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EASY MARKING™ ANSWER KEY

47

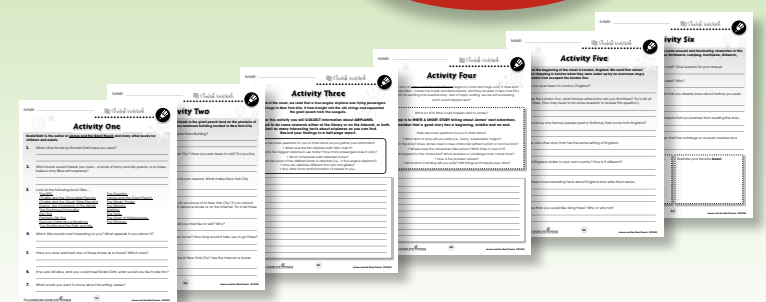
GRAPHIC ORGANIZERS

53

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Roald Dahl (1916-1990)

Roald's father died when he was only four years old and his mother took on the responsibility of raising their six children by herself.

When he finished school, Roald went to work for the Shell Company. This job took him on exciting adventures in East Africa. He took part in safaris. He saw snakes, crocodiles, the jungle, and he even learned to speak Swahili!



As an adult, Roald had a difficult and challenging life. While in East Africa, he got sick with malaria. He served in the Air Force for a short period of time during World War Two, and was shot down one day. It took six months and eight operations for him to recover. It was during World War Two that Roald Dahl began to realize that he wanted to write. He had many experiences during the war and these were the first stories he wrote about.

Later, when he began telling stories to his own children, he discovered what they wanted to hear and read about. Roald had many creative, unique, and humorous ideas for stories. These stories, and ones filled with magic and suspense, were what children wanted to hear. Over the years he wrote many stories and poems for young people, and won many

awards. His unique sense of humor and original ideas for plot and characters can be seen in his novel, James and the Giant Peach which he wrote in 1961.

Roald Dahl lived in Buckinghamshire, England. He died there in 1990 from an infection.

Did You Know?

- Roald served as a fighter pilot in the Royal Air Force during World War II.
- Roald was good friends with President Franklin Roosevelt and his wife Eleanor.
- The *Gremlins* (1943) was his first children's book and was published with Walt Disney.



Chapters Ten to Fourteen

1. Have you ever met someone new, and at first, thought you wouldn't get along with them, and later discovered that he or she could be a friend? What happened to change your mind about them?

2. How do you feel about insects? Do you like them or are you afraid of them? Do you find them interesting? Is there anything that might change your feelings about insects?

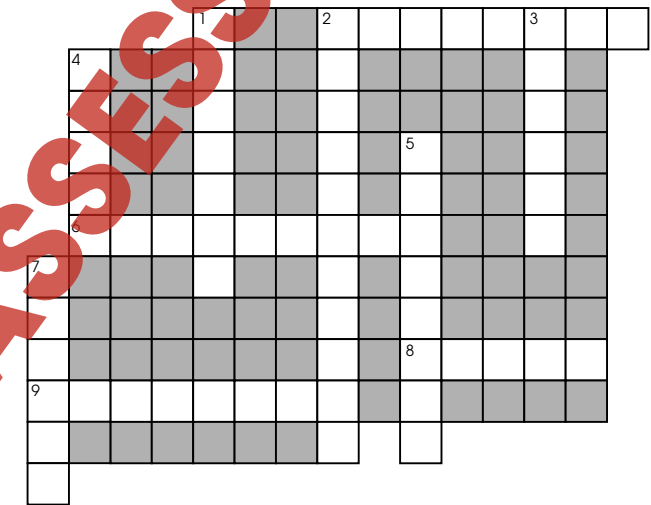
Vocabulary

Word List

- | | |
|----------|-------------|
| AMBLE | FAMISHED |
| HYSTERIC | LURCH |
| HEAVED | FRANTICALLY |
| MAMMOTH | DESOLATE |
| RASCAL | COLOSSAL |

Down

- Very large, immense
- In a desperate, anxious way
- Lifted up with great strength
- Stumble, wobble
- Dreary, dismal
- One who misbehaves in a playful way



Across

- Feeling of extreme hunger
- Uncontrollable laughing or crying
- To walk slowly and easily
- Huge, gigantic



Chapters Ten to Fourteen

Part A

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

- T F a) A fox made the hole in the peach.
- T F b) James crawled through the tunnel in the peach until he reached the pit.
- T F c) James liked his new friends.
- T F d) The creatures were eagerly waiting for James.
- T F e) Earthworm was blind because he had no eyes.
- T F f) Glow-worm fell asleep with her light on.

2. Number the events from 1 to 6 in the order they occurred in the chapters.

- _____ a) James awoke with a jump.
- _____ b) James crawled inside the peach.
- _____ c) When James finally finished taking off the boots, Centipede was asleep.
- _____ d) James thought he was going to be eaten.
- _____ e) The peach started to roll, and the furniture was flying all over.
- _____ f) The insects bickered among themselves.



Chapters Ten to Fourteen

Part B

Answer each question with a complete sentence.

1. Who did James meet inside the peach? Why was he unsure if they were insects or not? What was his reaction when he first saw them?

2. In response to James' fear of being eaten by the insects, Ladybug said to him, "We wouldn't dream of hurting you. You are one of us now, didn't you know that?" What do you think she meant by this?

3. How did the insects get to be so huge?

4. What did Old-Green-Grasshopper mean when he said, "I have never been a pest in my life. I am a musician."?

5. Do you think Old-Green-Grasshopper is a pest? Why or why not?

Journal Activity

If you could have a party or an adventure with any eight creatures on earth, what creatures would you choose? Why? Write a paragraph explaining why you would want to share an experience with these creatures.



Chapters 17 to 21

Throughout the novel, the author, Roald Dahl, includes funny and entertaining poems that his characters sing. For example, in Chapter Eighteen Centipede bursts into song about the "strange and scrumptious" things that he has eaten. Reread Centipede's song and notice its rhyming pattern.

Centipede's poem follows this format:

	Rhyming Pattern	Number of Syllables
Line 1	A	14
Line 2	A	14
Line 3	B	8
Line 4	A	6
Line 5	A	14

Write a new verse for Centipede's song using the same format. OR you may use another poem format that you know (such as a cinquain or acrostic poem). Write about the strange or delicious things you could eat. Be imaginative!



Chapters 22 to 27

Who would have thought that flying on a giant peach over the ocean would be a pleasant way to travel? What might be another interesting and unusual way to travel?

Write a story in which some people or creatures take a trip in a different sort of vehicle. You may use characters from James and the Giant Peach or create new characters.

Here are some things to consider before you write your story:

- **Setting** (Where and when does the story take place?)
- **Characters** (Who is in the vehicle? What do they look like? What kind of people or creatures are they?)
- **Plot** (What are they traveling in? Why did they decide to take this trip? What will happen on their adventure?)
- **Outcome** (How will your story end? What will happen to the characters?)



Word Search

Find all of the words in the Word Search. Words may be horizontal, vertical or even diagonal. A few may even be backwards. Look carefully!

- | | | | |
|------------|---------------|-------------|------------|
| tremendous | enormous | hurting | ghastly |
| deluge | spellbound | scrumptious | gracious |
| peculiar | hovering | gossamer | melancholy |
| seething | commotion | coaxing | squelch |
| colossal | monument | famished | imbecile |
| hideous | twerp | pinnacle | repulsive |
| realize | flabbergasted | chaos | mercy |

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



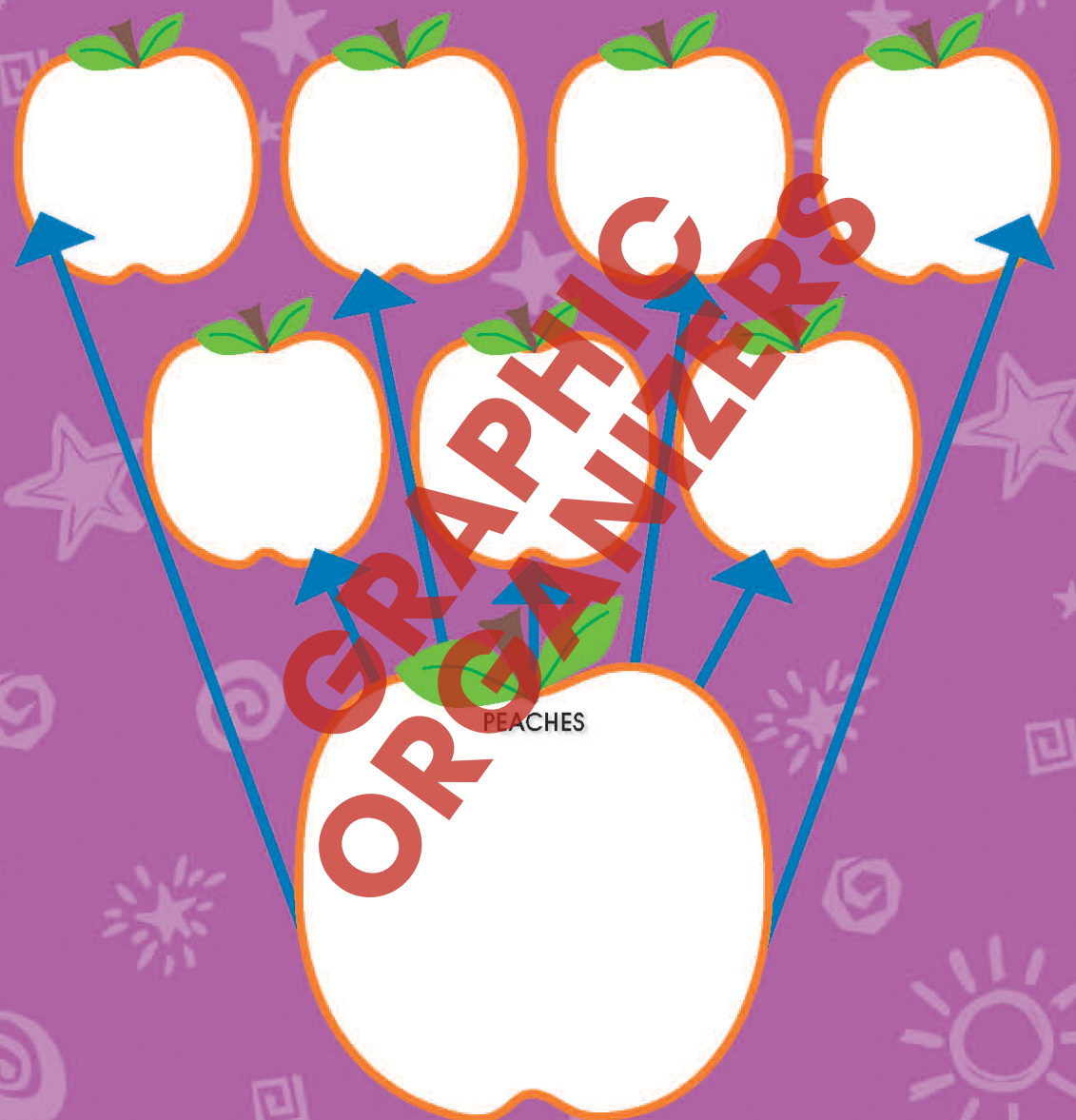
Comprehension Quiz

Answer each question in a complete sentence or short paragraph.

- What happened to James' parents? How did James come to live with Aunt Sponge and Aunt Spiker? 28
- Describe the relationship between James and his two aunts. How did they treat him? 2
- Who was in the bush? What did James get from this exchange? 2
- What happened to James at the base of the tree? How did he feel? 2
- What grew in the backyard? What was so special about it? 2
- What did the two aunts do because of this? How much did it cost? Where did the aunts send James? 2
- Afterward, what did the aunts expect James to do? What did James really want to do and why? 2

SUBTOTAL: /14

Peaches



NAME: _____

After You Read 



Chapters Nineteen to Twenty-two

Part B

Answer each question with a complete sentence.

- How did Earthworm and the others know that sharks were all around them?

- When the sharks started attacking the peach, **“panic and pandemonium broke out immediately on top of the peach”**. What does this statement mean? What was happening?

- Do you think James’ idea was smart or ridiculous? Explain your opinion.

- Using a dictionary, find the meaning of the word hero and write it down. Both Earthworm and James do remarkable things in these chapters. Who do you think is the greatest hero? Give reasons for your answer.

- Lots of amazing things happen in these chapters. What was most surprising to you? Why did it surprise you?

Journal Activity

Imagine that you are one of the sharks swimming around the peach. Rewrite the events in these chapters from the shark's point of view. Describe who is with you and why you attacked the peach. What made the peach so appealing? Did you know there were creatures on top of it as well? What did you think about them?

1.
By the way they swam and by the black fins on their backs

1.
Answers will vary

1.
a) C
b) B

1.
Three chimneys on the ship’s deck; They had never been on a ship before

2.
The insects and James panicked

2.
Answers will vary

c) C

2.
Thought the giant peach was a weapon heading toward England

3.
Answers will vary

d) C

3.
Answers will vary

4.
one with great size and strength, one who achieves something special; Answers will vary (i.e., James, because he thought of the whole plan, or Earthworm, because he sacrificed himself for the group)

Vocabulary

a) (v.)

b) (adj.)

c) (n.)

d) (adj.)

e) (n.)

f) (adj.)

2.
a) T
b) F

c) T

d) T

e) F

f) F

4.
Each of them thought the other looked strange with the location of their ears

5.
Answers will vary



James and The Giant Peach

- **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.