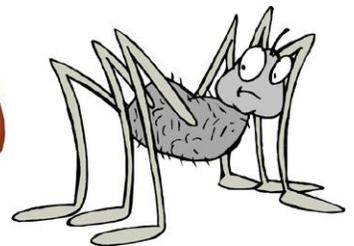
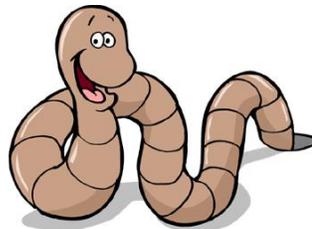
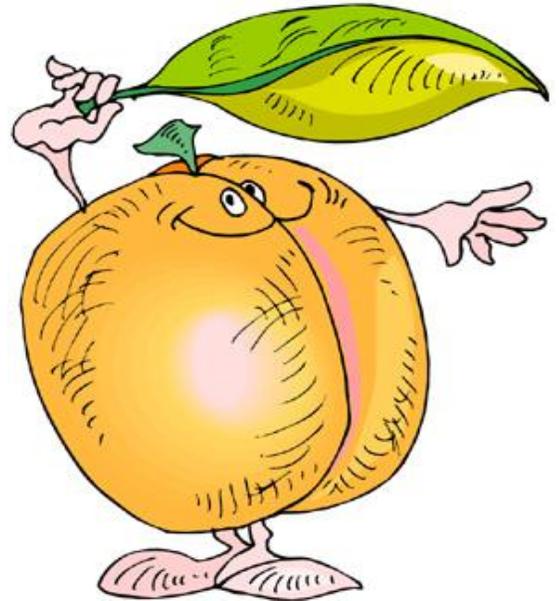


James and the Giant Peach

By
Roald Dahl

Comprehension Guide

Grasshopper
Ladybug
Spider
Centipede
Aunt Spiker
Aunt Sponge
James



Name:

Date:

James and the Giant Peach Comprehension Guide

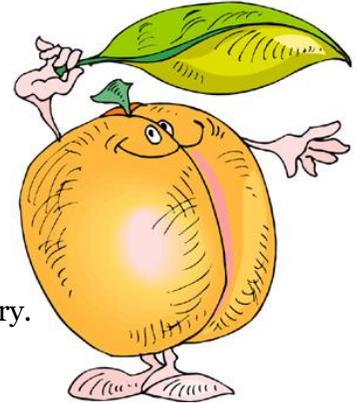
By Roald Dahl

Directions: Answer the following questions about the story James and the Giant Peach. **Always use complete sentences.**

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.



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 packet for the words. Your job will be to either use the vocabulary words in a sentence or find their meanings. 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.

Good Readers will use context clues...

Day 1 Reading: Chapters 1-3

How did James' parents disappear?

Strategy Focus: Characterization

Good readers will understand the characters of the story. Describe in detail the characters below. Use pages 2-5 to help.

Names of James' aunts	
Words that describe them	
What did they do to James?	
What did they call James?	
What did he have to play with?	
Physical description of Aunt Sponge	
Physical description of Aunt Spiker	

Day 2 Reading: Chapters 4-7

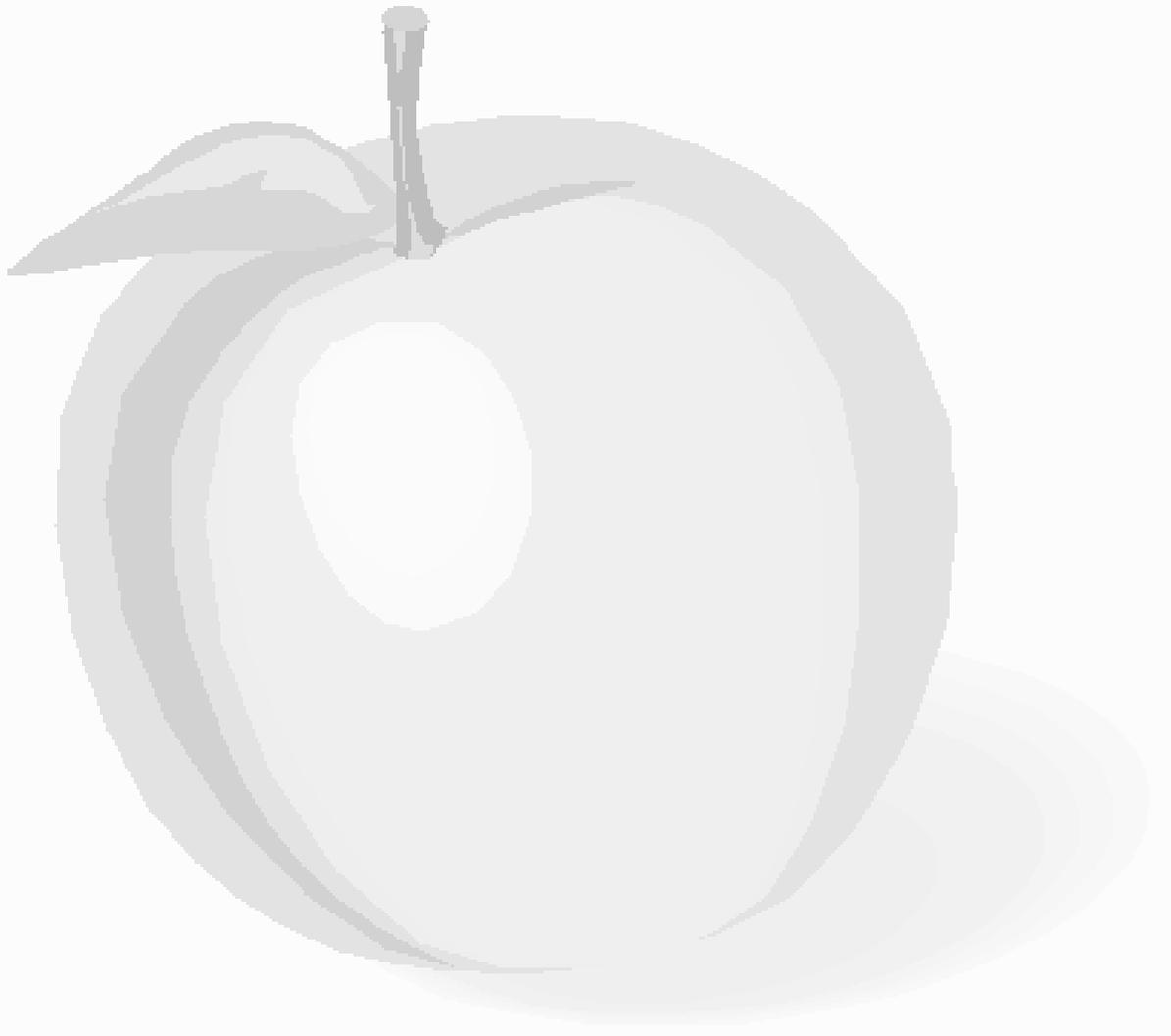
What did the old man say about the magical bag?

What happened to the magical bag James was carrying?

How do you think James' aunts can make money off the peach?



How would you make money off of the peach? Write your idea in the peach below.



Day 3 Reading: Chapters 8-12

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

Where did James have to go when the people were gone? What did he decide to do?

Strategy Focus: Characterization

Good readers will understand the characters of the story. Describe in detail the characters below. Use pages 26-31 to help.

Character	Description
 Grasshopper	
Spider	
 Ladybug	
Centipede	
Earthworm	

How did the creatures grow to be so big?

Why did James like the centipede? Who makes you laugh? Why?

Day 4 Reading: Chapters 13-16

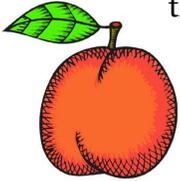
Describe the glow-worm.

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

Why did the insects want the peach to move?

What happened to Aunt Sponge and Aunt Spiker? **Predict** where James will live next and give a reason why.

Write two sentences where you predict the peach will go next and what will happen to the peach and the creatures inside.



Day 5 Reading: Chapters 15-16

Chapter titles were not created for this book. As you read these two chapters create titles for them. You should have at least two sentences explaining why you chose the title that you did.

Chapter 15

New Chapter Name

Explanation:

Chapter 16

New Chapter Name

Explanation:

Day 6 Reading: Chapters 17-19

Describe the scene inside the peach when it began moving. Write at least three sentences.

Why did the grasshopper make a good decision as where to exit the peach?



How does the earthworm feel about being in the sea?

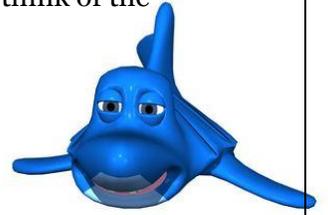
How does James help the creatures solve their hunger problems?

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

What would be your plan if you were James?

Day 7 Reading: Chapters 20-23

What was James' plan to get away from the sharks? What did the creatures think of the plan?



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

Who went to inspect the damage from the sharks? What did that creature find out about the damage? Why?

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



Strategy Focus: Visualizing

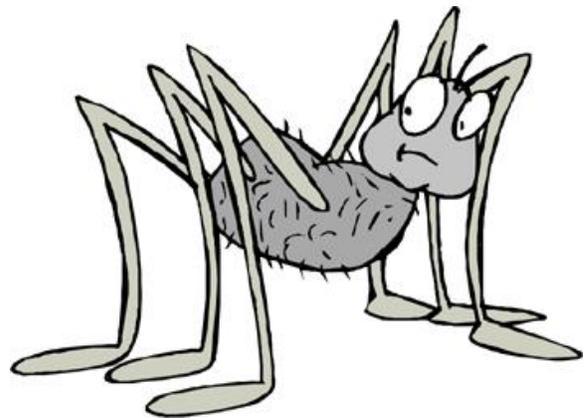
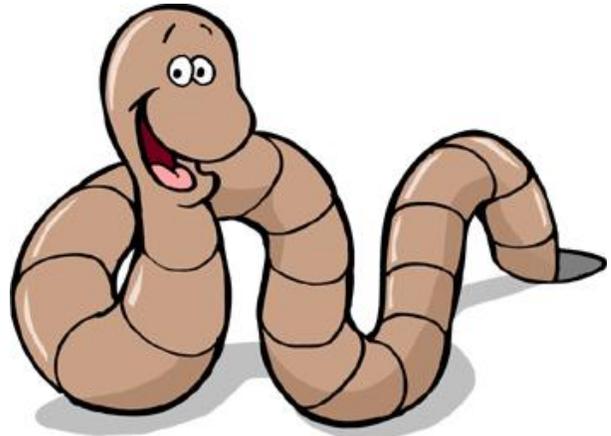
Good readers draw pictures in their heads as they read in order to help them comprehend the story. This is called **visualizing**. Try to draw a picture in your head. Then draw one of these pictures in the box below. Your picture must be colorful and contain **at least two sentences** that explain how your picture relates to the story.

Two sentences:

Day 8 Reading: 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 in this reading. Next to their shapes, write down five things you learned about each creature.



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?

Day 9 Reading: Chapters 27-30

Strategy Focus: Asking Questions

Good readers also ask questions as they read in order to help them comprehend what they are reading. As you read chapters 27-30, write down at least three discussion questions. These questions should allow discussions to take place within a group setting. “What was the name of the main character?” is not a discussion question.

1.

2.

3.



Strategy Focus: Summarize

Good readers are able to summarize what they have read. Describe in detail what happened with the “cloud men.” Write at least three sentences.

What happened to the centipede? What were grasshopper’s and ladybug’s ideas?

What would be your idea to help the centipede? Please be descriptive in your plan.

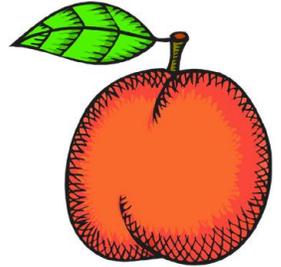


Day 10 Reading: Chapter 31-Part of Chapter 37 (pages 99-109)

Describe how the cloud men made various forms of weather below.

What did James and the creatures see in the morning?

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



How did the peach fall from the sky? Where did it land?

What were some of the names that the people thought the creatures were? Do you have any text-to-text connections?

Strategy Focus: Visualizing

Good readers draw pictures in their heads as they read in order to help them comprehend the story. This is called **visualizing**. Try to draw a picture in your head. Then draw one of these pictures in the box below. Your picture must be colorful and contain **at least two sentences** that explain how your picture relates to the story.

Two sentences:

Day 11 Reading: Rest of Chapter 37-39 (pages110-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.

centipede	Job:
earthworm	Job:
grasshopper	Job:
Glow-worm	Job:
spider	Job:
Ladybug	Job:
silkworm	Job:

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

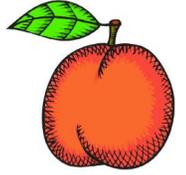
What happened to the peach stone?

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! I understand that 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.



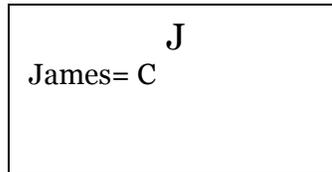
Put the corresponding letter next to the word that you put in each alpha box.

I= Interesting word
N= New word

D= Difficult word
O= Other reason

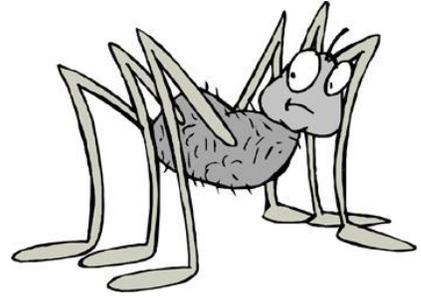
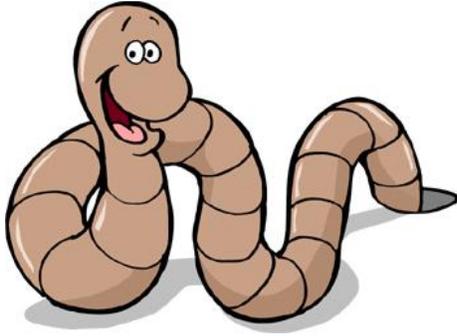
F= Funny word
C= Character

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:



A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

On-Going Activity Character Circle



Directions: Pick one character from the story and fill in each part of the circle as it is labeled below.

Name of character and picture of character

Physical description

Personality-
What was the creature like?

New job in America and picture





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.

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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.

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