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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine of those years. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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Suggestions and Expectations

This 70 page curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses two chapters of *James and the Giant Peach* and is comprised of four different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language and Extension Activities

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking.

### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases... including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story ... and many others.

Students can work on the activities at their own pace. Every activity need not be completed by all students. A portfolio cover is included as well as a Student Checklist.

**Themes** which may be taught in conjunction with the novel include abandonment, child abuse, good versus evil, friendship, overcoming difficulty, southern England, peaches, grasshoppers, centipedes, glow-worms, earthworms, spiders, silkworms, New York City.
James and the Giant Peach
By Roald Dahl

List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homonyms
3. Identifying/creating alliteration
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify foreshadowing.
7. Identify personification.
8. Use of singular/plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create similes

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a time line of events
2. Identify conflict in the story
3. Identify the climax of the novel.
4. Five W’s Chart

Character Activities

1. Determine character traits
2. Protagonists and antagonists
3. Relating personal experiences
4. Comparing two Characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write a description of personal feelings
7. Write a book review
8. Complete a KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Design an Information Card
James and the Giant Peach
By Roald Dahl

Synopsis

When James accidentally drops some magic crystals by the old peach tree, strange things start to happen. The peach at the top of the tree begins to grow, and before long it’s as big as a house. Then James discovers a secret entranceway into the fruit, and when he crawls inside, he meets a bunch of oversized friends – Grasshopper, Centipede, Ladybug, and more. After years of feeling like an outsider in his aunts’ house, James has finally found a place where he belongs. With a snip of the stem, the peach starts rolling away, and the adventure begins. [The Publisher]

Check out the clips for James and the Giant Peach – Trailers - on YouTube

Author Biography
Roald Dahl

Few authors of children’s books have been as prolific or successful as Roald Dahl (1916-1990). His novels have been read and enjoyed by countless children the world over and include such classics as Charlie and the Chocolate Factory, Danny the Champion of the World, James and the Giant Peach and Matilda. Shortly before his death, the top five selling children’s books in Great Britain were all authored by Dahl.

Born to Norwegian immigrants, Roald Dahl hailed from Llandaff, Wales. Despite losing his father when he was only four, Roald claimed to have had a most happy and eventful childhood. Although not a particularly good student, Roald did excel at athletics.

Dahl was married to the famous actress, Patricia Neal, for many years and they had five children together. The couple were, however, divorced after thirty years of marriage. Roald began his writing career as a short story writer, and didn’t pen his first children’s novel until 1961 – James and Giant Peach. This was followed by several bestsellers.

Roald Dahl passed away in 1990 at the age of 74. In Great Britain the anniversary of Dahl’s birthday on 13 September has become widely celebrated as Roald Dahl Day.
# James and the Giant Peach

*By Roald Dahl*

**Student Checklist**

Student Name: __________________________

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade / Level</th>
<th>Comments</th>
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James and The
Giant Peach

By Roald Dahl

Name: ____________________________
Before you read the chapters:

The protagonist in most novels features the main character or “good guy”. The protagonist of *James and the Giant Peach* is a very likeable boy, James Henry Trotter, who goes to live with his two aunts when his parents are killed. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting protagonist?

Vocabulary:

Choose a word from the list to complete each sentence.

<table>
<thead>
<tr>
<th>ramshackle</th>
<th>mildew</th>
<th>forbidden</th>
<th>wistful</th>
<th>peculiar</th>
</tr>
</thead>
<tbody>
<tr>
<td>desolate</td>
<td>ghastly</td>
<td>extraordinary</td>
<td>luminous</td>
<td>adore</td>
</tr>
</tbody>
</table>

1. Going out after nine o’clock was ________ by Jenna’s parents.
2. Jeremy received a ________ cut on his leg when he fell into the lion’s den.
3. I just ________ a penthouse view. Darling I love you but give me Park Avenue.
4. My grandfather lives in a ________ old shack deep in the forest.
5. When Adrianna saw the little puppy a ________ look appeared on her face.
6. When my parents left for the holidays our home seemed very ________.
7. Garret receives ________ results on his tests when he applies himself.
8. Everyone thinks that just because my dog only has three legs he is ________.
9. I can tell by the musty smell that the house has a ________ problem.
10. Many wristwatches now come with ________ dials.
1. What is the setting for (most of) Chapter One? Give at least one detail.

2. **Foreshadowing** is a literary device wherein the author provides clues of possible future events in the story. How might the names of James's two aunts be an example of foreshadowing?

3. Describe what happened to James's parents.

4. What was the reason that James's aunts never let him out of the garden?

5. James's parents were killed when he was _____ years old. By the time the events of Chapter Two unfold he is _________ years old.

6. Describe the appearances of:

   **Aunt Sponge:**

   **Aunt Spiker:**
7. How might you describe the self-image of both women?

8. Describe what was in the bag that the little old man showed James.

9. What were they? Long, slimy ______________ tongues boiled in the skull of a dead ________ with the eyeballs of a _____________. Add the fingers of a ________________, the gizzard of a ________________, the beak of a green ________________, and the juice of a _________________.

Language Activities

A. South England

Although we are not told the exact location of these opening chapters, we are given some clues. James's parents probably lived close to London, for they went shopping there. James moved to the south of England to live with his aunts, and from there could still see his parents' house far in the distance. His aunts' house, too, was fairly close to the ocean. It is therefore quite likely that he lived near the coast in one of the following counties: Sussex, Hampshire or Kent. Using resources in your school library or on the Internet, investigate additional facts about one of these counties. Below record three fascinating facts from your research.

1. 

2. 

3. 

10
B. Alliteration

The author seems to enjoy using alliteration – a literary device where the author repeats the same sound at the beginning of several words. An example from Chapter Three is “. . . spoonfuls of sugar.”

Using your imagination, create your own examples of alliteration from the following topics. Each example must contain a minimum of three words.

<table>
<thead>
<tr>
<th>The chirp of a sparrow</th>
<th></th>
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<tbody>
<tr>
<td>The clink of a prisoner’s chains</td>
<td></td>
</tr>
<tr>
<td>From your imagination</td>
<td></td>
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</tbody>
</table>

C. Who is going to help the poor old action word?

An adverb is a part of speech defined as a modifier (or helper) of a verb (usually an action word). Often an adverb will end in the letters ly (i.e. slowly). Our novel features a good many creative adverbs.

1. He lived peacefully with his mother and father in a beautiful house beside the sea.
   → In this sentence, which verb does peacefully modify? ________________

2. The lovely house by the seaside had to be sold immediately.
   → In this sentence, what verb does immediately modify? ________________

3. Aunt Sponge and Aunt Spiker were sitting comfortably in deckchairs.
   → In this sentence the adverb __________ modifies the verb __________
Extension Activities

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first three chapters of *James and the Giant Peach*. You may wish to practice your drawings on a separate piece of paper.