	C9	Distinguish between statements of fact and opinion

Predictions and Making Inferences

Year 1/2	P1	Link the text to their own experiences
	P2/1e	Predicting what might happen on the basis of what has been read so far
	P3/1d	Making inferences on the basis of what is being said and done
	P4	Answering and asking questions
Year 3/4	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Year 5/6	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

Year 1/2	L1	Recognising and joining in with predictable phrases
	L2	Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
Year 3/4	L3	Using dictionaries to check the meaning of words they have read
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Year 5/6	L2	Learning a wider range of poetry by heart
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	L5/2g	Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
	L6/2f	Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices