

James and the Giant Peach: Activity Plan 5

Reading Skill:

2d. Make inferences from the text/explain and justify inferences with evidence from the text.

I can begin to predict what might happen.

Vocabulary and Key Phrases:

Heave, ghastly, desolate, repulsive, violent lurch, insidiously, jostling, plunging, paddock, stampeding, frantically, colossal, serenely, chaos, disentangle, giddy, chorused.

Prior Learning: Children will have read up to Chapter 14.

Reading Task: Read Chapters 14, 15, 16 and 17.

Reading Questions

How do you think James felt when he woke up?

What words and phrases give the impression that the animals are excited?

Explain why the author has begun several words in verse 5 with 'g'.

What impression do we get about James' aunts by the way they react?

Why is the peach described as a terrible monster?

Why does the author use word like frantically and panic-stricken to describe the reaction to the escaped peach?

Why does the centipede make fun of the aunts being flattened?

What ideas do the characters give as to where they are now?

Why do the characters make the suggestions of the "Promised Land" that they do?

Deeper Reading:

Do the aunts seem worried about James being missing? What evidence can you find that supports this? (Use all of the book read so far.)

Related Activities

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

Challenge! Children use sentences containing fronted adverbials to explain the story so far.

Vocabulary: Children identify the adjectives used in the chapters read so far and create a 'word wall' on either A3 paper or a space in your classroom, if appropriate.

Challenge! Children write a definition for each adjective.

Comprehension: Children discuss which of the characters they are most like? Give examples from the text to support their answer.

Challenge! Children explain which of the characters they would most like to be like.

Write: Children add an extra verse to the poem they have read today.

Challenge! Children try to mimic the rhythm of the poem.

Role Play: In groups, children imagine they are a news reporter and a witness to the events. Children think of some questions the reporter might ask and then role play the interview.

Challenge! Can they include several witnesses in their news report with different points of view?

Think: Children describe what they would like to see if they were travelling in the peach.

Challenge! Children think about a character from another story - using their character traits, where would they like to travel to in the peach?