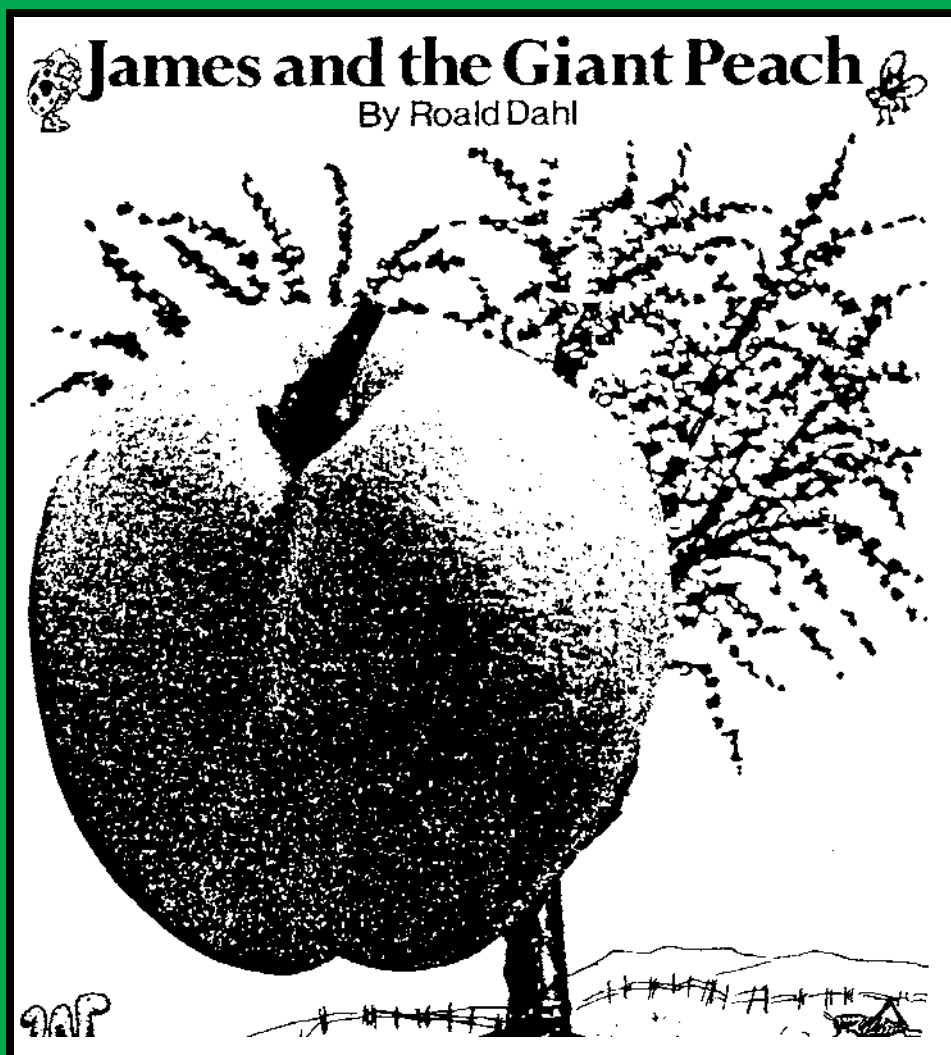


Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with the novel *James and the Giant Peach* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

Pre-Reading Activities (cont.)

6. **Science Connection:** James travels with several insect companions. Although they are gigantic, they possess characteristics typical of their species. Do some research to find information about spiders, ladybugs, centipedes, earthworms, and glow-worms.
7. Read the common elements of a fairy tale listed in the chart below. Discuss these elements with your classmates and share examples of these elements from familiar fairy tales. When you have finished the book, return to this chart and provide examples from the book that illustrate ways that this book is a modern fairy tale.

Elements of a Fairy Tale	Examples
begins “once upon a time”	
good <i>vs.</i> evil—good rewarded, evil punished	
characters who are entirely good or entirely evil	
teaches a moral or lessons in living	
animals talk	
magic or supernatural	
trickery	
ends “happily ever after”	

Chapters 1, 2 (cont.)

Question for Discussion:

Do you think it was a comfort or a source of sadness to James that he could just see a bit of his old house in the distance?

Literary Device: Simile

A simile is a figure of speech in which two unlike objects are compared using the words “like” or “as.” For example:

The ocean spread out below him like a magic carpet.

What is being compared?

What does this tell you about the ocean?

What is being compared in the following simile?

Aunt Sponge was like a great white soggy overboiled cabbage.

What does this tell you about Aunt Sponge?

Writing Activity:

Pretend that you are James. Write a journal entry describing a typical day now that you are living with your aunts. Tell what you might do, how your aunts behave, and how you feel about these experiences.