storytime™

PLAY & LEARN

ISSUE 145

FAVOURITE FAIRY TALES:

THE GIANT'S HEART

The Giant's Heart is a classic fairy tale about a prince who goes in search of a giant's heart, which holds his magical power. His story inspired the activities in this pack, which explore the human heart and the emotions we experience.



LESSON IDEAS THIS MONTH!

1. LITERACY LESSON IDEAS

- Reading stories is a brilliant way for pupils to build their vocabularies because stories introduce new words in the context of an exciting tale. The **Storytime Glossary** was created to help with the learning process by providing definitions for challenging words and phrases in this month's magazine. Encourage students to look up unfamiliar terms for themselves and note them down in a 'word bank'.

- The heart is one of the most important organs in the human body, and the **Class Discussion Sheet** asks some interesting questions about the things we associate with it. What does the heart do, and why do we link it with many feelings? Hopefully, your pupils will come up with lots of interesting answers!

- Once your pupils have read 'The Giant's Heart', ask them to complete the **Reading Comprehension Sheet**. It challenges them to write sentences using three unusual words from the tale and has questions to test their comprehension of the story. There are also questions about the meaning of the story and the motivations of the characters, which could start interesting discussions!

- A story is made up of events that happen in a certain order. The **Story Sequencing Sheet** lists the events in 'The Giant's Heart', but they're all mixed up! Pupils should number the eleven parts on the page from 1–11 to show the order in which they should be read. They should feel free to reread the story if they need to check when certain things happened.

- On the **Storyboard** page, pupils will find colourful illustrations from this month's featured story. They should write down their own notes about what happened in each part of the tale, but it's up to them what they include. They could jot down words that come to mind, brief notes or complete sentences that retell the story in their own way.

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1. LITERACY LESSON IDEAS CONTINUED

- An idiom is a phrase that has a meaning that is different from what the words in the phrase literally mean. The **Crack the 'Heart' Code!** page lists eight idioms that involve the heart – can your pupils match each one with its definition? There are also sentences for them to complete by using these idioms.

- What do you think it would be like if you hid your heart away – and what would you want to say to someone who found it? The **Take Care of My Heart** activity asks pupils to imagine they are the giant and write a letter to Prince Erling, who now has possession of his heart. Children should mention why the giant would find the heart valuable. Might he ask to have it back?

2. SCIENCE LESSON IDEA

- Our hearts are very busy organs! **The Heart at Work** page is full of facts about what they are, where to find them and what they do. Can your pupils complete the sentences about how the heart functions? They will also find out why our hearts beat faster when we are excited, scared or running around in the playground.

3. PSHE LESSON IDEAS

- Sometimes, we think and feel different things at the same time. The **Heart or Brain?** sheet asks pupils what they might think and feel in certain situations. After this activity is completed, your class could discuss situations in which we might follow our hearts... or our minds!

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3. PSHE LESSON IDEAS CONTINUED

- We can feel, think and experience many different things each day! The **My Experience Log** page asks children to record one thing that they think, feel, see, hear and taste every day for a week. This should help to make them mindful of the different ways they experience the world. What is the most interesting thing that happened to them this week?

- It can be difficult to talk about our feelings, but the **Wheel of Feelings** sheet has an activity that will encourage pupils to discuss how they experience emotions. The class should be divided into groups, and each group should have a copy of the sheet. Pupils should take turns closing their eyes and pointing at a space on the 'wheel of feelings'. Then, they should answer the listed question about that emotion. There can also be a bonus round where children can talk about when they last experienced the emotion they selected.

- Acts of kindness can make the world a better place. The **Create a Chain of Kindness!** activity revolves around pupils writing about moments of kindness on pieces of paper. These can then be turned into links that are joined together to create a chain. Add new links whenever someone does something kind – can your class make a chain which can stretch around the whole classroom?

4. ART LESSON IDEA

- We hold lots of things in our hearts – emotions, memories and things that are important to us. The **Pieces of My Heart** page has a frame in the shape of a heart with many jigsaw pieces in it. Pupils should draw different things that they love and care about in the different spaces to show what is in their heart!

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STORYTIME GLOSSARY

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If you don't recognise a word in a story, look it up here!

The Wagtail and the Rainbow (Page 6)

- **Predators:** animals that hunt and eat other animals
- **Thicket:** group of bushes or small trees
- **Treecreeper:** kind of small bird that hunts and eats insects
- **Suspiciously:** in a way that shows you don't trust someone or something
- **Independent:** able to do things for herself without needing help from others
- **Scruffy:** looking untidy or messy
- **Fastened:** joined things firmly together
- **Charcoal:** a black material made from burnt wood
- **Eucalyptus:** type of tree that originally comes from Australia

Stoom the Troublemaker (Page 10)

- **Embers:** glowing bits of burning wood
- **Qualities:** features or characteristics that describe someone or something
- **Mischief:** playful behaviour that causes trouble
- **Cogs:** toothed wheels in a machine that fit together to make parts move
- **Stooped:** bent forward
- **Ingenious:** very clever and inventive
- **Mechanisms:** sets of moving parts
- **Pistons:** parts of an engine that move backwards and forwards to create power
- **Scalding:** hot enough to burn you
- **Belching:** burping

Mary's Magic Needle (Page 15)

- **Pleated:** folded into neat, regular folds
- **Contrasted:** looked noticeably different from something else
- **Bland:** plain and boring
- **Declared:** officially announced something
- **Trooped:** walked somewhere as a group
- **Souvenirs:** objects kept to remind them of a place or event
- **Tailored:** made or adjusted to fit neatly
- **Thimble:** small metal cap worn to protect a finger when sewing
- **Customised:** changed to fit a person's style
- **Hems:** bottom edges of skirts
- **Frippery:** fancy but unimportant stuff
- **Milliner:** person who makes women's hats
- **Boutique:** small shop selling stylish clothes

Jack and Jill's Animal Crew (Page 20)

- **Shady:** protected from direct sunlight
- **Siblings:** brothers and sisters
- **Disappointment:** sadness because something was not as good as you hoped
- **Bury:** to put something under the ground
- **Hosepipe ban:** a rule that stops people using hosepipes to save water
- **Firmly:** in a strong and certain way
- **Grumbled:** complained in a quiet, annoyed way
- **Brim:** the very top edge of a container
- **Struggled:** tried to do something difficult
- **Container:** something used to hold or carry things

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STORYTIME GLOSSARY

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The Dinosaur Keeper (Page 22)

- **Spluttered:** made coughing noises
- **Cretaceous Period:** a time millions of years ago when many dinosaurs lived
- **Deluxe:** more special, luxurious or expensive than usual
- **Muttering:** speaking in a low, quiet voice
- **Lurking:** hiding
- **Fibreglass:** strong, lightweight material made using glass fibres
- **Lunged:** suddenly moved forwards
- **Palaeontologists:** scientists who study fossils and life from long ago
- **Gorge:** steep, narrow valley
- **Fossil:** preserved remains or traces of a plant or animal that lived long ago
- **Crest:** raised part on an animal's head
- **Curiosity:** feeling of wanting to learn more about something
- **Prehistoric:** from before human history

A Purple Problem! (Page 30)

- **Envelope:** paper cover for a letter
- **Voyage:** long journey
- **Laboratory:** place where scientific experiments are carried out
- **Tar:** sticky stuff made from coal or plants
- **Beaker:** glass container used for mixing or heating liquids in experiments
- **Gunk:** sticky, messy or unpleasant stuff
- **Failure:** something that does not work or succeed as planned
- **Swirled:** moved round and round
- **Dyed:** had its colour changed with dye

The Kite and the Wild Horse (Page 36)

- **Kite:** kind of large bird of prey related to hawks and eagles
- **Trilled:** made a series of quick, high musical sounds
- **Melodies:** tunes
- **Bird of prey:** bird that hunts animals or other birds for food
- **Outdone:** beaten by someone who has done something better
- **Galloped:** ran fast like a horse
- **Mane:** long hair on a horse's neck
- **Rhythm:** steady beat
- **Gracefully:** in a smooth, elegant way
- **Magnificent:** impressive or beautiful
- **Dawn chorus:** sound of many birds singing early in the morning

The Giant's Heart (Page 39)

- **Kingdom:** a country ruled by a king or queen
- **Dutiful:** careful to do what he is told to do
- **Mansion:** large and impressive house
- **Immense:** extremely large
- **Snarled:** said in an angry growling way
- **Crossroads:** place where roads cross
- **Unfortunate:** unlucky
- **Carp:** kind of freshwater fish
- **Piteous:** causing feelings of pity
- **Chapel:** small church or room for praying or thanks

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CLASS DISCUSSION SHEET

LET'S TALK ABOUT...

the heart! This organ is very important because it keeps blood flowing through our bodies... and it is also used to represent our feelings, especially love and kindness.

1. What job does the heart do in the human body? What do you think would happen if it stopped for even a minute?

2. Have you ever felt your heart beating really fast? When did this happen?

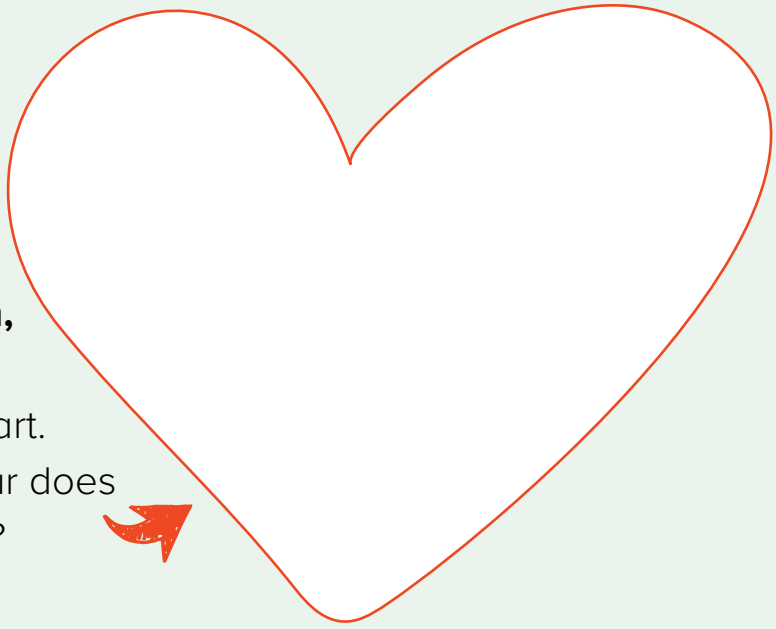
3. The giant in our story keeps his heart somewhere separate from his body. How do you think you would feel if you had to hide your heart somewhere?

4. In the English language, the heart is often associated with our emotions, especially love. Can you think of any phrases or sayings about the heart?

HAND ON HEART COLOURING IN

Colours can feel a bit like emotions do – some feel warm, some feel cool, some feel calm, some feel loud!

Put your hand on your heart. Take a breath. What colour does your heart feel like today?



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READING COMPREHENSION SHEET

Answer these questions when you've read this month's story!

VOCABULARY CHALLENGE

Here are three words from this month's tale.
Can you write your own sentence using each of them?

FORGOTTEN _____

UNFORTUNATE _____

CARP _____

STORY CHECK!

1. Who is Erling?
2. Where does this story take place?
3. Where did the giant hide his heart?
4. Who helps Erling find his brothers and the chapel?
5. What happens to the giant's heart at the end?

THINK ABOUT IT!

1. Why do you think Erling helped the raven, the fish and the fox, even when helping them cost him something?
2. Why do you think the giant hides his heart? What might the hidden heart represent?
3. At the end, Erling chooses not to destroy the giant's heart. What might have happened if he had destroyed it?

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STORY SEQUENCING SHEET

The events of Erling's adventure are listed below... but can you number them in the order in which they happened?

The king agreed, but he insisted that Erling stay behind to keep him company. Erling watched as his six brothers rode away.	
The fox carried Erling to a chapel in the mountains. The bird and the fish helped him get the giant's heart, which was inside a duck's egg.	
The giant was upset about being disturbed and cast a spell that turned the six young men into statues!	
Along the way, Erling helped a bird, a fish and a fox. The fox took him to the mansion where the giant lived, and the prince went inside.	
Erling's brothers were turned back into human form and were most confused about what had happened to them!	
Long ago, far to the north, there was a king who had seven sons. He loved them all very much, but the youngest, Erling, was his favourite.	
Erling took the egg to the giant's mansion and threatened to break it unless the giant freed the princess and the six princes.	
The six princes were travelling through a forest when night fell. They knocked on the door of a mansion, which was owned by a giant.	
He discovered a princess trapped in a cage. She tricked the giant into saying where he kept his heart, which held all his magical power.	
One day, the seven princes told their father that it was time for them to go out and learn about the world beyond the palace.	
Erling became worried when his brothers didn't return for a long time. He went out in search of them!	

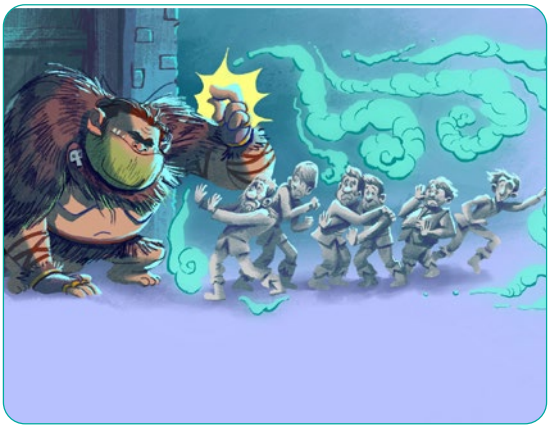
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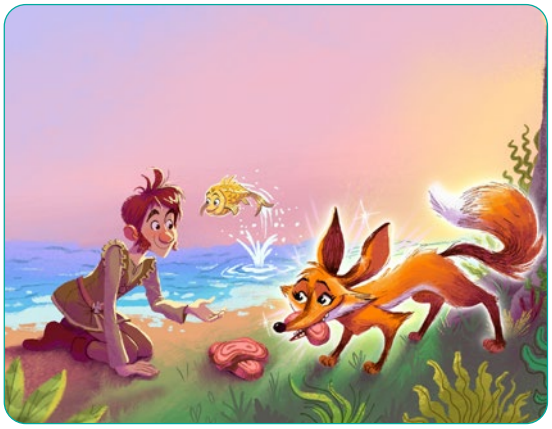
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STORYBOARD

Write about what happened to Prince Erling and his quest for the giant's heart under the illustrations below!







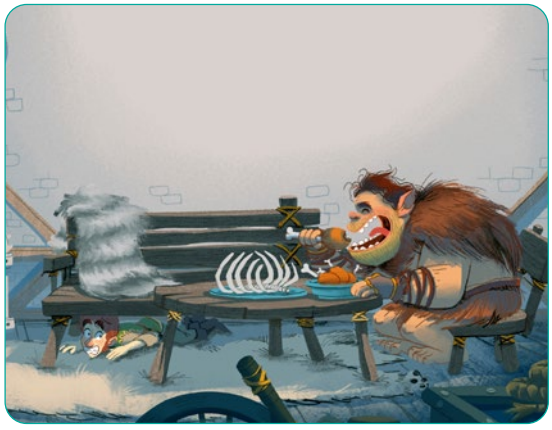


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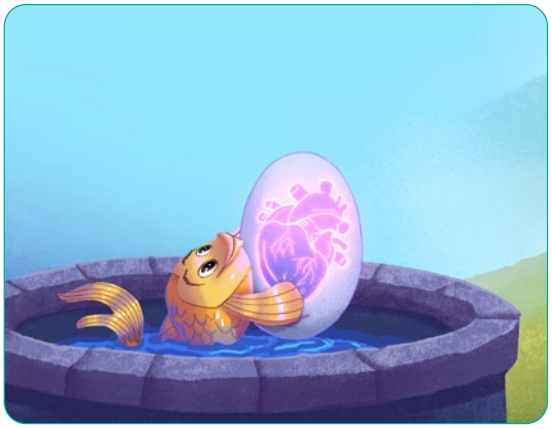
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STORYBOARD

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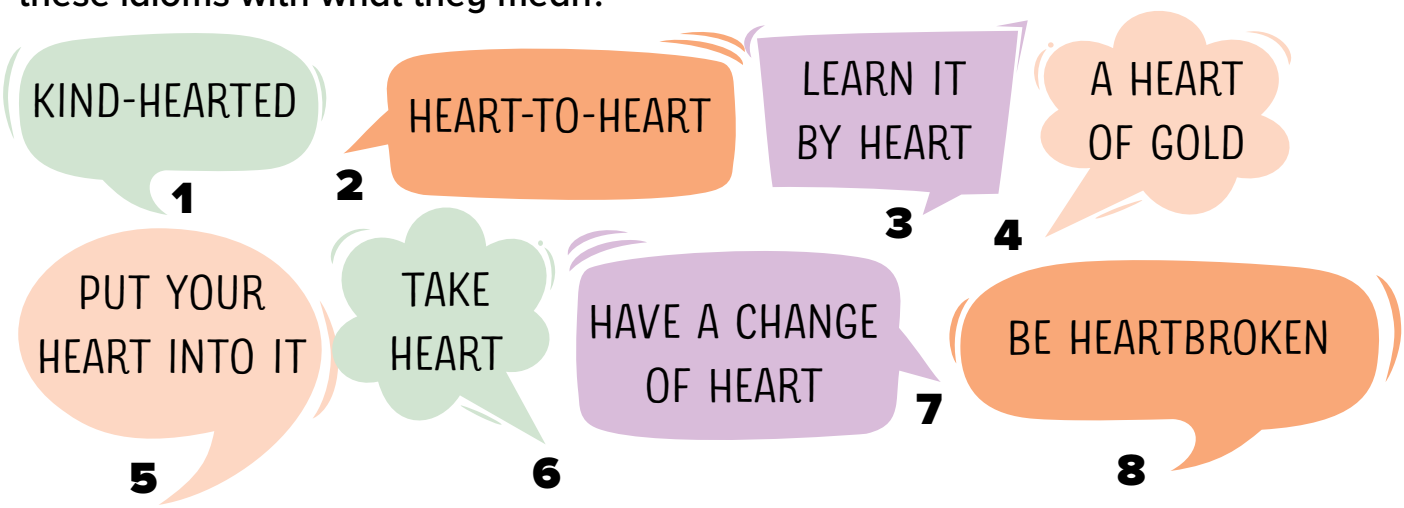


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CRACK THE 'HEART' CODE!

Idioms are expressions with a particular meaning – and many of them feature the heart in some way! Can you match each of these idioms with what they mean?



- ☐ **A.** To memorise something
- ☐ **B.** Kind and caring towards others
- ☐ **C.** To feel hopeful and encouraged
- ☐ **D.** Someone who is extremely kind and generous is said to have...
- ☐ **E.** An honest conversation about feelings
- ☐ **F.** To try really hard and give it your full effort
- ☐ **G.** To change your mind
- ☐ **H.** To feel extremely sad or upset

FILL THE GAP! Choose the correct expression to complete each sentence.

A. Grandad has a _____. He always helps people without being asked.

B. My friend was upset, so we sat down and had a proper _____ about it.

C. Before the spelling test, I tried to learn all the words _____ .

D. Even though it's raining, _____ – the sun will come out later!

E. She was _____ when her pet hamster went missing.

ANSWERS: A. 3, B. 1, C. 6, D. 4, E. 2, F. 5, G. 7, H. 8.

Fill the Gap! A. *heart of gold*. B. *heart-to-heart*. C. *by heart*, D. *take heart*, E. *be heartbroken*.

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TAKE CARE OF MY HEART

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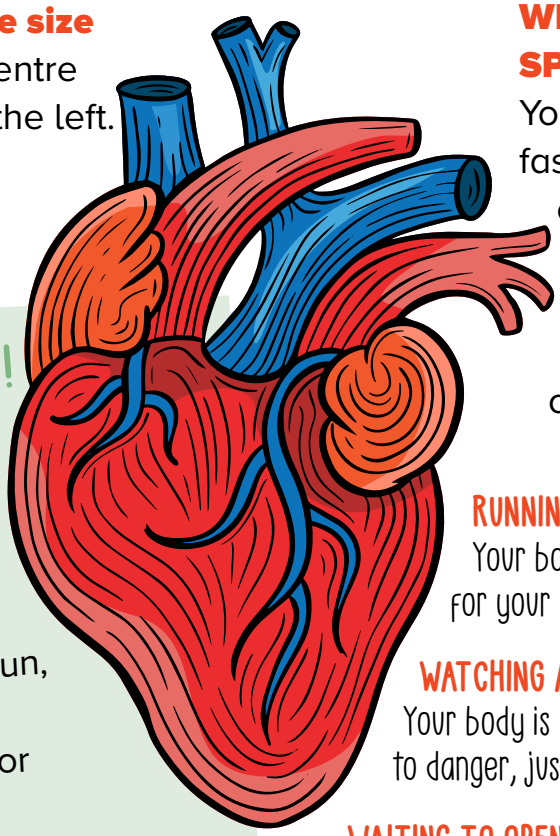
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THE HEART AT WORK

This sheet is all about one of the most important organs in the human body!

YOUR HEART is about the size of YOUR FIST! It's in the centre of your chest and tilted to the left.

TRY IT: Make a fist. That's roughly the size of your own heart!



FINISH THE SENTENCE!

1. Your heart is a...
2. Your heart's job is to...
3. Doctors can listen to your heart using...
4. Blood carries...
5. When you exercise or run, your heart...
6. When you feel scared or excited, your heart...
7. A 'heartbeat' is the sound of...

...NOW MATCH IT!

A. ...a stethoscope.
B. ...pump blood all around your body.
C. ...muscle that never stops working!
D. ...oxygen to every part of your body.
E. ...beats faster, to send more oxygen to your muscles.
F. ...your heart's valves closing as blood moves through it.
G. ...beats faster, even if you're not moving. That's your body getting ready for action!

WHY DOES IT SPEED UP?

Your heart beats faster when you're exercising, but it also beats faster when you feel scared, excited or nervous.

RUNNING IN THE PLAYGROUND

Your body needs more oxygen for your legs and arms!

WATCHING A SCARY FILM

Your body is getting ready to react to danger, just in case!

WAITING TO OPEN A PRESENT

Your body is buzzing with anticipation!

JUMPING OUT TO SURPRISE SOMEONE

A sudden strong feeling makes your heart react quickly too!

QUICK THINK

Can you remember a moment today or this week when your heart felt like it was beating faster? What was happening?

ANSWERS: 1. C, 2. B, 3. A, 4. D, 5. E, 6. G, 7. F.

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HEART OR BRAIN?

Sometimes our heart and our brain don't agree! Think about what you would *think* and *feel* in the situations described below!

HEART
What your feelings tell you



BRAIN
What your thoughts tell you



1. Your friend wants to play a game you don't like.


Your heart says: _____


Your brain says: _____

2. Someone new joined your class and looks lonely.


Your heart says: _____


Your brain says: _____

3. You broke something by accident.


Your heart says: _____


Your brain says: _____

4. A friend asks you to keep a secret about another friend.


Your heart says: _____


Your brain says: _____

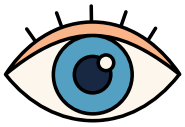
Do you think you follow your head or your heart more often?

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MY EXPERIENCE LOG

Complete this experience diary by writing about something you felt, thought, saw, heard and tasted on each day of the week!

					
Day 1 ___/___/___	I felt...	I thought...	I saw...	I heard...	I tasted...
Day 2 ___/___/___					
Day 3 ___/___/___					
Day 4 ___/___/___					
Day 5 ___/___/___					
Day 6 ___/___/___					
Day 7 ___/___/___					

WHAT DID YOU EXPERIENCE?

What's the most surprising thing you experienced this week?
Did you notice anything new when doing this exercise?
What kinds of experiences are the most difficult to talk about?

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WHEEL OF FEELINGS

In this game, groups of pupils take turns choosing an emotion on the wheel below and talking about when they last felt it. They can choose emotions by closing their eyes and randomly putting a finger on the wheel!



It isn't always easy to speak about our emotions, so here are some simple rules to keep it light!

There are no wrong answers – *all* feelings are OK to have!

It's OK to pass if you don't feel like sharing today!

Keep answers short – one or two sentences is plenty. But it's OK if you feel like sharing more!

Happy: Tell us about a time you felt really happy. What were you doing, and who were you with?

Sad: Can you remember a time when you felt sad? What had happened, and what helped you feel better?

Angry: Think of a time you felt angry or cross. What made you feel that way?

Scared: Was there ever a time you felt scared? What was it, and what did you do?

Excited: Tell us about a time you felt really excited. What were you looking forward to?

Calm: What helps you feel calm? Can you think of a time when you felt really peaceful?

BONUS ROUND: Body Check!

Pick another emotion at random and answer this question: "Where do you feel the emotion in your body?" (tight tummy, fast heart, warm face or something else).

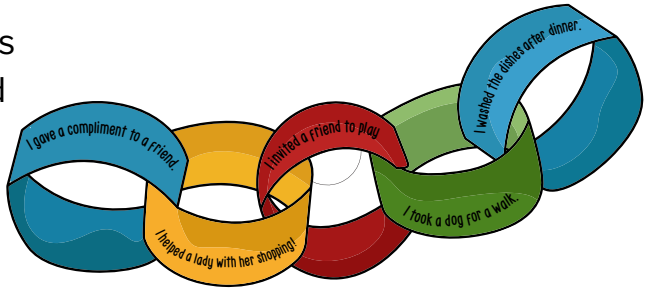
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CREATE A CHAIN OF KINDNESS!

This is how your class can create a very special chain recording acts of kindness!

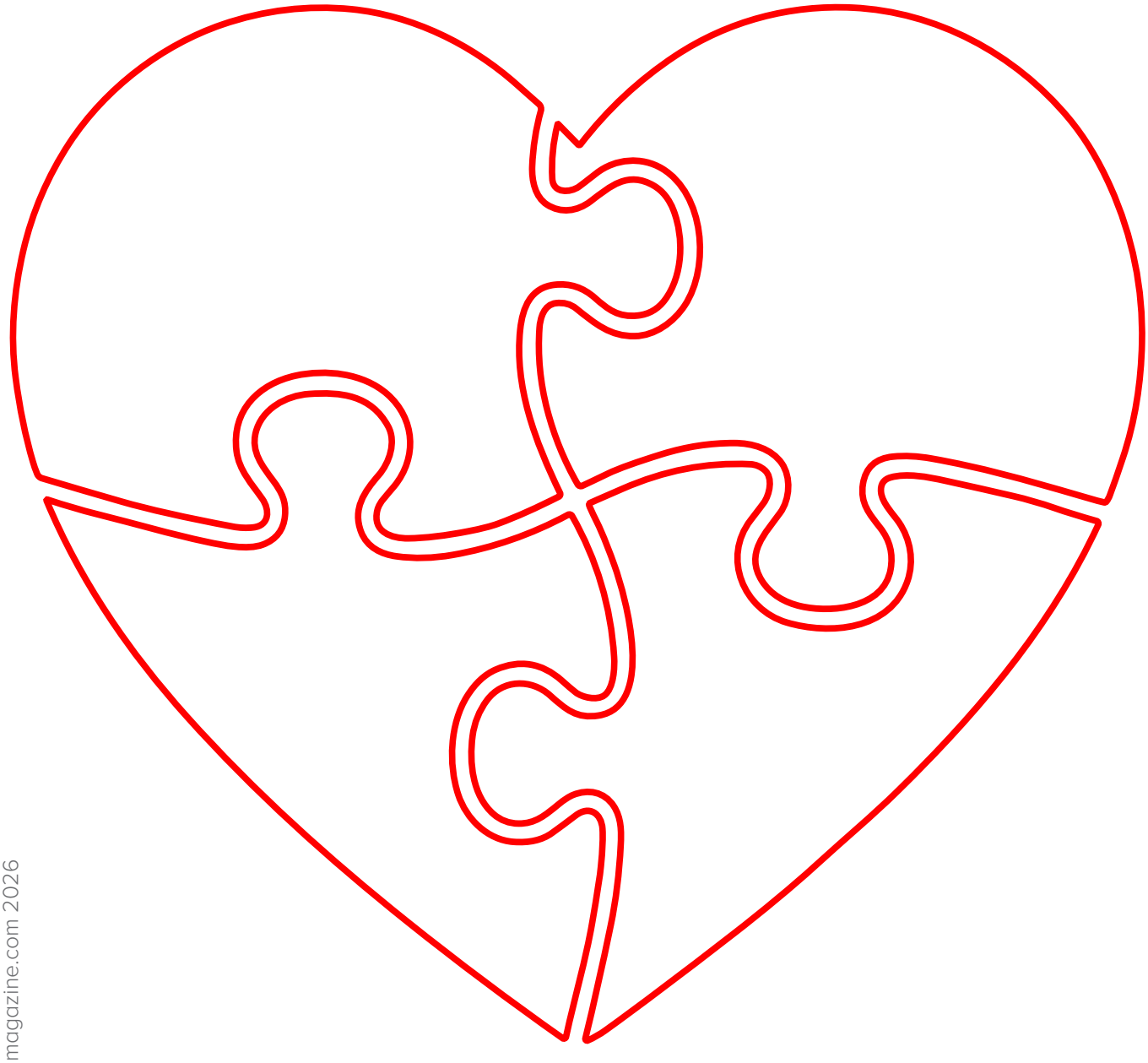
HOW TO MAKE IT:

1. **Cut strips of coloured paper (20 cm long and 3 cm wide).** Make at least one strip for each pupil, plus some spares.
2. **Have a talk with your class about how we express kindness.** Mention the different types – kind words, kind actions and kind thoughts. (In ***Storytime*** issue 99, the **My Mind Matters** section is about kindness!)
3. **Each pupil should think of something kind they did or experienced recently.** Younger children can tell you about the act of kindness so you can write it on their strip of paper. Older pupils can write about their own experiences.
4. **Make each piece of paper into a ring by stapling the ends together (with the writing on the outside).** Loop each new ring through the previous ring as you make it to create a long 'kindness chain'.
5. **Display the chain somewhere visible in the classroom.** Whenever someone does or notices something kind, they can add a new link. Explain that when someone does something kind for us, we feel good and want to do something kind for someone else too – it's a 'chain reaction'.
6. **Set a 'stretch goal'!** See if the class's chain can stretch all the way around the room by the end of term.



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PIECES OF MY HEART



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