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## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS .....

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## Roald Dahl

**R**oald Dahl was born on September 13, 1916 in Llandaff, South Wales. His parents were from Norway. They were named Harald and Sofie. Harald died when Dahl was four years old. Sofie chose to stay in Wales. Harald had wanted their children to go to school in Britain.

When Dahl was eight, he and four friends got into trouble for playing a trick. They put a dead mouse into a jar of gobstoppers at a candy shop. Soon after, Dahl was sent to a British boarding school called St. Peter's. He did not like it at the school. He missed home and wrote to his mother each week.

Dahl moved to another school called Repton, but he had a bad time there. He wanted adventure. He finished school in 1932 and traveled to Newfoundland, Canada. He then got a job with Shell Oil Company and moved to Africa. Dahl stayed in Africa until 1939.

That year he joined the Royal Air Force. He was a pilot during the Second World War. Dahl's plane crashed and he was hurt. He was later sent to Washington, D.C. It was in Washington that Dahl wrote his first short story. He wrote his first children's story, *The Gremlins*, in 1942.

After the war, Dahl married Patricia Neal. They had five children. Dahl continued to write for



adults and kids. He established himself as a children's writer in 1961 when he wrote *James and the Giant Peach*. Dahl went on to be one of the world's best storytellers. He wrote many other great books like *Charlie and the Chocolate Factory* and *The BFG*.

### Did You Know?

- Author Roald Dahl's parents were from Norway.
- His first children's book was called *The Gremlins*.
- He made up a lot of words for his books.

## Chapters One to Four

Answer the questions in complete sentences.

1. Look at the cover of the book. Using what you see, guess what the story is about.

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2. What do you think the letters 'BFG' mean in the title?

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### Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word. Be careful - a couple are a bit tricky!

bright cry	bad hurt	running look	stopped smallest
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1. A brilliant moonbeam was slanting through a gap in the curtains.
2. Not the finiest sound could be heard anywhere.
3. It would stop and peer into the upstairs window of each house in the street.
4. Sophie gave a yelp and pulled back from the window.
5. The awful thing was that Sophie knew exactly what was going on.
6. The Giant was sprinting down High Street.
7. The wind stung Sophie's cheeks.
8. The Giant paused to catch his breath.



## Chapters Eight to Ten

1. Fill in each blank with the correct word from these Chapters.

- a) Sophie took a small \_\_\_\_\_ of the snozzcumber.
- b) "Who is you jabbeling to, \_\_\_\_\_?"
- c) \_\_\_\_\_ yellow teeth stuck out between the two purple frankfurter lips.
- d) Sophie reached forward and \_\_\_\_\_ away dozens of these seeds.
- e) The BFG stared at the \_\_\_\_\_ table.

2. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) When the BFG smiled, he showed about 64 teeth.
- T F b) The BFG tells Sophie her brain is full of rotten-wool.
- T F c) Bloodbottler is more than three times as tall as the BFG.
- T F d) Bloodbottler says English school children have an inky-booky flavor.
- T F e) The glass bottle is seven inches tall.
- T F f) Frobscottle is pale green.



## Chapters Eleven to Twelve

Answer each question with a complete sentence.

1. How many other giants does Sophie see on the way to Dream Country?
2. What color is the Fleshlumpeater's tongue?
3. How does Sophie feel when the BFG is being thrown by the other giants?
4. Why is the BFG upset when he catches a second dream?
5. What does the BFG compare bad dreams to when they are captured?
6. What do you think the BFG will do with the bad dream he caught? Explain your answer.



### Journaling Prompt

The BFG says humans are the only animals that kill their own kind. Partner with a classmate and do some research. Is the BFG right about humans? Why do you think the BFG would say this? Share what you find with the class and try to reach a conclusion.





## Chapters 5 to 8

### A New Menu

The mean, ugly giants in Giant Country eat humans. They don't eat anything else. No vegetables. No beef. No pork. Not even bacon. Pretend there is a plan to change what the giants eat. You are in charge of making the menu that the giants will eat from. Use your imagination to come up with some tasty meals. The giants are used to eating uncooked humans. Maybe you could offer them some cooked meat. If you think they would like some tasty vegetables, include them. Your menu should have three meals: a pre-dinner snack, the main meal, and a dessert.

When you're done your menu, fold a piece of paper into three sections. Use your imagination to make it look good. Draw some pictures of your meal to include.



## Chapters 5 to 8

### Vocabulary

The Big Friendly Giant has his own way of talking. Sometimes it can be funny, even though he doesn't mean it to be.

For example, when the BFG means to say 'skin and bones', he says 'skin and groans'. Sometimes, the BFG will call common things by funny names. 'Cockroaches' he calls 'clockroaches'. Use these ideas to come up with some BFG-type names for common things.

What do you think the BFG would call a dishwasher? What might he call a can opener? Try to be as silly and creative as you can. Have a squiffing fun time!

Make a list of words first. Then write your new BFG words beside them. Try to come up with at least five, but you can do as many as you want. When you're finished, share your words with the rest of the class.



## Word Search Puzzle

Find the words from the story. The words are written across, down, on an angle, and some are written backwards.

big	friendly	horrid	peer
brutes	fury	jumbly	runt
clever	giant	massive	snozzcumber
cosy	glimpse	murky	trumpet

b	d	e	i	a	p	o	y	k	r	u	m
r	i	n	t	n	a	i	g	y	u	s	a
u	r	g	c	c	g	h	v	j	i	o	s
t	r	z	t	l	n	l	r	n	r	d	s
e	o	e	m	e	d	x	i	o	e	x	i
s	h	t	b	n	g	a	h	m	e	f	v
n	j	p	e	m	r	b	i	v	p	m	e
t	k	i	a	j	u	m	b	l	y	s	b
p	r	g	c	m	r	c	i	r	s	f	e
f	e	u	v	j	y	b	z	u	w	l	l
z	h	d	m	s	w	b	y	z	r	g	r
a	w	q	t	p	g	e	h	u	o	s	z
e	c	l	e	v	e	r	n	v	f	n	y
c	o	s	y	l	k	t	u	d	a	q	s



## Comprehension Quiz

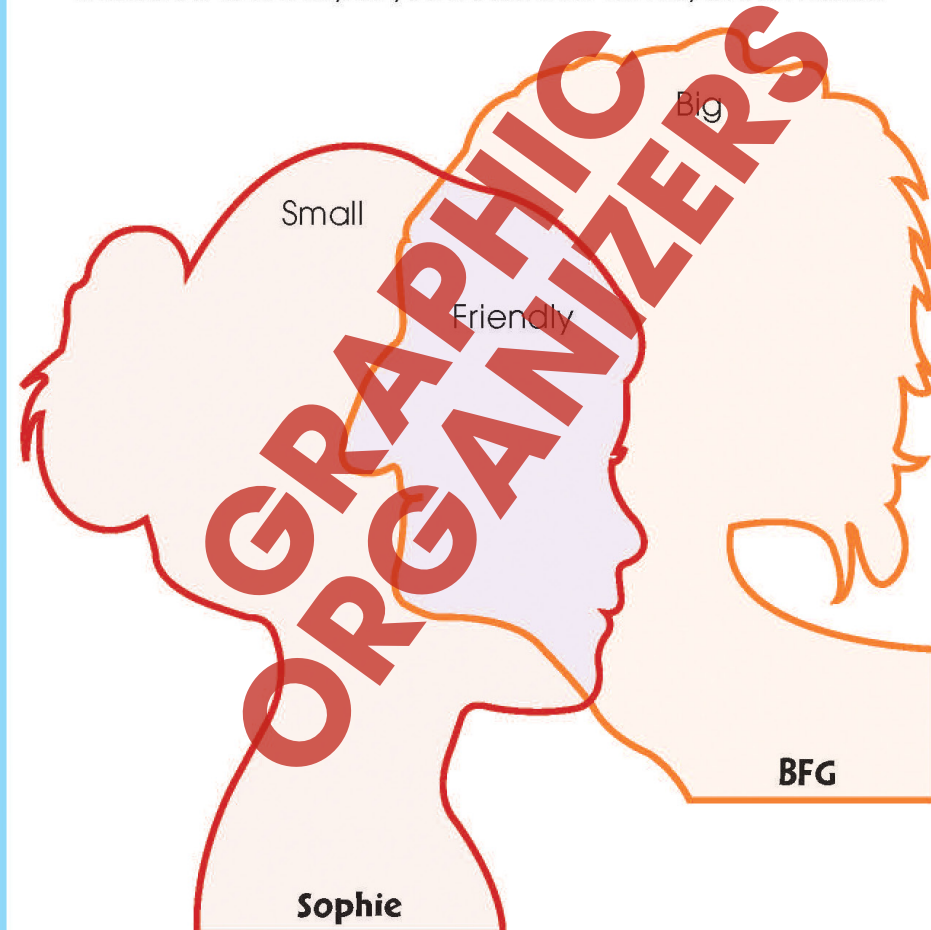
Answer each question with a complete sentence.

- Who are Sophie's parents? 24
- Why does the BFG take Sophie to Giant Country? 1
- What word does the BFG use for "wrong"? 3
- How are giants born? 1
- What is Frobscottle? What does Sophie notice about it? 2
- What does the BFG use to catch dreams? 2
- What does the BFG give Fleshlumpeater while he is asleep? 1

SUBTOTAL: /11

## Sophie VS. the BFG

Use this chart to write about Sophie and the BFG. One head represents the BFG, the other represents Sophie. The middle space is used for things the BFG and Sophie both share. For example, the BFG can be described as big. Sophie can be described as small. They can both be described as friendly, so you would write friendly in the middle.



NAME: \_\_\_\_\_

After You Read 



# Chapters One to Four

Answer each question with a complete sentence or short paragraph.

1. What does Sophie think the houses look like when she looks out her window?

\_\_\_\_\_

2. Who owns the shop Sophie can see from the bedroom window?

\_\_\_\_\_

3. What do the figure's eyes look like?

\_\_\_\_\_

4. Why does Sophie think the giant is running so fast?

\_\_\_\_\_

5. How big is the stone the giant uses as a door?

\_\_\_\_\_

6. Describe the country Sophie sees when the giant lands.

\_\_\_\_\_

\_\_\_\_\_



Journaling Prompt

Sophie talks about what the giant is wearing. Make a list of all the clothes the giant is wearing. Now, use your list to draw your own version of the giant wearing the clothes. Compare your drawing with a classmate. Talk about what you have done and why you did it.

1. They look bent and crooked, like houses in a fairy tale.

2. Mrs. Rance owns the shop that Sophie can see from the bedroom window.

3. They look bright and flashing. There was a fierce and devilish look in them.

4. He thinks he is running home to eat her for breakfast.

5. The stone is as big as a house.

6. There are thick forests and rushing rivers. There is a range of bare hills and lumps of blue rock with dead trees everywhere.

1. Answers will vary.

2. Answers will vary.

### Vocabulary

1. H

2. A

3. G

4. B

5. D

6. C

7. E

8. F

14

1.

a) T

b) T

c) F

d) T

e) T

f) F

2.

a) 2

b) 6

c) 5

d) 1

e) 4

f) 3

15

1.

They are very white and very square. They look like huge slices of white bread.

2.

The BFG says it's because Bonecrunching Giant finds them much juicier and more scrumdiddlyumptious than other humans.

3.

He says he took Sophie because if she stayed at home, she might tell others and that could lead to a great giant hunt.

4.

She knew what he said was true and that he was probably right.

5.

Mrs. Clonkers would lock them in a dark cellar for a day and night without food or drink.

6.

Answers will vary.

16





## The BFG

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- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.