

James and the Giant Peach: Activity Plan 4

Reading Skill:

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

I can identify how character is created through description

Vocabulary and Key Phrases:

Crawling, damp, musky, bittersweet, insects, travelled, grasshopper, spider, ladybird, centipede, earthworm, silkworm, glide, walking, slitherer, rascal, crew.

Prior Learning: Children will have read up to Chapter 10.

Reading Task: Read Chapters 10, 11, 12 and 13

Reading Questions

p.31 Why does the author describe the smell as curious bittersweet?

Ch.10 Why does Roald Dahl spend a full chapter describing James' crawl to the centre of the peach?

p.36 Why do the creatures use the word "crew" to describe themselves?

p.37-39 How are the centipede and earthworm described? Why has the author chosen to do this?

Ch.11 Why are some of the words in Chapter 11 in italics? What effect does this create?

p.39 Why is the centipede proud to be a pest?

Deeper Reading:

What makes James go into the peach? How would his aunts have reacted if they had known what he was doing?

Related Activities

Punctuation and Grammar: Children complete the [Pronouns Activity Sheet](#).

Challenge! Children research the remaining types of pronouns.

Vocabulary: Children think of different synonyms for the verb 'to go'.

Challenge! Children order the synonyms from slowest to fastest.

Comprehension: Children consider which character they think is the most interesting? Why? Using quotes from the text to support their answer.

Challenge! Children discuss why they think the author chose to include this character?

Create: Children choose one of the characters from this section of the book and create a 'wanted' poster for it. They use the descriptions from the book and annotate their drawing.

Challenge! Children think about their characters, can they predict what sort of role they will have in the story?

Research: The earthworm and the centipede argue over how many legs the centipede has. The children complete the [Research Activity Sheet](#) to find out how many they actually have.

Challenge! Children discuss why they think the argument takes place between the two characters?

Discuss: Children use the [Discuss Activity Sheet](#) to imagine that the magic had occurred in another setting.

Challenge! Children explain what the animal would be proud of.