

# James and the Giant Peach: Activity Plan 3

## Reading Skill:

2g. Identify/explain how meaning is enhanced through choice of words and phrases.

I can recognise that vocabulary has been chosen for a purpose.

## Vocabulary and Key Phrases:

Miserable, tiptoed, bulging, perfectly ridiculous, Great Scott!, mammoth, terrifico, magnifico, splendifico, inspecting, towered, scrambling, stationed, miraculous, deadly quiet, dazzling sight, soft and silver in the moonlight.

**Prior Learning:** Children will have read up to Chapter 6.

**Reading Task:** Read Chapters 6, 7, 8 and 9.

## Reading Questions

p.19 Why does James say to himself 'Something is about to happen'?

p.19 What does the sentence 'He could feel it in the air around him... in the sudden stillness that had fallen up on the garden' mean?

p.21-24 What different objects are used as a comparison to describe the growth of the peach?

p.22 Why is James described as spellbound?

p.25 Why does Aunt Spiker cry 'Roll up! Roll up!'?

p.27 Why are the helicopters described as wasps?

Pg.30 What is the effect of 'soft and silver in the moonlight'?

Whole Chapter: Look for words and phrase that suggest Aunt Sponge is greedy.

## Deeper Reading:

Aunt Sponge and Aunt Spiker are very different characters but also very similar. Can you find quotes and descriptions to support this statement?

## Related Activities

**Punctuation and Grammar:** Children complete the [Prepositional Phrases Activity Sheet](#).

**Challenge!** Children sort the phrases they have found and explain their purpose.

**Vocabulary:** Children find examples of similes within Chapters 6-9.

**Challenge!** Children create some of their own similes linked to characters or objects in the chapters.

**Comprehension:** Children complete the [Match the Adjective Activity Sheet](#).

**Challenge!** Children explain why you sometimes can't use an adjective with a noun.

**Perform:** In groups, children perform the conversation that occurs as the peach is growing.

**Challenge!** Children try to capture the voices of Aunt Spiker and Aunt Sponge knowing what we know about their appearance and the use of punctuation in the text.

**Create:** Design a poster advertising the giant peach as a visitor attraction. What describing words can the children include?

**Challenge!** Children use the poster to write a radio script to persuade people to visit.

**Discuss:** In groups, children use the question prompts to discuss what they think the hole in the side of the peach is.

**Challenge!** What do they think will happen next?