

James and the Giant Peach: Activity Plan 6

Reading Skill:

2b. Retrieve and record information/identify key details from fiction and non-fiction.

I can find key details from the story.

Vocabulary and Key Phrases:

Awkward, perish, juicy, golden-coloured peach flesh, heavenly, gliding.

Prior Learning: Children will have read up to Chapter 18.

Reading Task: Read Chapters 18 and 19.

Reading Questions

Ch.18 How does the reaction of the characters to their situation fit with how they have been described so far in the book?

p.60 Why has the author used the word 'awkward' to describe the situation?

Ch.18 and 19 What do these chapters tell us about how the other characters view James?

p.62 Why does the earthworm take offence when James says 'Can't you see?'

p.64 What did the earthworm do when there weren't any more problems?

Find words or phrases to describe how the characters are feeling in Chapter 19.

Deeper Reading:

Which of the characters does James get on the best with? Why?

Related Activities

Punctuation and Grammar: Children complete the [Plural or Possessive Activity Sheet](#).

Challenge! Children investigate what happens when the noun already ends in -s.

Vocabulary: Children find all the different synonyms for good in the two chapters.

Challenge! Children think about other synonyms that could have been included.

Comprehension: Children draw some of the examples from the centipede's song, using the description from the song and their own imagination to represent what these foods might look like.

Challenge! Some of the foods are strange combinations. Children try to figure out what they could be e.g. doodlebug, a poodle crossed with a dung beetle and a bug.

Think: Children consider what James' plan might be next. Children discuss it with their groups.

Challenge! If you were on the peach, what plan would you come up with?

Debate: Children imagine they are on the peach. Would they like to eat only peach for the foreseeable future? Children discuss and create a list of pros and cons.

Challenge! What could the characters do to add variety to their diet?

Explain: Children consider the following - If the earthworm is blind and has never left the hill, how does he know what a shark is? Come up with as many explanation as you can - the stranger the better!

Challenge! Knowing what we know about the earthworm's personality, why is he so adamant they are sharks?