

James and the Giant Peach: Activity Plan 8

Reading Skill:

2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole.

I can explain how content across the story is linked.

Vocabulary and Key Phrases:

Inspection, back in a jiffy, paying out, peered, gaping, short trousers, colossal, mammoth, spellbound, chords, harmonies, modestly, ill-mannered.

Prior Learning: Children will have read up to Chapter 23.

Reading Task: Read Chapters 23, 24 and 25.

Reading Questions

How has James' character changed as the story has progressed?

What has helped this change?

Think about the characters we have met in the story so far; which ones did the author like and which ones did he not like? How do we know?

Ch.24 Why does it seem like the author has chosen to pause the story at this point? What do we learn from this interlude?

Which of the characters are musical? Does this surprise you from your opinion of the character when you were first introduced?

Deeper Reading:

How does the description of the wonderful things the characters do compare to the description of the characters in earlier chapters?

Related Activities

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

Challenge! Children consider why an author would choose to use the present perfect tense.

Vocabulary: Children explore the chapters read for example of words ending in the suffixes -ly, -ation and -ous. Children use a dictionary to find meaning.

Challenge! Children find examples of these words, then compare the word to its root word. Which suffixes have changed the word type?

Comprehension: Children explain, using diagrams, why the sharks had not done too much damage to the peach.

Challenge! Is there any way the sharks could have managed to eat some of the peach?

Research: Children research whether the facts about the insects are true.

Challenge! Children create a fact file about one of the insects.

Predict: Children predict why James shouts, 'Look out, Centipede!'

Challenge! What do the children know about the centipede and what he is currently doing that might support their prediction?

Question: In pairs, children think of three questions that they are still uncertain of about the story. Keep these questions handy to see if they are answered by the end of the book.

Challenge! Children discuss in larger groups whether they can infer the answer to their questions.