

Student Packet

Grades 3–4

James and the Giant Peach

Roald Dahl

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



Novel Units® Single-Classroom User Agreement

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use or duplicate these materials for a single classroom (or home) only.

Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.

Reproduction of any part of the Teacher Guide is strictly prohibited. Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Materials may be transmitted or projected via digital device within a single classroom setting only; any other electronic transmission or projection of materials is strictly prohibited. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact customercare@ecslearningsystems.com.

ecslearningsystems.com

JAMES AND THE GIANT PEACH

by
Roald Dahl

Student Packet

Written by
Gloria Levine, M. A.

Contains masters for:

- 2 Prereading Activities
- 8 Vocabulary Activities
- 1 Study Guide
- 1 Poetry Activity
- 1 Critical Thinking Activity
- 3 Literary Analysis Activities
- 1 Research Project
- 1 Writing Activity
- 1 Drama/Art Activity
- 1 Review Crossword
- 2 Comprehension Quizzes
- 2 Unit Exams (Average and Advanced)
- Detailed Answer Key

PLUS

Note

The text used to prepare this guide was the Puffin Books softcover (a division of Penguin Books USA, Inc.), © 1961 by Roald Dahl.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

ISBN 978-1-60878-253-6

Copyright infringement is a violation of Federal Law.

© 2012 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of this publication is limited to the terms of the Single-Classroom User License for a maximum of 30 copies. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc. Reproduction of any part of this publication for multiple school terms, an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Reproduction of any part of the Teacher Guide is strictly prohibited.

Novel Units is a registered trademark of Novel Units, Inc.

Publisher Information

For a complete catalog, contact—

Novel Units, Inc.
P.O. Box 97
Bulverde, TX 78163-0097

Web site: novelunits.com

For more digital resources, visit:
ecslarningsystems.com

66. What new problem does the Centipede have?
67. Why does Miss Spider detest paint so much?
68. How are the travelers almost drowned? Why does the Centipede sing a happy song afterward?
69. The travelers catch more glimpses of the Cloud-Men. Which scenes stick in your memory?
70. How does James plan to get the peach to the ground? How is the plan ruined? Trace on a map the route the peach has come.

Prediction: How do you think people will react when they see the peach land?

Chapters 35-39 (pages 106-119)

71. Why aren't the travelers killed in the crash? Where do they end up? As the author, where would you have had them land?
72. What is funny about the Chief of Police's saying, "Ahoy there! Come on in and show yourselves"?
73. Do the New Yorkers welcome the travelers? How does their attitude confirm stereotypes about New Yorkers—or stereotypes of Americans often found in old science fiction movies when aliens show up? How can you tell that this story was written in the early 1950's? What effect was the Cold War having on Americans at that time?
74. People speculate about what kind of monsters they are. Which of the words (pages 108-111) refer to "real" monsters, and which are made-up words?
75. What is funny about the head of the Fire Department's exclamation, "Snakes and ladders." (page 110)?
76. How do the New Yorkers change toward the travelers? Why?
77. What is unusual about the way James introduces the insects? Where do you think he learned this type of speech?
78. How do you think the travelers get down from the peach?
79. Who makes a speech of welcome? What do you think he says?
80. What happens to the peach? What happens to each of the characters? Why is it appropriate that the flybug marries the head of the Fire Department? If you were to rewrite the epilogue, how would you have had each insect end up?

Name _____

Vocabulary

- | | | | |
|-----------------|--------------|-------------|------------|
| paddle 1 | ramshackle 2 | desolate 3 | peculiar 4 |
| fantastically 4 | spectacles 5 | beckoning 8 | luminous 8 |
| centipedes 12 | hideous 13 | gracious 14 | |

Directions: Divide into small groups and map each of the list words together.

- Step 1:** Assign each person one part of each map. One person finds synonyms; the second finds or draws pictures; the third writes definitions; the fourth writes sentences.
- Step 2:** Turn to the pages on which the words appear in the book.
- Step 3:** Look at how each word is used.
- Step 4:** Complete maps for each word. (To do maps for all eleven words, you will need this activity page plus ten more pieces of paper.)
- Step 5:** Share your maps with other groups.

Synonyms
(words with the same meaning)

Magazine Cut-out or Your Sketch to Show What the Word Means:

Word:

Definition in Your Words:

Word Used in a Sentence: _____

Name _____

James and the Giant Peach
Activity #11: **Characterization**
Use During or After Reading

Attribute Web

The diagram is an attribute web for the character James. At the center is a circle containing the name "James". Four rectangular boxes are arranged around the circle, each connected to the central circle by a line. The boxes are: "What He Does" (top-left), "What He Feels and Thinks" (top-right), "The Life He Left Behind" (bottom-left), and "How the Bugs Treat Him" (bottom-right). Each box has four numbered lines below it for writing. A large diagonal watermark "Student Worksheets" is overlaid across the entire page.

What He Does

- _____
- _____
- _____
- _____

What He Feels and Thinks

- _____
- _____
- _____
- _____

James

The Life He Left Behind

- _____
- _____
- _____
- _____

How the Bugs Treat Him

- _____
- _____
- _____
- _____

• Downloadable Novel Units® Product • Single-Classroom User License •

Name _____

Directions: Authors sometimes use words in a certain way to make descriptions more vivid for readers. One type of their special language is the **simile**. Similes are comparisons using the words “like” or “as.” For example: *Her fingers were like icicles.*

Below are several examples of similes used by Roald Dahl in *James and the Giant Peach*.

- a) Tell what two things are being compared, and how they are alike.
- b) Write your own simile to compare the first thing with the second.

1. James spent hours gazing at the “forbidden world of woods and fields and ocean that was spread out below him like a magic carpet.” (p. 3)

a) _____ is like _____ because both _____

b) ...spread out below him like _____

2. Aunt Spiker and Aunt Sponge were “like a couple of hunters who had just shot an elephant and were not quite sure whether it was dead or alive.” (p. 19)

a) _____ is like _____ because both _____

b) Aunt Spiker and Aunt Sponge were like _____
