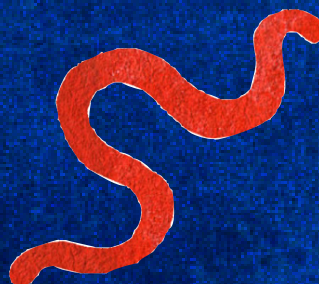
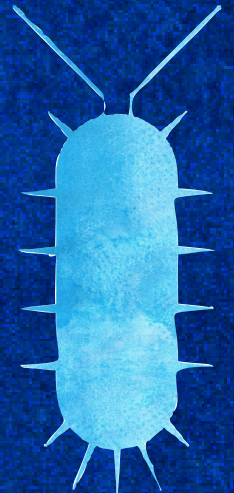
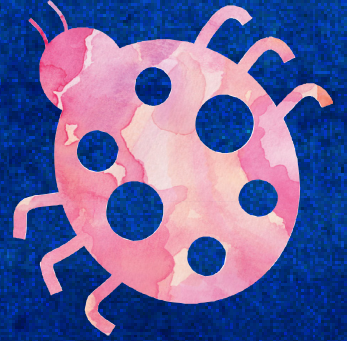
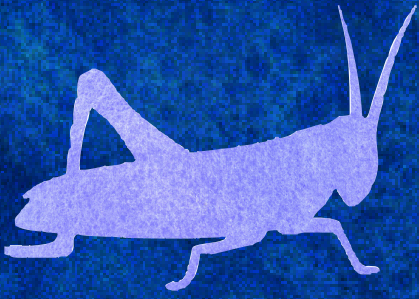


James *and the* Giant Peach

**JUMPSTART
KIT**



Welcome!

Welcome to this year's holiday programming, ***James and the Giant Peach***! Are you ready to hop on a peach and go on one marvelous adventure?

Adapted for the stage by David Wood, this version of ***James and the Giant Peach*** tells the story of James Trotter, an orphan left to live with his two terrible aunts. When a mysterious bag of crocodile tongues causes a giant peach to grow in James' backyard, James, joined by a band of life-size bugs, takes his one chance and escapes his aunts! ***James and the Giant Peach*** celebrates friendship, facing one's fears, and finding out what home can really mean.

This **Jumpstart Kit** provides background information on the characters, plot, and themes of ***James and the Giant Peach*** and exercises to deepen students understanding of the play. This Jumpstart guide is specifically designed for students grades 1-6.

See you at the theater!

BRENNA NICELY
Education & Community
Programs Manager

DANIEL BEGIN
Education & Community
Programs Fellow

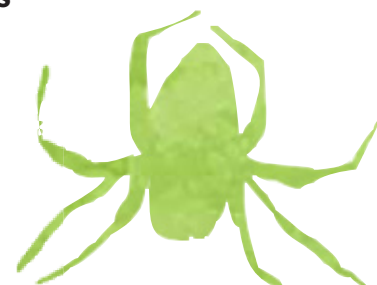
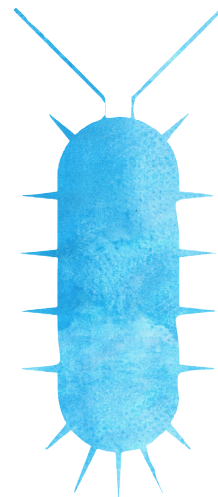
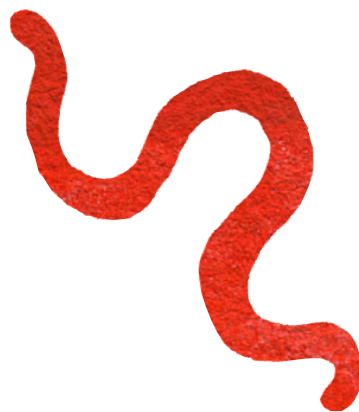


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JUMPSTART KIT MASTHEAD

MANAGING EDITOR

Brenna Nicely

EDITORS

Daniel Begin, Jake Ong

DESIGN

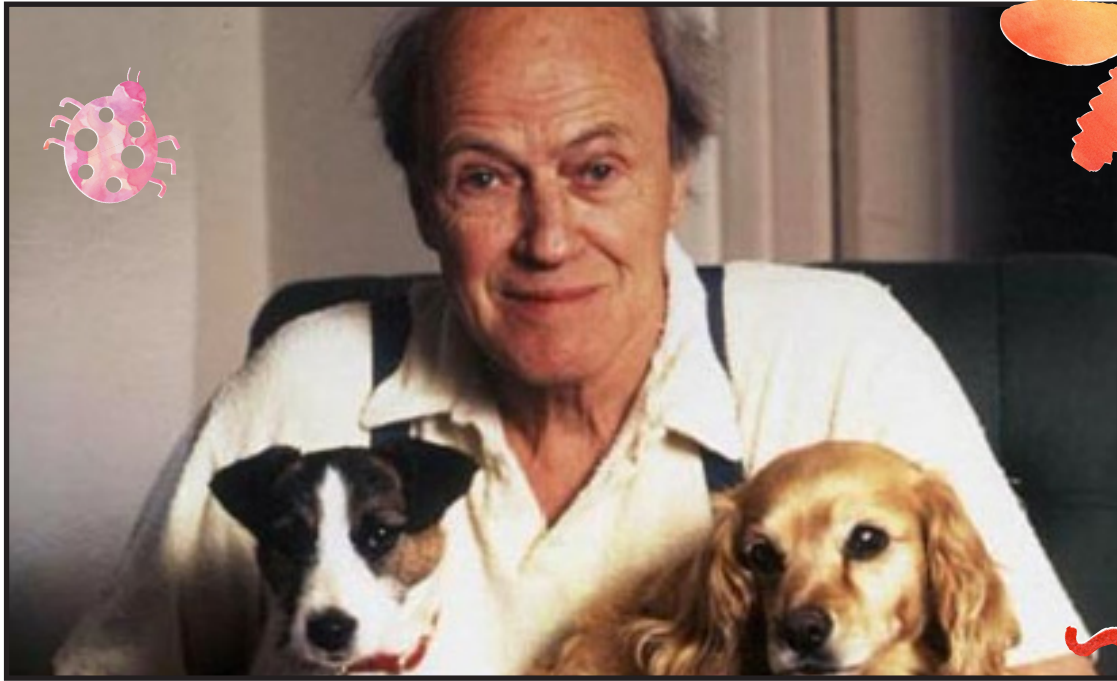
Zack Reiser

Thank you for participating in the A.R.T. Education Experience!

If you have questions about using this
Jumpstart Kit in your class, or to schedule an
A.R.T. teaching artist to visit your classroom,
contact the A.R.T. Education and Community
Programs department at:

education@amrep.org
617.496.2000 x 8891

About the Author



Who Scribed this Story?

You may be familiar with the magical and **macabre** world Sophie finds herself in in the *Big Friendly Giant (BFG)*, or the captivating moment Charlie unwrapped Willy Wonka's chocolate bar to find the golden ticket that changed his life. Roald Dahl's magic, in creating imaginative and colorful worlds that delight and engage his readers, continues to live a hundred years after his birth. But Roald Dahl did not start off as a children's writer. How did he evolve to become a much acclaimed and celebrated writer? Catch a glimpse of what brought him to the imaginative world of writing in his biography (pages 5-6) and learn about his style of writing (page 7).

VOCAB!

Macabre

disturbing and scary because of relation to or depiction of death or injury.



Roald Dahl's Life Adventure

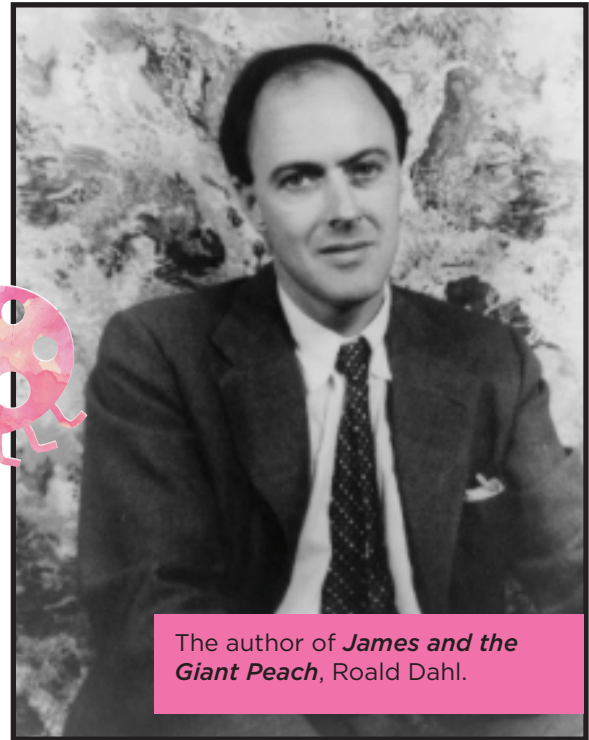
Reading Level: 4th grade

Roald Dahl was born on September 13, 1916, in Llandaff, South Wales. In 1953, he published the best-selling story collection *Someone Like You* and married actress Patricia Neal.

Prior to his writing career, Dahl worked at Shell Oil Company in Tanzania, Africa, and was a World War II fighter pilot with the Royal Air Force. A crash-landing during his service left him with serious injuries and he was transferred to Washington D.C. There he met author C.S. Forester there, a famous English **novelist** known for his stories on naval warfare, who encouraged him to start writing.

Dahl wrote his first story for children, "The Gremlins," in 1942, for Walt Disney. The story wasn't terribly successful, so Dahl went back to writing **mysterious** stories geared toward adult readers. He continued this way into the 1950s, producing the best-selling story collection *Someone Like You* in 1953, and *Kiss Kiss* in 1959.

Dahl told his children nightly bedtime stories that inspired his future career as a children's writer. These stories became the basis for some of his most popular kids' books, since his children proved an informative test audience.



The author of *James and the Giant Peach*, Roald Dahl.

VOCAB!

Novelist

Someone who writes novels.

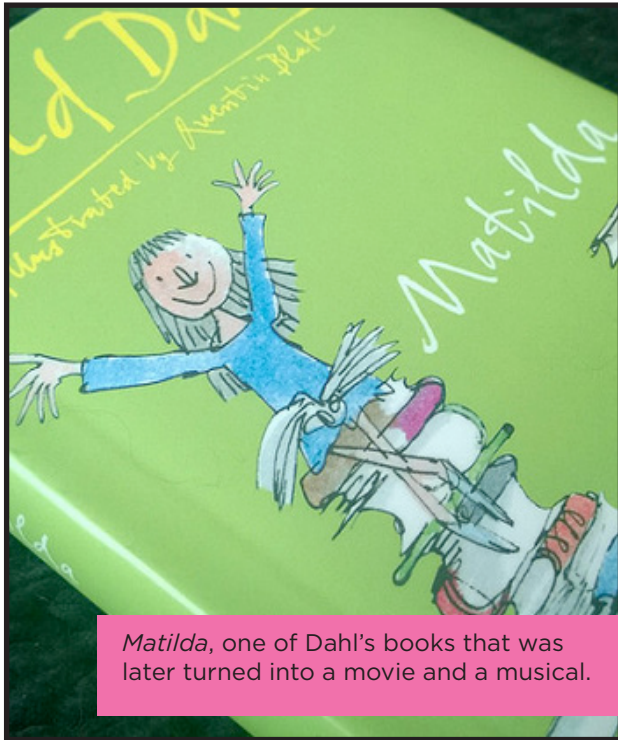
Mysterious

Impossible to understand or identify.

Critical

Expressing disapproving judgements.

Roald Dahl's Life Adventure



Matilda, one of Dahl's books that was later turned into a movie and a musical.



Roald Dahl's gravesite in Great Missenden

"Children are ... highly **critical**. And they lose interest so quickly," he asserted in his *New York Times Book Review* interview, "You have to keep things ticking along. And if you think a child is getting bored, you must think up something that jolts it back. Something that tickles. You have to know what children like." He first established himself as a children's writer in 1961, when he published the book ***James and the Giant Peach***. The book met with wide critical and commercial acclaim. Three years later, Dahl published another big winner, *Charlie and the Chocolate Factory*. Both books were eventually made into popular movies. In addition to ***James and the Giant Peach*** and *Charlie and the Chocolate Factory*, Dahl's most popular kids' books include *Fantastic Mr. Fox* (1970), *The Witches* (1983) and *Matilda* (1988).

Over his decades-long writing career, Dahl wrote nineteen children's books. He died on November 23, 1990, in Oxford, England.

Roald Dahl's Writing

Reading Level: 4th Grade

Roald Dahl's **inventive**, playful use of language is a key part of his writing. Dr. Susan Rennie, Lecturer in English Language and Linguistics at the University of Glasgow, observes that Dahl pulls the syllables of words apart and rebuilt them, combined them, which we see children doing in their own writing. Dahl also built his new words on familiar sounds and loved using **onomatopoeia**. He did not always explain what his words meant, but children can work them out because they often sound like a word they know. His characters also speak in **onomatopoeia**, **alliteration** and **anagrams**.

In honor of his **centennial** birthday, Oxford University Press has packaged the words utterly distinct to Dahl's universes, whether they're familiar terms **imbued** with new meaning or entirely made-up phrases made up in the belly of a giant. *The Oxford Roald Dahl Dictionary*, put together by Dr. Rennie, is both a fun tool for teaching children how to read and an expansive survey of one man's contribution to literary history. For example, children can learn to figure out meaning by looking at root words or familiar sounds in Dahl's invented words.

VOCAB!

Inventive

Having the ability to create or think originally.

Onomatopoeia

The formation of a word from a sound associated with that word.



Alliteration

Repeating the same letter or sound at the beginning of words that are close together.

Pretty Puppies Playing

Anagram

A word, phrase, or name formed by rearranging the letters of another word or phrase.

CATHIE PANG

GIANT PEACH

Centennial

Hundredth anniversary.

Imbue

To fill or inspire with feeling.

James and the Giant Peach at A.R.T.



In Roald Dahl's first children's story that **propelled** him to fame, James finds himself on an adventure across the Atlantic Ocean. His bug friends save him from loneliness and misery. As part of A.R.T.'s family programming, we bring this famous story to the stage to excite your imagination.

We have provided a short synopsis of the stage version of ***James and the Giant Peach*** on page 9. For more on the characters, check out the descriptions and costume design sketches from on pages 10-12 and make your own character puppets on pages 13-15!

VOCAB!

Propelled

Make something move forward very quickly.

The Story

Reading Level: 3rd grade+

James Henry Trotter was an orphan who lived with two mean ladies named Aunt Sponge and Aunt Spiker. They never let James do anything fun. One day, James gets a bag of **mysterious**, marvelous things from an old man. The crocodile tongues **squirmed** into the ground and made a giant peach grow. James noticed a hole in the peach and crawled in to get away from his aunts.

Once inside the peach, James met a giant Old Green Grasshopper, a Ladybug, a Spider, a Centipede, and an Earthworm. They started a **marvelous** adventure. The giant peach rolled into the sea where James and his buggy friends escaped a group of angry sharks with the help of some seagulls. James even saved the Centipede from drowning.

After traveling for quite some time, the giant peach landed in New York City where James and the bugs are invited to live in Central Park for the rest of their lives.



VOCAB!

Mysterious

difficult or impossible to understand.

Squirmed

wiggle or twist your body side to side,

Marvelous

causing great wonder.

JAMES AND THE GIANT PEACH AT A.R.T.



Who's Who?

A Character Breakdown

Reading Level: 2nd Grade+

The character breakdown is meant to prepare students for the American Repertory Theater's production of ***James and the Giant Peach***. The descriptions are based on the adaptation by David Wood. Drawings are by costume designer Neil Fortin.

JAMES, an orphaned boy left in the care of two horrible mean aunts, Spiker and Sponge. This young hero grows from a sad onely boy into a brave leader of the insect crew.



OLD-GREEN-GRASSHOPPER, the musician of the bug band. He is **courteous** and his heart is kind. He plays the ukulele, hops around, and is very kind to James and the other bugs.



VOCAB!

Courteous

Polite and respectful.

JAMES AND THE GIANT PEACH AT A.R.T.

Who's Who?

MISS SPIDER, a skilled silk weaver who spins the finest and strongest thread. She is kind and straightforward. She says what she means and she is a beautiful dancer.



CENTIPEDE, a loud, confident, and optimistic member of the bug crew. He is very athletic, competitive, and proud of how many legs he has.



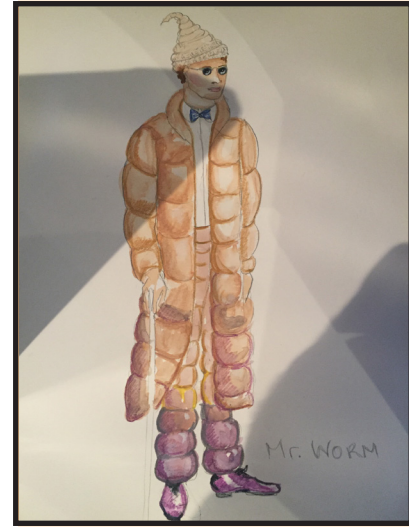
LADYBUG, fashionable and elegant lady. She is bubbly, cheerful, and loves looking for beauty and wonder.



JAMES AND THE GIANT PEACH AT THE A.R.T.

Who's Who?

EARTHWORM, a blind pessimist who is afraid of many things. He often imagines things are worse than they are because he cannot see them. He sometimes gets teased by Centipede, but deep down they are good friends.



AUNT SPIKER, a cruel woman who enjoys making young James do her bidding. She is tall and as thin as a pin. Sometimes she gets into arguments with her sister, Aunt Sponge.



AUNT SPONGE, James' other mean aunt, who is a very greedy and round woman. She loves food and can eat almost anything in sight!



JAMES AND THE GIANT PEACH AT A.R.T.

James and the Giant Peach Puppets!



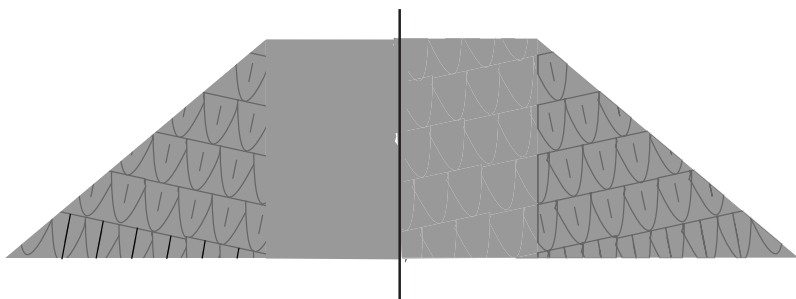
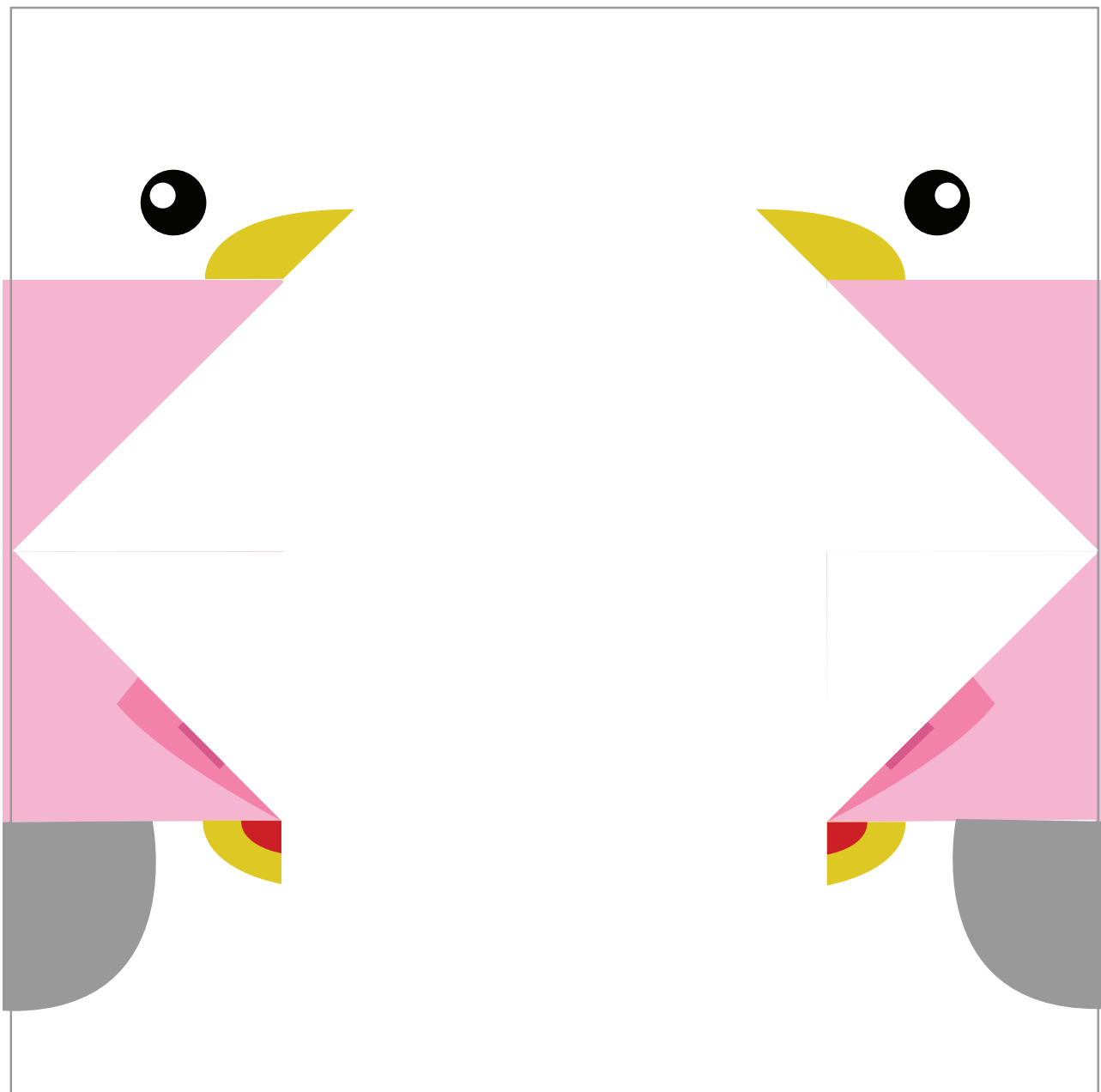
Photo: Evgenia Eliseeva

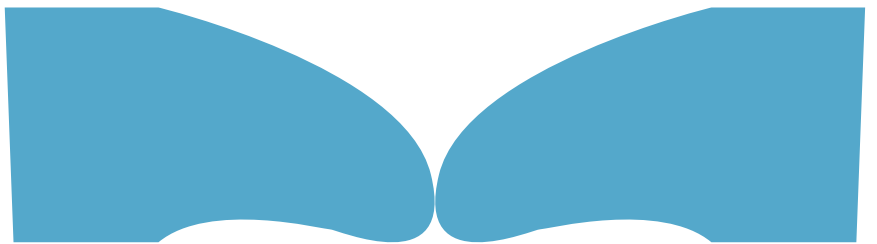
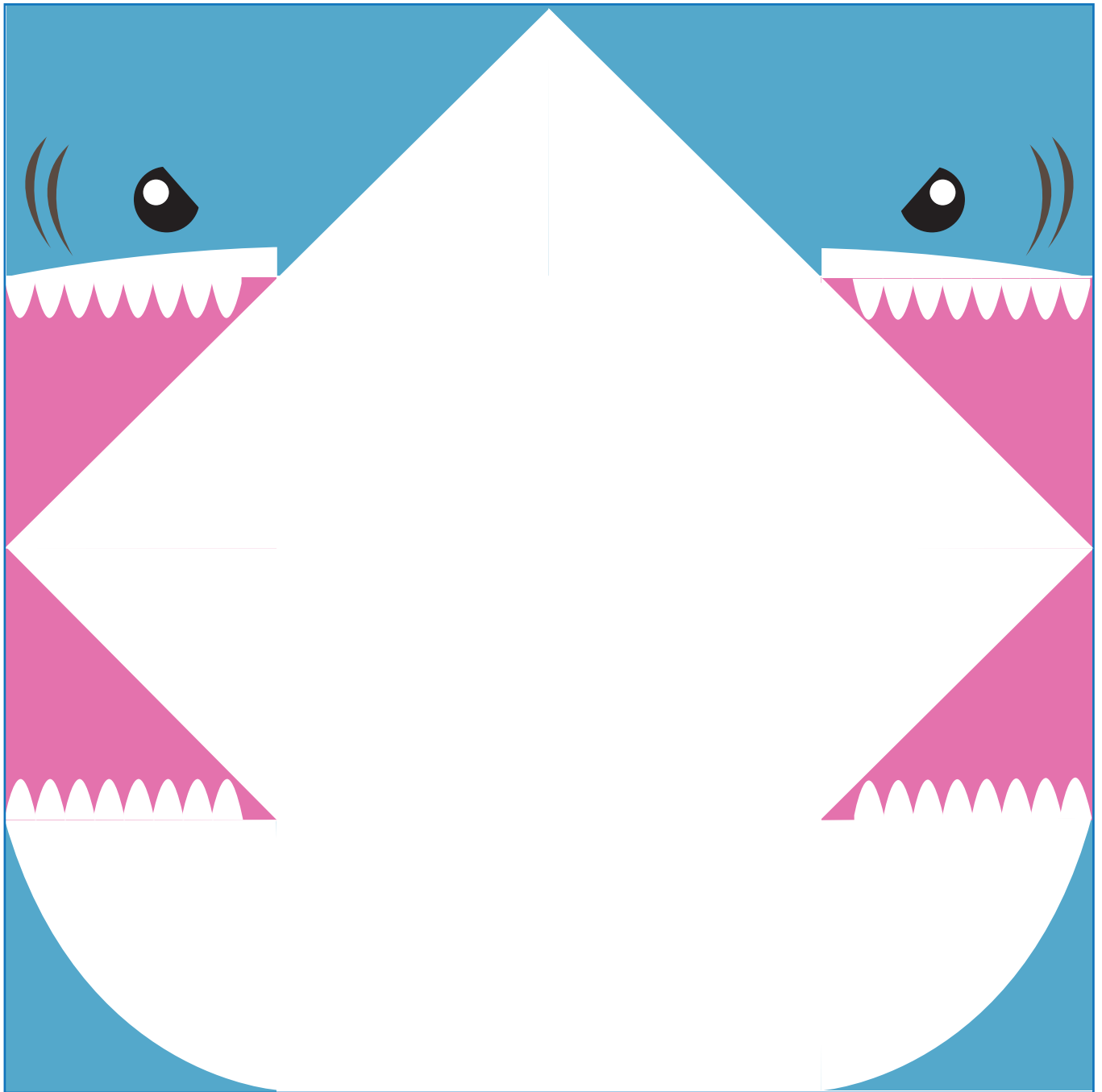
The A.R.T. Kids Company ensemble use their puppets during a **James and the Giant Peach** sneak peek.

In **James and the Giant Peach**, students are encouraged to use puppets during the show. Students can make puppets in our lobby as a pre-show activity, however we also encourage you to use make them before you come to the theater!

To make these you do the following:

1. Cut out the square where the puppets are printed.
2. Place your puppet colorful side down.
3. Fold each corner into the center.
4. Flip your puppet over.
5. Fold each corner into the center.
6. Insert fingers under the tabs to open up the puppet (this is tricky!)
7. OPTIONAL: Cut out wings/fins and glue/tape them to the puppets.
8. Bring your puppets to the show!





Educational Activities



The A.R.T. Kids Company ensemble visiting a ***James and the Giant Peach*** rehearsal.

The following lesson plans are designed to deepen students' understanding of the plot and themes of ***James and the Giant Peach*** through direct reflection, critical thinking, and creative storytelling. These lessons also introduce techniques and activities that can be used in any classroom on a variety of projects.

All lessons include recommended grade level(s). The lessons can stand alone, or you can string them together for a more in-depth lesson. See page 25 for two suggested lesson progressions and page 24 for discussion questions designed to help reflect on each activity.

For classes coming to see ***James and the Giant Peach*** at the A.R.T., we highly recommend students create their own seagull and shark puppets on pages 13-15.

OBJECTS IN THE CENTER (10-15 minutes)

OBJECTS IN CENTER is a physical warm-up lesson that involves moving around the room. The goal is to give students a connection between the themes of the story and the students' personal experience. This will allow them to have a greater understanding of the story as a whole.

RECOMMENDED GRADE LEVELS

K-6

MATERIALS

One item to be the object in center (a chair works well)

SET UP

Place an item in the center of the room. Preferably a larger item so students are able to see it from anywhere in the room. If you are able, clear some space in the room. If not, students can move around desks.

PROCESS

1. Tell your students that as a class you are going to pretend that the item in the middle of the room is different than what it actually is. The students should place themselves around the room in relation to the object. You may pick and choose from the list below, or make up your own.
For example: "Pretend the object is cheese pizza." If they like pizza, they would move as close as they can to the object. If they don't, they would move as far away as possible without leaving the room.
2. Once students choose a place to stand, ask a few of them why they chose their place (i.e. why they feel the way they do about the object).
3. Repeat this activity using a few different objects, including a few objects from the book.
For example: popcorn, vegetables, fruit, homework, playing outside, video games, reading, adventures, traveling, friends, bugs, a rhinoceros, a peach, sharks.
4. **EXTENSION:** If students know the plot of *James and the Giant Peach*, ask where they think each character would place themselves. (i.e. Where would James stand if the item in the room represented "traveling.")

WHOOSH (5-10 minutes)

WHOOSH is a physical storytelling game that will allow students to gain a better understanding of the progression of the story while keeping their bodies active by expressing characters, locations, and objects through movement.

RECOMMENDED GRADE LEVELS

2-6

MATERIALS

The story on page 26.

SET UP

This is a circle game.

PROCESS

1. Tell your students that you need their help to tell the story of ***James and the Giant Peach***. You will be reading a shortened version of the story out loud.
2. Whenever you introduce a character, a place, or an item, one or more students must go into the middle of the circle (or up to the front of the classroom) and become that person, place or thing using their body through a pose or a movement.
3. When you say whoosh, everyone returns to the circle, and at the story continues.
4. Encourage students to let others play roles or things that they have already gotten the chance to play.

STORY CARDS (15 minutes)

STORY CARDS is a language game that focuses on structuring a story. It will allow students to put a plot summary of the play in order and by doing this, students will gain an understanding of the progression of the play.

RECOMMENDED GRADE LEVELS

3-5

MATERIALS

Story cards on page 27

Worksheet on page 28

Glue or tape (optional)

SET UP

- Cut the story card sheet along the lines to obtain story cards that contain brief summaries of the story's key plot points.
- Shuffle each set of cards.
- Students will use the worksheet during the lesson to organize their story cards.
- Students sit at their desks in groups of three or four.

PROCESS

1. Divide students into groups of three or four, sitting together.
2. Explain that
3. Give one set of story cards and a worksheet to each group.
4. Give each group five minutes to arrange the story cards in the order in which they think the story unfolds. **You may want to indicate the first card that starts the story.**
5. Ask some groups to share at stage which cards they put together and why.
6. Reveal the sequence slowly in the remaining allocated time.

TEXT GAMES, SR. (15-20 minutes)

TEXT GAMES is a word-based game that gives students a broader understanding of the way Dahl writes and will help them prepare to hear his language in a theatrical setting.

RECOMMENDED GRADE LEVELS

3-6 (see below for adjustments for grades 1-2)

MATERIALS

Sentence handouts on pages 29-30 either on paper or as digital slides

Word list on page 31 either on paper or as a digital slide

SET UP

Flash the first set of sentences on PowerPoint slides or as handouts. The sets of sentences are written in the following format:

- Two sets of sentences in everyday English
- The same two sentences in Roald Dahl's language

PROCESS

1. Show the first two sentences to students first. Students may read these sentences out loud.
2. Show the next two written in Roald Dahl's language. Ask students the following:
 - What do you notice about the words at the end of the sentences?
 - Do you notice any unusual words?
3. If students can identify either the invented words or the rhymes in the sentences, indicate that these are two key features of his writing. If not, guide students towards these two features.
4. Show/give the students sentence set 2, and ask students to write a sentence continuing each of the sentences shown. Inform them that they could either:
 - Use the word bank and include words Roald Dahl invented
 - Use the word bank and include words they think may rhyme with the sentences shown on the screen
 - Tweak the first sentence as well to achieve the above two points together with their second sentence.
 - Ask students to share with the class what they wrote.

TEXT GAMES, JR. (15-20 minutes)

This version of TEXT GAMES is for younger students.

RECOMMENDED GRADE LEVELS

1-2 (see above for adjustments for grades 3-6)

PROCESS

1. Flash the lines of the nursery rhymes from Set 3 on slides or write them on the board, and read them out loud. Ask students what they notice about the words at the end of the sentences.
2. Flash the lines from Sentence #3 in Set 3 (modified for younger children), and ask them what they notice about the words at the end of the sentences. Guide the children towards rhymes, and inform them that this is one way Roald Dahl writes, so that his writing sounds like nursery rhymes sometimes to appeal to children.
3. Show them the sentence "Let us go from this horrible hill!" and ask them to think of words that may rhyme with "hill" and write them on the board. You can then ask students to try forming sentences to end with the words on the board as a class, and facilitate the process.
4. If students progress quickly, you may choose to use other sentences from Set 2. Alternatively, you may use the first line of "Humpty Dumpty" or "I'm a Little Teapot" and ask students to find other rhyming words to these lines, and attempt to construct sentences with them. You can customize or vary the activity based on your student level and profile.

TELL ME A STORY *(15-25 minutes)*

TELL ME A STORY is a verbal storytelling lesson that challenges students to comprehend themes and ideas of a story through repetition. The storytelling is also aided by drawing, and writing samples for students who have different learning styles.

RECOMMENDED GRADE LEVELS

3-6 (see below for adjustments for younger students)

MATERIALS

Paper

Pencils, markers, and/or crayons

PROCESS FOR OLDER STUDENTS

1. Give your students one of the following prompts. Give students enough time to respond to the prompts in writing or by drawing:
 - Write or draw about a time you felt warm.
 - Write or draw about a time you felt safe.
 - Write or draw about a time you overcame a challenge.
 - Write or draw freeform about a feeling.
2. Once students have finished responding to the prompt, divide them into pairs.
 - Listening to their partner's story.
 - Memorize parts of the story so that they can retell the story.
 - Tell the story to another pair in the room.
3. Have them post their writing samples and pictures somewhere in the room (note: this is linked to the post-show CHARACTER TRAITS activity on page 23).

PROCESS FOR YOUNGER STUDENTS

1. Print pictures of different things to help students visualize the prompts (a park, a fireplace, a house, people, etc.)
2. Instruct students to choose one or two images that they relate to based on the prompt (i.e. "Which picture makes you feel warm?")
3. Have the students pick an image that they relate to depending on the question asked above. (Which picture makes you feel warm)

THE OLD MAN NEEDS YOUR HELP *(15-25 minutes)*

OLD MAN NEEDS YOUR HELP is a creative problem solving lesson that requires your students to collaborate using the plot of the story. There are no limits to what they come up with, so encourage them to be creative and think big!

RECOMMENDED GRADE LEVELS

1-6

MATERIALS

Paper

Markers, crayons, and/or colored pencils

SETUP

Divide students into groups of three or four.

PROCESS

1. Provide students the following prompts:
 - "The world is about to run out of water! A magical old man will give us a bag of crocodile tongues that can grant us two wishes. How can we use these wishes to solve this problem?"
2. Each group to decide on their two wishes and draw a picture of themselves solving the problem.
3. Have each group create a title for their picture.
4. Have them post the pictures somewhere in the room once completed.

IMAGINING CHARACTERS (25-30 minutes)

IMAGINING CHARACTERS is a text-based interpretation exercise that challenges students to visualize Dahl's language. This will aid them in gaining an understanding of how to analyze and process text.

RECOMMENDED GRADE LEVELS

1-5

MATERIALS

Excerpt from the book below

PROCESS

1. Explain to students that you are going to read them a part of the book. Students should listen to the words and how the aunts are described. Read the following excerpt from the book:

"Aunt Sponge was enormously fat and very short. She had small piggy eyes, a sunken mouth and one of those white flabby faces that looked exactly as though it had been boiled. She was like a great white soggy overboiled cabbage. Aunt Spiker, on the other hand, was lean and tall and bony, and she wore steel-rimmed spectacles that fixed to the end of her nose with a clip. She had 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. And there they sat, these two ghastly hags, sipping their drinks, and every now and again screaming at James to chop faster and faster."

2. Ask students to think of three different words to describe the aunts after hearing this paragraph and record students' responses on the board.
3. Show students pictures of spikes on page 32 and ask the following:
 - What does a spike do?
 - Where might we see spikes?
 - Think of three words to describe the spike.
 - How would you feel if you saw a spike in front of you?
4. Show students pictures of sponges on page 33 and ask the following:
 - What does a sponge do?
 - Where might we see sponges?
 - Think of three words to describe the sponge.
 - How would you feel if you saw a sponge in front of you?
5. Ask students why they think Roald Dahl chose the names "Spiker" and "Sponge" for the aunts.
6. **EXTENSION FOR ADVANCED STUDENTS:** Provide students with photographs of inanimate objects and ask them to create their own character by writing or drawing. Ask them to think about descriptive words for the object and think about what type of character could be named after this object. Students may draw a picture of their character or write a sentence introducing the character.

CIRCLE STORY (10-20 minutes)

CIRCLE STORY is a verbal storytelling lesson that helps to develop imagination and collaboration. Students should be familiar with the plot of ***James and the Giant Peach*** before attempting this lesson.

RECOMMENDED GRADE LEVELS

3-6

MATERIALS

Story cards on page 27 (optional)

SET UP

This is a circle activity.

PROCESS

1. To refresh students' memories, start with these questions, or make up your own:
 - What did James learn in this story?
 - What did the bugs learn from James in this story?
 - What are some things Spiker and Sponge should have learned in the story, but didn't?
2. Once all of the questions have been answered, tell the students that it is the class's turn to retell the story.
3. The whole class is going to work as a team. Each student will take turns telling the story by saying one sentence at a time. The goal is to get from beginning, to middle, to end.
4. You may wish to consult the story cards for guidance.

CHARACTER PICTURES (40 minutes)

CHARACTER PICTURES is a creative interpretation game using artistic skills. This activity will allow students to play to their own creative strengths, as well as make inferences about characters and plot.

RECOMMENDED GRADE LEVELS

3-6

MATERIALS

Large pieces of paper

Markers, colored pencils, and/or crayons

SET UP

- Set up several around the room, with one large piece of paper at each station.
- Label each piece of paper with a character from ***James and the Giant Peach*** (e.g. James, Spiker, Sponge, Earthworm, Grasshopper, etc.) You may also want to draw outlines of each character.
- Start with one station sat front of classroom that everyone will work on together.

PROCESS

1. Prompt students to think about the feelings someone can have inside them (e.g. happiness, sadness, anger, silliness, etc.)
2. Start by working with one character (we recommend one of the aunts) as a group at the front of the room. Ask the students to fill in what is inside of that character. If the character is kind, how can you draw kindness. Encourage students to think about colors and pictures as well as words.
3. Divide the class evenly among the stations.
4. Instruct students to draw or write what they think each character has inside of them.
5. Give students a few minutes at each station, then instruct each group to rotate.
6. After the rotations are finished, look at and discuss a few of the characters as a class.

CHARACTER TRAITS (45 minutes)

CHARACTER TRAITS is an imagination exercise using plot points from the story. It helps students visualize what a character might do in particular situations. This is best done after the students know the plot of the story.

RECOMMENDED GRADE LEVEL

2-5

MATERIALS

The scenarios below.

Roald Dahl word bank (optional)

SET UP

Flash the scenarios in a slide show or write them on a board.

PROCESS

- As a class or in small groups, ask students to brainstorm list(s) of words to describe the following:
 - James's character/personality traits (these could include adventurous, possessing leadership skills, strong, resilient, creative, intelligent, friendly etc)
 - EXTENSION for advanced students:** What James values (these could include teamwork, creativity, communication, kindness, hope, friendship, inclusivity, positivity etc)
- Reveal each scenario in isolation and ask the class what they think James would do or say in each scenario:
 - James and his friends see a small boat near their peach on the ocean. The boat is sinking, and there are three people on it. The peach may not be able to hold three more people.
 - James sees a huge iceberg. It is far away, but the peach is headed straight for it! The iceberg could slice the peach into halves.
 - The Earthworm decides to leave the group because he is unhappy that the group made him the bait for the seagulls.
- Give your students one of the following prompts and give them time to respond by writing or drawing:
 - Write about a time that James felt safe.
 - Write about a time when James overcomes a challenge.
- EXTENSION OPTION 1:** If your students wrote on the times they felt safe, warm or overcame a challenge in the TELL ME A STORY lesson on page 20, give them one of the following prompts and give them time to respond by writing or drawing. Then, have them compare these responses to their own responses from the TELL ME A STORY lesson:
 - Write about a time that James felt safe.
 - Write about a time when James overcomes a challenge.
- EXTENSION OPTION 2:** Ask students to write one or two sentences of dialogue or description of what James would do in each scenario. Advanced students may be able to implement concepts of rhyme and creative words introduced in the TEXT GAMES activity on page 19 or by using the Roald Dahl word bank on page 31.

Conversation Questions

The questions listed below are meant to stimulate group conversations between students. The questions work as follow-ups to many of the lessons listed in the previous section. These questions work best after the students have a general understanding of the plot of ***James and the Giant Peach*** and will ask them to use the story as a starting point.

- In the story, James has to overcome fear. Have you ever been scared to do something? Did anybody help you?
- Why do you think Aunt Spiker and Aunt Sponge were so mean to James? How did James feel about living with Aunt Spiker and Aunt Sponge?
- James and the bugs go on a grand adventure. Have you ever gone on an adventure before? Where did you go, and what did you do there? If you could travel somewhere you haven't traveled to before, where would you travel? How would you get there? Airplane? Giant peach? Old-timing wagon?
- Who were James' friends on the peach? Name a word that describes each of them. Which talents do they have?
- What plan does James come up with to get away from the sharks? Did the bugs think it was a good plan? How did the bugs have to help in order to make James' plan work?

Suggested Lesson Progressions

Lesson Progression 1

OBJECTIVES

1. Understand the basic plot and themes of the story.
2. Gain an understanding of Roald Dahl as a writer and the language he uses.
3. Explore the themes of imagination and overcoming challenges.

PROGRESSION

OBJECTS IN CENTER (Page 17)
(10-15 minutes, grades K-6)

WHOOSH (Page 18)
(5-10 minutes, grades 2-6)

STORY CARDS (Page 18)
(15 minutes, grades 3-5)

TEXT GAMES (Page 19)
(15-20 minutes, grades 1-6)

TELL ME A STORY (Page 20)
(15-20 minutes, grades K-6)

THE OLD MAN NEEDS YOUR HELP
(Page 20)
(15-20 minutes, grades 1-6)

IMAGINING CHARACTERS (Page 21)
(25-30 minutes, grades 1-5)

This progression could work best before seeing the show.

Lesson Progression 2

OBJECTIVES

1. Identify and discuss themes in the book.
2. Challenge students to find an intersection of personal experiences and themes of the book.
3. Challenge students to think beyond the text.

PROGRESSION

CIRCLE STORY (Page 22)
(10-20 minutes, grades 3-6)

CHARACTER PICTURES (Page 22)
(40 minutes, grades 3-6)

CHARACTER TRAITS (Page 23)
(45 minutes, grades 2-5)

This progression could work best after seeing the show.

Whoosh

The following story is for the WHOOSH activity on page 18. Highlighted sentences are plot points students should remember.

James Trotter, an orphan, lives with his two abominable aunts in a ramshackle house on the top of a high hill with his nasty relatives, Aunt Spiker and Aunt Sponge.

James was never allowed to play or do anything fun. Aunt Spiker and Sponge make him clean, and cook while they relax and eat food all day.

WHOOSH

One day a mysterious old man appears out of nowhere.

He gives James a small bag filled with thousands of slimy, green, crocodile tongues.

On his way back to the house, James trips and spills the crocodile tongues everywhere. They wiggle and then bury themselves in the ground near the old peach tree. James, so upset at the fact that he lost his last chance of escaping the hill, falls asleep crying.

WHOOSH

The next morning, Spiker and Sponge leave their old house, angry that James has not cooked them breakfast.

They find James on the ground next to the old peach tree and to their amazement, a giant peach had grown overnight!

People from all over came to see the peach. The aunts even charged money for people to see it.

WHOOSH

One day James notices hole in the side of the peach and crawls in. Once inside the peach, James meets Old-Green -Grasshopper, Miss Spider, Ladybug, Earthworm, and Centipede. They cut the stem of the Giant Peach and send the Peach rolling down the hill.

On the way down the hill, the peach rolls over Aunt Spiker and Sponge.

WHOOSH

The peach breaks out of the garden and over the edge of the hill, rolling and bouncing down the steep slope at a terrific pace. Faster and faster, flattening fences and hedges, scattering sheep. Through villages, over bridges, down, down, down. It hurtles towards the sea, the white cliffs and it reaches the edge!

And plop!... the peach falls into the sea.

WHOOSH

James, Old-Green -Grasshopper, Miss Spider, Ladybug, Earthworm, and Centipede soon discover that their peach is under attack by a school of hungry sharks.

Thinking quickly, James comes up with a plan. He orders Spider to spin as much web as she can. The other bugs and James use the web to tie seagulls to the giant peach. The seagulls lift the peach out of the water.

WHOOSH

Before the group of bugs can relax, Centipede falls off of the peach.

Spider ties a thread to James who jumps in the water, and rescues Centipede from drowning! The bugs and James, exhausted from their eventful day, fall asleep knowing that they have made it to safety.

WHOOSH

The group of friends wake up to realize that in one night they had flown to America. A plane starts to fly towards them. The friends duck, and the plane cuts the thread tied to the seagulls.

WHOOSH

The Peach falls through the sky and lands on the Empire State building! Citizens, policemen, and firefighters help lower the Giant Peach, and place it in Central Park. The Mayor of New York invites James and his buggy friends to live in Central Park for the rest of their life. They all lived happily ever after.

WHOOSH

Story Cards

The following worksheet is used in the STORY CARDS lesson on page 18. Cut the cards along the lines to create a story deck.

James's parents are killed by a rhinoceros and he is sent to live with his aunts, Aunt Spiker and Aunt Sponge.	Aunt Spiker and Aunt Sponge are incredibly cruel to James. He feels lonely and sad.
An Old Man gives James a bag of magical green things that will help him with his misery.	James trips and falls, dropping the bag of magical green things which sink into the ground.
James and his aunts find a giant peach in their backyard. His aunts turn it into a tourist attraction.	James finds a tunnel and crawls into the center of the peach, finding many large creatures inside.
Centipede cuts the peach away from its tree, which rolls into the Atlantic Ocean.	James and his creature friends escape shark attacks and the strong winds. They tie the peach to seagulls and flew above the ocean.
The Peach Flies into New York City and lands on the top of the Empire State Building.	Peach is set up in Central Park in New York City where James and his friends live happily after.
James's parents die and he is sent to live with Aunt Spiker and Aunt Sponge, who are cruel to him.	An Old Man gives James a bag of magical green things to save him from misery. James drops them, and they sink into the ground.
James and his aunts find a giant peach in their backyard. James finds a tunnel and crawls into the peach, finding many large creatures inside.	Mr. Centipede cuts the peach away from its tree, which rolled into the sea, killing James's aunts along the way.
James and his creature friends escape danger in the sea. They tie the peach to seagulls and flew in the sky.	They land safely in New York City, where they lived happily ever after.

Story Cards

The following worksheet is used in the STORY CARDS lesson on page 18. Students should place their story cards in order of what happens in the story.

1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.

Text Games

These charts accompany the TEXT GAMES lessons on page 19.

SET 1

1.	<p>I will tell you what I ate on my birthday. I ate noodles made from poodles on a slice of garden hose.</p> <p>For dinner on my birthday shall I tell you what I chose, Hot noodles made from poodles on a slice of garden hose.</p> <p>[Mr Centipede]</p>
2.	<p>I often eat boiled cabbages. When you serve them with larvae's and slugs.</p> <p>I often eat boiled slobbages. They're grand when served beside Minced doodlebugs and curried slugs. And have you ever tried Mosquitoes toes and wampfish roes most delicately fried?</p> <p>[Mr Centipede]</p>
3.	<p>I am as pretty as a rose! Look at my face, and how perfect my nose is.</p> <p>I look and smell as lovely as a rose! Just feast your eyes upon my face, observe my shapely nose!</p> <p>[Aunt Sponge]</p>

SET 2

Sentence	Possible Rhyming Words
Ladybug: Let us go from this horrible hill!	Bill, pill, fill, gill, Jill, kill, sill, till, until, ill
Miss Spider: Whenever he catches a cold...	Fold, mold, sold, gold, bold, hold, told, old
Centipede: I've eaten many strange and scrumptious dishes in my time...	Slime, lime, sublime, mime, crime, grime, prime
Aunt Sponge: behold my gorgeous curvy shape, my teeth, my charming grin!	Bin, din, fin, gin, kin, pin, sin, tin, win, thin

Text Games

SET 3

1.	Rock-a-by baby, on the tree top, when the wind blows the cradle will rock. When the bough breaks, the cradle will fall, and down will fall baby cradle and all.
2.	Row, row, row your boat, gently down the stream. Merrily, merrily, merrily, merrily, life is but a dream.
3.	Star light, star bright, first star I see tonight; Wish I may, wish I might, have the wish I wish tonight.
4.	The itsy bitsy spider climbed up the waterspout. Down came the rain and washed the spider out. Out came the sun and dried up all the rain and the itsy bitsy spider climbed up the spout again.
5.	Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall. All the king's horses and all the king's men Couldn't put Humpty together again.
6.	Jack and Jill went up the hill to fetch a pail of water. Jack fell down and broke his crown, and Jill came tumbling after.

Text Games

This word bank is meant to be used with the TEXT GAMES lessons on page 19.

1. **Argy** (verb): If giants or human beans or cattlerpiddlers are argying, they are having an argument.
2. **Biffsquiggled** (adjective): If you feel biffsquiggled, you are confused or puzzled.
3. **Bibble** (verb): When something bibbles, it makes a soft gurgling sound.
4. **Bish** (verb): If you bish something, you ruin it.
5. **Bundongle** (noun): A bundongle is something that contains only air.
6. **Catasterous** (adjective): A catasterous situation is very bad indeed, and a catasterous disastrophe is the worst of all.
7. **Churgle** (verb): When you churgle, you gurgle with laughter.
8. **Crodsquinkled** (adjective): If a giant is crodsquinkled, he is in a hopeless situation.
9. **Daddle** (verb): If you daddle, you run very fast.
10. **Darksome** (adjective): Dark and murky.
11. **Diddly** (adjective): Individual or distinct.
12. **Dispunge** (verb): If you dispunge something, you hate or loathe it.
13. **Dreadly** (adjective): A dreadly creature, such as the dreadly vindscreen-viper, is feared because it is so dreadly.
14. **Exunckly** (adverb): If you say “exunckly” to someone, you are agreeing with what they have just said.
15. **Flavory-savory** (adjective): Sweet and delicious, as fresh walnuts taste to monkeys.
16. **Fizzwiggler** (noun): A fizzwiggler is someone who is mean and cruel.
17. **Fluckgungled** (adjective): See “crodsquinkled.”
18. **Frumpet** (noun): If you call someone a frumpet (not that you would), you mean that they are old and unattractive.
19. **Giganticus** (adjective): Grand and spectacular.
20. **Glimp** (noun): A very quick glimpse or peek.

Imagining Characters: SPIKER

This worksheet is used for the IMAGINING CHARACTERS exercise on page 21.



RESOURCES

Imagining Characters: SPONGE

This worksheet is used for the IMAGINING CHARACTERS exercise on page 21.



Further Reading

1. Brooks, Katherine. "50 Amazing Words Roald Dahl Made Up." Huffington Post. Huffington Post, 13 Sept. 2016. Web. 17 Nov. 2016.
2. "Roald Dahl." Biography.com. A&E Networks Television, 09 Sept. 2016. Web. 14 Dec. 2016.
3. Roald Dahl: From Books To Film. Roald Dahl: From Books To Film. Watchmojo.com, 24 Nov. 2009. Web.
4. "Roald Dahl's Swashboggling Words Get Their Own Dictionary." BBC. British Broadcasting Company, 18 May 2016. Web. 28 Nov. 2016.