James and the Giant Peach

Try out this unit. Scroll down to see sample pages.
WORD LIST
Students practice with two focus words for each reading selection. A wordlist with definitions, synonyms, and sample sentences from the story is included.
Digital vocabulary practice is provided through Boom Learning Decks.
13 COMPREHENSION CHECKS

Digital comprehension questions are provided through Boom Learning Decks.
16 Constructed Response Questions

Digital writing prompts are provided through Google Slides.

Constructed Response - Character Traits of Aunt Spiker and Aunt Sponge

Describe characters in a story (e.g., traits, motivations, or feelings) and explain how their actions contribute to the development of events

Describe depth a character, setting, or event in a story or drama, drawing on important details in the text (e.g., a character's thoughts, speech, or actions)

Analyze how two or more characters, settings, or events interact in a story or drama

Type here.

Picture of Aunt Spiker

Type here.

Picture of Aunt Sponge

Type here.

Picture of Aunt Spiker

Type here.

Picture of Aunt Sponge

Type here.

Picture of Aunt Spiker

Type here.

Picture of Aunt Sponge

Type here.

Picture of Aunt Spiker

Type here.

Picture of Aunt Sponge

Type here.
This is an excellent unit that worked well with my advanced third graders. The vocabulary booklet is great! Thank you so much!

— Amy K.

Excellent, excellent, excellent. As always, Gay Miller has produced a quality product for an amazing book. Love this!

— CRYSTAL M.

One of the very best resources I have downloaded from TpT. It is thought-provoking and engaging! I have purchased a few other book units from the seller based on the quality of this product!

— Heidi M.

This book study unit has been SO FUN to do with my students. The text is engaging, the activities are a balance between text evidence and students’ own ideas and thinking. The pacing guide was very beneficial and it had everything I needed for the whole unit.

— Caroline V.

I LOVE novel studies by Gay Miller! I have so many of them. It is so nice to have them and my students love them!

— Kelly M.

This is an amazing resource! I love having everything to go along with the book from comprehension to vocabulary and even grammar skills!

— Kathleen R.

I cannot open the google docs that accompany though! Very frustrating to figure that part out.

— Tiffany J.

Gay Miller’s novel studies are my go-to units! I have use them for Number the Stars, Out of My Mind, Frindle, Bud Not Buddy, and now James and the Giant Peach. They do such a fantastic job of teaching reading strategies throughout! I enjoy the vocabulary, too!

— Susan V.
In this digital version, students drag the clues to the correct locations.
What are Boom Cards?

Boom Cards are digital task cards that students play on the Boom Learning Website.

They...
- are fully digital – require no printing, paper, ink, etc.
- may be used on all modern browsers
- are played on devices connected to the Internet
- can be used for student practice at no cost to you

When you purchase this novel study from TPT, you will receive special links to these Boom Cards. When you click on one of these links, you will be asked to sign into your account or create a free account at the Boom Learning Website. The special links in the paid resource let the Boom Learning site know you have purchased the deck. When you click the link, Boom Learning sends the Boom Deck to your Boom Library, so your students can access them. Students can play for free or data will be tracked for you with the Boom Learning Paid Subscription.

Click here for a playable preview on Boom Learning.
Boom Learning Card Examples

What happened to James's parents?
- chased down a fox hole by three nasty farmers
- an enormous crocodile eats them for lunch
- turned into mice by the Grand High Witch
- eaten by a rhinoceros during a day trip to London

Is *desolate* used correctly in this sentence?
- I am in *desolate* over the loss of my puppy
  - YES
  - NO

Drag to match - Match each part of the passage to the type of Figurative language it contains.
- And as time went on, he became sadder and sadder...
  - repetition
- and more and more lonely, and he used to spend hours every day standing at the bottom
  - simile
- of the garden, gazing wistfully at the lovely but Forbidden world of woods and fields
  - alliteration
- and ocean that was spread out below him like a magic carpet
  - repetition

Read this passage from Chapter 2.

"I look and smell," Aunt Sponge declared, "as lovely as a rose!
Just feast your eyes upon my face; observe my shapely nose;
Behold my heavenly silky locks!
And if I take off both my socks
You’ll see my dainty toes..."

What is the mood of the story?
- happy and upbeat
- laugh out loud funny
- creepy and frightening
- dark and sad

What is the author’s purpose for including a song in Chapter 2?
- provide background information
- explain what happened in the past
- reveal character traits
- predict what is going to happen in the future
James and the Giant Peach
Novel Study Samples

Created by Gay Miller
Thank you for downloading this novel study sample.

On the next pages, you will find the following pages from the unit including:

- Table of Contents for the Digital + Printable Version
- Lesson Plans at a Glance for the Full Unit

FREE SAMPLE PAGES

The First Reading Selection plus Answer Keys (These pages are found in all versions of this unit.)
- Vocabulary Practice
- Comprehension Questions
- Constructed Response Writing Prompt (with and without the Common Core Standards)

Are you wondering what other novel studies I have available? You can see the complete list here.
<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans at a Glance</td>
</tr>
<tr>
<td><strong>Section 1 – Links to Digital Resources</strong></td>
</tr>
<tr>
<td>Materials Needed for Creating the Foldable Graphic Organizers</td>
</tr>
<tr>
<td><strong>Section 2 – Vocabulary Materials</strong></td>
</tr>
<tr>
<td>Teacher Information</td>
</tr>
<tr>
<td>Vocabulary List</td>
</tr>
<tr>
<td>Vocabulary Bookmarks</td>
</tr>
<tr>
<td>Vocabulary Word Cards</td>
</tr>
<tr>
<td>Vocabulary Practice Booklet</td>
</tr>
<tr>
<td>Vocabulary Test</td>
</tr>
<tr>
<td><strong>Section 3 – Comprehension Questions and Constructed Response Writing Prompts</strong></td>
</tr>
<tr>
<td>Teacher Information</td>
</tr>
<tr>
<td><strong>Student Packet</strong></td>
</tr>
<tr>
<td>Comprehension Chapters 1-3</td>
</tr>
<tr>
<td>Constructed Response – Character Traits</td>
</tr>
<tr>
<td>Comprehension Chapters 4-6</td>
</tr>
<tr>
<td>Constructed Response – Course of Action</td>
</tr>
<tr>
<td>Constructed Response – Setting</td>
</tr>
<tr>
<td>Comprehension Chapters 7-9</td>
</tr>
<tr>
<td>Constructed Response - Point of View</td>
</tr>
<tr>
<td>Comprehension Chapters 10-12</td>
</tr>
<tr>
<td>Constructed Response – Characters ~ The Insects</td>
</tr>
<tr>
<td>Comprehension Chapters 13-15</td>
</tr>
<tr>
<td>Constructed Response – Figurative Language</td>
</tr>
<tr>
<td>Comprehension Chapters 16-18</td>
</tr>
<tr>
<td>Constructed Response – Problem and Solution Chain</td>
</tr>
<tr>
<td>Comprehension Chapters 19-21</td>
</tr>
<tr>
<td>Constructed Response - Mood</td>
</tr>
<tr>
<td>Comprehension Chapters 22-24</td>
</tr>
<tr>
<td>Constructed Response - Summarizing</td>
</tr>
<tr>
<td>Comprehension Chapters 25-27</td>
</tr>
<tr>
<td>Constructed Response – Summarizing (Timeline)</td>
</tr>
<tr>
<td>Topic</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Comprehension Chapters 28-30</td>
</tr>
<tr>
<td>Constructed Response – Comparing Characters</td>
</tr>
<tr>
<td>Comprehension Chapters 31-33</td>
</tr>
<tr>
<td>Constructed Response – Character Change</td>
</tr>
<tr>
<td>Comprehension Chapters 34-36</td>
</tr>
<tr>
<td>Constructed Response – Theme</td>
</tr>
<tr>
<td>Comprehension Chapters 37-39</td>
</tr>
<tr>
<td>Plot Development Chart</td>
</tr>
<tr>
<td>Constructed Response – Character Traits</td>
</tr>
<tr>
<td>Constructed Response – Comparing the Book to the Movie</td>
</tr>
<tr>
<td><strong>Section 4 – Answer Keys for Section 3</strong></td>
</tr>
<tr>
<td><strong>Section 5 – Addendum - Comprehension and Writing without CCSS</strong></td>
</tr>
<tr>
<td><strong>Section 6 – Activities</strong></td>
</tr>
<tr>
<td>Character Traits Craftivity</td>
</tr>
<tr>
<td><strong>Section 7 – Skill Lessons</strong></td>
</tr>
<tr>
<td>Homograph Organizers</td>
</tr>
<tr>
<td>Prefixes, Suffixes, Root Word</td>
</tr>
<tr>
<td>Prefixes and Suffixes Word Lists and Organizers</td>
</tr>
<tr>
<td>Prefix and Suffix Puzzles</td>
</tr>
<tr>
<td>Prefix Game</td>
</tr>
<tr>
<td>Suffix Game</td>
</tr>
<tr>
<td>Root Word Lists</td>
</tr>
<tr>
<td>Figurative Language</td>
</tr>
<tr>
<td>Figurative Language Response Cards</td>
</tr>
<tr>
<td>Figurative Language Organizers</td>
</tr>
<tr>
<td>Figurative Language Craftivity</td>
</tr>
<tr>
<td>Context Clues Common Core Alignment</td>
</tr>
<tr>
<td>Context Clues Organizers</td>
</tr>
<tr>
<td>Context Clues Task Cards</td>
</tr>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>Read</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Chapters 1-3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Chapters 4-6</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Chapters 7-9</td>
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<tr>
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</table>
Chapters 37-39 [commotion procession]

1. Fill in the word web with synonyms for procession.

   ![Word web diagram]

2. Write a sentence using the word **procession**.

   __________________________
   __________________________
   __________________________
   __________________________

3. Circle six words in the box that are synonyms of **commotion**.

<table>
<thead>
<tr>
<th>peace</th>
<th>uproar</th>
<th>ruckus</th>
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<tbody>
<tr>
<td>accord</td>
<td>disorder</td>
<td>turmoil</td>
</tr>
<tr>
<td>harmony</td>
<td>tranquility</td>
<td>upheaval</td>
</tr>
<tr>
<td>stillness</td>
<td>din</td>
<td>silence</td>
</tr>
</tbody>
</table>

Chapters 1-3 [desolate and luminous]

1. Circle six words in the box that are synonyms of **desolate**.

<table>
<thead>
<tr>
<th>forsaken</th>
<th>uninhabited</th>
<th>jaunty</th>
</tr>
</thead>
<tbody>
<tr>
<td>crowded</td>
<td>deserted</td>
<td>bleak</td>
</tr>
<tr>
<td>cheerful</td>
<td>gleeful</td>
<td>sunny</td>
</tr>
<tr>
<td>isolated</td>
<td>populated</td>
<td>abandoned</td>
</tr>
</tbody>
</table>

2. Is **desolate** used correctly in the sentences below? True or False

   _______ When my family is away, the house feels **desolate**.
   _______ I am in **desolate** over the loss of my puppy.
   _______ The passengers were stranded on a **desolate** island after the ship sank.

3. Circle six words in the box that are synonyms of **luminous**.

<table>
<thead>
<tr>
<th>shimmering</th>
<th>shining</th>
<th>uninteresting</th>
</tr>
</thead>
<tbody>
<tr>
<td>dull</td>
<td>dismal</td>
<td>radiant</td>
</tr>
<tr>
<td>gloomy</td>
<td>brilliant</td>
<td>gleaming</td>
</tr>
<tr>
<td>overcast</td>
<td>bright</td>
<td>deadly</td>
</tr>
</tbody>
</table>
Chapters 37-39 [commotion procession]

1. Fill in the word web with synonyms for procession.

- row
- parade
- procession
- line
- succession

2. Write a sentence using the word procession.

____________________________________________
____________________________________________
____________________________________________

3. Circle six words in the box that are synonyms of commotion.

- peace
- uproar
- ruckus
- accord
- disorder
- turmoil
- harmony
- tranquility
- upheaval
- stillness
- din
- silence

Chapters 1-3 [desolate and luminous]

1. Circle six words in the box that are synonyms of desolate.

- forsaken
- uninhabited
- aunting
- crowded
- deserted
- bleak
- cheerful
- gleeful
- sunny
- isolated
- populated
- abandoned

2. Is desolate used correctly in the sentences below? True or False

- T____ When my family is away, the house feels desolate.
- F____ I am in desolate over the loss of my puppy.
- T____ The passengers were stranded on a desolate island after the ship sank.

3. Circle six words in the box that are synonyms of luminous.

- shimmering
- shining
- uninteresting
- dull
- dismal
- radiant
- gloomy
- brilliant
- gleaming
- overcast
- bright
- deadly
1. Which word best describes James before he turned 4 years old?
   a. contented
   b. uncertain
   c. forlorn
   d. heartbreaking

2. List the clues you used to answer question #1.

3. Name three things the author did to let the reader know what James’s two aunts were like.

4. What was the most likely reason the author decided to include the song in Chapter 2?

5. Which word best describes the making of the magical little green things?
   a. attractive
   b. gross
   c. pleasant
   a) sorrowful

6. Draw a picture of the old man.

7. Make a prediction about what you think the glowing crystals in the bag really are.
Draw a picture of the two aunts based on details in Chapters 1-3 of James and the Giant Peach.

**Proof from Text**

- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________

**Proof from Text**

- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________

**Picture of Aunt Spiker**

**Proof from Text**

- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________

**Proof from Text**

- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________

**Picture of Aunt Sponge**

**Proof from Text**

- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________

**Proof from Text**

- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________

**CCSS.ELA-Literacy.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
**James and the Giant Peach ~ Chapters 1-3**

1. Which word best describes James before he turned 4 years old?
   a. contented  
   b. uncertain  
   c. forlorn   
   d. heartbreaking

2. List the clues you used to answer question #1.
   . . . happy life, living peacefully with his mother and father in a beautiful house beside the sea. There were always plenty of other children for him to play with, and there was the sandy beach for him to run about on, and the ocean to paddle in. It was the perfect life for a small boy.

3. Name three things the author did to let the reader know what James’s two aunts were like.
   - The author provided several paragraphs telling the reader what they looked like and described their overall personalities.
   - The author included a scene that showed how they treated James.
   - The author included a poem about what their personalities were like.

4. What was the most likely reason the author decided to include the song in Chapter 2?
   The song revealed to the reader the emotions and desires of the aunts.

5. Which word best describes the making of the magical little green things?
   a. attractive  
   b. gross  
   c. pleasant  
   d. sorrowful

6. Draw a picture of the old man.

7. Make a prediction about what you think the glowing crystals in the bag really are.
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Constructed Response – Character Traits of Aunt Spiker and Aunt Sponge

Draw a picture of the two aunts based on details in Chapters 1-3 of James and the Giant Peach.

**Proof from Text**

**Picture of Aunt Spiker**
- lean and tall and bony
- steel-rimmed spectacles that fixed onto the end of her nose with a clip
- a screeching voice and long wet narrow lips, and whenever she got angry or excited, little flecks of spit would come shooting out of her mouth as she talked.

**Proof from Text**

**Picture of Aunt Sponge**
- enormously fat and very short
- small piggy eyes, a sunken mouth, and one of those white flabby faces that looked exactly as though it had been boiled
- like a great white soggy overboiled cabbage

**CCSS.ELA-Literacy.RL.3.3**
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**CCSS.ELA-Literacy.RL.4.3**
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**CCSS.ELA-Literacy.RL.5.3**
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
**Constructed Response Questions without Standards**

Originally 46 states adopted the Common Core State Standards. Many teachers have commented that they love having the standards on pages with constructed response writing prompts for accountability reasons. Now educational trends are changing. Many states have repealed Common Core and adopted their own state standards. To meet the needs of teachers both using and not using Common Core Standards, I have opted to provide the writing questions both with and without standards. Look at the addendum at the end of this unit containing the constructed response questions without standards.

To make creating a printable student packet easier, the comprehension and constructed response questions are both included in this section.
### James and the Giant Peach ~ Chapters 1-3

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>2. List the clues you used to answer question #1.</td>
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<tr>
<td>3. Name three things the author did to let the reader know what James’s two aunts were like.</td>
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Draw a picture of the two aunts based on details in Chapters 1-3 of James and the Giant Peach.
Click here to get the digital + printable unit.

James and the Giant Peach
Digital + Printable Book Unit

-created by Gay Miller

Includes
Google Slides

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