James and the Giant Peach
Comprehension Guide
By Roald Dahl

Name:
Date:
Prior to Reading
Strategy Focus: Making Predictions
Good readers will predict. Preview your book and make a prediction about what the book is about. Your prediction should be at least 2 sentences. Your prediction must include what you think the book will be about and also how you think the main character(s) will fit into the story. Write your prediction on the “peach” below.

Good Readers will try to find meanings from the words...
Word Study
In order to better comprehend what they are reading, good readers will try to find the meanings of the key vocabulary in the story. Please refer to the “Word Study” sheet in the back of your comprehension guide for the words for each chapter.

If you have difficulty with some of the other vocabulary words from your reading, just remember that some have more than one definition. So make sure the one you use fits the way you think it would be used in the story.
Comprehension Guide Directions
Answer the following questions about the story James and the Giant Peach. Whenever possible, try to use complete sentences.

Chapters 1-3

Strategy Focus: Extending the Meaning of the Text
Good readers will try to extend the meaning of what they are reading to better understand the story. James’ parents were not around because they got eaten by a rhinoceros. For this activity, you are asked to create a name of a newspaper (_____ News), a headline, a picture, and the first 2-3 sentences about what you think happened with his parents and the rhino.

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Sort of a weird question for a weird situation, but if you were to get eaten by something and had a choice in the matter, would you rather get eaten by a rhino, a boa constrictor, or a hyena?

Good readers will think about what they are reading...
Strategy Focus: Comparing & Contrasting
Good readers will compare and contrast two ideas or characters while they are reading to help them better comprehend the story. Compare and contrast Aunt Sponge to Aunt Spiker. Your Venn diagram should contain a physical description, what they called James, and how they treated James. Try to have at least two phrases in each of the three parts of the Venn diagram below. Use pages 2-5 to help you.

<table>
<thead>
<tr>
<th>Aunt Sponge</th>
<th>Aunt Spiker</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

If you had a choice at this part of the story, would you want to live with Aunt Sponge or Aunt Spiker? Do you know anyone like Aunt Sponge and Aunt Spiker?

Good readers will think about what they are reading...

Strategy Focus: Visualizing
Good readers will draw pictures in their heads about what they are reading. On the picture frame below, draw Aunt Sponge and Aunt Spiker.
What did James have to play with?

**Strategy Focus: Extending the Text**
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

If you had nothing to play with, what would you do to prevent boredom?

Good readers will think about what they are reading...

**Strategy Focus: Working with Words**
Good readers will understand the vocabulary in the story to better comprehend what they are reading. For this part, you are asked to **choose three** of the vocabulary words below and use them in a sentence (page numbers may vary due to differences in books). Make sure to use the meaning of the word as it was portrayed in the story.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuisance p.2</td>
<td></td>
</tr>
<tr>
<td>Miserable p. 2</td>
<td></td>
</tr>
<tr>
<td>Ramshackle p. 2</td>
<td></td>
</tr>
<tr>
<td>Desolate p. 3</td>
<td></td>
</tr>
<tr>
<td>Ancient p. 3</td>
<td></td>
</tr>
<tr>
<td>Peculiar p. 4</td>
<td></td>
</tr>
<tr>
<td>Ghastly p. 5</td>
<td></td>
</tr>
<tr>
<td>Laurel p. 7</td>
<td></td>
</tr>
<tr>
<td>Mildewed p. 8</td>
<td></td>
</tr>
<tr>
<td>Luminous p. 8</td>
<td></td>
</tr>
</tbody>
</table>
Chapters 4-7

What did the old man say about the magical bag? Write your answer on the “magical bag” below.

What happened to the magical bag James was carrying?

Strategy Focus: Extending the Meaning of the Text
How do you think James’ aunts can make money off the peach? On the “paper” below, list as many ways they could make some money.
Strategy Focus: Extending the Meaning of the Text
How would you make money off of the peach? Write your idea in the peach below.

Strategy Focus: Working with Words
Good readers will understand the vocabulary in the story to better comprehend what they are reading. For this part, you are asked to choose two of the following vocabulary words (hideous p. 13, precious p. 13, despair p. 13, bulging p.16, cautiously p.19) and draw a picture of them.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Do you like peaches? What is your favorite fruit? How about your favorite food?

Good readers will think about what they are reading...
Chapters 8-12

Where was James when the aunts were charging admission to see the peach?

**Strategy Focus: Extending the Meaning of the Text**

James’ aunts charged admission to see the peach. If Aunt Sponge and Aunt Spiker had made tickets to give when someone paid their admission, what design do you think they would put on the ticket stub?

Where did James have to go when the people were gone?

What would you do at this point if you were James? Would you try to run away?

**Good readers will think about what they are reading...**

What did he decide to do in regards to the peach?
Chapters 8-12 continued...

Strategy Focus: Understanding Characterization
Good readers will understand the characters of the story. Your task here is to describe in detail the characters below. Use pages 26-31 to help.

<table>
<thead>
<tr>
<th>Character</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grasshopper</td>
<td></td>
</tr>
<tr>
<td>Spider</td>
<td></td>
</tr>
<tr>
<td>Ladybug</td>
<td></td>
</tr>
<tr>
<td>Centipede</td>
<td></td>
</tr>
<tr>
<td>Earthworm</td>
<td></td>
</tr>
</tbody>
</table>

How did the creatures grow to be so big?

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Of the characters you described in the chart above, which one would you most like to be friends with?

Good readers will think about what they are reading...

Why did James like the centipede?

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Who is someone that makes you laugh?

Good readers will think about what they are reading...
Strategy Focus: Working with Words
For this activity, you are asked to make a list of nine key words from chapters 8-12. You will need to write the words in the blanks provided below. After that, you will need to put your words into the word find puzzle and surround the words with other letters of the alphabet. When you are done, you can exchange your puzzle with a classmate. Please be ready to share how your words are important to this part of the story.

Important Words

________________, ________________, _______________,
________________, ________________, _______________,
________________, ________________, _______________,

Word Find Puzzle
Describe the glow-worm.

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

The glow-worm is sort of odd. Do you know anyone that is sort of odd but you still enjoy being around him or her?

Good readers will think about what they are reading...

What is your opinion of the centipede so far? Why?

Why did the insects want the peach to move?

Strategy Focus: Extending the Meaning of the Text
Poor Aunt Sponge and Aunt Spiker got ran over by the giant peach. In the space below, write a short obituary about Aunt Sponge and Aunt Spiker. Include in your obituary how they died, some of their interests/hobbies, who they survived by, etc. Also include a picture of each.

Death Notices

Aunt Sponge

Aunt Spiker

Strategy Focus: Making Predictions
Where do you think James will live next? Explain your reason why.
Chapters 15-16

Strategy Focus: Extending the Meaning of the Text
Good readers will extend the text. What sort of “apps” would help James in chapters 15 & 16? For this activity, you are asked to design your own colorful IPod Touch. Your IPod Touch should include four “Apps”. You will also need to explain what the application is and how it relates to your reading.

Explanation of your “Apps”

<table>
<thead>
<tr>
<th>Top Left “App”</th>
<th>Top Right “App”</th>
<th>Bottom Left “App”</th>
<th>Bottom Right “App”</th>
</tr>
</thead>
</table>
Describe the scene inside the peach when it began moving. Write your answer in the peach below.

What did the grasshopper think that they should do before they exited the peach?

How does the earthworm feel about being in the sea?

Why are all the creatures in the peach worried at the end of the chapter?

---

**Strategy Focus: Extending the Text**

For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

What would your plan be to get rid of the sharks?

Good readers will think about what they are reading...
Strategy Focus: Extending the Meaning of the Text

To take care of their hunger problems, James told them to eat the peach. For this activity, you are asked to create a name of a restaurant and 2 or 3 menu items that could be made from a peach. Here are the steps you should take:

1. Write your restaurant name above the peach.
2. Write down at least menu items, a short description of each, and a price.
3. Make sure that your restaurant name and daily special menu items all relate to the story. An example is provided for you.

**Book**

*Charlie and the Chocolate Factory*

**Restaurant Name**

*Grandpa Joe’s Chocolates*

**Menu Item**

*Veruca Salt............... $3.19*

*This dish is a mixture of salted nuts, a spoiled attitude, and chocolate.*
Chapters 17-19 continued...

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

What are some strategies that you can use when you come to a word that you don’t understand?

Strategy Focus: Working with Words
For this activity, you are asked to match the vocabulary words with the correct meaning by putting the correct letter next to the vocabulary word. Page numbers are provided to help you determine the meaning based on context clues, but please note that some page numbers may vary due to the book being used.

1. _____ Chaos (p. 43)  a. Impulsive; flighty; dizziness
2. _____ Disentangle (p. 45)  b. Foam; bubbles
3. _____ Trifle (p. 46)  c. A state of confusion
4. _____ Giddy (p. 46)  d. Struck with overwhelming shock or amazement
5. _____ Amidst (p. 47)  e. Precise; stiffly neat
6. _____ Dreadfully (p. 50)  f. In the middle of; among
7. _____ Primly (p. 51)  g. To untangle
8. _____ Aghast (p. 56)  h. Horribly; extremely
9. _____ Froth (p. 56)  i. A circumstance of little value

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

What do you think will happen next in the story?

Good readers will think about what they are reading...
What was James’ plan to get away from the sharks? What did the creatures think of the plan? Write your answer on the seagull below. Include in your answer the words earthworm, seagulls, web, and water.

What did James use for bait to get the seagulls to come by the peach?

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

If you were the earthworm, how would you feel about the plan?

Good readers will think about what they are reading...
Chapters 20-23 continued...

Who went to inspect the damage from the sharks and what did he/she find out about the damage?

**Strategy Focus: Visualizing**
Good readers will draw pictures in their heads as they read to better understand the story. In the “telescope lens” below, draw what the boat captain saw when he looked through his telescope.

Describe below what the boat captain’s reaction when he saw the peach through the telescope. What was the first mate’s reaction?

**Strategy Focus: Working with Words**
Good readers will understand the vocabulary in the story to better comprehend what they are reading. For this part, you are asked to choose two of the vocabulary words (exhorting p. 62, ascent p. 67, and gaping p. 69) and use them in a sentence (page numbers may vary due to differences in books). Make sure to use the meaning of the word as it was portrayed in the story.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapters 24-26

Strategy Focus: Characterization
Good readers will often construct descriptions about the characters in the book to help them understand the story better. Some of the characters in this book are described in more detail than are others. Underneath each character, write down 4-5 things that would describe each.

<table>
<thead>
<tr>
<th>Grasshopper</th>
<th>Earthworm</th>
<th>Spider</th>
<th>Ladybug</th>
<th>Centipede</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Think about it... This is a fantasy book. What are some things that make this a fantasy?

Good readers will think about what they are reading...

What happened with James and the centipede? What was the centipede's reaction when he was back in the peach? What did Earthworm say to him?

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Even though this book is a fantasy, what are some things that really could happen in real life that happened in this story?

Good readers will think about what they are reading...
Chapters 27-30

Fill-In-The-Blank Puzzle

As you read chapters 27-30, answer the questions below by putting one letter per box (some boxes may not be used). After answering all of the questions, unscramble the letters in the shaded boxes to form a word.

The ______ men were standing in a group and would reach out and grab handfuls of clouds and make them into big balls.

Then they got ______ and started shoveling the piles off the clouds.

The cloud men were making hail_______.

The __________ yelled at them because he thought they were deaf. The cloud men heard him and turned and stared motionless.

The cloud men began throwing the hailstones at the ________.

The paint was drying on the centipede. He couldn’t move. The ladybug wanted to remove it with sandpaper. The grasshopper wanted to peel it off like a ______.

Now unscramble the shaded letters to form a word that some people from New York City thought they were.

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

What would be your idea to help the centipede?

Good readers will think about what they are reading...
Chapter 31-Part of Chapter 37 (pages 99-109)

Strategy Focus: Important Details
Good readers will be able to identify important details in the story. For this part, you are asked to describe how the cloud men made various forms of weather in the table below.

<table>
<thead>
<tr>
<th>Type of Weather</th>
<th>How the Cloud Men Created Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hail</td>
<td></td>
</tr>
<tr>
<td>Rainbow</td>
<td></td>
</tr>
<tr>
<td>Thunder</td>
<td></td>
</tr>
<tr>
<td>Blizzards &amp; Tornadoes</td>
<td></td>
</tr>
</tbody>
</table>

What did James and the creatures see in the morning?

What did the people of New York City think the peach was?

How did they get the peach to “fall” from the sky? Where did it land?

What were some of the names that the people thought the creatures were?

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Have you ever been to New York City? If not, would you like to go?

Good readers will think about what they are reading...

What would be some names that you would use to describe the “creatures”?

Good readers will think about what they are reading...
Chapter 31-Part of Chapter 37 (pages 99-109) continued...

Strategy Focus: Characterization

Good readers will extend the text by trying to relate to the characters in the story. The people in New York City thought that the creatures were really strange. For this activity, you are asked to use the “cell phone” below to send a text message that James would want to send to the mayor of New York City to let him/her know who they really are. You can also use some of your own abbreviations below or use some of your own. Write your message in the cell phone. Then write your explanation to the right of the phone.

<table>
<thead>
<tr>
<th>Text</th>
<th>Meaning</th>
<th>Text</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>@teotd</td>
<td>At the end of the day</td>
<td>1ox</td>
<td>Thanks</td>
</tr>
<tr>
<td>gratz</td>
<td>Congratulations</td>
<td>mb</td>
<td>My bad</td>
</tr>
<tr>
<td>2mi</td>
<td>Too much information</td>
<td>aamof</td>
<td>As a matter of fact</td>
</tr>
<tr>
<td>?4u</td>
<td>I have a question for you</td>
<td>hru</td>
<td>How are you?</td>
</tr>
<tr>
<td>ASAP</td>
<td>As soon as possible</td>
<td>cm</td>
<td>Call me</td>
</tr>
<tr>
<td>dk</td>
<td>Don’t know</td>
<td>ide</td>
<td>I don’t care</td>
</tr>
<tr>
<td>eod</td>
<td>End of discussion</td>
<td>gr8</td>
<td>Great</td>
</tr>
<tr>
<td>idk</td>
<td>I don’t know</td>
<td>jk</td>
<td>Just kidding</td>
</tr>
<tr>
<td>LOL</td>
<td>Laugh out loud</td>
<td>pls</td>
<td>Please</td>
</tr>
<tr>
<td>t2ul</td>
<td>Talk to you later</td>
<td>thx</td>
<td>Thanks</td>
</tr>
<tr>
<td>wayd</td>
<td>What are you doing?</td>
<td>nabd</td>
<td>No big deal</td>
</tr>
<tr>
<td>bif</td>
<td>Before I forget</td>
<td>cul</td>
<td>See you later</td>
</tr>
<tr>
<td>tou</td>
<td>Thinking of you</td>
<td>slap</td>
<td>Sounds like a plan</td>
</tr>
<tr>
<td>t4bu</td>
<td>Thanks for being you</td>
<td>omw</td>
<td>On my way</td>
</tr>
<tr>
<td>cmb</td>
<td>Call me back</td>
<td>ttul</td>
<td>Talk to you later</td>
</tr>
<tr>
<td>ruok</td>
<td>Are you okay?</td>
<td>sit</td>
<td>Stay in touch</td>
</tr>
</tbody>
</table>

My Text Explanation
**Strategy Focus: Character Description**
James describes the creatures to the people of New York. Fill in the chart below with the description of each creature. Also include the new job they had in America.

<table>
<thead>
<tr>
<th>Creature</th>
<th>Description:</th>
<th>Job:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centipede</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earthworm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grasshopper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glow-worm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ladybug</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silkworm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How did the people of New York City treat James and the creatures?

What happened to the peach stone?
Strategy Focus: Extending Text
For this activity, you are asked to create a billboard that James would have outside his new home, inviting visitors to come and see the now famous monument. Challenge yourself to be creative!

Strategy Focus: Predicting
Remember, a good reader will always look back at their predictions to see if they were accurate - sort of like a scientist looking back at a hypothesis for an experiment. You made a prediction for the first day. Look back at this prediction to see how accurate you were. Your explanation should be at least 3 sentences in length and include what your prediction was and if this prediction was right or wrong. If it was wrong, you should include in your explanation how it was wrong.
**On-Going Activity**

**Vocabulary Alpha Boxes**

As you read *James and the Giant Peach*, try to find vocabulary words for each letter or box. It is all right to have more than one word in each box. Try your best to try to fill most boxes! You may find some boxes empty when you finish reading the book. If you need to do this on a separate sheet of paper, please do so.

Put the corresponding letter next to the word that you put in each alpha box.

- **I=** Interesting word
- **D=** Difficult word
- **F=** Funny word
- **N=** New word
- **O=** Other reason
- **C=** Character

In other words, if you put the word “shovel” in the “S” section, you must put a reason for choosing this word. Your box may look like the example below:

```
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>J</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>O</td>
<td>P</td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
</tr>
<tr>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Z</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

James = C
**On-Going Activity**  
**Making Connections**

**Directions:** As you read, write down any text-to-text, text-to-self, and text-to-world connections that you have for the book.

### Text-to-Text Connections
Sometimes a story will make a reader think of another book that he/she has read or heard about.

### Text-to-Self Connections
Sometimes a story will remind a reader about something that happened in his/her own life such as a birthday party, a vacation, a pet, etc. Sometimes, the text-to-self connection is about an event that happened in someone else’s life such as an aunt, a friend, your pet, etc.

### Text-to-World Connections
Sometimes a story will make a reader think about something that is happening in the world. Maybe the book that you are reading is taking about a class election. That may remind you that your parents have talked about the upcoming Presidential election.

### Text-to-Text
*Describe below some connections that can be made from the book you are reading to another book or movie.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Text-to-Self
*Describe below some connections that can be made from the book you are reading to an experience you or someone that you know has had.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Text-to-World
*Describe below some connections that can be made from the book you are reading to the world.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
James and the Giant Peach
End of Novel Project Choices

Interview a Character
Pretend you are a talk show host interviewing a character from the book. Your interview must include ten events that happened with this character in the book.

Song
The centipede had some creative songs in the story. Write a song about the story. Your song must contain ten events that happened in the book. You can also sing this song to the class for extra credit!

Air Flight
The peach was able to fly from England to America across the Atlantic Ocean. Recreate this scene by making a diorama of this amazing voyage. On the back of the diorama include all the events that happened to James and his fellow passengers about the peach.

Empire State Building
Design a 3-D skyscraper like the Empire State Building in New York City. Your building must contain at least ten events that happened in the story of James and the Giant Peach.

Artful Artist
There were many amazing events that happened in this book. Use your artistic talents to create three scenes from the story onto white paper. Each scene should include the setting, main characters, and the problem, if there is one. Then on the back of the paper, you should include 5 sentences about each scene.

IPod Touch
Design your own IPod Touch. Your IPod Touch should include ten “Apps”. You will need to create a colorful IPod. You will also need to write two sentences for each application explaining what the application is and how it relates to the story. You will need to get the IPod sheet from your teacher.
Reading Strategy Focus: Word Study
In order to better comprehend what they are reading, good readers will try to find the meanings of the key vocabulary in the story. Sometimes they may ask someone what a word means or use context clues to figure out the meaning. Good readers will also look up the definition.

Optional Activity: Your job will be to either use the vocabulary words below in a sentence or find the meanings of the words. Some vocabulary words may have several meanings, so make sure that your definition fits the way you think it would be used in the story. Please skip lines between each definition. This work must be done neatly or you will do it over. If there are more than 2-3 words per day, your teacher may have you work with a partner, discuss them in a group, or provide the meanings for you.

Chapter 1
Nuisance p. 2
Miserable p. 2
Ramshackle p. 2
Desolate p. 3
Ancient p. 3

Chapter 2
Peculiar p. 4
Ghastly p. 5
Laurel p. 7

Chapter 3
Mildewed p. 8
Luminous p. 8

Chapter 4
No Words

Chapter 5
Hideous p. 13
Precious p. 13
Despair p. 13

Chapter 6
Bulging p. 16

Chapter 7
Cautiously p. 19

Chapter 8
Seething p. 21

Chapter 9
No Words

Chapter 10
No Words

Chapter 11
Behold p. 27
Famished p. 27

Chapter 12
Slither p. 29
Withering p. 29

Chapter 13
Shimmered p. 31
Gossamer p. 31

Chapter 14
No Words

Chapter 15
No Words

Chapter 16
Hurtling p. 40
Paddock p. 41

Chapter 17
Chaos p. 43
Disentangle p. 45
Trifle p. 46
Giddy p. 46
Amidst p. 47

Chapter 18
Dreadfully p. 50
Primly p. 51

Chapter 19
Aghast p. 56
Froth p. 56
Pandemonium p. 56

Chapter 20
No Words

Chapter 21
No Words

Chapter 22
Exhorting p. 62

Chapter 23
Ascent p. 67
Gaping p. 69

Chapter 24
Spellbound p. 71
Katydids p. 73
Rambunctious p. 74

Chapter 25
No Words

Chapter 26
No Words

Chapter 27
Eerie p. 81
Lurking p. 82
Stealthy p. 82
Imbeciles p. 85
Loathsome p. 86

Chapter 28
Enthralled p. 91
Wringing p. 92
Malevolently p. 92
Flabbergasted p. 93
Pelting p. 94

Chapter 29
No Words

Chapter 30
Wretched p. 95
Detest p. 95
Immense p. 97
Deluge p. 98

Chapter 31-34
No words

Chapter 35
Plummeted p. 106
Desperately p. 106
Stupor p. 106

Chapter 36
No words

Chapter 37
Gape p. 108
Vernicious p. 110
Giddy p. 110

Chapter 38
Hoisted p. 115
Prior to Reading
Strategy Focus: Making Predictions
Good readers will predict. Preview your book and make a prediction about what the book is about. Your prediction should be at least 2 sentences. Your prediction must include what you think the book will be about and also how you think the main character(s) will fit into the story. Write your prediction on the “peach” below.

Answers will vary.

Good Readers will try to find meanings from the words...

Word Study
In order to better comprehend what they are reading, good readers will try to find the meanings of the key vocabulary in the story. Please refer to the “Word Study” sheet in the back of your comprehension guide for the words for each chapter.

If you have difficulty with some of the other vocabulary words from your reading, just remember that some have more than one definition. So make sure the one you use fits the way you think it would be used in the story.

Good Readers will use context clues...
Comprehension Guide Directions
Answer the following questions about the story *James and the Giant Peach*. Whenever possible, try to use complete sentences.

**Chapters 1-3**

**Strategy Focus: Extending the Meaning of the Text**
Good readers will try to extend the meaning of what they are reading to better understand the story. James’ parents were not around because they got eaten by a rhinoceros. For this activity, you are asked to create a name of a newspaper (**News**), a headline, a picture, and the first 2-3 sentences about what you think happened with his parents and the rhino. **Answers will vary.**

---

**Strategy Focus: Extending the Text**
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Sort of a weird question for a weird situation, but if you were to get eaten by something and had a choice in the matter, would you rather get eaten by a rhino, a boa constrictor, or a hyena?

**Good readers will think about what they are reading...**
Strategy Focus: Comparing & Contrasting
Good readers will compare and contrast two ideas or characters while they are reading to help them better comprehend the story. Compare and contrast Aunt Sponge to Aunt Spiker. Your Venn diagram should contain a physical description, what they called James, and how they treated James. Try to have at least two phrases in each of the three parts of the Venn diagram below. Use pages 2-5 to help you.

Aunt Sponge

- Fat, short, small, piggy eyes
- Never called James by his name, beat him
- Described James as filthy, a nuisance, disgusting little beast, miserable creature

Aunt Spiker

- Mean, lazy, nasty, awful
- Tall, boney, steel spectacles

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

If you had a choice at this part of the story, would you want to live with Aunt Sponge or Aunt Spiker? Do you know anyone like Aunt Sponge and Aunt Spiker?

Good readers will think about what they are reading...

Strategy Focus: Visualizing
Good readers will draw pictures in their heads about what they are reading. On the picture frame below, draw Aunt Sponge and Aunt Spiker. Answer will vary.
What did James have to play with?

**James had nothing to play with.**

---

**Strategy Focus: Extending the Text**

For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

If you had nothing to play with, what would you do to prevent boredom?

Good readers will think about what they are reading...

---

**Strategy Focus: Working with Words**

Good readers will understand the vocabulary in the story to better comprehend what they are reading. For this part, you are asked to **choose three** of the vocabulary words below and use them in a sentence (page numbers may vary due to differences in books). Make sure to use the meaning of the word as it was portrayed in the story.

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Chapter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuisance p.2</td>
<td>Peculiar p. 4</td>
<td>Mildewed p. 8</td>
</tr>
<tr>
<td>Miserable p. 2</td>
<td>Ghastly p. 5</td>
<td>Luminous p. 8</td>
</tr>
<tr>
<td>Ramshackle p. 2</td>
<td>Laurel p. 7</td>
<td></td>
</tr>
<tr>
<td>Desolate p. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient p. 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers will vary.</td>
<td>Answers will vary.</td>
</tr>
<tr>
<td></td>
<td>See Word Study answer key for definitions.</td>
</tr>
</tbody>
</table>
What did the old man say about the magical bag? Write your answer on the “magical bag” below.

Never drop the magical bag.

What happened to the magical bag James was carrying?

He dropped it and it spilled all over the ground. Tiny green things scattered and sneaked into the soil.

Strategy Focus: Extending the Meaning of the Text
How do you think James’ aunts can make money off the peach? On the “paper” below, list as many ways they could make some money.

Answers will vary.
Chapters 4-7 continued...

**Strategy Focus: Extending the Meaning of the Text**
How would you make money off of the peach? Write your idea in the peach below.

Answers will vary.

---

**Strategy Focus: Extending the Text**
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Do you like peaches? What is your favorite fruit? How about your favorite food?

**Strategy Focus: Working with Words**
Good readers will understand the vocabulary in the story to better comprehend what they are reading. For this part, you are asked to choose two of the following vocabulary words (hideous p. 13, precious p. 13, despair p. 13, bulging p.16, cautiously p.19) and draw a picture of them.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answers will vary. See Word Study answer key for definitions.</td>
</tr>
</tbody>
</table>
Chapters 8-12

Where was James when the aunts were charging admission to see the peach?

He was locked in his bedroom.

Strategy Focus: Extending the Meaning of the Text

James’ aunts charged admission to see the peach. If Aunt Sponge and Aunt Spiker had made tickets to give when someone paid their admission, what design do you think they would put on the ticket stub? Answers will vary.

What would you do at this point if you were James? Would you try to run away?

Good readers will think about what they are reading...

Where did James have to go when the people were gone?

He had to clean up the mess from the people.

What did he decide to do in regards to the peach?

He climbed through the tunnel in the peach.
### Chapters 8-12 continued...

**Strategy Focus: Understanding Characterization**
Good readers will understand the characters of the story. Your task here is to describe in detail the characters below. Use pages 26-31 to help.

<table>
<thead>
<tr>
<th>Character</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grasshopper</td>
<td>Old, green, large, musician</td>
</tr>
<tr>
<td>Spider</td>
<td>Enormous, female</td>
</tr>
<tr>
<td>Ladybug</td>
<td>Giant, nine black spots</td>
</tr>
<tr>
<td>Centipede</td>
<td>Long, 42 legs, wears boots, rascal</td>
</tr>
<tr>
<td>Earthworm</td>
<td>Slithers, long, segments</td>
</tr>
</tbody>
</table>

How did the creatures grow to be so big?

They ate the little green things in the bag.

**Strategy Focus: Extending the Text**
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Of the characters you described in the chart above, which one would you most like to be friends with?

**Good readers will think about what they are reading...**

Why did James like the centipede?

He liked his personality; he made him laugh.

**Strategy Focus: Extending the Text**
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Who is someone that makes you laugh?

**Good readers will think about what they are reading...**
Chapters 8-12 continued...

**Strategy Focus: Working with Words**
For this activity, you are asked to **make a list of nine** key words from chapters 8-12. You will need to write the words in the blanks provided below. After that, you will need to put your words into the word find puzzle and surround the words with other letters of the alphabet. When you are done, you can exchange your puzzle with a classmate. Please be ready to share how your words are important to this part of the story. **Answers will vary.**

**Important Words**

________________, ________________, __________________,

________________, ________________, __________________,

________________, ________________, __________________

**Word Find Puzzle**
Describe the glow-worm.

She is nice, friendly, colorful, odd and in her own world.

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

The glow-worm is sort of odd. Do you know anyone that is sort of odd but you still enjoy being around him or her?

Good readers will think about what they are reading...

What is your opinion of the centipede so far? Why?

Answers may vary. Some will like his humor, where others may find him rude.

Why did the insects want the peach to move?

They wanted to get away from James’ aunts.

Strategy Focus: Extending the Meaning of the Text
Poor Aunt Sponge and Aunt Spiker got ran over by the giant peach. In the space below, write a short obituary about Aunt Sponge and Aunt Spiker. Include in your obituary how they died, some of their interests/hobbies, who they survived by, etc. Also include a picture of each. Answers will vary.

Death Notices

Aunt Sponge

Aunt Spiker

Strategy Focus: Making Predictions
Where do you think James will live next? Explain your reason why.

Answers will vary.
Chapters 15-16

Strategy Focus: Extending the Meaning of the Text
Good readers will extend the text. What sort of “apps” would help James in chapters 15 & 16? For this activity, you are asked to design your own colorful IPod Touch. Your IPod Touch should include four “Apps”. You will also need to write two sentences for each application explaining what the application is and how it relates to your reading.

Answers will vary.

<table>
<thead>
<tr>
<th>Top Left “App”</th>
<th>Top Right “App”</th>
<th>Bottom Left “App”</th>
<th>Bottom Right “App”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers will vary.</td>
<td>Answers will vary.</td>
<td>Answers will vary.</td>
<td>Answers will vary.</td>
</tr>
</tbody>
</table>
Chapters 17-19

Describe the scene inside the peach when it began moving. Write your answer in the peach below.

There was chaos. It was black. The insects were scattered. James is hurt.

What did the grasshopper think that they should do before they exited the peach?

They must first go up to the top of the peach to have a look around instead of getting trapped going out the side or bottom.

How does the earthworm feel about being in the sea?

He thought they were all going to die.

Why are all the creatures in the peach worried at the end of the chapter?

There are sharks that start surrounding the peach.

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

What would your plan be to get rid of the sharks?

Good readers will think about what they are reading...
To take care of their hunger problems, James told them to eat the peach. For this activity, you are asked to create a name of a restaurant and 2 or 3 menu items that could be made from a peach. Here are the steps you should take:

1. Write your restaurant name above the peach.
2. Write down at least menu items, a short description of each, and a price.
3. Make sure that your restaurant name and daily special menu items all relate to the story. An example is provided for you.

**Book**
*Charlie and the Chocolate Factory*

**Restaurant Name**
*Grandpa Joe's Chocolates*

**Menu Item**
*Veruca Salt*............ $3.19

*This dish is a mixture of salted nuts, a spoiled attitude, and chocolate.*

**Daily Specials**

Answers will vary.
Chapters 17-19 continued...

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

What are some strategies that you can use when you come to a word that you don’t understand?

Good readers will think about what they are reading...

Strategy Focus: Working with Words
For this activity, you are asked to match the vocabulary words with the correct meaning by putting the correct letter next to the vocabulary word. Page numbers are provided to help you determine the meaning based on context clues, but please note that some page numbers may vary due to the book being used.

1. __c__ Chaos (p. 43) a. Impulsive; flighty; dizziness
2. __g__ Disentangle (p. 45) b. Foam; bubbles
3. __i__ Trifle (p. 46) c. A state of confusion
4. __a__ Giddy (p. 46) d. Struck with overwhelming shock or amazement
5. __f__ Amidst (p. 47) e. Precise; stiffly neat
6. __h__ Dreadfully (p. 50) f. In the middle of; among
7. __e__ Primly (p. 51) g. To untangle
8. __d__ Aghast (p. 56) h. Horribly; extremely
9. __b__ Froth (p. 56) i. A circumstance of little value

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

What do you think will happen next in the story?

Good readers will think about what they are reading...
What was James’ plan to get away from the sharks? What did the creatures think of the plan? Write your answer on the seagull below. Include in your answer the words earthworm, seagulls, web, and water.

Use an earthworm to attract seagulls to the peach, attach the web to the seagulls, and have the seagulls pull them out of the water. The earthworm did not like the plan.

What did James use for bait to get the seagulls to come by the peach?

He used the earthworm.

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

If you were the earthworm, how would you feel about the plan?

Good readers will think about what they are reading...
Chapters 20-23 continued...

Who went to inspect the damage from the sharks and what did he/she find out about the damage?

Ms. Spider went to inspect and did not find much damage because the sharks were little compared to the peach and didn’t eat a lot.

Strategy Focus: Visualizing
Good readers will draw pictures in their heads as they read to better understand the story. In the “telescope lens” below, draw what the boat captain saw when he looked through his telescope.

Answers will vary.

Describe below what the boat captain’s reaction when he saw the peach through the telescope. What was the first mate’s reaction?

The captain was terrified. The first mate thought the captain was crazy.

Strategy Focus: Working with Words
Good readers will understand the vocabulary in the story to better comprehend what they are reading. For this part, you are asked to choose two of the vocabulary words (exhorting p. 62, ascent p. 67, and gaping p. 69) and use them in a sentence (page numbers may vary due to differences in books). Make sure to use the meaning of the word as it was portrayed in the story.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers will vary.</td>
<td>Answers will vary., but words mean: Exhorting p. 62 - giving advice, Ascent p. 67 - raise in the air, Gaping p. 69 - staring</td>
</tr>
</tbody>
</table>
Chapters 24-26

Strategy Focus: Characterization
Good readers will often construct descriptions about the characters in the book to help them understand the story better. Some of the characters in this book are described in more detail than are others. Underneath each character, write down 4-5 things that would describe each.

<table>
<thead>
<tr>
<th>Grasshopper</th>
<th>Earthworm</th>
<th>Spider</th>
<th>Ladybug</th>
<th>Centipede</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheerful Violin</td>
<td>Blind seagull bait</td>
<td>spins webs</td>
<td>Nine spots</td>
<td>Sweet gentle</td>
</tr>
<tr>
<td>Old Wise</td>
<td>worried</td>
<td>dad flushed</td>
<td>farmers love her</td>
<td></td>
</tr>
<tr>
<td>Nice</td>
<td>scared</td>
<td>doesn’t like aunts</td>
<td>scarlet shell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hates centipede</td>
<td></td>
<td>likes music</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>eats bugs</td>
<td></td>
</tr>
</tbody>
</table>

What happened with James and the centipede? What was the centipede’s reaction when he was back in the peach? What did Earthworm say to him?

The centipede got too close to the edge of the peach. James tied silk to the centipede. He was upset his boots got wet.

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Think about it... This is a fantasy book. What are some things that make this a fantasy?

Good readers will think about what they are reading...

What happened with James and the centipede? What was the centipede’s reaction when he was back in the peach? What did Earthworm say to him?

The centipede got too close to the edge of the peach. James tied silk to the centipede. He was upset his boots got wet.

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Even though this book is a fantasy, what are some things that really could happen in real life that happened in this story?

Good readers will think about what they are reading...
Fill-In-The-Blank Puzzle

As you read chapters 27-30, answer the questions below by putting one letter per box (some boxes may not be used). After answering all of the questions, unscramble the letters in the shaded boxes to form a word.

The _____ men were standing in a group and would reach out and grab handfuls of clouds and make them into big balls. cloud

Then they got _______ and started shoveling the piles off the clouds. shovels

The cloud men were making hail________. stones

The __________ yelled at them because he thought they were deaf. The cloud men heard him and turned and stared motionless. centipede

The cloud men began throwing the hailstones at the _______. peach

The paint was drying on the centipede. He couldn’t move. The ladybug wanted to remove it with sandpaper. The grasshopper wanted to peel it off like a ______. banana

Now unscramble the shaded letters to form a word that some people from New York City thought they were.

whangdoodles

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

What would be your idea to help the centipede?

Good readers will think about what they are reading...
Strategy Focus: Important Details
Good readers will be able to identify important details in the story. For this part, you are asked to describe how the cloud men made various forms of weather in the table below.

<table>
<thead>
<tr>
<th>Type of Weather</th>
<th>How the Cloud Men Created Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hail</td>
<td>They made hail by grabbing clouds and forming them into balls.</td>
</tr>
<tr>
<td>Rainbow</td>
<td>They painted the rainbow.</td>
</tr>
<tr>
<td>Thunder</td>
<td>They had huge drums to make thunder.</td>
</tr>
<tr>
<td>Blizzards &amp; Tornadoes</td>
<td>They had frost and wind factories where blizzards and tornadoes were made.</td>
</tr>
</tbody>
</table>

What did James and the creatures see in the morning?

They saw land!

What did the people of New York City think the peach was?

They thought it was a bomb. They thought another country was attacking them.

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

Have you ever been to New York City? If not, would you like to go?

Good readers will think about what they are reading...

How did they get the peach to “fall” from the sky? Where did it land?

They wanted to land, so centipede chewed the strings so they would gradually land. A plane came and cut the strings. They landed on the tip of the Empire State Building.

What were some of the names that the people thought the creatures were?

Some names were whangdoodle, prock, oinck, whompus, and sea serpent.

Strategy Focus: Extending the Text
For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

What would be some names that you would use to describe the “creatures”?

Good readers will think about what they are reading...
Strategy Focus: Characterization Answers will vary.

Good readers will extend the text by trying to relate to the characters in the story. The people in New York City thought that the creatures were really strange. For this activity, you are asked to use the “cell phone” below to send a text message that James would want to send to the mayor of New York City to let him/her know who they really are. You can also use some of your own abbreviations below or use some of your own. Write your message in the cell phone. Then write your explanation to the right of the phone.

<table>
<thead>
<tr>
<th>Text</th>
<th>Meaning</th>
<th>Text</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>@teotd</td>
<td>At the end of the day</td>
<td>10x</td>
<td>Thanks</td>
</tr>
<tr>
<td>gratz</td>
<td>Congratulations</td>
<td>mb</td>
<td>My bad</td>
</tr>
<tr>
<td>2mi</td>
<td>Too much information</td>
<td>aamof</td>
<td>As a matter of fact</td>
</tr>
<tr>
<td>?4u</td>
<td>I have a question for you</td>
<td>hru</td>
<td>How are you?</td>
</tr>
<tr>
<td>ASAP</td>
<td>As soon as possible</td>
<td>cm</td>
<td>Call me</td>
</tr>
<tr>
<td>dk</td>
<td>Don’t know</td>
<td>ide</td>
<td>I don’t care</td>
</tr>
<tr>
<td>eod</td>
<td>End of discussion</td>
<td>gr8</td>
<td>Great</td>
</tr>
<tr>
<td>idk</td>
<td>I don’t know</td>
<td>jk</td>
<td>Just kidding</td>
</tr>
<tr>
<td>LOL</td>
<td>Laugh out loud</td>
<td>pls</td>
<td>Please</td>
</tr>
<tr>
<td>t2ul</td>
<td>Talk to you later</td>
<td>thx</td>
<td>Thanks</td>
</tr>
<tr>
<td>wayd</td>
<td>What are you doing?</td>
<td>nbd</td>
<td>No big deal</td>
</tr>
<tr>
<td>bif</td>
<td>Before I forget</td>
<td>cul</td>
<td>See you later</td>
</tr>
<tr>
<td>tou</td>
<td>Thinking of you</td>
<td>slap</td>
<td>Sounds like a plan</td>
</tr>
<tr>
<td>t4bu</td>
<td>Thanks for being you</td>
<td>omw</td>
<td>On my way</td>
</tr>
<tr>
<td>cmb</td>
<td>Call me back</td>
<td>ttul</td>
<td>Talk to you later</td>
</tr>
<tr>
<td>ruok</td>
<td>Are you okay?</td>
<td>sit</td>
<td>Stay in touch</td>
</tr>
</tbody>
</table>

My Text Explanation
### Rest of Chapter 37-39 (pages 110-end)

#### Strategy Focus: Character Description
James describes the creatures to the people of New York. Fill in the chart below with the description of each creature. Also include the new job they had in America.

<table>
<thead>
<tr>
<th>Creature</th>
<th>Description</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centipede</td>
<td><strong>Sweet, gentle</strong></td>
<td><strong>Vice President in charge sales in a boot and shoe manufacturing company</strong></td>
</tr>
<tr>
<td>Earthworm</td>
<td><strong>Digger</strong></td>
<td><strong>employed by a woman’s face cream company to speak commercials on TV</strong></td>
</tr>
<tr>
<td>Grasshopper</td>
<td><strong>Boon, plays music, hops when tickled</strong></td>
<td><strong>member of New York Symphony Orchestra</strong></td>
</tr>
<tr>
<td>Glow-worm</td>
<td><strong>Charming, loves simplicity, lights up a room</strong></td>
<td><strong>the light inside the torch of the statue of liberty</strong></td>
</tr>
<tr>
<td>Spider</td>
<td><strong>Lots of thread, nice</strong></td>
<td><strong>made rope for tight rope walkers</strong></td>
</tr>
<tr>
<td>Ladybug</td>
<td><strong>Beautiful, kind, mother</strong></td>
<td><strong>married the head of the fire department</strong></td>
</tr>
<tr>
<td>Silkworm</td>
<td><strong>Great silk, pressed Queen of England’s dress</strong></td>
<td><strong>made rope for tight rope walkers</strong></td>
</tr>
</tbody>
</table>

How did the people of New York City treat James and the creatures?

**They treated them as heroes.**

What happened to the peach stone?

**It was set up permanently in Central Park and became a monument and home to James.**
Rest of Chapter 37-39 (pages 110-end) continued...

Strategy Focus: Extending Text
For this activity, you are asked to create a billboard that James would have outside his new home, inviting visitors to come and see the now famous monument. Challenge yourself to be creative!

Answers will vary.

Strategy Focus: Predicting
Remember, a good reader will always look back at their predictions to see if they were accurate- sort of like a scientist looking back at a hypothesis for an experiment. You made a prediction for the first day. Look back at this prediction to see how accurate you were. Your explanation should be at least 3 sentences in length and include what your prediction was and if this prediction was right or wrong. If it was wrong, you should include in your explanation how it was wrong.

Answers will vary.
James and the Giant Peach Word Study Answer Key

Chapter 1
Nuisance p.2- annoying person
Miserable p. 2- wretchedly unhappy
Ramshackle p. 2- run down
Desolate p. 3- open area
Ancient p. 3- old

Peculiar p. 4- weird or out of the ordinary
Ghastly p. 5- frightful or dreadful
Laurel p. 7- any of various similar trees or shrubs, as the mountain laurel or the great rhododendron

Mildewed p. 8- disease of plants caused by fungi
Luminous p. 8- glowing

No Words

Chapter 2

Hideous p. 13- horrible or frightful
Precious p. 13- worth something to someone
Despair p. 13- hopelessness
Bulging p. 16- getting bigger
Cautiously p. 19- very carefully
Seething p. 21- being excited or agitated

No Words

Chapter 5

Eerie p. 81- spooky
Lurking p. 82- around a place secretly
Stealthy p. 82- quiet and smooth
Imbeciles p. 85- idiots

Chapter 6

Ascent p. 67- raise in the air
Gaping p. 69- staring

Chapter 7

Enthralled p. 91- taken in or surprised
Rumbling p. 92- twisting forcibly

Chapter 8

Dreadfully p. 50- extremely
Primly p. 51- proper

Chapter 9-10

No Words

Chapter 11

Behold p. 27- look at

Chapter 12

Slither p. 29- moving carefully on the ground
Withering p. 29- a hard glare

Chapter 13

Shimmered p. 31- shined
Gossamer p. 31- a fine, delicate cobweb

Chapter 14-15

No Words

Chapter 16

Hurtling p. 40- with great speed
Paddock p. 41- a small, usually enclosed field near a stable or barn for pasturing or exercising animals

Chapter 17

Chaos p. 43- craziness
Disentangle p. 45- untangle
Trifle p. 46- a bit
Giddy p. 46- goofy

Chapter 18

Dreadfully p. 50- extremely
Primly p. 51- proper

Chapter 19

Aghast p. 56- surprised
Froth p. 56- bubbling brew
Pandemonium p. 56- craziness

Chapter 20-21

No Words

Chapter 22

Exhorting p. 62- giving advice

Chapter 23

Ascent p. 67- raise in the air
Gaping p. 69- staring

Chapter 24

Spellbound p. 71- astounded
Katydids p. 73- any of several large, usually green, American long-horned grasshoppers
Rambunctious p. 74- obnoxious

Chapter 25-26

No Words

Chapter 27

Eerie p. 81- spooky
Lurking p. 82- around a place secretly
Stealthy p. 82- quiet and smooth
Imbeciles p. 85- idiots

Chapter 28

Enthralled p. 91- taken in or surprised
Rumbling p. 92- twisting forcibly
Malevolently p. 92- wishing harm or evil to others

Chapter 29

Flabbergasted p. 93- surprised
Pelting p. 94- getting hit by

Chapter 30

Wretched p. 95- miserable

Chapter 31-34

No Words

Chapter 35

Plummetal p. 106- fell
Desperately p. 106- urgently
Stupor p. 106- daze

Chapter 36

No Words

Chapter 37

Gape p. 108- to stare
Vermicious p. 110- worm

Chapter 38

Hoisted p. 115- lifted
On-Going Activity
Vocabulary Alpha Boxes

As you read *James and the Giant Peach*, try to find vocabulary words for each letter or box. It is all right to have more than one word in each box. Try your best to try to fill most boxes! You may find some boxes empty when you finish reading the book. If you need to do this on a separate sheet of paper, please do so.

Answers will vary.

Put the corresponding letter next to the word that you put in each alpha box.

- **I** = Interesting word
- **D** = Difficult word
- **F** = Funny word
- **N** = New word
- **O** = Other reason
- **C** = Character

In other words, if you put the word “shovel” in the “S” section, you must put a reason for choosing this word. Your box may look like the example below:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>aunts</td>
<td>Bulging</td>
<td>Cloud men</td>
<td>Desolate</td>
</tr>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>earthworm</td>
<td>Famished</td>
<td>Grasshopper</td>
<td>Hideous</td>
</tr>
<tr>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td>immense</td>
<td>James</td>
<td>Katydid</td>
<td>Ladybug</td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
</tr>
<tr>
<td>magic</td>
<td>New York</td>
<td>Obese</td>
<td>Peach</td>
</tr>
<tr>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>quiet</td>
<td>Ramshackle</td>
<td>Spider</td>
<td>trifle</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>ugly</td>
<td>Vermicious</td>
<td>wretched</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Z</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>zoo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*James* = C
On-Going Activity
Making Connections

**Directions:** As you read, write down any text-to-text, text-to-self, and text-to-world connections that you have for the book.

*Answers will vary.*

**Text-to-Text Connections**
Sometimes a story will make a reader think of another book that he/she has read or heard about.

**Text-to-Self Connections**
Sometimes a story will remind a reader about something that happened in his/her own life such as a birthday party, a vacation, a pet, etc. Sometimes, the text-to-self connection is about an event that happened in someone else’s life such as an aunt, a friend, your pet, etc.

**Text-to-World Connections**
Sometimes a story will make a reader think about something that is happening in the world. Maybe the book that you are reading is taking about a class election. That may remind you that your parents have talked about the upcoming Presidential election.

**Text-to-Text**
Describe below some connections that can be made from the book you are reading to another book or movie.

**Text-to-Self**
Describe below some connections that can be made from the book you are reading to an experience you or someone that you know has had.

**Text-to-World**
Describe below some connections that can be made from the book you are reading to the world.
End of Story Comprehension Check

Name ____________________________ Date __________________

Project Choice: ________________________________

Student Evaluation

1. On a scale of 0-5, I would rate this book a ______.
2. My favorite part of this book was:

3. On a scale of 0-5, I would rate my effort on the final project a ______.
4. On a scale of 0-5, I would rate the neatness of my final project a ______.
5. I think my overall grade on the final project would be a ______.

Teacher Evaluation

<table>
<thead>
<tr>
<th>5 Points</th>
<th>4-3</th>
<th>2-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Wow! Above and Beyond expectation! Your project really shows that you understood the story!</td>
<td>Shows a lot of comprehension of story through activity chosen (main characters, setting, main events, problem, and solution).</td>
</tr>
<tr>
<td><strong>Effort</strong></td>
<td>Wow! Above and beyond expectations! Your work was very neat and it seems as though you put your best effort toward this!</td>
<td>Worked hard, was not easily distracted. Seems like you put some effort into your final project.</td>
</tr>
</tbody>
</table>

Grade: ____________
Guided Reading Packet Rubric

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3-4</th>
<th>Above and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making Connections</strong>&lt;br&gt;Text-to-Text&lt;br&gt;Text-to-Self&lt;br&gt;Text-to-World</td>
<td>Reader <strong>made no connections</strong> between text and self/text/or world.</td>
<td>Reader <strong>made simple connections</strong> but did not explain them all in detail.</td>
<td>Reader <strong>made connections and based them on background knowledge and/or experiences.</strong> Reader also had clear explanations on most connections.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong>&lt;br&gt;Word Recognition</td>
<td>Reader <strong>did not identify</strong> any vocabulary words. Reader seems to have difficulty understanding meaning of many words in the book.</td>
<td>Reader <strong>identified some unknown words</strong> but seems to have some difficulty understanding meaning of some words in the book.</td>
<td>Reader <strong>identified many unknown words</strong> and was able to identify the meaning of most words discussed.</td>
</tr>
<tr>
<td><strong>Comprehension</strong>&lt;br&gt;Summarizing</td>
<td>Reader <strong>showed little or no awareness of what the story was about</strong> through the assigned comprehension questions and discussions.</td>
<td>Reader <strong>included some main details in the comprehension questions</strong> and discussions but left out some very important events.</td>
<td>Reader <strong>retold the story using main ideas and supporting details in the comprehension questions and discussions.</strong></td>
</tr>
<tr>
<td><strong>Predicting</strong>&lt;br&gt;Making Inferences</td>
<td>Reader’s predictions seemed to lack any connection to what previously happened in the story or what could happen in the story. Reader attempted to make predictions or draw conclusions but <strong>did not use the text to defend the statement.</strong></td>
<td>Reader drew conclusions and/or made predictions based on what could happen in the story. The reader also defended these predictions by using information found in the story.</td>
<td>Reader’s predictions, interpretations, and/or conclusions about the story included connections between the text and the reader’s background knowledge, ideas, and/or beliefs.</td>
</tr>
<tr>
<td><strong>Packet</strong></td>
<td>Reader’s packet was <strong>incomplete.</strong> Packet was messy.</td>
<td>Reader’s packet was somewhat complete. There were parts missing and/or questions were not fully answered.</td>
<td>Reader’s packet was <strong>complete.</strong> All questions were answered accurately and complete. Packet was neat.</td>
</tr>
</tbody>
</table>

A= 20-18  B= 17-16  C= 15-14  D= 13-12

Total Points _____  Student grade: __________
# Guided Reading Assessment Grid

**Directions:** The following tables can be used as an assessment tool for when discussing books with the group at the table. You can refer to the back for more detailed rubric.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections</td>
<td>Connections</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Predicting</td>
<td>Predicting</td>
</tr>
<tr>
<td>Rating Scale 1-5 (please refer to back for details)</td>
<td>Rating Scale 1-5 (please refer to back for details)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections</td>
<td>Connections</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Predicting</td>
<td>Predicting</td>
</tr>
<tr>
<td>Rating Scale 1-5 (please refer to back for details)</td>
<td>Rating Scale 1-5 (please refer to back for details)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections</td>
<td>Connections</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Predicting</td>
<td>Predicting</td>
</tr>
<tr>
<td>Rating Scale 1-5 (please refer to back for details)</td>
<td>Rating Scale 1-5 (please refer to back for details)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections</td>
<td>Connections</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Predicting</td>
<td>Predicting</td>
</tr>
<tr>
<td>Rating Scale 1-5 (please refer to back for details)</td>
<td>Rating Scale 1-5 (please refer to back for details)</td>
</tr>
</tbody>
</table>
## Guided Reading Rubric

<table>
<thead>
<tr>
<th>Making Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text-to-Text</strong></td>
</tr>
<tr>
<td><strong>Text-to-Self</strong></td>
</tr>
<tr>
<td><strong>Text-to-World</strong></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>Reader made no connections between text and self/text/or world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Recognition</strong></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>Reader did not identify any vocabulary words. Reader seems to have difficulty understanding meaning of many words in the book.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summarizing</strong></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>Reader showed little or no awareness of what the story was about through the assigned comprehension questions and discussions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Predicting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making Inferences</strong></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>Reader’s predictions seemed to lack any connection to what previously happened in the story or what could happen in the story.</td>
</tr>
</tbody>
</table>
We thank you for your dedication to your students and also thank you for your purchase of this product. Wise Guys are committed to offering teachers products that are of the highest quality, relevant to students’ lives, and fun. This product is also aligned to the Common Core Teaching Standards.

**Common Core Standards**
College and Career Readiness Anchor Standards for Reading
Infused into Our Reading Comprehension Guide

**Key Ideas and Details**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Click on the below pictures or links to access our ever-growing list of resources!

Visit our Store!  Visit our Blog!  Visit us on Facebook!  Repin @ Pinterest
We want to thank you for downloading this FREE resource!

We are committed to offering teachers resources that are of the highest quality, relevant to students' lives, and are engaging.

If you enjoyed our free download, check out the full resource below!

Included in this 125+ page Guided Reading bundle are:

→ Guided Reading Group Assessment Rubric (2-pages)
→ Guided Reading Tips and Advice Resource (4-pages)
→ Reading Strategy Workshop (5-pages)
→ 9 Reading Strategy Assessments (CCSS aligned; 9-pages)
→ 9 Reading Strategy Assessment Rubrics (CCSS aligned; 9-pages)
→ 29 Graphic Organizers (Fact and Opinion, Cluster Web, Story Map, etc.)
→ 13 Reading Extension Activities (creating Apps, design a billboard, word find, etc.)
→ 30 Inference Task Cards (13-pages)
→ 12 Reading Fiction Strategy Task Cards (6-pages)
→ 12 Reading Nonfiction Strategy Task Cards (6-pages)
→ The Miraculous Journey of Edward Tulane Guide & Key

Universal Novel Activities:
→ Sporting Extension Activity (3-pages)
→ Create Your Own Website Activity (12-pages)
→ Discussion University Activity (17-pages)
→ Literature Circles Task Cards (5-pages)
→ Sticky Note Reading (15-pages)
→ Die Reading Activity (1-page)

Connect with us to stay engaged!

CLICK HERE TO VISIT OUR STORE!
CLICK HERE TO FIND US ON PINTEREST!
CLICK HERE TO READ OUR BLOG!
CLICK HERE TO FOLLOW US ON FACEBOOK!
CHECK OUT SOME OF OUR OTHER POPULAR RESOURCES!

Simply click on the images below to learn more!