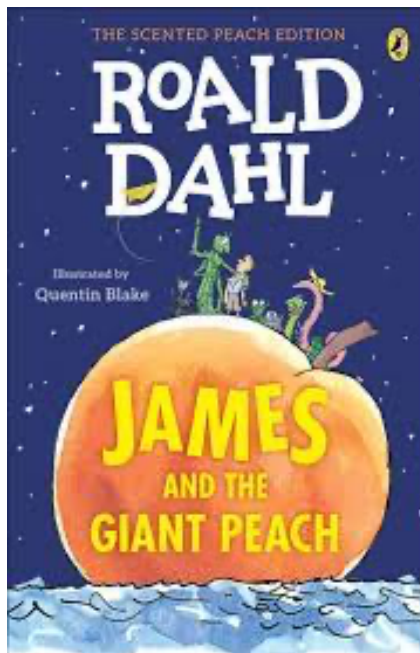

Summer Reading Assignment

Incoming Fourth Graders

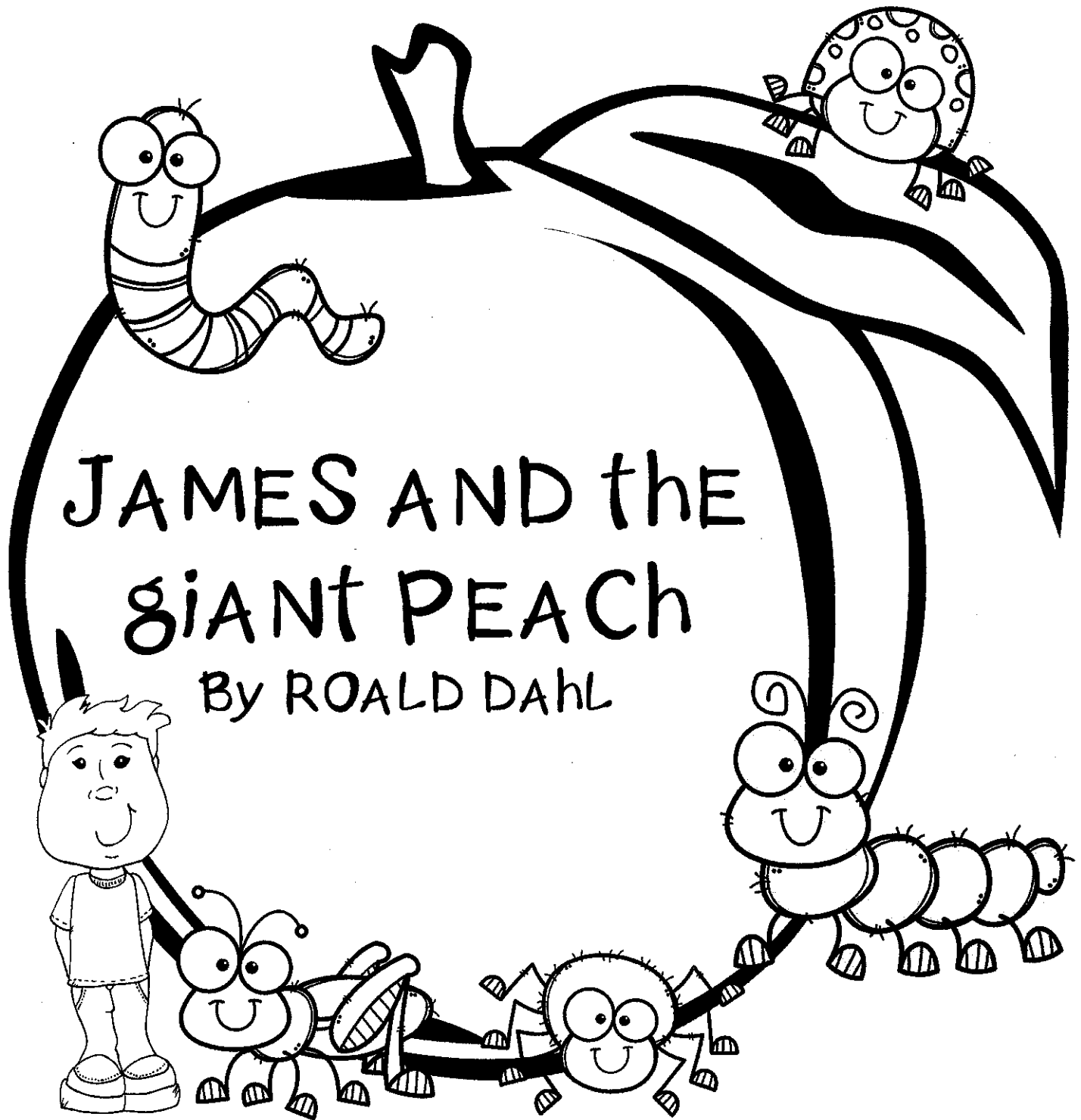
Welcome to the wonderful world of Roald Dahl!

- Read chapter book:
 - James and the Giant Peach by Roald Dahl
(The cover may look different as long as the title and author match.)



- Complete the attached packet. (Note: some chapters do not appear in the packet but the pages are numbered to help guide your child on completing the full packet.)
- Summer reading assignment is due **Friday, 8/18/23**.

*"Books shouldn't be daunting,
they should be funny, exciting, and wonderful."
~Roald Dahl~*



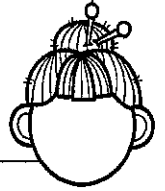
Name _____ Date _____ Class _____

CHAPTERS 1-3

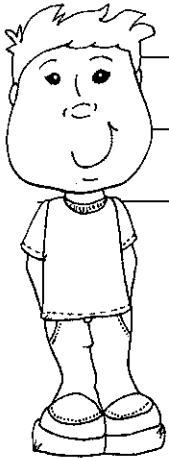
STRATEGY FOCUS: COMPARING & CONTRASTING

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.

AUNT SPONGE	HOW THEY ARE ALIKE	AUNT SPIKER



What did James have to play with?



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. Be sure to use the meaning of the word as it is used in the story.

CHAPTER 1	CHAPTER 2	CHAPTER 3
Nuisance Ramshackle Desolate	Peculiar Ghastly Laurel	Mildewed Luminous

VOCABULARY WORD	MY SENTENCE

CHAPTERS 4-7

What did the Old Man say about the magical bag?



What happened to the magical bag James was carrying?

STRATEGY FOCUS: EXTENDING THE MEANING OF THE TEXT

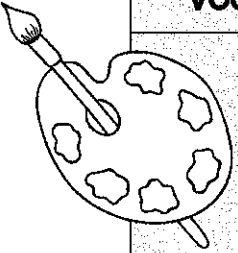
How do you think James' aunts can make money off the peach? How could you make money off of the peach? List as many ways James' aunts and you could make some money.

HOW JAMES' AUNTS COULD MAKE MONEY	HOW I WOULD MAKE MONEY



STRATEGY FOCUS: WORKING WITH WORDS

Choose **two** of the following vocabulary words (hideous, precious, despair, bulging, cautiously) and draw a picture of them.

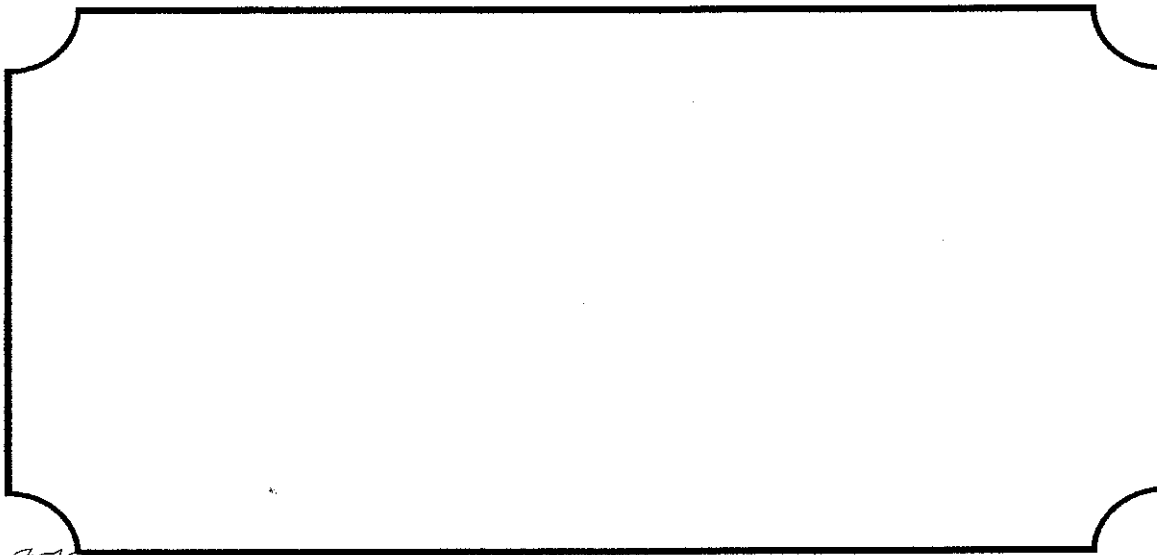
VOCABULARY WORD		
 <p data-bbox="321 1864 435 1896">PICTURE</p>		

CHAPTERS 8-12

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

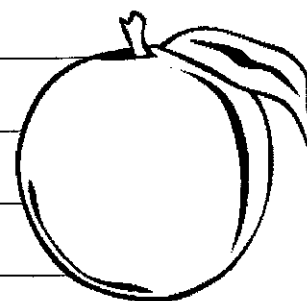
STRATEGY FOCUS: EXTENDING THE MEANING OF THE TEXT

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?



What did James have to do when the people were gone?

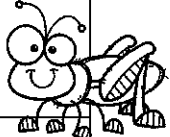




Describe James' experience when he decided to explore the opening (tunnel) of the peach.



CHAPTERS 8-12 CONTINUED...

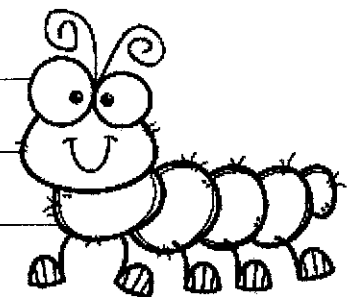
STRATEGY FOCUS: UNDERSTANDING CHARACTERIZATION

Good readers will understand the characters of the story. Using the descriptions in the book, describe in detail the characters below.

CHARACTER	CHARACTER'S DESCRIPTION
GRASSHOPPER	
SPIDER	
LADYBUG	
CENTIPEDE	
EARTHWORM	

How did the creatures grow to be so big?

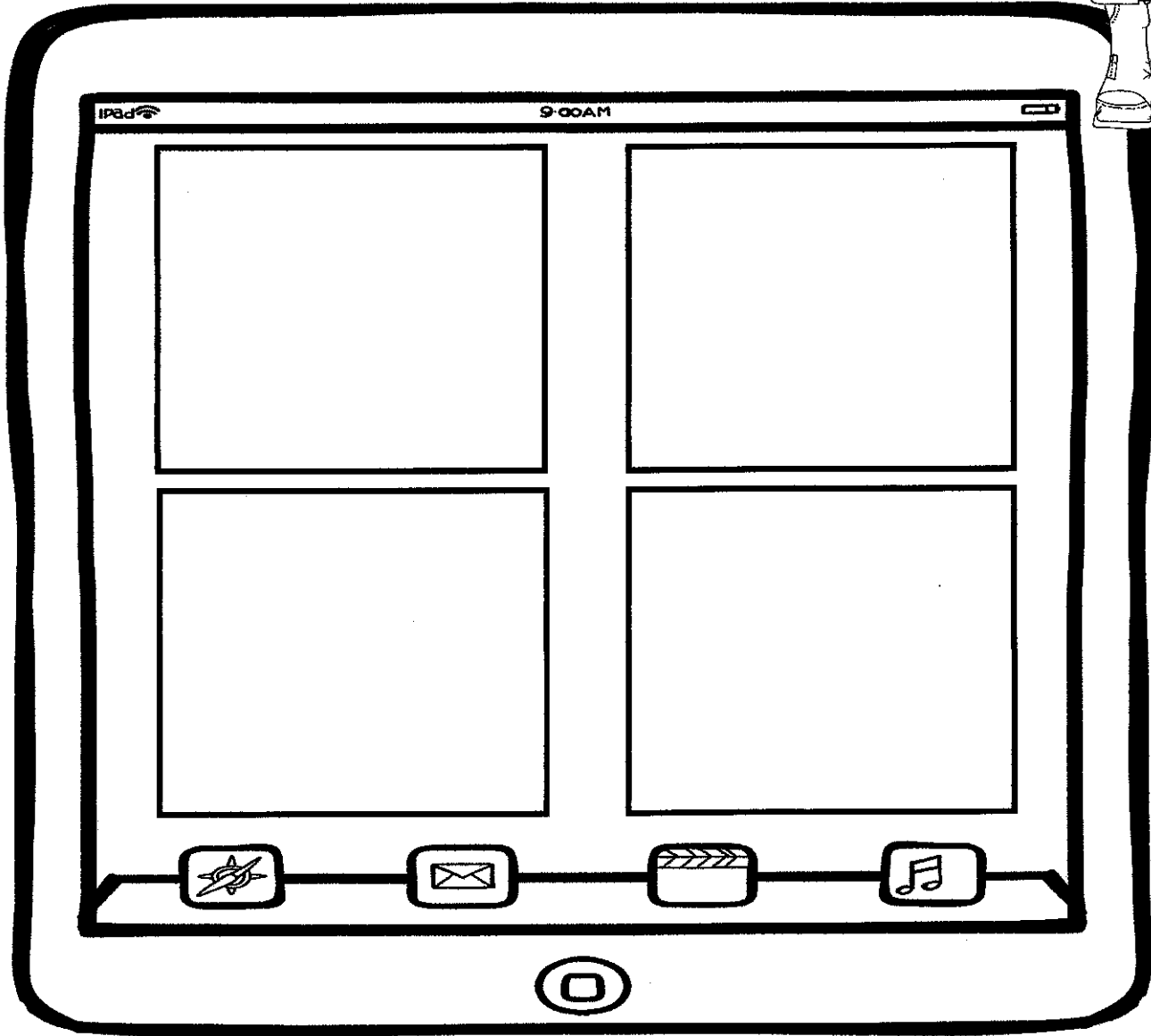
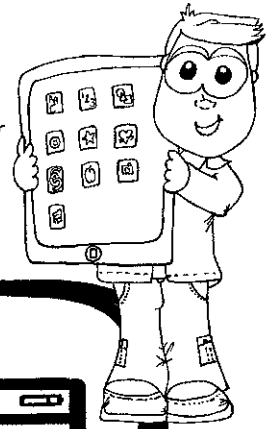
Why did James like the centipede?



CHAPTERS 15-16

STRATEGY FOCUS: EXTENDING THE MEANING OF THE TEXT

What sort of "apps" would help James? For this activity, you are asked to design four colorful "apps" that you think would be beneficial to James in for chapters 15 & 16. Draw and color your "apps" on the technology device below. You will also need to explain what each "app" is and how it would help James.

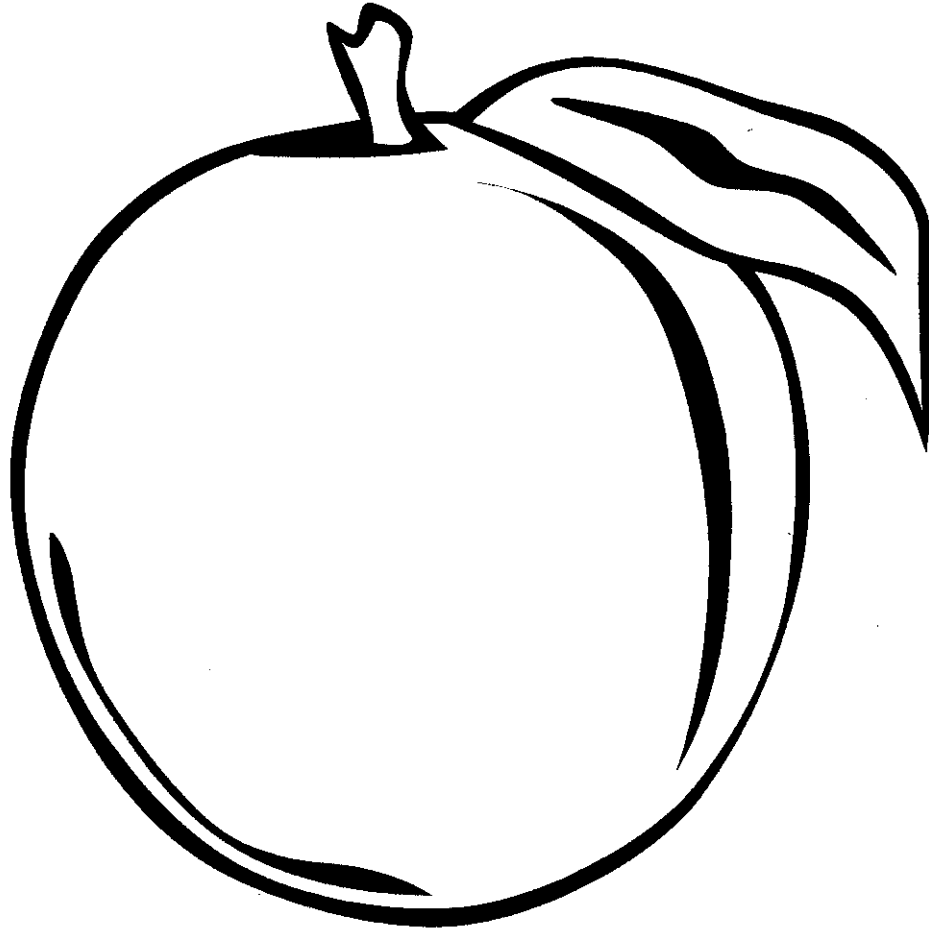


EXPLANATION OF YOUR "APPS"

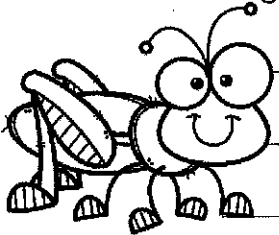
Top Left "App"	Top Right "App"	Bottom Left "App"	Bottom Right "App"

CHAPTERS 17-19

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

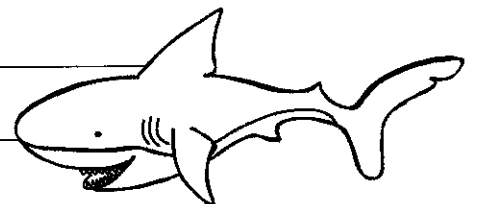


What did the grasshopper think they should do before they exited the peach?

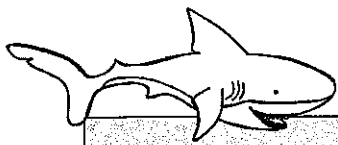


How does the earthworm feel about being in the sea?

Why are all the creatures in the peach worried at the end of chapter 19?



CHAPTERS 20-23

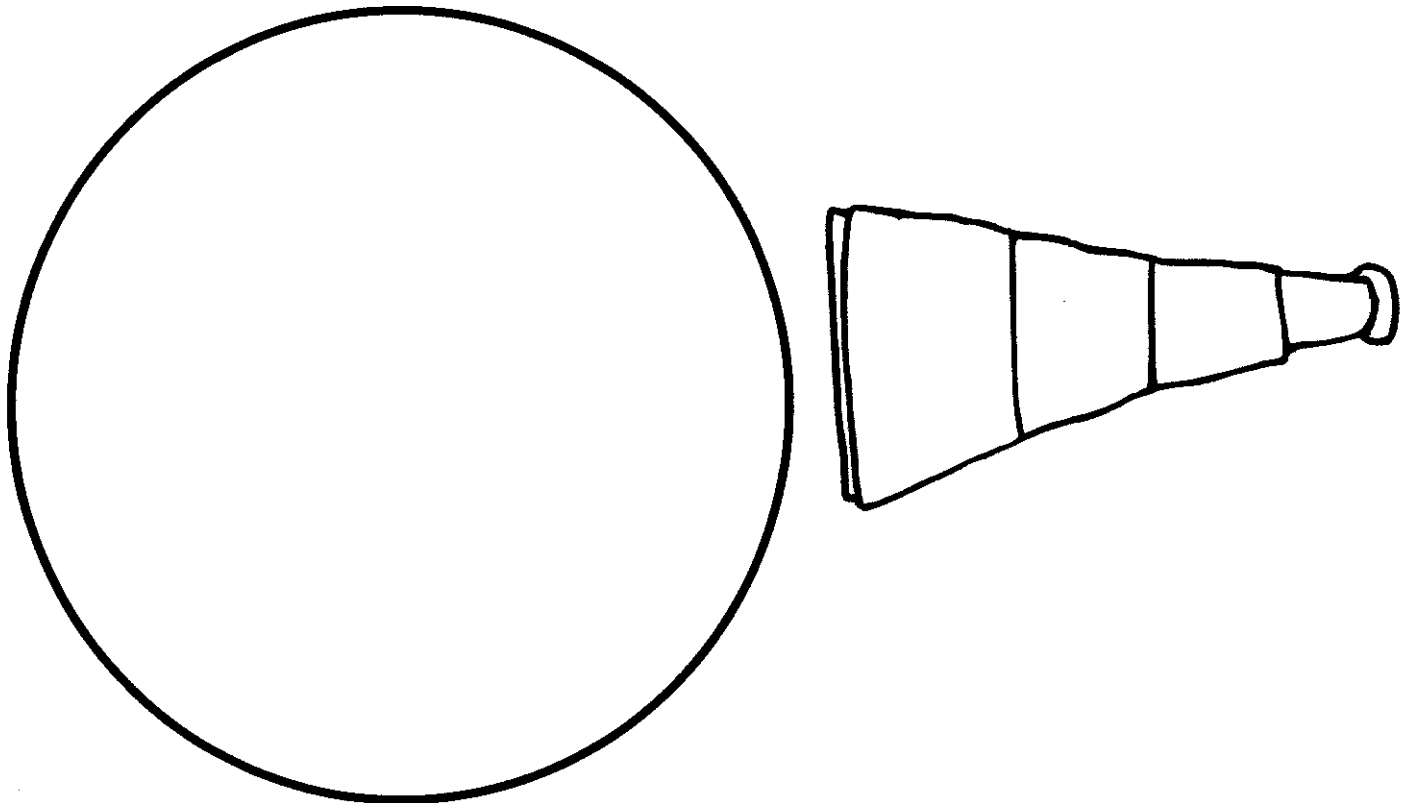


What was James' plan to get away from the sharks? What did the creatures think of the plan? Write your answer on the "shark" below. Include in your answer the words *earthworm*, *seagulls*, *web*, and *water*.

JAMES' PLAN	WHAT THE CREATURES THOUGHT

STRATEGY FOCUS: VISUALIZING

Good readers will draw pictures in their heads as they read to better understand the story. When the ship's captain looked through the lens of his telescope, he was terrified. In the "telescope lens" below, draw what you think the captain saw.



STRATEGY FOCUS: WORKING WITH WORDS





Choose **two** of the vocabulary words (*exhorting*, *ascent*, and *gaping*) and use them in a sentence. Be sure to use the meaning of the word as it was used in the story.

VOCABULARY WORD	MY SENTENCE

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. List 2-3 adjectives that would help describe each of the characters below. Your descriptions can be a physical description such as red or a personality description such as rude.

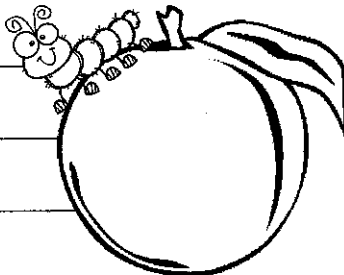
CHARACTER	2-3 ADJECTIVES
 GRASSHOPPER	
 SPIDER	
 LADYBUG	
 CENTIPEDE	
 EARTHWORM	

STRATEGY FOCUS: UNDERSTANDING THE GENRE

Think about it... this book is a fantasy book. What makes this a fantasy? Even though this is a fantasy book, some things really could take place. In the chart below, share some examples of some things in the story that would make it a fantasy. Share some things that could happen.

EXAMPLES OF FANTASY	EXAMPLES OF SOMETHING REAL

What did James do when the centipede got too close to the edge of the peach?

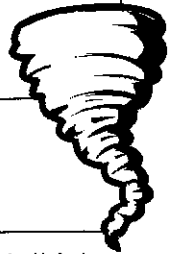


CHAPTERS 31-36

STRATEGY FOCUS: IMPORTANT DETAILS

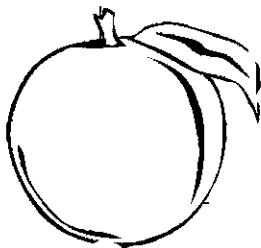
Good readers will be able to identify important details in the story. For this part, you are asked to describe how the cloud men made various forms of weather.

TYPE OF WEATHER	HOW THE CLOUD MEN CREATED WEATHER
HAIL	
RAINBOW	
THUNDER	
BLIZZARDS & TORNADOES	



In the morning, what did James and the creatures see and what did the people of New York think the peach was?

WHAT JAMES & CREATURES SAW	WHAT THE PEOPLE OF NEW YORK THOUGHT



How did James and the creatures get the peach to "fall" from the sky? Where did the peach land?

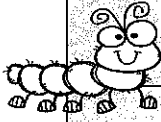


What were some of the names that the people thought the creatures were?




CHAPTERS 37-39

Strategy Focus: Character Description

James described each of the creatures to the people of New York. The unique quality of each creature helped them become successful in America. Fill in the chart below with the new job each creature had in America. Then place an "x" if you would like that type of job.

CREATURE	NEW JOB	I WOULD LIKE THAT JOB
 CENTIPEDE		Yes ___ No ___ Maybe ___
EARTHWORM		Yes ___ No ___ Maybe ___
GRASSHOPPER		Yes ___ No ___ Maybe ___ 
GLOW-WORM		Yes ___ No ___ Maybe ___
 SPIDER		Yes ___ No ___ Maybe ___
LADYBUG		Yes ___ No ___ Maybe ___
SILKWORM		Yes ___ No ___ Maybe ___

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



What happened to the peach stone?
