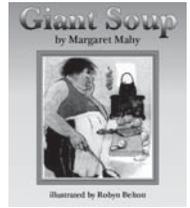


Giant Soup

by Margaret Mahy
illustrated by Robyn Belton



Book Summary

Left to fend for himself, a giant brews up a pot of soup, with some unusual ingredients.

Features of the Book

- The use of formal and storybook language.
- Paragraphing that indicates a change in speaker, action, or location.
- The predictable structure of the repeated statement – “This soup is no good.”
- The hidden text in the illustrations.
- The range of ingredients in the text.
- The adverbs – “quickly” and “quietly.”

Purpose

Giant Soup can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** identifying the plot and characters within the story;
- S** recognizing the features of different genres;
- S** writing about the steps in a procedure.

Introducing the text

Remind the children to think about other traditional stories to help them with the reading. Ask them about any giants that they know from storybooks and begin to make a list of things they know about giants.

- *What do giants like to do?*

Read the title and the names of the author and illustrator together.

- *What is the giant doing?*
- *Does he have a problem?*
- *What would giants put into their soup?*

Reading the text

- S** Identifying the plot and characters within the story.
- S** Recognizing the features of different genres.

Title page

- *Who is this? Where is he?*
- *Can you see a hidden message?*

Pages 2 and 3

- *What has the giant put in the pot so far?*
- *Why does she look like that?*

Pages 4 and 5

- *Does adding the carrots improve the soup?*
- *What would you put in the soup to make it tastier?*

Pages 6 and 7

- *What do you think the giant will decide to put into the soup next?*
- *Who is this character? What do you think will happen next?*

Pages 8 and 9

- *Were you right?*

Pages 10 to 13

- *How did Jason feel about being in the soup?*

Pages 14 to 16

- *Have his feelings changed?*
- *Why did the giant's mother take him out?*

Children now read the book independently.

Revisiting the text

Look in the text for words that can be analyzed by syllable, for example, “giant,” “holiday,” “refrigerator,” “tomorrow,” and “recipe.” Make a list of these words to show which have the same number of syllables and add new ones to it.

Following Up

S Writing about the steps in a procedure.

 Write a recipe for “giant soup” using a traditional recipe format. List the ingredients from the book and describe the method.

B Complete the blackline master opposite.