

James and the Giant Peach: Activity Plan 12

Reading Skill:

2h. Make comparisons within the text.

I can describe how things have changed in the story.

Vocabulary and Key Phrases:

Jammed, flying saucer, outer space, poured, ahoy there, monstrous, commotion, murderous-looking head, vermicious, introduce, simplicity, entrancing, steeplejacks, hoisted, procession, ticker-tape parade, monument.

Prior Learning: Children will have read up to Chapter 36.

Reading Task: Read Chapters 37, 38 and 39.

Reading Questions

p.134 How is the peach described when the people realise it isn't a bomb?

p.138 How does James react to and solve the problem? How is this similar and different to his previous reactions?

p.136 'Vermicious' is a word that Roald Dahl invented. What word type is it? What could it mean?

p.144 How has the mood in New York changed? Why?

p.147-148 How are each of the characters suited to their new jobs?

How has James changed during the book?

Which part of the story was your favourite? Why?

Deeper Reading:

What does Roald Dahl think about adults with important jobs?

Why is it James who saves the day?

Related Activities

Punctuation and Grammar: Children identify examples of the determiner 'an' being used, and write a rule for this.

Challenge! Children to identify examples of when this rule is not followed.

Vocabulary: Children use an online dictionary to find definitions for wampus, gorgon, mantichore and cockatrice. Although they sound like something Dahl has made up, they are mythical creatures.

Challenge! Children make up their own zany animal names.

Comprehension: Children talk about the different ways the characters are described in James' song. Children to write a realistic description for each crew member.

Challenge! Children discuss how these descriptions of the characters have changed as the story develops. How have their feelings towards the characters changed?

Review: Children write a review of the story. What did they like about it? Who would they recommend it to? Did it remind them of another story?

Challenge! Children decided which is their favourite Roald Dahl book and write an argument supporting their opinion.

Discuss: Children discuss which character they would most like to be by the end of the book.

Challenge! Children explain what that character has learnt from their experiences.

Design: Children use the knowledge they have about the book to create a front cover.

Challenge! Children write a blurb for the back of their cover.