

# Contents



## TEACHER GUIDE

• Assessment Rubric .....	4
• How Is Our <b>Literature Kit™</b> Organized? .....	5
• Graphic Organizers .....	6
• Bloom's Taxonomy for Reading Comprehension .....	7
• Teaching Strategies .....	7
• Summary of the Story .....	8
• Vocabulary .....	9



## STUDENT HANDOUTS

• Spotlight on Roald Dahl .....	10
• Chapter Questions	
<i>Chapters 1 – 5</i> .....	11
<i>Chapters 6 – 9</i> .....	14
<i>Chapters 10 – 14</i> .....	17
<i>Chapters 15 – 18</i> .....	20
<i>Chapters 19 – 22</i> .....	23
<i>Chapters 23 – 25</i> .....	26
<i>Chapters 26 – 28</i> .....	29
<i>Chapters 29 – 31</i> .....	32
<i>Chapters 32 – 36</i> .....	35
<i>Chapter 37 – 39</i> .....	38
• Writing Tasks .....	41
• Word Search .....	44
• Comprehension Quiz .....	45



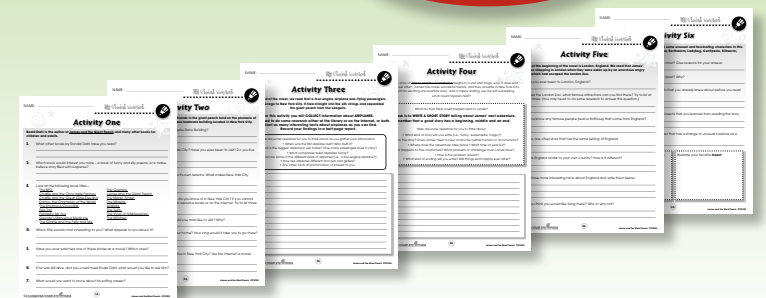
<b>EASY MARKING™ ANSWER KEY</b> .....	47
---------------------------------------	----

<b>GRAPHIC ORGANIZERS</b> .....	53
---------------------------------	----




✓ **6 BONUS Activity Pages!** Additional worksheets for your students

**FREE!**

- Go to our website: [www.classroomcompletepress.com/bonus](http://www.classroomcompletepress.com/bonus)
- Enter item CC2303 or James and the Giant Peach
- Enter pass code CC2303D for Activity Pages



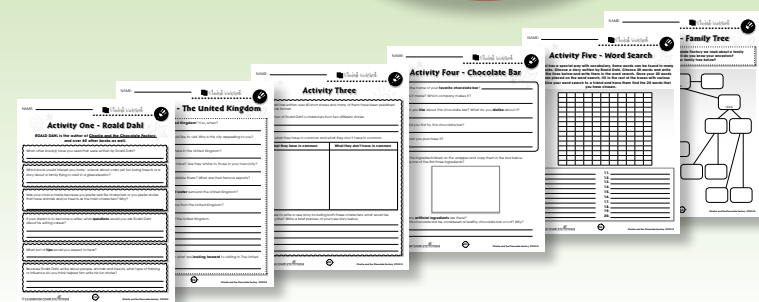
# Contents

	<b>TEACHER GUIDE</b>	
•	Assessment Rubric .....	4
•	How Is Our <b>Literature Kit™</b> Organized? .....	5
•	Graphic Organizers .....	6
•	Bloom's Taxonomy for Reading Comprehension .....	7
•	Teaching Strategies .....	7
•	Summary of the Story .....	8
•	Vocabulary .....	9
	<b>STUDENT HANDOUTS</b>	
•	Spotlight on Roald Dahl .....	10
•	Chapter Questions	
	<i>Chapters 1–3</i> .....	11
	<i>Chapters 4–6</i> .....	14
	<i>Chapters 7–9</i> .....	17
	<i>Chapters 10–12</i> .....	20
	<i>Chapters 13–15</i> .....	23
	<i>Chapters 16–18</i> .....	26
	<i>Chapters 19–21</i> .....	29
	<i>Chapters 22–24</i> .....	32
	<i>Chapters 25–27</i> .....	35
	<i>Chapters 28–30</i> .....	38
•	Writing Tasks .....	41
•	Word Search .....	44
•	Comprehension Quiz .....	45
	<b>EASY MARKING™ ANSWER KEY</b> .....	47
	<b>GRAPHIC ORGANIZERS</b> .....	53

✓ **6 BONUS Activity Pages!** Additional worksheets for your students

**FREE!**

- Go to our website: [www.classroomcompletepress.com/bonus](http://www.classroomcompletepress.com/bonus)
- Enter item CC2310 or Charlie and the Chocolate Factory
- Enter pass code CC2310D for Activity Pages



# Contents



## TEACHER GUIDE

• Assessment Rubric .....	4
• How Is Our <b>Literature Kit™</b> Organized? .....	5
• Graphic Organizer .....	6
• Bloom's Taxonomy for Reading Comprehension .....	7
• Teaching Strategies .....	7
• Summary of the Story .....	8
• Vocabulary .....	9



## STUDENT HANDOUTS

• Spotlight on Roald Dahl .....	10
• Chapter Questions	
<i>Chapter 1</i> .....	11
<i>Chapter 2</i> .....	14
<i>Chapters 3-4</i> .....	17
<i>Chapters 5-6</i> .....	20
<i>Chapters 7-8</i> .....	23
<i>Chapters 9-10</i> .....	26
<i>Chapters 11-12</i> .....	29
<i>Chapters 13-14</i> .....	32
<i>Chapters 15-16</i> .....	35
<i>Chapters 17-18</i> .....	38
• Writing Tasks .....	41
• Word Search .....	44
• Comprehension Quiz .....	45



## EASY MARKING™ ANSWER KEY .....

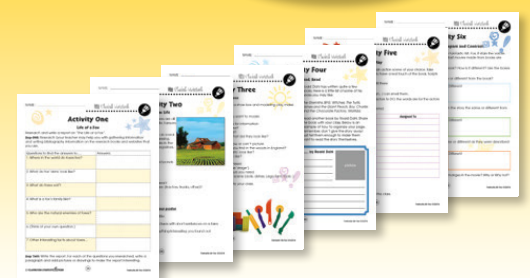
## GRAPHIC ORGANIZERS .....

✓ **6 BONUS Activity Pages!** Additional worksheets for your students

Download a digital copy for use with your projection system or interactive whiteboard

- Go to our website: [www.classroomcompletepress.com/bonus](http://www.classroomcompletepress.com/bonus)
- Enter item CC2316
- Enter pass code CC2316D for Activity Pages.

**FREE!**





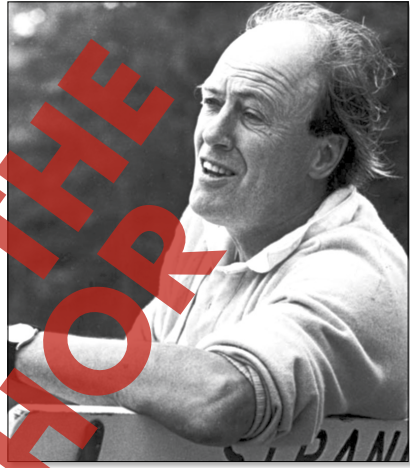
# Roald Dahl (1916-1990)

**W**hen 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 during World War Two. One day he was shot down. 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 had the urge to write. He had lived through many exciting 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 storylines. 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 by Walt Disney.



# Chapters Four to Six

Answer the questions in complete sentences.

1. What type of person do you think Willy Wonka is? List five characteristics (qualities and traits) you predict this chocolate factory owner has.  
\_\_\_\_\_  
\_\_\_\_\_
2. Have you ever shared a secret with someone? What secrets should remain secrets? Which secrets must be shared with someone?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Circle the word that best matches the meaning of the underlined word in each sentence below.

1. The other chocolate makers had begun to grow jealous of Mr. Wonka and his candies.  
a) tired      b) envious      c) worried      d) afraid
2. Then something astounding happened.  
a) boring      b) calm      c) surprising      d) blinding
3. But most mysterious of all, were the shadows in the windows of the factory.  
a) funny      b) loving      c) friendliest      d) mystifying
4. Open a bar of candy and see a Golden Ticket glistening inside.  
a) flashing      b) hidden      c) showing      d) stuck



# Chapters Four to Six

### Part A

1. Use the words in the box to answer each question.

Augustus Gloop   Fickelgruber   Foulbody   Prodnose   Slugworth   Veruca Salt

- a) Whose factory also came out with a chewing gum that never lost its flavor? \_\_\_\_\_
- b) Who invented the machine that could tell if the chocolate contained a Golden Ticket? \_\_\_\_\_
- c) Who found the first Golden Ticket? \_\_\_\_\_
- d) Whose factory also made ice cream that wouldn't melt, even in the hot sun? \_\_\_\_\_
- e) Whose factory made candy balloons? \_\_\_\_\_
- f) Who found the second Golden Ticket? \_\_\_\_\_

2. Which answer best describes...

- |   |  |
|---|--|
| <p>a) how Wonka felt about spies in his factory?</p> <p><input type="radio"/> A he was very angry</p> <p><input type="radio"/> B he was very happy</p> <p><input type="radio"/> C he was relieved</p> | <p>b) how Wonka felt toward his workers?</p> <p><input type="radio"/> A he was sad</p> <p><input type="radio"/> B he was excited</p> <p><input type="radio"/> C he was sorry</p>                               |
| <p>c) how people felt about Wonka?</p> <p><input type="radio"/> A they laughed at him</p> <p><input type="radio"/> B they felt sorry for him</p> <p><input type="radio"/> C they didn't notice</p>    | <p>d) how Veruca was treated by her parents?</p> <p><input type="radio"/> A she was neglected</p> <p><input type="radio"/> B she was spoiled rotten</p> <p><input type="radio"/> C she was not their child</p> |



# Chapters Four to Six

### Part B

Answer each question with a complete sentence.

1. How would you have chosen five random children to visit your factory?  
\_\_\_\_\_  
\_\_\_\_\_
2. What do you think about Mr. Wonka's idea about the five Golden Tickets?  
\_\_\_\_\_  
\_\_\_\_\_
3. What would be the probable chances that you would get one of those Golden Tickets? What are the odds?  
\_\_\_\_\_  
\_\_\_\_\_
4. Why do you think Mr. Wonka will now open up the factory?  
\_\_\_\_\_  
\_\_\_\_\_
5. What other prizes could he have offered? What would you want to win?  
\_\_\_\_\_  
\_\_\_\_\_

### Journal Activity

After reading the experiences of Augustus Gloop and Veruca Salt, how did this make you feel? What emotions do you think Charlie felt? List 8-10 emotions Charlie might have felt. Compare your list with a partner and then select the three best emotions. Write an explanation for each emotion to justify the selection. The explanations can be creative and not related to the book.



## Chapter 17

### Rhymes

In Chapter 17 (and Chapter 1), the characters sing a little rhyme about what is happening in the story. These little rhymes are 5 lines long and follow a pattern. The first line, second line and last line (fifth line) all rhyme with each other. Lines 3 and 4 don't rhyme with lines 1, 2 and 5, but they do rhyme with each other. Now it is your turn: write a rhyme about one event or person in the story. Use the same pattern. (Writing hint: think of the topic and write one line. Then, brainstorm as many words that you can think of that rhymes with the last word in your topic sentence. This can make it easier to write a rhyme).



## Chapter 18

### Memoir

Imagine it is many years after the story is over. One of the little Foxes is all grown up. He decides to write a memoir. (A memoir is a story about the important moments in your life.) The little Fox writes about the time in his life when his father earned the nickname "Fantastic Mr Fox." What would he remember? What would he think would be important to write about? Write little Fox's memoir. Be sure to write at least 4 things his father did that was fantastic.



## Word Search Puzzle

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

cellar	desperate	jeered	obstinate	solemn
crater	famished	lousy	prancing	spluttered
creep	fantastic	maniac	ravenous	staring
dash	furious	mean	refuse	starving
decent	impudent	oath	shrieked	undefeated

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



## Comprehension Quiz

Answer each question with a full sentence.

- How are the farmers the same and how are they different?  
\_\_\_\_\_
- Why did Bean make all the plans for the farmers?  
\_\_\_\_\_
- List 3 of Bean's plans to kill the fox.  
\_\_\_\_\_
- Why did Bean's plans all fail? Give 2 reasons.  
\_\_\_\_\_
- Why does the author use exaggeration to describe the farmers? Give 2 reasons.  
\_\_\_\_\_
- Mr Fox is a careful hunter. Name 3 useful hunting skills he used to outsmart the farmers at the beginning of the story.  
\_\_\_\_\_
- Why are the little foxes present in the story? Use a fact from the story to explain your answer.  
\_\_\_\_\_

SUBTOTAL: /17

## Character Sketch

What does Mr Fox think about? What does he hear? What does he see? What are his weaknesses?... Using the drawing of a fox below, find facts from the book that tell you about Mr Fox.

He thinks about...

He sees...

He hears...

He says...

His strengths...

He has...

He wants...

He eats...

He loves...

His weaknesses...

What he had done...

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

**2.**  
The insects and James panicked

**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)

**5.**  
Answers will vary

**1.**  
Answers will vary

**2.**  
Answers will vary

### Vocabulary

a) (v.)

b) (adj.)

c) (n.)

d) (adj.)

e) (n.)

f) (adj.)

**1.**  
a)  C  
b)  B

c)  C

d)  C

**2.**

a)  T

b)  F

c)  T

d)  T

e)  F

f)  F

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

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

**3.**  
Answers will vary

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

**5.**  
Answers will vary



## Roald Dahl Lit Kit Set - Gr. 3-4

- **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.