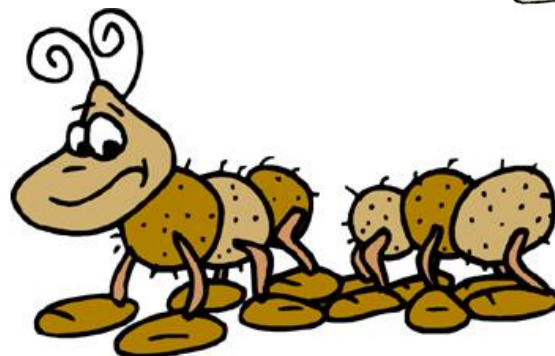
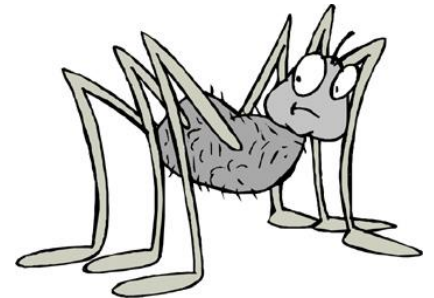


*James and the
Giant Peach*
Comprehension Guide
By Roald Dahl



Name:

Date:



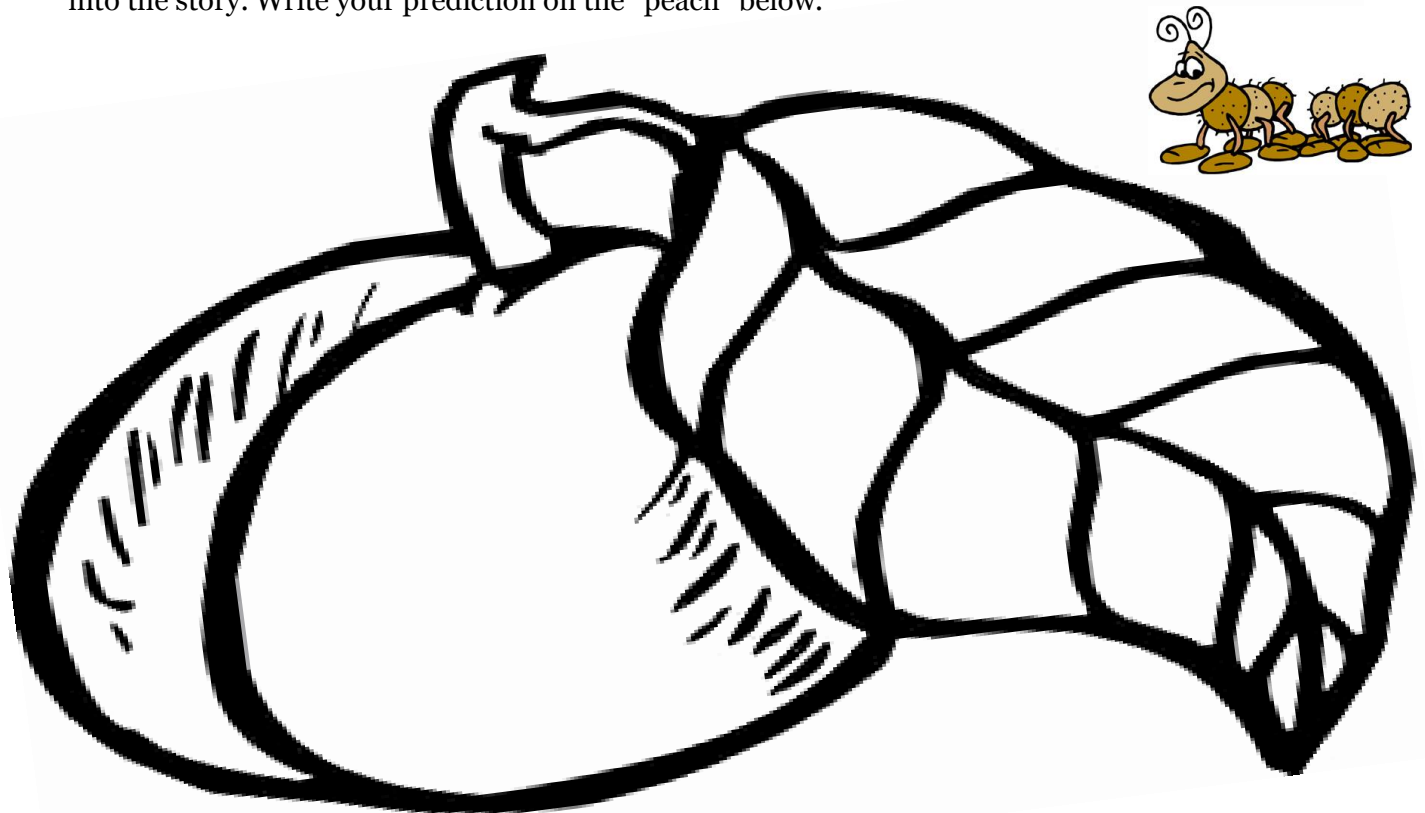
James and the Giant Peach Comprehension Guide by Roald Dahl



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. Write your prediction on the “peach” below.



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 comprehension guide for the words for each chapter.

If you have difficulty with some of the other vocabulary words from your reading, just remember that some have more than one definition. So make sure the one you use fits the way you think it would be used in the story.

Good Readers will use context clues...

Comprehension Guide Directions

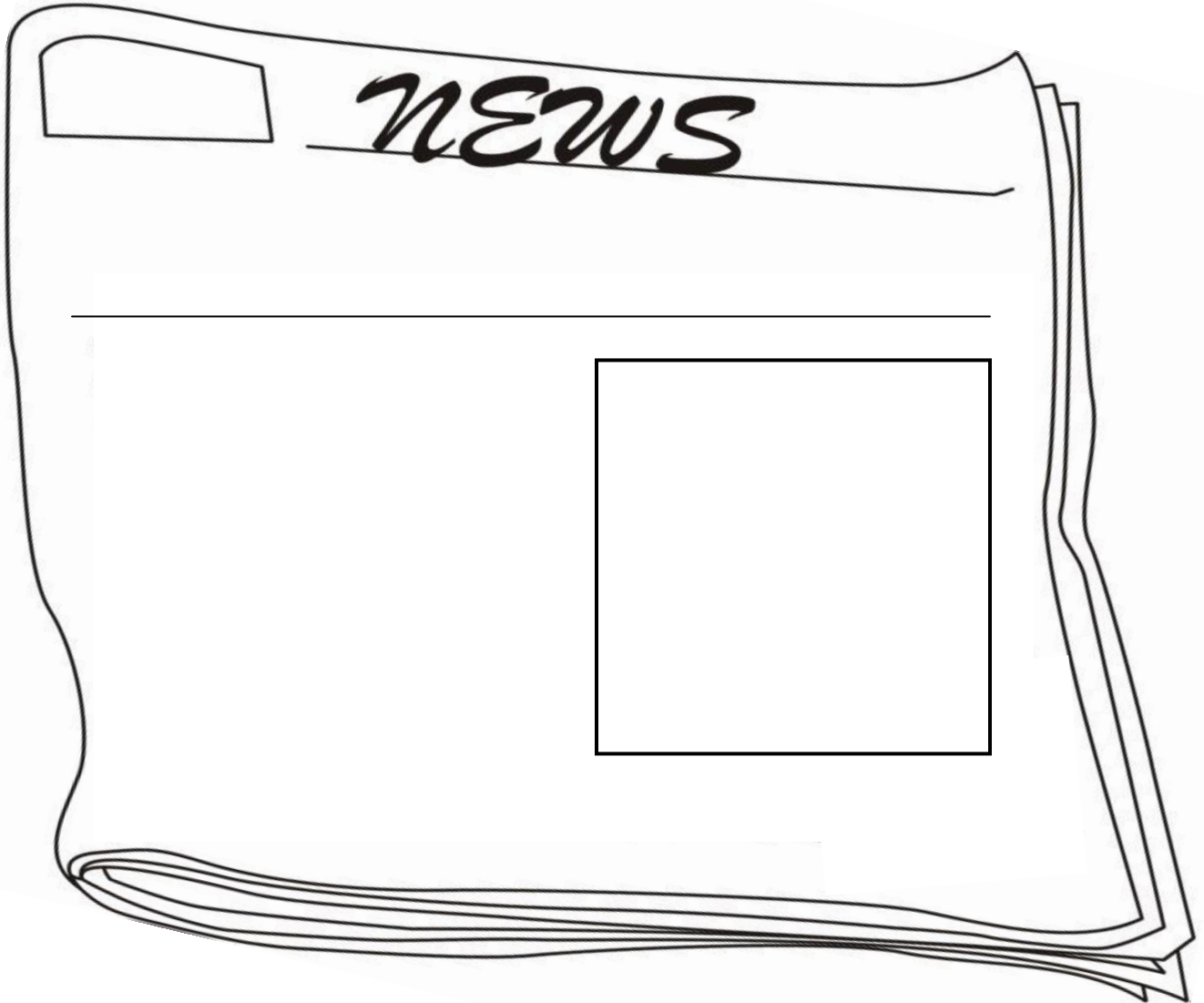
Answer the following questions about the story James and the Giant Peach.
Whenever possible, try to use complete sentences.



Chapters 1-3

Strategy Focus: Extending the Meaning of the Text

Good readers will try to extend the meaning of what they are reading to better understand the story. James' parents were not around because they got eaten by a rhinoceros. For this activity, you are asked to create a name of a newspaper (_____ News), a headline, a picture, and the first 2-3 sentences about what you think happened with his parents and the rhino.



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

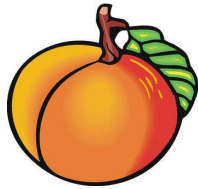
Sort of a weird question for a weird situation, but if you were to get eaten by something and had a choice in the matter, would you rather get eaten by a rhino, a boa constrictor, or a hyena?

Good readers will think about what they are reading...

Chapters 1-3 continued...

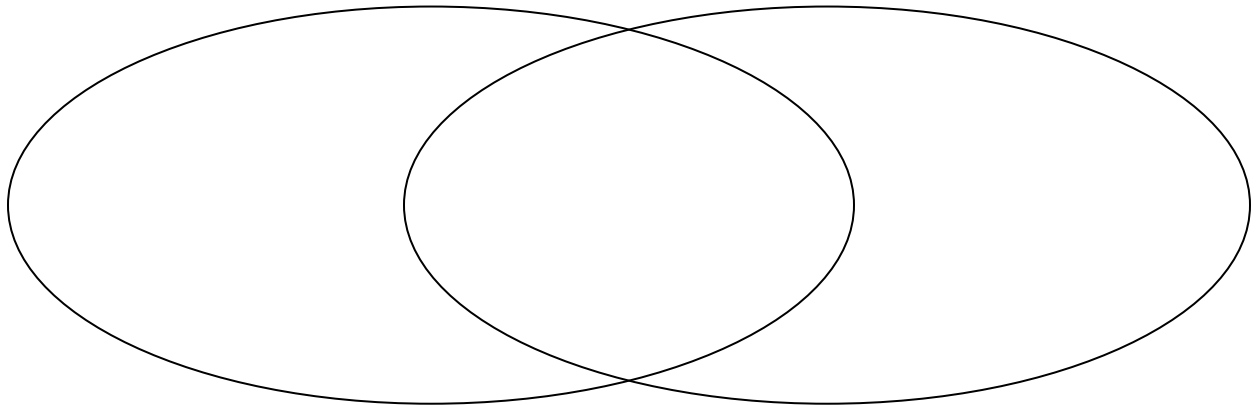
Strategy Focus: Comparing & Contrasting

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. Use pages 2-5 to help you.



Aunt Sponge

Aunt Spiker



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

If you had a choice at this part of the story, would you want to live with Aunt Sponge or Aunt Spiker? Do you know anyone like Aunt Sponge and Aunt Spiker?

Good readers will think about what they are reading...

Strategy Focus: Visualizing

Good readers will draw pictures in their heads about what they are reading. On the picture frame below, draw Aunt Sponge and Aunt Spiker.



Chapters 1-3 continued...

What did James have to play with?



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

If you had nothing to play with, what would you do to prevent boredom?

Good readers will think about what they are reading...



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 (page numbers may vary due to differences in books). Make sure to use the meaning of the word as it was portrayed in the story.

Chapter 1	Chapter 2	Chapter 3
Nuisance p.2 Miserable p. 2 Ramshackle p. 2 Desolate p. 3 Ancient p. 3	Peculiar p. 4 Ghastly p. 5 Laurel p. 7	Mildewed p. 8 Luminous p. 8

Vocabulary Word	Sentence

Chapters 4-7

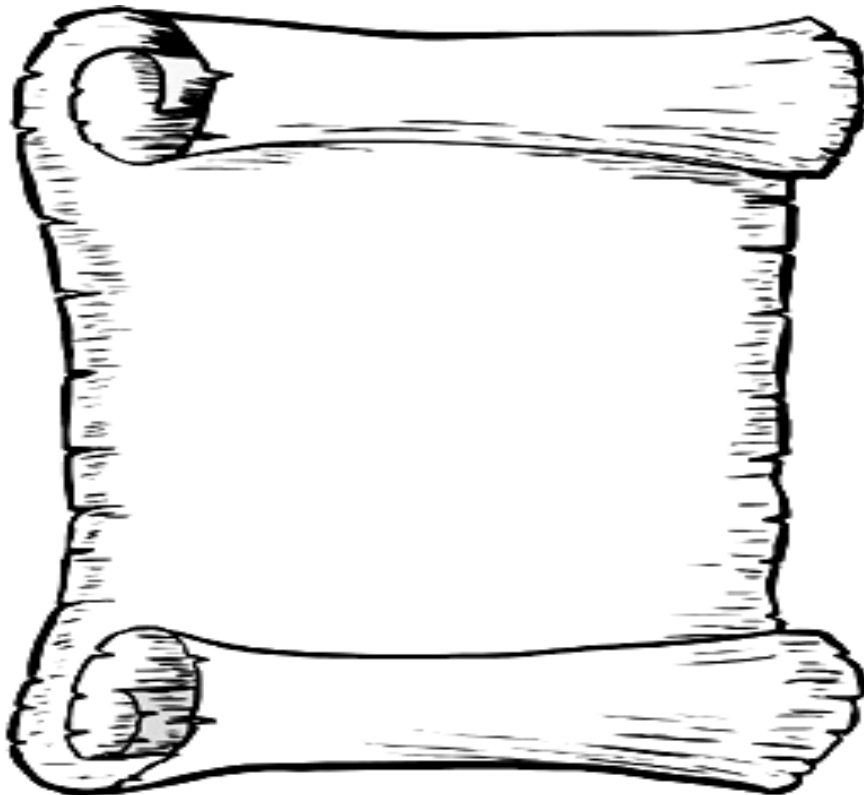
What did the old man say about the magical bag? Write your answer on the “magical bag” below.



What happened to the magical bag James was carrying?

Strategy Focus: Extending the Meaning of the Text

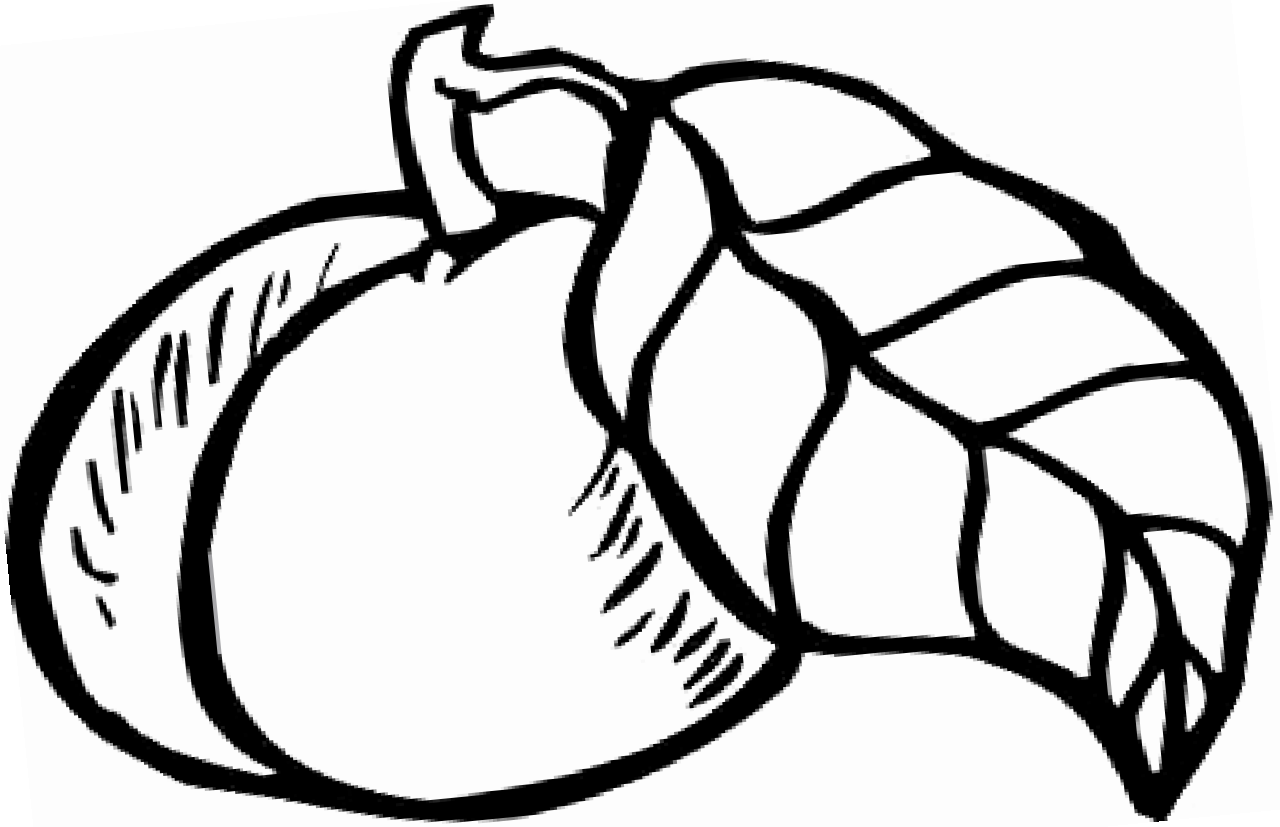
How do you think James' aunts can make money off the peach? On the “paper” below, list as many ways they could make some money.



Chapters 4-7 continued...

Strategy Focus: Extending the Meaning of the Text

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



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

Do you like peaches? What is your favorite fruit? How about your favorite food?

Good readers will think about what they are reading...



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 two** of the following vocabulary words (hideous p. 13, precious p. 13, despair p. 13, bulging p.16, cautiously p.19) and draw a picture of them.

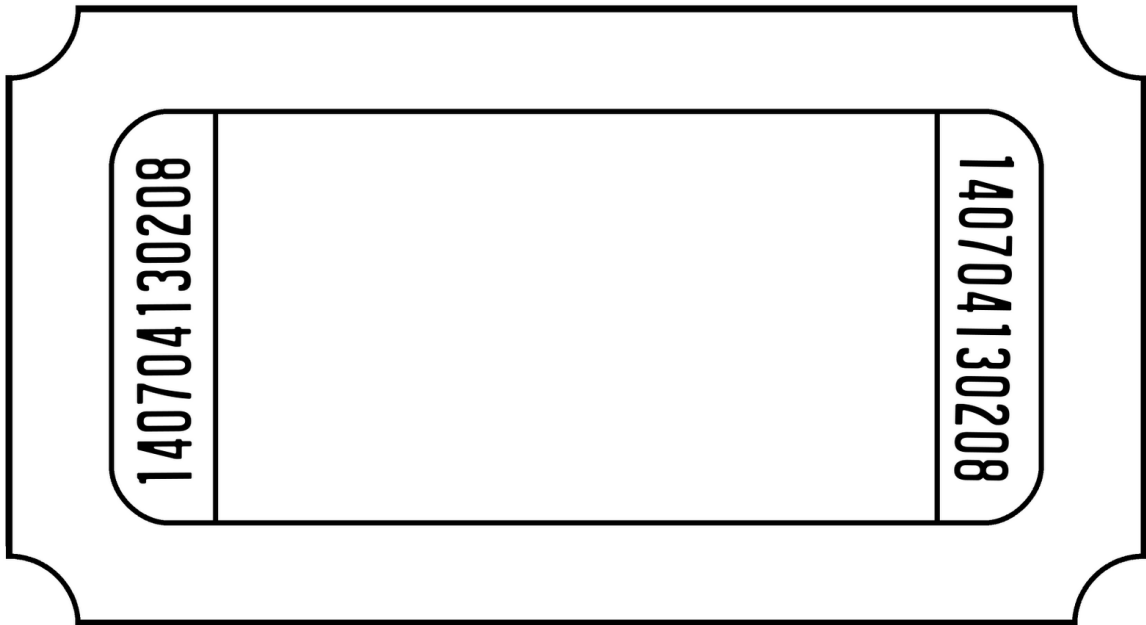
Vocabulary Word		
Picture		

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?



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

What would you do at this point if you were James? Would you try to run away?

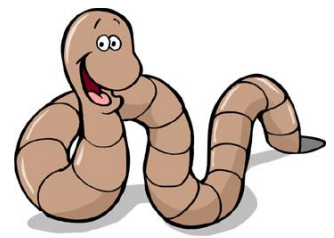
Good readers will think about what they are reading...

Where did James have to go when the people were gone?

What did he decide to do in regards to the peach?



Good readers will extend the meaning of the text...

Chapters 8-12 continued...



Strategy Focus: Understanding Characterization

Good readers will understand the characters of the story. Your task here is to 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?

<p>Strategy Focus: Extending the Text For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.</p>
<p>Of the characters you described in the chart above, which one would you most like to be friends with?</p>
<p>Good readers will think about what they are reading...</p>

Why did James like the centipede?

<p>Strategy Focus: Extending the Text For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.</p>
<p>Who is someone that makes you laugh?</p>
<p>Good readers will think about what they are reading...</p>

Chapters 13-16

Describe the glow-worm.

Strategy Focus: Extending the Text For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.
The glow-worm is sort of odd. Do you know anyone that is sort of odd but you still enjoy being around him or her?
Good readers will think about what they are reading...

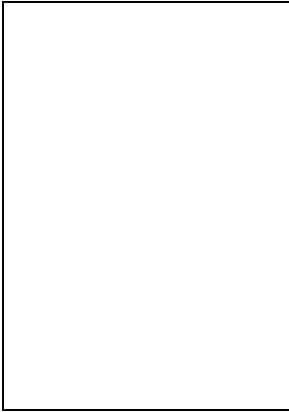
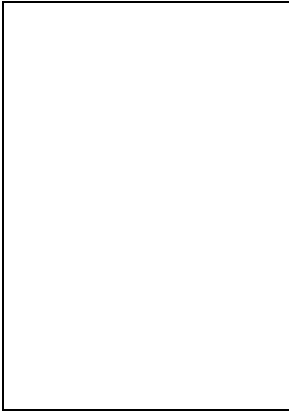
What is your opinion of the centipede so far? Why?

Why did the insects want the peach to move?



Strategy Focus: Extending the Meaning of the Text

Poor Aunt Sponge and Aunt Spiker got run over by the giant peach. In the space below, write a short obituary about Aunt Sponge and Aunt Spiker. Include in your obituary how they died, some of their interests/hobbies, who they survived by, etc. Also include a picture of each.

<h2>Death Notices</h2>	
	
Aunt Sponge	Aunt Spiker

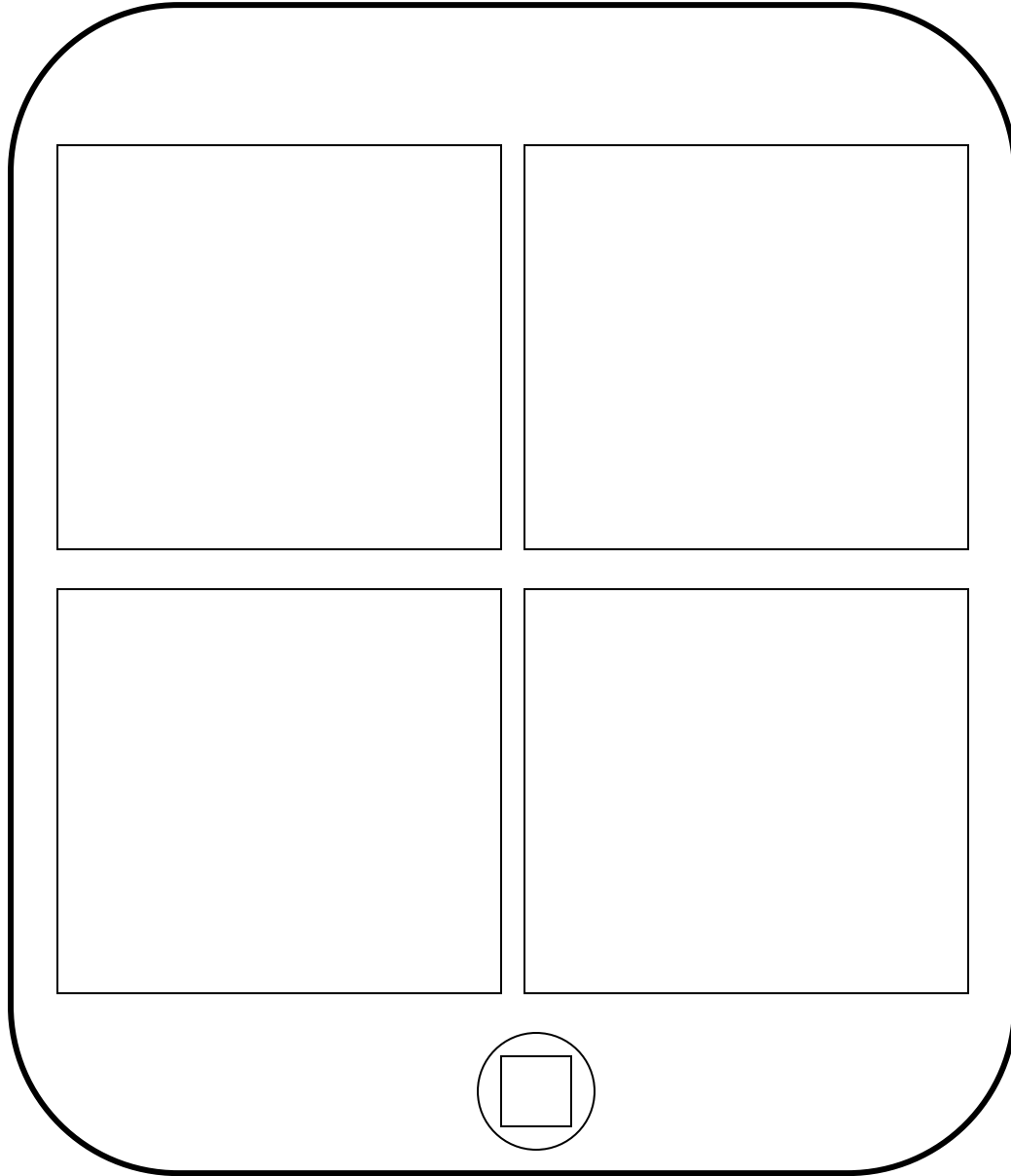
Strategy Focus: Making Predictions

Where do you think James will live next? Explain your reason why.

Chapters 15-16

Strategy Focus: Extending the Meaning of the Text

Good readers will extend the text. What sort of “apps” would help James in chapters 15 & 16? For this activity, you are asked to design your own colorful iPod Touch. Your iPod Touch should include **four “Apps”**. You will also need to explain what the application is and how it relates to your reading.



Explanation of your “Apps”

Top Left “App”	Top Right “App”	Bottom Left “App”	Bottom Right “App”

Chapters 17-19



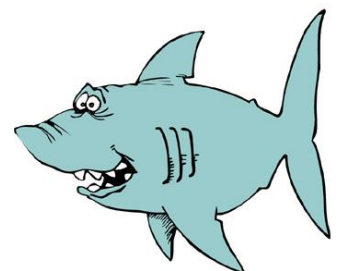
Describe the scene inside the peach when it began moving. Write your answer in the peach below.



What did the grasshopper think that 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 the chapter?



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

What would your plan be to get rid of the sharks?

Good readers will think about what they are reading...

Remember, reading is thinking...

Chapters 17-19 continued...

Strategy Focus: Extending the Meaning of the Text



To take care of their hunger problems, James told them to eat the peach. For this activity, you are asked to create a name of a restaurant and 2 or 3 menu items that could be made from a peach. Here are the steps you should take:

1. Write your restaurant name above the peach.
2. Write down at least menu items, a short description of each, and a price.
3. Make sure that your restaurant name and daily special menu items all relate to the story. An example is provided for you.

Book

Charlie and the Chocolate Factory

Restaurant Name

Grandpa Joe's Chocolates

Menu Item

Veruca Salt..... \$3.19

This dish is a mixture of salted nuts, a spoiled attitude, and chocolate.



Chapters 17-19 continued...

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

What are some strategies that you can use when
you come to a word that you don't understand?

Good readers will think about what they are reading...



Strategy Focus: Working with Words

For this activity, you are asked to match the vocabulary words with the correct meaning by putting the correct letter next to the vocabulary word. Page numbers are provided to help you determine the meaning based on context clues, but please note that some page numbers may vary due to the book being used.

- | | | |
|----------|---------------------|--|
| 1. _____ | Chaos (p. 43) | a. Impulsive; flighty; dizziness |
| 2. _____ | Disentangle (p. 45) | b. Foam; bubbles |
| 3. _____ | Trifle (p. 46) | c. A state of confusion |
| 4. _____ | Giddy (p. 46) | d. Struck with overwhelming shock or amazement |
| 5. _____ | Amidst (p. 47) | e. Precise; stiffly neat |
| 6. _____ | Dreadfully (p. 50) | f. In the middle of; among |
| 7. _____ | Primly (p. 51) | g. To untangle |
| 8. _____ | Aghast (p. 56) | h. Horribly; extremely |
| 9. _____ | Froth (p. 56) | i. A circumstance of little value |

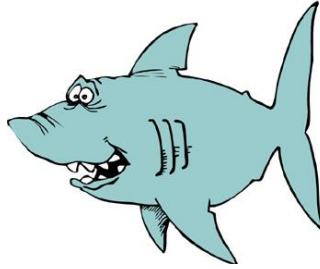
Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

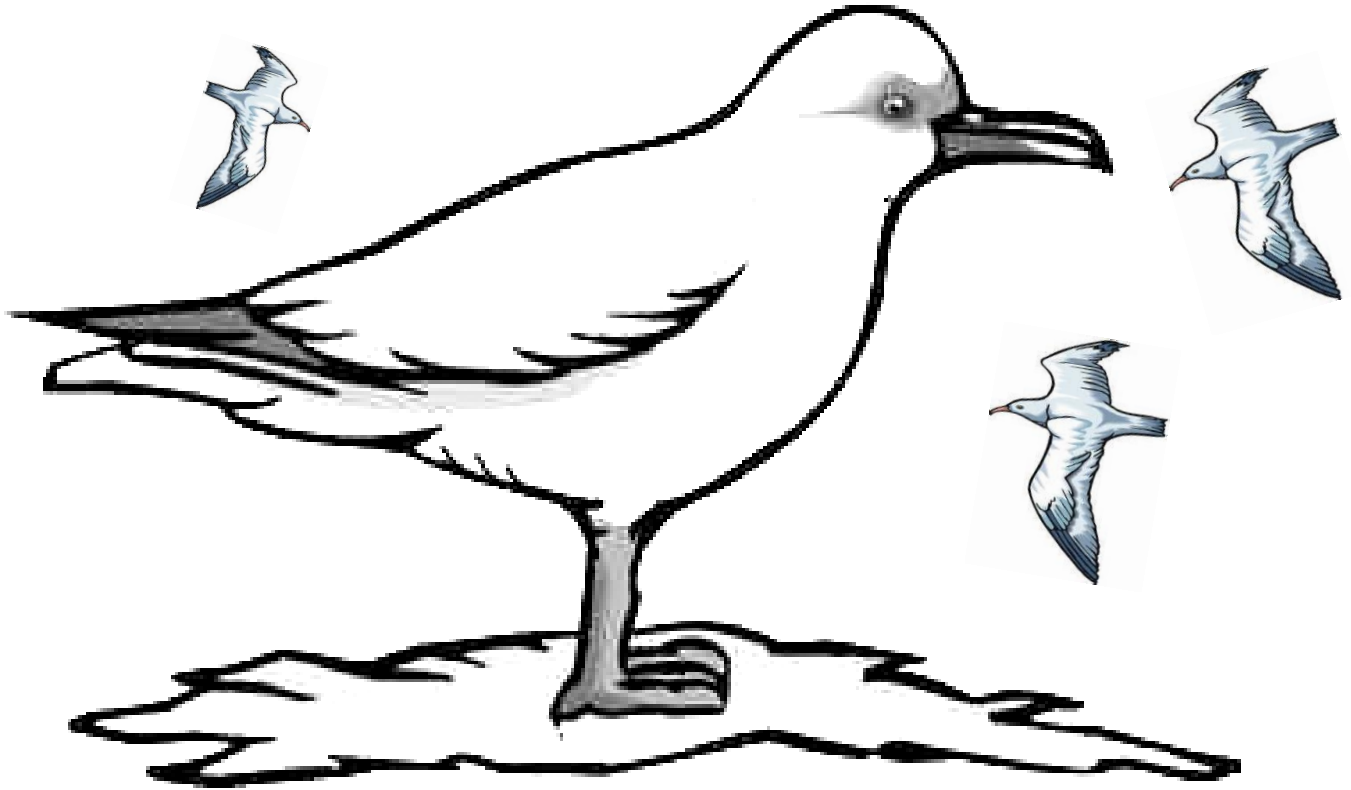
What do you think will happen next in the story?

Good readers will think about what they are reading...

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 seagull below. Include in your answer the words *earthworm*, *seagulls*, *web*, and *water*.



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

Strategy Focus: Extending the Text

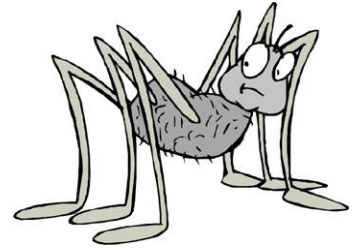
For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

If you were the earthworm, how would you feel about the plan?

Good readers will think about what they are reading...

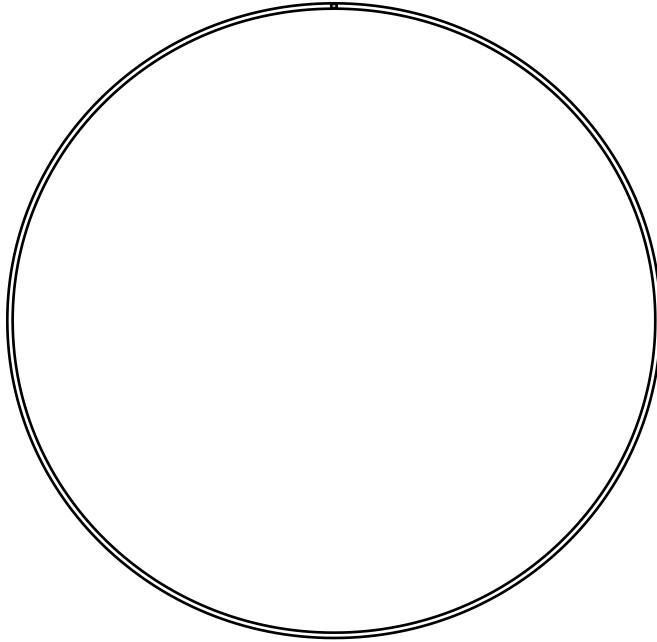
Chapters 20-23 continued...

Who went to inspect the damage from the sharks and what did he/she find out about the damage?



Strategy Focus: Visualizing

Good readers will draw pictures in their heads as they read to better understand the story. In the “telescope lens” below, draw what the boat captain saw when he looked through his telescope.



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



Strategy Focus: Working with Words

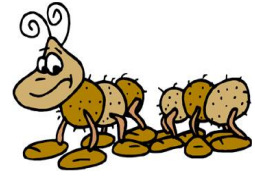
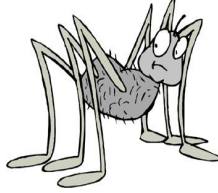
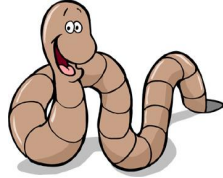
Good readers will understand the vocabulary in the story to better comprehend what they are reading. For this part, you are asked to **choose two** of the vocabulary words (exhorting p. 62, ascent p. 67, and gaping p. 69) and use them in a sentence (page numbers may vary due to differences in books). Make sure to use the meaning of the word as it was portrayed in the story.

Vocabulary Word	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. Underneath each character, write down 4-5 things that would describe each.



Grasshopper	Earthworm	Spider	Ladybug	Centipede

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

Think about it... This is a fantasy book.
What are some things that make this a fantasy?

Good readers will think about what they are reading...

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?

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

Even though this book is a fantasy, what are some things that really could happen in real life that happened in this story?

Good readers will think about what they are reading...

Good readers will understand the characters in the story...

Chapters 27-30

Fill-In-The-Blank Puzzle

As you read chapters 27-30, answer the questions below by putting one letter per box (some boxes may not be used). After answering all of the questions, unscramble the letters in the shaded boxes to form a word.

The _____ men were standing in a group and would reach out and grab handfuls of clouds and make them into big balls.

--	--	--	--	--	--	--	--	--

Then they got _____ and started shoveling the piles off the clouds.

--	--	--	--	--	--	--	--	--

The cloud men were making hail _____.

--	--	--	--	--	--	--	--	--

The _____ yelled at them because he thought they were deaf. The cloud men heard him and turned and stared motionless.

--	--	--	--	--	--	--	--	--

The cloud men began throwing the hailstones at the _____.

--	--	--	--	--	--	--	--	--

The paint was drying on the centipede. He couldn't move. The ladybug wanted to remove it with sandpaper. The grasshopper wanted to peel it off like a _____.

--	--	--	--	--	--	--	--	--

Now unscramble the shaded letters to form a word that some people from New York City thought they were.

W				g						
---	--	--	--	---	--	--	--	--	--	--



Good readers will look for details in the story...

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

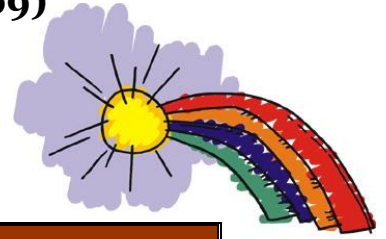
What would be your idea to help the centipede?

Good readers will think about what they are reading...

Chapter 31-Part of Chapter 37 (pages 99-109)

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 in the table below.



Type of Weather	How the Cloud Men Created Weather
Hail	
Rainbow	
Thunder	
Blizzards & Tornadoes	

What did James and the creatures see in the morning?

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



<p>Strategy Focus: Extending the Text For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.</p>
<p>Have you ever been to New York City? If not, would you like to go?</p>
<p>Good readers will think about what they are reading...</p>



How did they get the peach to “fall” from the sky? Where did it land?

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



<p>Strategy Focus: Extending the Text For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.</p>
<p>What would be some names that you would use to describe the “creatures”?</p>
<p>Good readers will think about what they are reading...</p>



Chapter 31-Part of Chapter 37 (pages 99-109) continued...

Strategy Focus: Characterization

Good readers will extend the text by trying to relate to the characters in the story. The people in New York City thought that the creatures were really strange. For this activity, you are asked to use the “cell phone” below to send a text message that James would want to send to the mayor of New York City to let him/her know who they really are. You can also use some of your own abbreviations below or use some of your own. Write your message in the cell phone. Then write your explanation to the right of the phone.

Some Texting Abbreviations

Text	Meaning	Text	Meaning
@teotd	At the end of the day	10x	Thanks
gratz	Congratulations	mb	My bad
2mi	Too much information	aamof	As a matter of fact
?4u	I have a question for you	hru	How are you?
ASAP	As soon as possible	cm	Call me
dk	Don't know	idc	I don't care
eod	End of discussion	gr8	Great
idk	I don't know	jk	Just kidding
LOL	Laugh out loud	pls	Please
t2ul	Talk to you later	thx	Thanks
wayd	What are you doing?	nbd	No big deal
bif	Before I forget	cul	See you later
tou	Thinking of you	slap	Sounds like a plan
t4bu	Thanks for being you	omw	On my way
cmb	Call me back	ttul	Talk to you later
ruok	Are you okay?	sit	Stay in touch



My Text Explanation

A large empty rectangular box provided for students to write their explanation of the text message they composed.

Rest of Chapter 37-39 (pages 110-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	Description: Job:
Earthworm	Description: Job:
Grasshopper	Description: Job:
Glow-worm	Description: Job:
Spider	Description: Job:
Ladybug	Description: Job:
Silkworm	Description: Job:

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

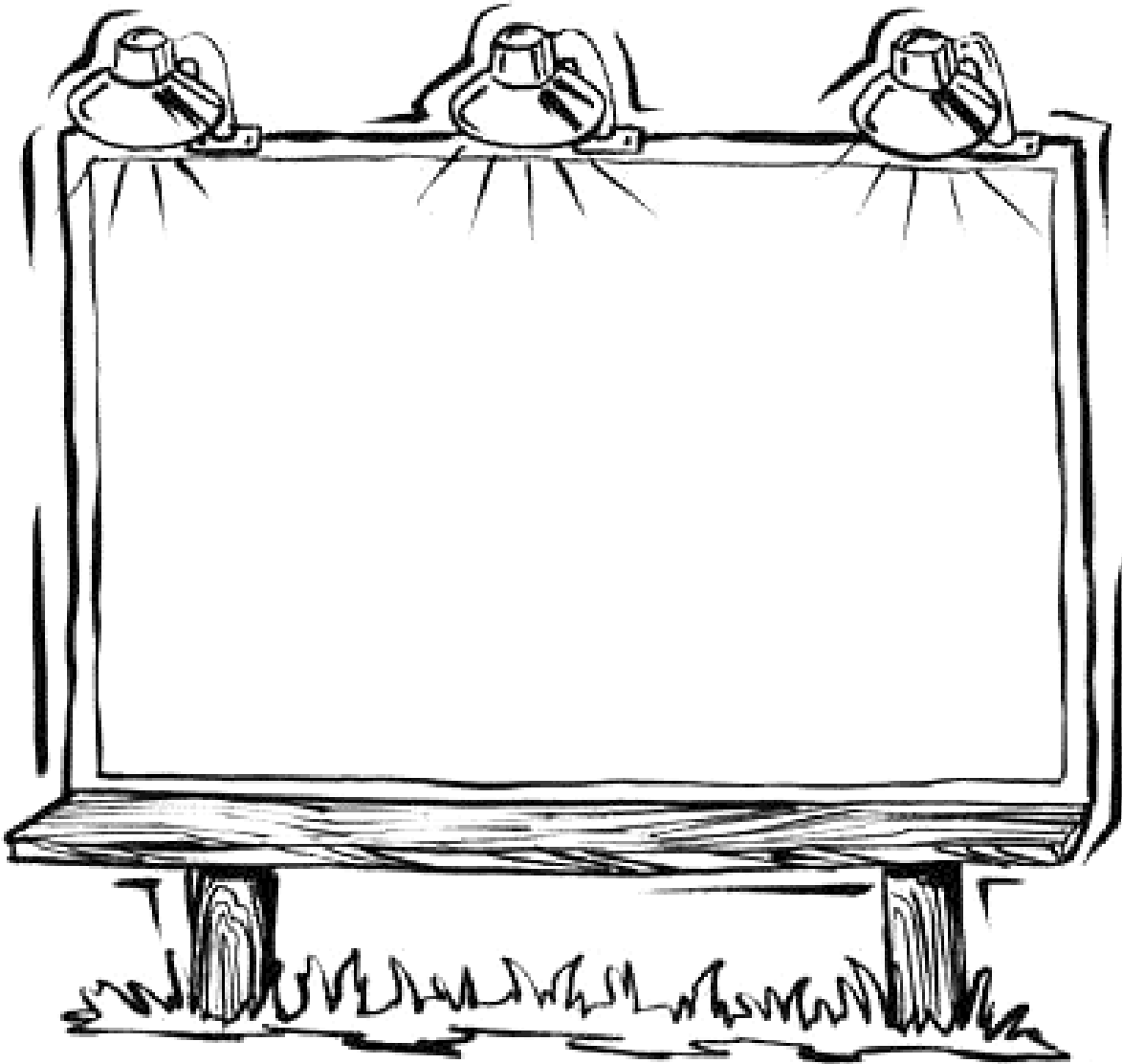
What happened to the peach stone?



Rest of Chapter 37-39 (pages 110-end) continued...

Strategy Focus: Extending Text

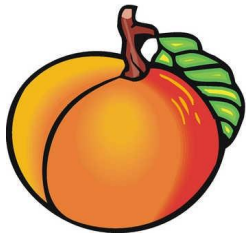
For this activity, you are asked to create a billboard that James would have outside his new home, inviting visitors to come and see the now famous monument. Challenge yourself to be creative!



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! 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.

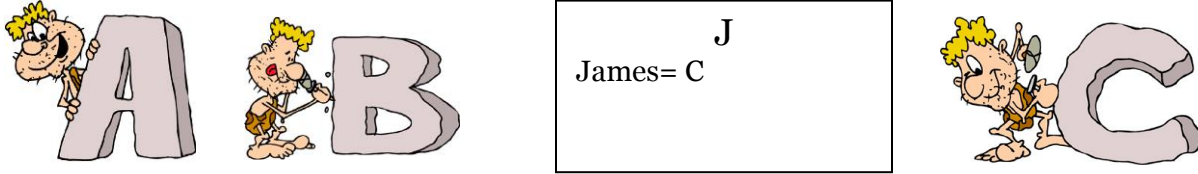
Put the corresponding letter next to the word that you put in each alpha box.

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 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.

--	--

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.

--	--

James and the Giant Peach

End of Novel Project Choices



Interview a Character

Pretend you are a talk show host interviewing a character from the book. Your interview must include **ten events** that happened with this character in the book.

Song

The centipede had some creative songs in the story. Write a song about the story. Your song must contain **ten events** that happened in the book. You can also sing this song to the class for extra credit!

Air Flight

The peach was able to fly from England to America across the Atlantic Ocean. Recreate this scene by making a diorama of this amazing voyage. On the back of the diorama include all the events that happened to James and his fellow passengers about the peach.

Empire State Building

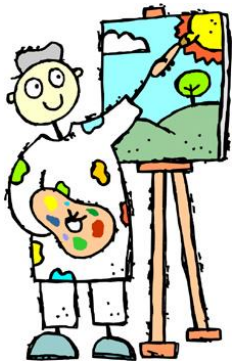
Design a 3-D skyscraper like the Empire State Building in New York City. Your building must contain at least **ten events** that happened in the story of James and the Giant Peach.

Artful Artist

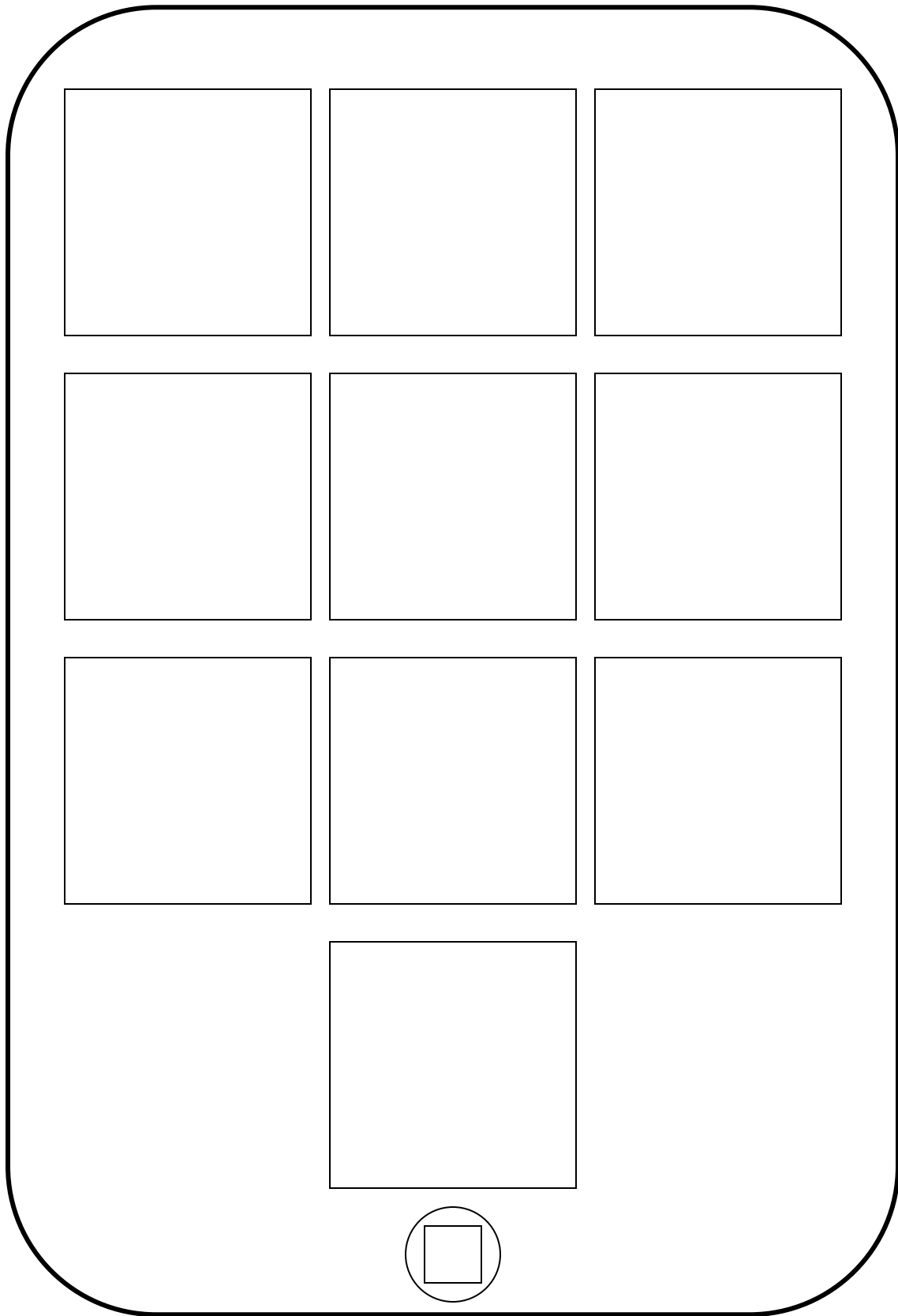
There were many amazing events that happened in this book. Use your artistic talents to create three scenes from the story onto white paper. Each scene should include the setting, main characters, and the problem, if there is one. Then on the back of the paper, you should include 5 sentences about each scene.

iPod Touch

Design your own iPod Touch. Your iPod Touch should include **ten "Apps"**. You will need to create a colorful iPod. You will also need to write two sentences for each application explaining what the application is and how it relates to the story. You will need to get the iPod sheet from your teacher.



iPod Touch



James and the Giant Peach

Word Study



Reading Strategy Focus: 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. Sometimes they may ask someone what a word means or use context clues to figure out the meaning. Good readers will also look up the definition.

Optional Activity: Your job will be to either use the vocabulary words below in a sentence or find the meanings of the words. 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. Please skip lines between each definition. This work must be done neatly or you will do it over. If there are more than 2-3 words per day, your teacher may have you work with a partner, discuss them in a group, or provide the meanings for you.

Chapter 1

Nuisance p.2
Miserable p. 2
Ramshackle p. 2
Desolate p. 3
Ancient p. 3

Chapter 2

Peculiar p. 4
Ghastly p. 5
Laurel p. 7

Chapter 3

Mildewed p. 8
Luminous p. 8

Chapter 4

No Words

Chapter 5

Hideous p. 13
Precious p. 13
Despair p. 13

Chapter 6

Bulging p. 16

Chapter 7

Cautiously p. 19

Chapter 8

Seething p. 21

Chapter 9

No Words

Chapter 10

No Words

Chapter 11

Behold p. 27
Famished p. 27

Chapter 12

Slither p. 29
Withering p. 29

Chapter 13

Shimmered p. 31
Gossamer p. 31

Chapter 14

No Words

Chapter 15

No Words

Chapter 16

Hurling p. 40
Paddock p. 41

Chapter 17

Chaos p. 43
Disentangle p. 45
Trifle p. 46
Giddy p. 46
Amidst p. 47

Chapter 18

Dreadfully p. 50
Primly p. 51

Chapter 19

Aghast p. 56
Froth p. 56
Pandemonium p. 56

Chapter 20

No Words

Chapter 21

No Words

Chapter 22

Exhorting p. 62

Chapter 23

Ascent p. 67
Gaping p. 69

Chapter 24

Spellbound p. 71
Katydid p. 73
Rambunctious p. 74

Chapter 25

No Words

Chapter 26

No Words

Chapter 27

Eerie p. 81
Lurking p. 82
Stealthy p. 82
Imbeciles p. 85
Loathsome p. 86

Chapter 28

Enthralled p. 91
Wringing p. 92
Malevolently p. 92
Flabbergasted p. 93
Pelting p. 94

Chapter 29

No Words

Chapter 30

Wretched p. 95
Detest p. 95
Immense p. 97
Deluge p. 98

Chapter 31-34

No words

Chapter 35

Plummeted p. 106
Desperately p. 106
Stupor p. 106

Chapter 36

No words

Chapter 37

Gape p. 108
Vermicious p. 110
Giddy p. 110

Chapter 38

Hoisted p. 115

Good readers will try to find the meanings of key words...

James and the Giant Peach

Comprehension Guide Answer Key

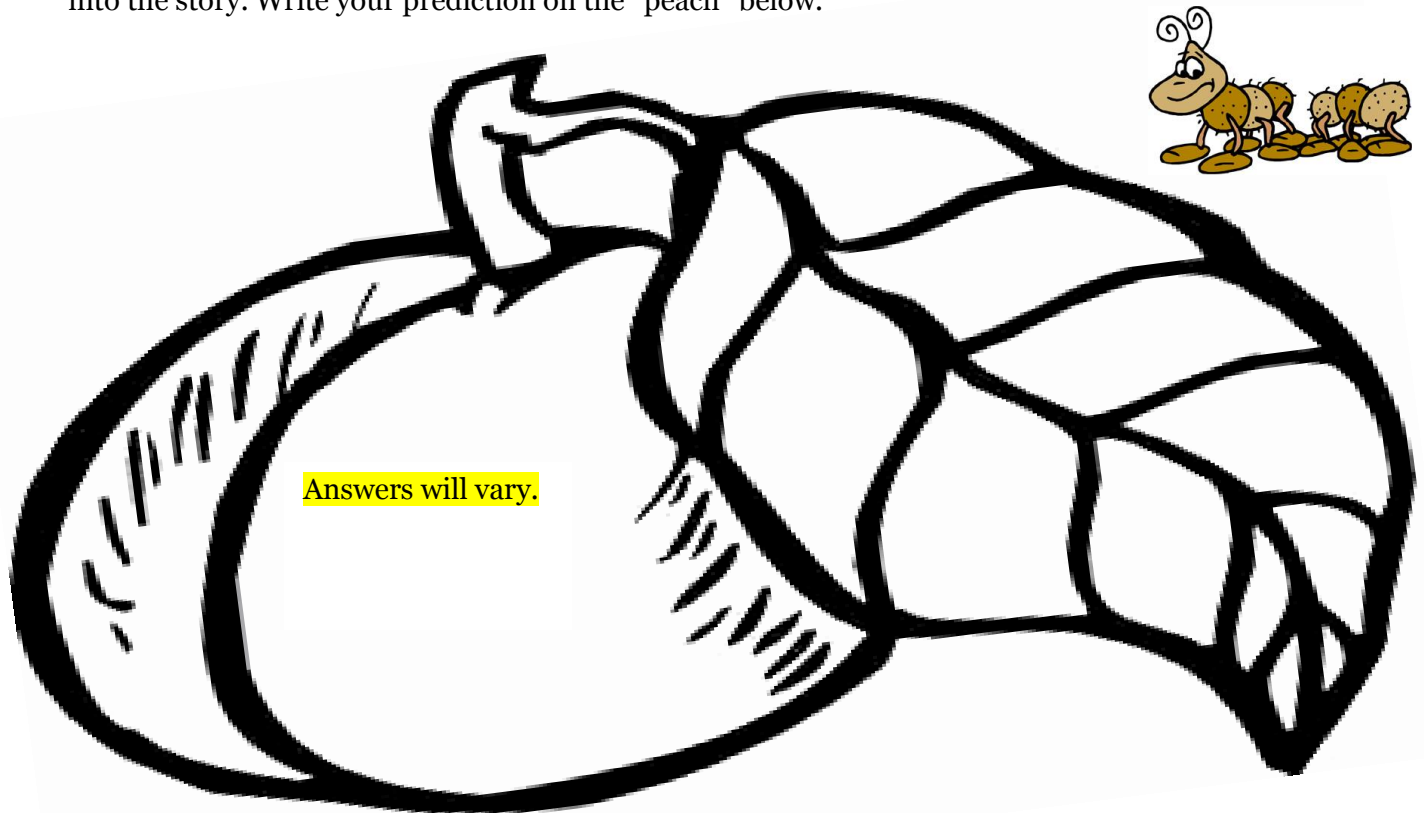
by Roald Dahl



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. Write your prediction on the “peach” below.



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 comprehension guide for the words for each chapter.

If you have difficulty with some of the other vocabulary words from your reading, just remember that some have more than one definition. So make sure the one you use fits the way you think it would be used in the story.

Good Readers will use context clues...

Comprehension Guide Directions

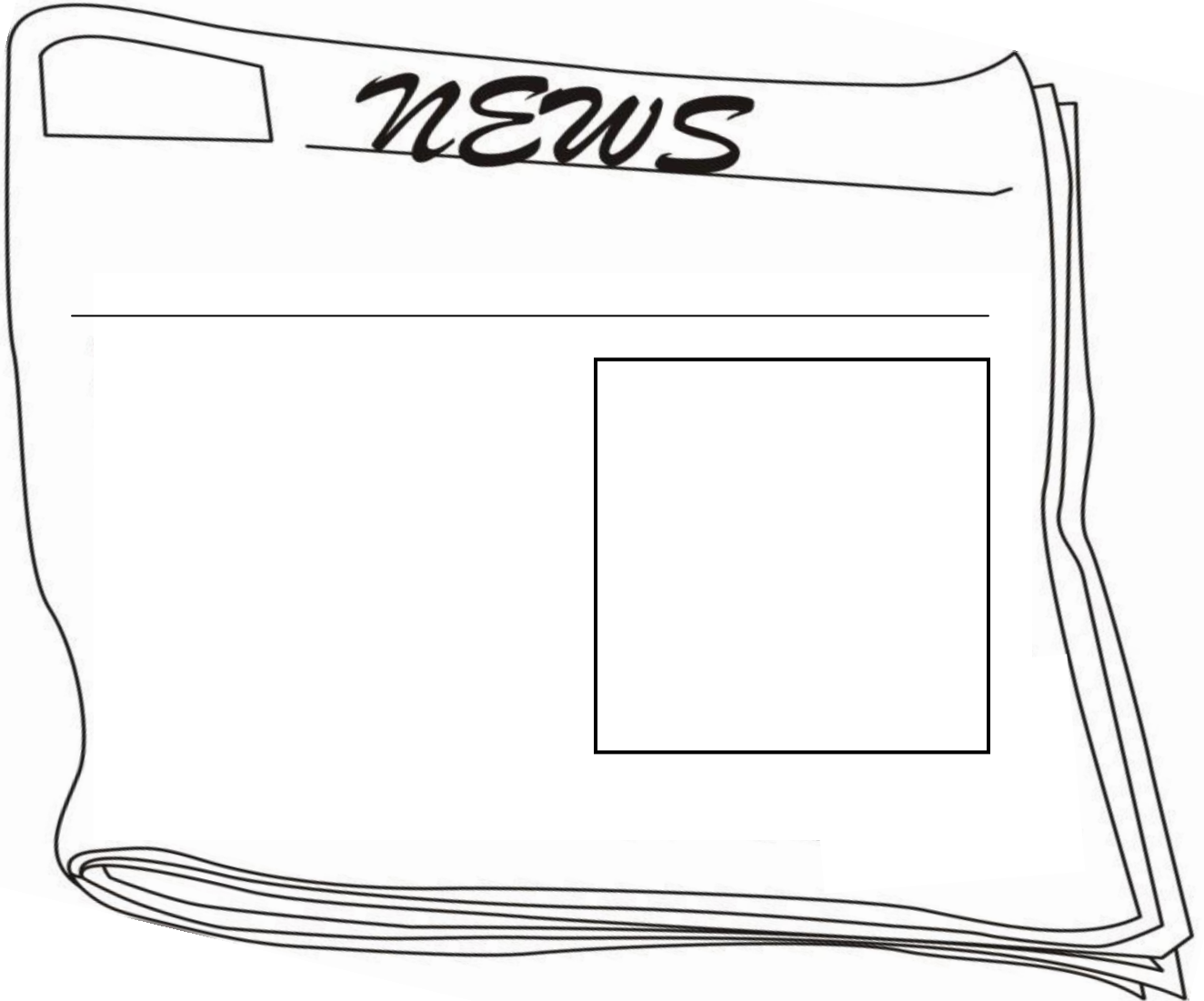
Answer the following questions about the story James and the Giant Peach.
Whenever possible, try to use complete sentences.



Chapters 1-3

Strategy Focus: Extending the Meaning of the Text

Good readers will try to extend the meaning of what they are reading to better understand the story. James' parents were not around because they got eaten by a rhinoceros. For this activity, you are asked to create a name of a newspaper (_____ News), a headline, a picture, and the first 2-3 sentences about what you think happened with his parents and the rhino. **Answers will vary.**



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

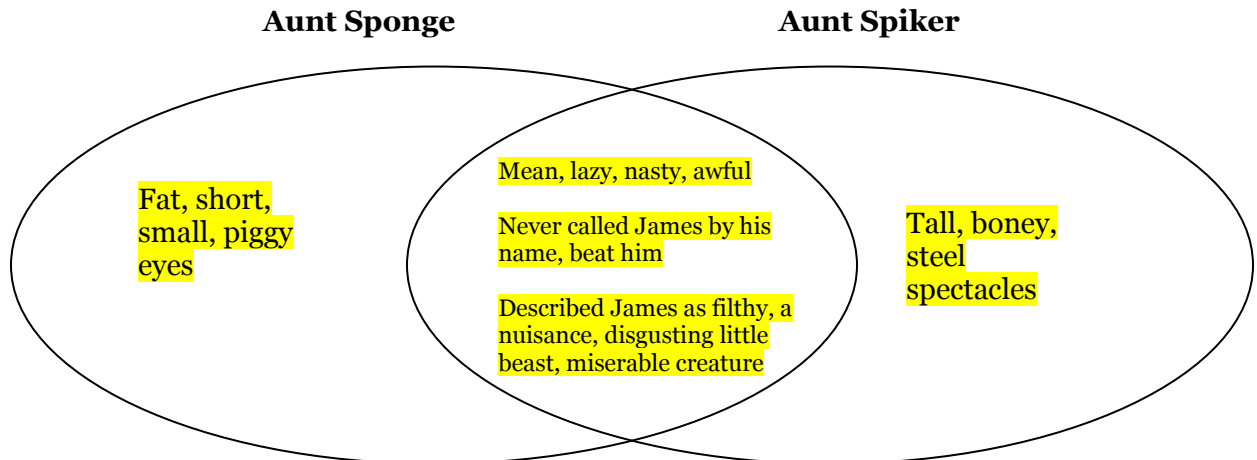
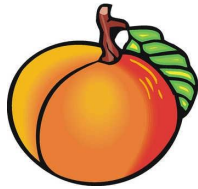
Sort of a weird question for a weird situation, but if you were to get eaten by something and had a choice in the matter, would you rather get eaten by a rhino, a boa constrictor, or a hyena?

Good readers will think about what they are reading...

Chapters 1-3 continued...

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. Use pages 2-5 to help you.



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down. All you need to do is think about it and be ready to share.

If you had a choice at this part of the story, would you want to live with Aunt Sponge or Aunt Spiker? Do you know anyone like Aunt Sponge and Aunt Spiker?

Good readers will think about what they are reading...

Strategy Focus: Visualizing

Good readers will draw pictures in their heads about what they are reading. On the picture frame below, draw Aunt Sponge and Aunt Spiker. **Answer will vary.**



Chapters 1-3 continued...

What did James have to play with?

James had nothing to play with.



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

If you had nothing to play with, what would you do to prevent boredom?

Good readers will think about what they are reading...



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 (page numbers may vary due to differences in books). Make sure to use the meaning of the word as it was portrayed in the story.

Chapter 1	Chapter 2	Chapter 3
Nuisance p.2 Miserable p. 2 Ramshackle p. 2 Desolate p. 3 Ancient p. 3	Peculiar p. 4 Ghastly p. 5 Laurel p. 7	Mildewed p. 8 Luminous p. 8

Vocabulary Word	Sentence
Answers will vary.	Answers will vary. See Word Study answer key for definitions.

Chapters 4-7

What did the old man say about the magical bag? Write your answer on the “magical bag” below.

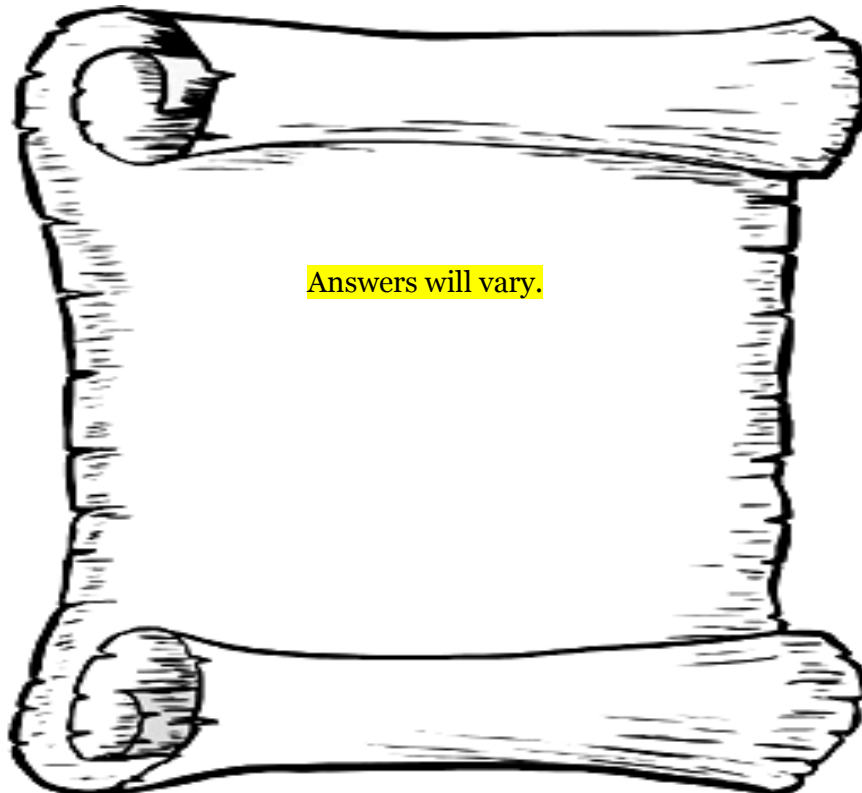


What happened to the magical bag James was carrying?

He dropped it and it spilled all over the ground. Tiny green things scattered and sneaked into the soil.

Strategy Focus: Extending the Meaning of the Text

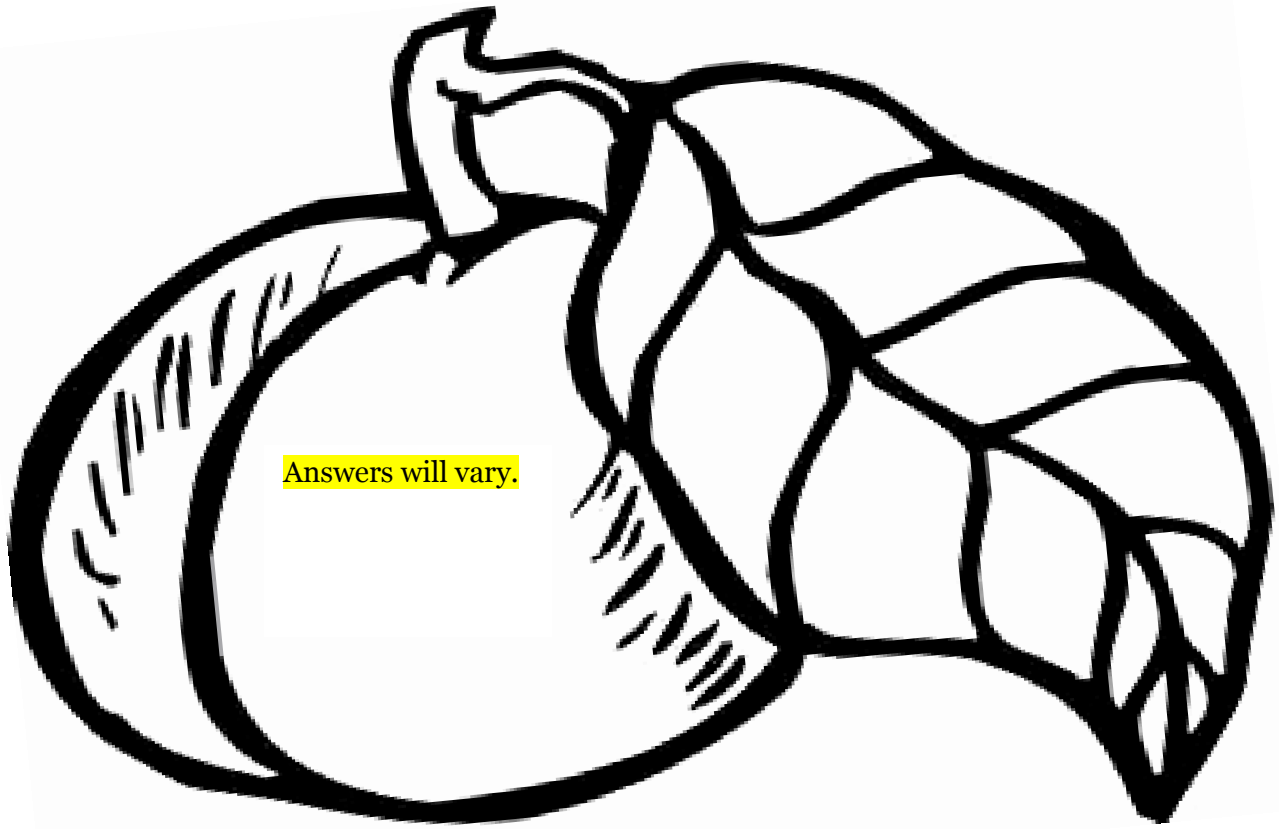
How do you think James' aunts can make money off the peach? On the “paper” below, list as many ways they could make some money.



Chapters 4-7 continued...

Strategy Focus: Extending the Meaning of the Text

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



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

Do you like peaches? What is your favorite fruit? How about your favorite food?

Good readers will think about what they are reading...



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 two** of the following vocabulary words (hideous p. 13, precious p. 13, despair p. 13, bulging p.16, cautiously p.19) and draw a picture of them.

Vocabulary Word		
Picture	Answers will vary. See Word Study answer key for definitions.	

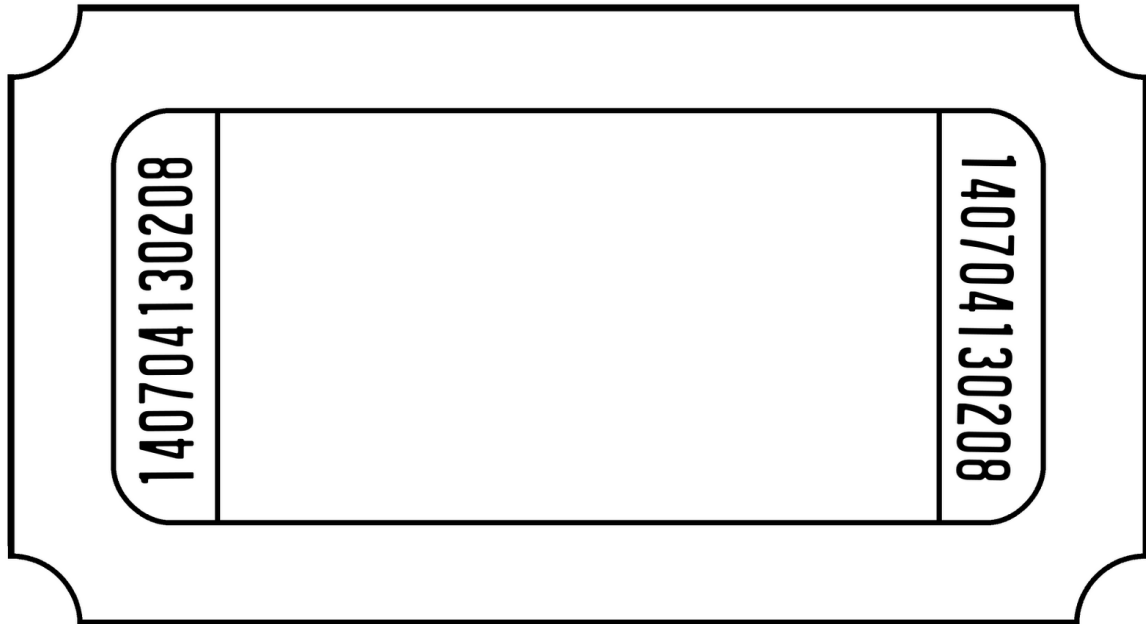
Chapters 8-12

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

He was locked in his bedroom.

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? **Answers will vary.**



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

What would you do at this point if you were James? Would you try to run away?

Good readers will think about what they are reading...

Where did James have to go when the people were gone?

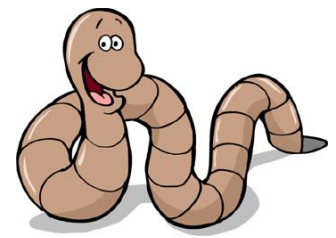
He had to clean up the mess from the people.

What did he decide to do in regards to the peach?

He climbed through the tunnel in the peach.



Good readers will extend the meaning of the text...

Chapters 8-12 continued...



Strategy Focus: Understanding Characterization

Good readers will understand the characters of the story. Your task here is to describe in detail the characters below. Use pages 26-31 to help.

Character	Description
 Grasshopper	Old, green, large, musician
Spider	Enormous, female
 Ladybug	Giant, nine black spots
Centipede	Long, 42 legs, wears boots, rascal
Earthworm	Slithers, long, segments

How did the creatures grow to be so big?

They ate the little green things in the bag.

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

Of the characters you described in the chart above,
which one would you most like to be friends with?

Good readers will think about what they are reading...

Why did James like the centipede?

He liked his personality; he made him laugh.

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

Who is someone that makes you laugh?

Good readers will think about what they are reading...

Chapters 13-16

Describe the glow-worm.

She is nice, friendly, colorful, odd and in her own world.

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

The glow-worm is sort of odd. Do you know anyone that is sort of odd but you still enjoy being around him or her?

Good readers will think about what they are reading...

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

Answers may vary. Some will like his humor, while others may find him rude.

Why did the insects want the peach to move?

They wanted to get away from James' aunts.

Strategy Focus: Extending the Meaning of the Text

Poor Aunt Sponge and Aunt Spiker got run over by the giant peach. In the space below, write a short obituary about Aunt Sponge and Aunt Spiker. Include in your obituary how they died, some of their interests/hobbies, who they survived by, etc. Also include a picture of each. Answers will vary.



Death Notices

A large, empty rectangular box with a black border, intended for writing an obituary for Aunt Sponge.

Aunt Sponge

A large, empty rectangular box with a black border, intended for writing an obituary for Aunt Spiker.

Aunt Spiker

Strategy Focus: Making Predictions

Where do you think James will live next? Explain your reason why.

Answers will vary.

Chapters 15-16

Strategy Focus: Extending the Meaning of the Text

Good readers will extend the text. What sort of “apps” would help James in chapters 15 & 16? For this activity, you are asked to design your own colorful iPod Touch. Your iPod Touch should include **four “Apps”**. You will also need to write **two** sentences for each application explaining what the application is and how it relates to your reading.

Answers will vary.

A large rounded rectangle representing an iPod Touch screen. The screen is divided into four equal quadrants by a horizontal and a vertical line. At the bottom center of the screen is a circular home button containing a square icon.

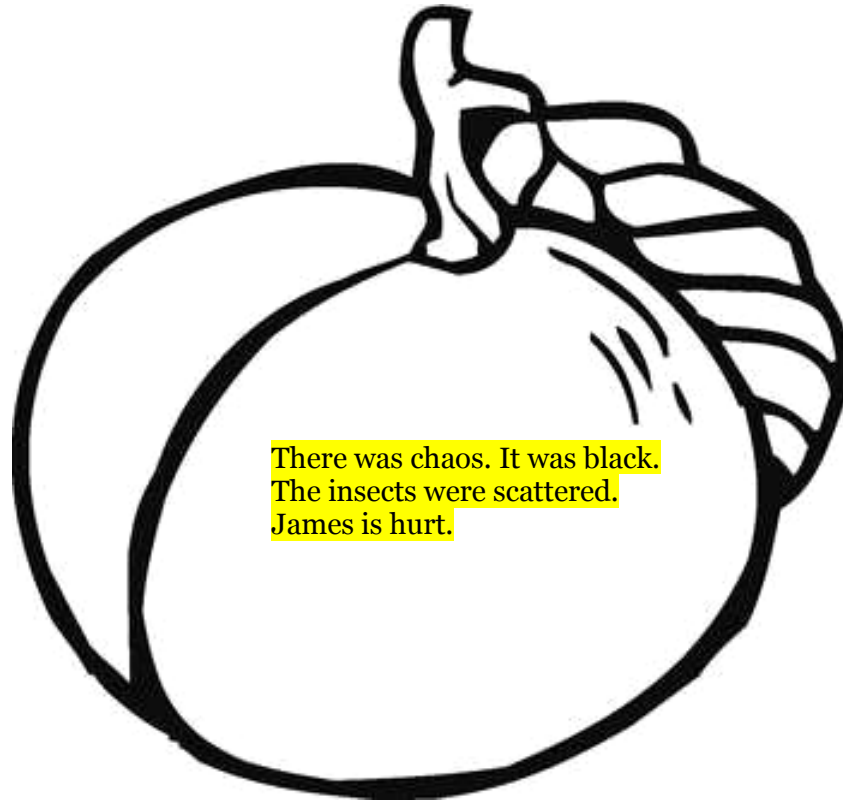
Explanation of your “Apps”

Top Left “App”	Top Right “App”	Bottom Left “App”	Bottom Right “App”
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.

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 that they should do before they exited the peach?

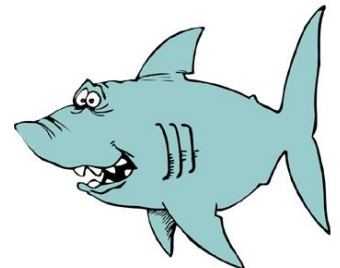
They must first go up to the top of the peach to have a look around instead of getting trapped going out the side or bottom.

How does the earthworm feel about being in the sea?

He thought they were all going to die.

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

There are sharks that start surrounding the peach.



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

What would your plan be to get rid of the sharks?

Good readers will think about what they are reading...

Remember, reading is thinking...

Chapters 17-19 continued...

Strategy Focus: Extending the Meaning of the Text



To take care of their hunger problems, James told them to eat the peach. For this activity, you are asked to create a name of a restaurant and 2 or 3 menu items that could be made from a peach. Here are the steps you should take:

1. Write your restaurant name above the peach.
2. Write down at least menu items, a short description of each, and a price.
3. Make sure that your restaurant name and daily special menu items all relate to the story. An example is provided for you.

Book

Charlie and the Chocolate Factory

Restaurant Name

Grandpa Joe's Chocolates

Menu Item

Veruca Salt..... \$3.19

This dish is a mixture of salted nuts, a spoiled attitude, and chocolate.



Chapters 17-19 continued...

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

What are some strategies that you can use when
you come to a word that you don't understand?

Good readers will think about what they are reading...



Strategy Focus: Working with Words

For this activity, you are asked to match the vocabulary words with the correct meaning by putting the correct letter next to the vocabulary word. Page numbers are provided to help you determine the meaning based on context clues, but please note that some page numbers may vary due to the book being used.

- | | |
|---------------------------------|--|
| 1. <u>c</u> Chaos (p. 43) | a. Impulsive; flighty; dizziness |
| 2. <u>g</u> Disentangle (p. 45) | b. Foam; bubbles |
| 3. <u>i</u> Trifle (p. 46) | c. A state of confusion |
| 4. <u>a</u> Giddy (p. 46) | d. Struck with overwhelming shock or amazement |
| 5. <u>f</u> Amidst (p. 47) | e. Precise; stiffly neat |
| 6. <u>h</u> Dreadfully (p. 50) | f. In the middle of; among |
| 7. <u>e</u> Primly (p. 51) | g. To untangle |
| 8. <u>d</u> Aghast (p. 56) | h. Horribly; extremely |
| 9. <u>b</u> Froth (p. 56) | i. A circumstance of little value |

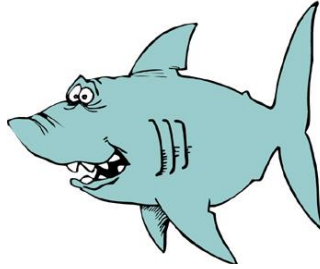
Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

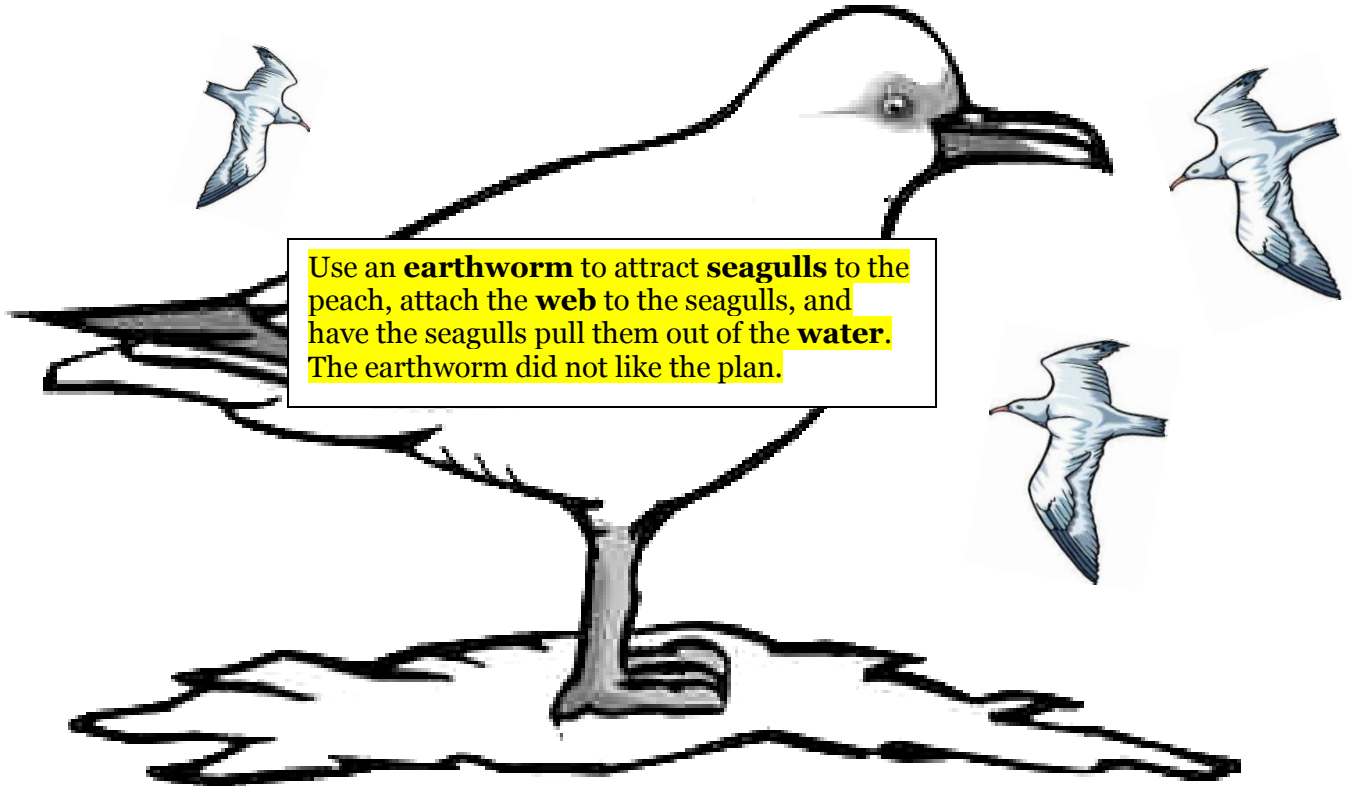
What do you think will happen next in the story?

Good readers will think about what they are reading...

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 seagull below. Include in your answer the words *earthworm*, *seagulls*, *web*, and *water*.



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

He used the earthworm.

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

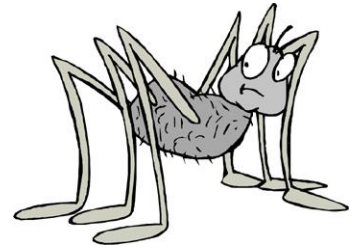
If you were the earthworm, how would you feel about the plan?

Good readers will think about what they are reading...

Chapters 20-23 continued...

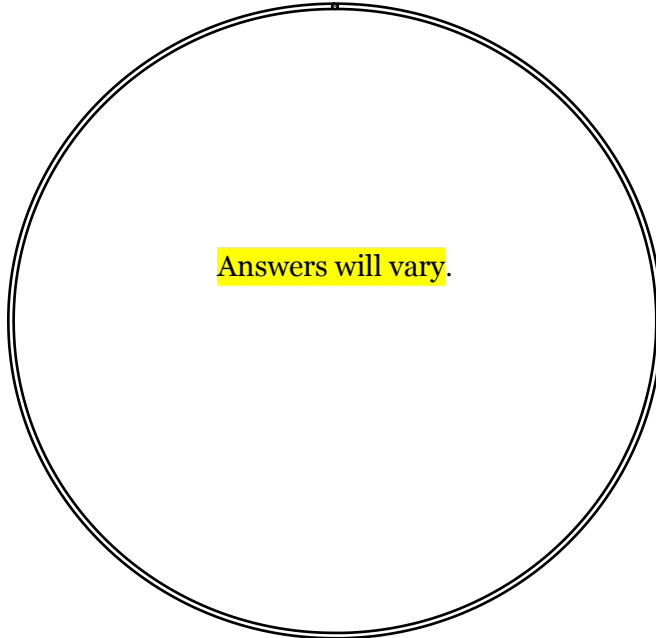
Who went to inspect the damage from the sharks and what did he/she find out about the damage?

Ms. Spider went to inspect and did not find much damage because the sharks were little compared to the peach and didn't eat a lot.



Strategy Focus: Visualizing

Good readers will draw pictures in their heads as they read to better understand the story. In the "telescope lens" below, draw what the boat captain saw when he looked through his telescope.



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

The captain was terrified. The first mate thought the captain was crazy.



Strategy Focus: Working with Words

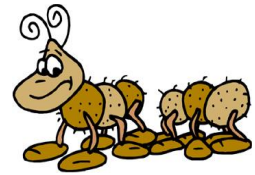
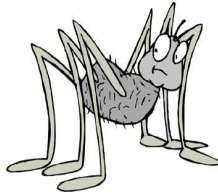
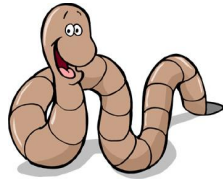
Good readers will understand the vocabulary in the story to better comprehend what they are reading. For this part, you are asked to **choose two** of the vocabulary words (exhorting p. 62, ascent p. 67, and gaping p. 69) and use them in a sentence (page numbers may vary due to differences in books). Make sure to use the meaning of the word as it was portrayed in the story.

Vocabulary Word	Sentence
Answers will vary.	Answers will vary., but words mean: Exhorting p. 62- giving advice Ascent p. 67- raise in the air Gaping p. 69- staring

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. Underneath each character, write down 4-5 things that would describe each.



Grasshopper	Earthworm	Spider	Ladybug	Centipede
Cheerful Violin Old Wise Nice	Blind seagull bait worried scared hates centipede	spins webs dad flushed doesn't like aunts	Nine spots farmers love her scarlet shell likes music eats bugs	Sweet gentle

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

Think about it... This is a fantasy book.
What are some things that make this a fantasy?

Good readers will think about what they are reading...

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?

The centipede got too close to the edge of the peach. James tied silk to the centipede. He was upset his boots got wet.

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

Even though this book is a fantasy, what are some things that really could happen in real life that happened in this story?

Good readers will think about what they are reading...

Good readers will understand the characters in the story...

Chapters 27-30

Fill-In-The-Blank Puzzle

As you read chapters 27-30, answer the questions below by putting one letter per box (some boxes may not be used). After answering all of the questions, unscramble the letters in the shaded boxes to form a word.

The _____ men were standing in a group and would reach out and grab handfuls of clouds and make them into big balls. **cloud**

--	--	--	--	--	--	--	--	--

Then they got _____ and started shoveling the piles off the clouds. **shovels**

--	--	--	--	--	--	--	--	--

The cloud men were making hail _____. **stones**

--	--	--	--	--	--	--	--	--

The _____ yelled at them because he thought they were deaf. The cloud men heard him and turned and stared motionless. **centipede**

--	--	--	--	--	--	--	--	--

The cloud men began throwing the hailstones at the _____. **peach**

--	--	--	--	--	--	--	--	--

The paint was drying on the centipede. He couldn't move. The ladybug wanted to remove it with sandpaper. The grasshopper wanted to peel it off like a _____. **banana**

--	--	--	--	--	--	--	--	--

Now unscramble the shaded letters to form a word that some people from New York City thought they were.

W				g						
---	--	--	--	---	--	--	--	--	--	--

whangdoodles

Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

What would be your idea to help the centipede?

Good readers will think about what they are reading...

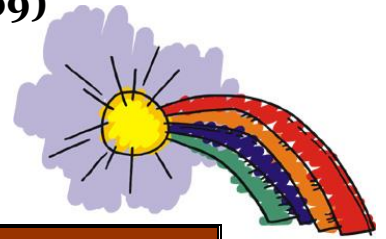
Good readers will look for details in the story...



Chapter 31-Part of Chapter 37 (pages 99-109)

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 in the table below.



Type of Weather	How the Cloud Men Created Weather
Hail	They made hail by grabbing clouds and forming them into balls.
Rainbow	They painted the rainbow.
Thunder	They had huge drums to make thunder.
Blizzards & Tornadoes	They had frost and wind factories where blizzards and tornadoes were made.

What did James and the creatures see in the morning?

They saw land!

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

They thought it was a bomb. They thought another country was attacking them.



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

Have you ever been to New York City? If not, would you like to go?

Good readers will think about what they are reading...



How did they get the peach to “fall” from the sky? Where did it land?

They wanted to land, so centipede chewed the strings so they would gradually land. A plane came and cut the strings. They landed on the tip of the Empire State Building.

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

Some names were whangdoodle, prock, oinck, whompus, and sea serpent.



Strategy Focus: Extending the Text

For this focus, you do not have to write anything down.
All you need to do is think about it and be ready to share.

What would be some names that you would use to describe the “creatures”?

Good readers will think about what they are reading...



Chapter 31-Part of Chapter 37 (pages 99-109) continued...

Strategy Focus: Characterization **Answers will vary.**

Good readers will extend the text by trying to relate to the characters in the story. The people in New York City thought that the creatures were really strange. For this activity, you are asked to use the “cell phone” below to send a text message that James would want to send to the mayor of New York City to let him/her know who they really are. You can also use some of your own abbreviations below or use some of your own. Write your message in the cell phone. Then write your explanation to the right of the phone.

Some Texting Abbreviations

Text	Meaning	Text	Meaning
@teotd	At the end of the day	10x	Thanks
gratz	Congratulations	mb	My bad
2mi	Too much information	aamof	As a matter of fact
?4u	I have a question for you	hru	How are you?
ASAP	As soon as possible	cm	Call me
dk	Don't know	idc	I don't care
eod	End of discussion	gr8	Great
idk	I don't know	jk	Just kidding
LOL	Laugh out loud	pls	Please
t2ul	Talk to you later	thx	Thanks
wayd	What are you doing?	nbd	No big deal
bif	Before I forget	cul	See you later
tou	Thinking of you	slap	Sounds like a plan
t4bu	Thanks for being you	omw	On my way
cmb	Call me back	ttul	Talk to you later
ruok	Are you okay?	sit	Stay in touch



My Text Explanation

Rest of Chapter 37-39 (pages 110-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	<p>Description: Sweet, gentle</p> <p>Job: Vice President in charge sales in a boot and shoe manufacturing company</p>
Earthworm	<p>Description: Digger</p> <p>Job: employed by a woman's face cream company to speak commercials on TV</p>
Grasshopper	<p>Description: Boon, plays music, hops when tickled</p> <p>Job: member of New York Symphony Orchestra</p>
Glow-worm	<p>Description: Charming, loves simplicity, lights up a room</p> <p>Job: the light inside the torch of the statue of liberty</p>
Spider	<p>Description: Lots of thread, nice</p> <p>Job: made rope for tight rope walkers</p>
Ladybug	<p>Description: Beautiful, kind, mother</p> <p>Job: married the head of the fire department</p>
Silkworm	<p>Description: Great silk, pressed Queen of England's dress</p> <p>Job: made rope for tight rope walkers</p>

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

They treated them as heroes.

What happened to the peach stone?

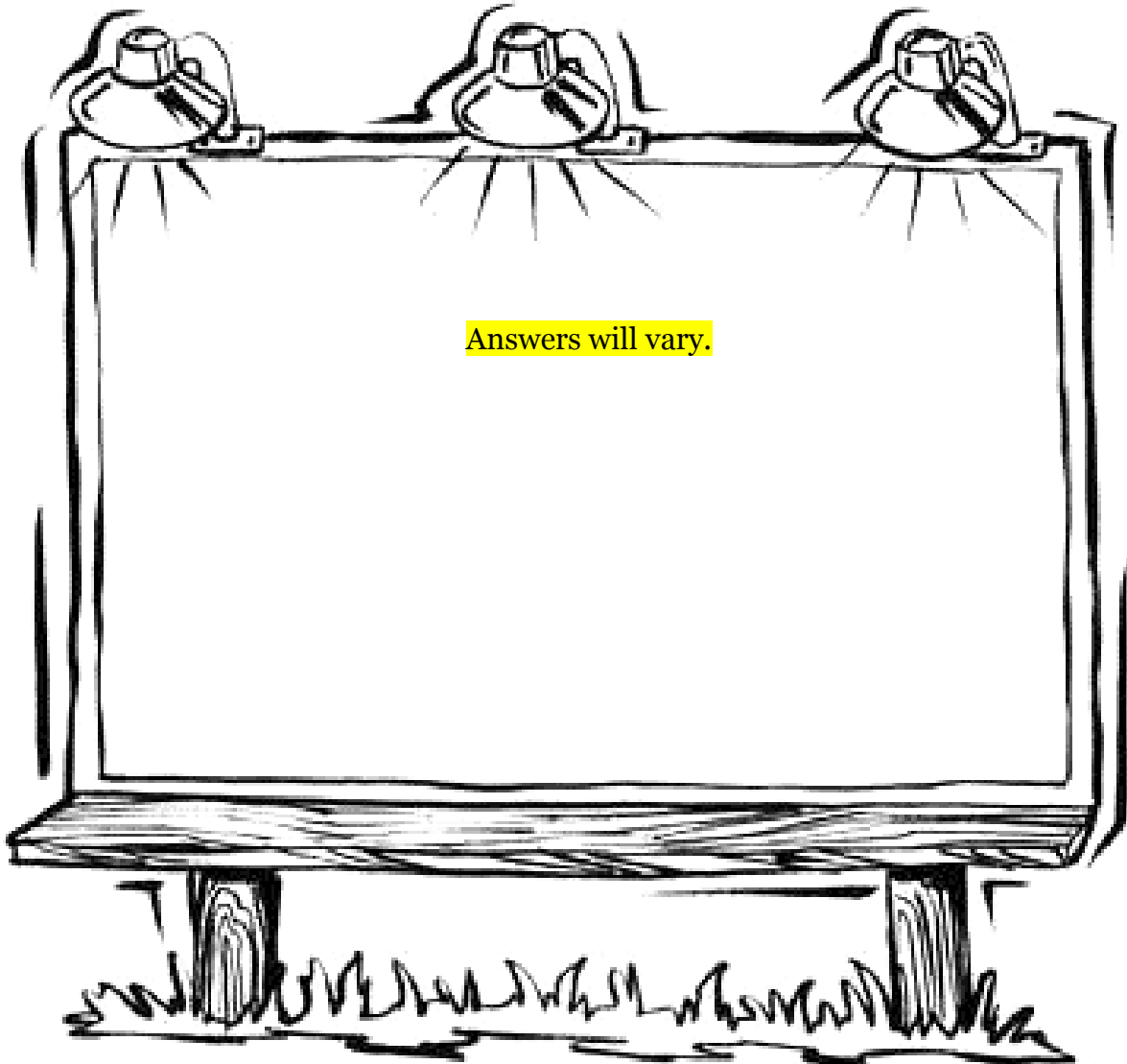
It was set up permanently in Central Park and became a monument and home to James.



Rest of Chapter 37-39 (pages 110-end) continued...

Strategy Focus: Extending Text

For this activity, you are asked to create a billboard that James would have outside his new home, inviting visitors to come and see the now famous monument. Challenge yourself to be creative!



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.

Answers will vary.



James and the Giant Peach Word Study Answer Key

Chapter 1

Nuisance p.2- annoying person
Miserable p. 2- wretchedly unhappy
Ramshackle p. 2- run down
Desolate p. 3- open area
Ancient p. 3- old

Chapter 2

Peculiar p. 4- weird or out of the ordinary
Ghastly p. 5- frightful or dreadful
Laurel p. 7- any of various similar trees or shrubs, as the mountain laurel or the great rhododendron

Chapter 3

Mildewed p. 8- disease of plants caused by fungi
Luminous p. 8- glowing

Chapter 4

No Words

Chapter 5

Hideous p. 13- horrible or frightful
Precious p. 13- worth something to someone
Despair p. 13- hopelessness

Chapter 6

Bulging p. 16- getting bigger

Chapter 7

Cautiously p. 19- very carefully

Chapter 8

Seething p. 21- being excited or agitated

Chapters 9-10

No Words

Chapter 11

Behold p. 27- look at
Famished p. 27- extremely hungry

Chapter 12

Slither p. 29- moving carefully on the ground
Withering p. 29- a hard glare

Chapter 13

Shimmered p. 31- shined
Gossamer p. 31- a fine, delicate cobweb

Chapters 14-15

No Words

Chapter 16

Hurting p. 40- with great speed
Paddock p. 41- a small, usually enclosed field near a stable or barn for pasturing or exercising animals

Chapter 17

Chaos p. 43- craziness
Disentangle p. 45- untangle
Trifle p. 46- a bit
Giddy p. 46- goofy
Amidst p. 47- among

Chapter 18

Dreadfully p. 50- extremely
Primly p.51- proper

Chapter 19

Aghast p. 56- surprised
Froth p. 56- bubbling brew
Pandemonium p. 56- craziness

Chapters 20-21

No Words

Chapter 22

Exhorting p. 62- giving advice

Chapter 23

Ascent p. 67- raise in the air
Gaping p. 69- staring

Chapter 24

Spellbound p. 71- astounded
Katydid p. 73- any of several large, usually green, American long-horned grasshoppers
Rambunctious p. 74- obnoxious

Chapters 25-26

No Words

Chapter 27

Eerie p. 81- spooky
Lurking p. 82- around a place secretly
Stealthy p. 82- quiet and smooth
Imbeciles p. 85- idiots
Loathsome p. 86- revolting

Chapter 28

Enthralled p. 91- taken in or surprised
Wringing p. 92- twisting forcibly
Malevolently p. 92- wishing harm or evil to others
Flabbergasted p. 93- surprised
Pelting p. 94- getting hit by

Chapter 29

No Words

Chapter 30

Wretched p. 95- miserable
Detest p. 95- dislike
Immense p. 97- huge
Deluge p. 98- great flood

Chapters 31-34

No Words

Chapter 35

Plummeted p. 106- fell
Desperately p. 106- urgently
Stupor p. 106- daze

Chapters 36

No Words

Chapter 37

Gape p. 108- to stare
Vermicious p. 110- worm

Chapter 38

Hoisted p. 115- lifted



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! 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.

Answers will vary.

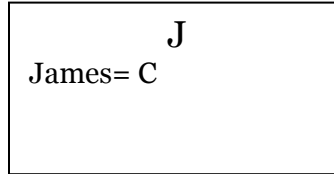
Put the corresponding letter next to the word that you put in each alpha box.

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 aunts	B Bulging	C Cloud men	D Desolate
E earthworm	F Famished	G Grasshopper	H Hideous
I immense	J James	K Katydids	L Ladybug
M magic	N New York	O Obese	P Peach
Q quiet	R Ramshackle	S Spider	T trifle
U ugly	V Vermicious	W wretched	X
Y	Z zoo		



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.

Answers will vary.

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.

--	--

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.

--	--

End of Story Comprehension Check

Name _____ Date _____

Project Choice: _____

Student Evaluation

1. On a scale of 0-5, I would rate this book a _____.
2. My favorite part of this books was:
3. On a scale of 0-5, I would rate my effort on the final project a _____.
4. On a scale of 0-5, I would rate the neatness of my final project a _____.
5. I think my overall grade on the final project would be a _____.

Teacher Evaluation

	5 Points	4-3	2-1
Content	Wow! Above and Beyond expectation! Your project really shows that you understood the story!	Shows a lot of comprehension of story through activity chosen (main characters, setting, main events, problem, and solution).	Shows some or minimal comprehension of story through activity chosen.
Effort	Wow! Above and beyond expectations! Your work was very neat and it seems as though you put your best effort toward this!	Worked hard, was not easily distracted. Seems like you put some effort into your final project.	Worked hard, was sometimes distracted. Maybe could have used more effort on final project.

Grade: _____

Guided Reading Packet Rubric

Reader's Name: _____ Date: _____

	Level 1	Level 2	Level 3-4	Above and Beyond
Making Connections <i>Text-to-Text</i> <i>Text-to-Self</i> <i>Text-to-World</i>	Reader made no connections between text and self/text/or world.	Reader made simple connections but did not explain them all in detail.	Reader made connections and based them on background knowledge and/or experiences. Reader also had clear explanations on most connections.	With all connections, reader explained in detail how their background experiences aided in the comprehension of text.
Vocabulary <i>Word Recognition</i>	Reader did not identify any vocabulary words. Reader seems to have difficulty understanding meaning of many words in the book.	Reader identified some unknown words but seems to have some difficulty understanding meaning of some words in the book.	Reader identified many unknown words and was able to identify the meaning of most words discussed.	Reader identified the majority words that he/she did not understand. Reader seemed to gain a vast amount of knowledge through the word study and was also willing to share that with the group.
Comprehension <i>Summarizing</i>	Reader showed little or no awareness of what the story was about through the assigned comprehension questions and discussions.	Reader included some main details in the comprehension questions and discussions but left out some very important events.	Reader retold the story using main ideas and supporting details in the comprehension questions and discussions.	Reader retold the story effectively and efficiently and was always willing to share with the group.
Predicting <i>Making Inferences</i>	Reader's predictions seemed to lack any connection to what previously happened in the story or what could happen in the story.	Reader attempted to make predictions or draw conclusions but did not use the text to defend the statement.	Reader drew conclusions and/or made predictions based on what could happen in the story. The reader also defended these predictions by using information found in the story.	Reader's predictions, interpretations, and/or conclusions about the story included connections between the text and the reader's background knowledge, ideas, and/or beliefs.
Packet	Reader's packet was incomplete. Packet was messy.	Reader's packet was somewhat complete. There were parts missing and/or questions were not fully answered.	Reader's packet was complete. All questions were answered accurately and complete. Packet was neat.	Reader's packet was complete. All answers were complete and detailed. Packet is neat and easy to read. Most spelling was accurate.

A= 20-18 B= 17-16 C= 15-14 D= 13-12

Total Points _____ Student grade: _____

Guided Reading Assessment Grid

Directions: The following tables can be used as an assessment tool for when discussing books with the group at the table. You can refer to the back for more detailed rubric.

Book Title: _____ Date: _____

Student:						Student:					
Connections						Connections					
Vocabulary						Vocabulary					
Comprehension						Comprehension					
Predicting						Predicting					
Rating Scale 1-5 (please refer to back for details)						Rating Scale 1-5 (please refer to back for details)					

Student:						Student:					
Connections						Connections					
Vocabulary						Vocabulary					
Comprehension						Comprehension					
Predicting						Predicting					
Rating Scale 1-5 (please refer to back for details)						Rating Scale 1-5 (please refer to back for details)					

Student:						Student:					
Connections						Connections					
Vocabulary						Vocabulary					
Comprehension						Comprehension					
Predicting						Predicting					
Rating Scale 1-5 (please refer to back for details)						Rating Scale 1-5 (please refer to back for details)					

Student:						Student:					
Connections						Connections					
Vocabulary						Vocabulary					
Comprehension						Comprehension					
Predicting						Predicting					
Rating Scale 1-5 (please refer to back for details)						Rating Scale 1-5 (please refer to back for details)					

Guided Reading Rubric

Back Page

	Level 1	Level 2	Level 3-4	Above and Beyond
Making Connections <i>Text-to-Text</i> <i>Text-to-Self</i> <i>Text-to-World</i>	Reader made no connections between text and self/text/or world.	Reader made simple connections but did not explain them all in detail.	Reader made connections and based them on background knowledge and/or experiences. Reader also had clear explanations on most connections.	With all connections, reader explained in detail how their background experiences aided in the comprehension of text.
Vocabulary <i>Word Recognition</i>	Reader did not identify any vocabulary words. Reader seems to have difficulty understanding meaning of many words in the book.	Reader identified some unknown words but seems to have some difficulty understanding meaning of some words in the book.	Reader identified many unknown words and was able to identify the meaning of most words discussed.	Reader identified the majority words that he/she did not understand. Reader seemed to gain a vast amount of knowledge through the word study and was also willing to share that with the group.
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Common Core Standards

College and Career Readiness Anchor Standards for Reading
Infused into Our Reading Comprehension Guide

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

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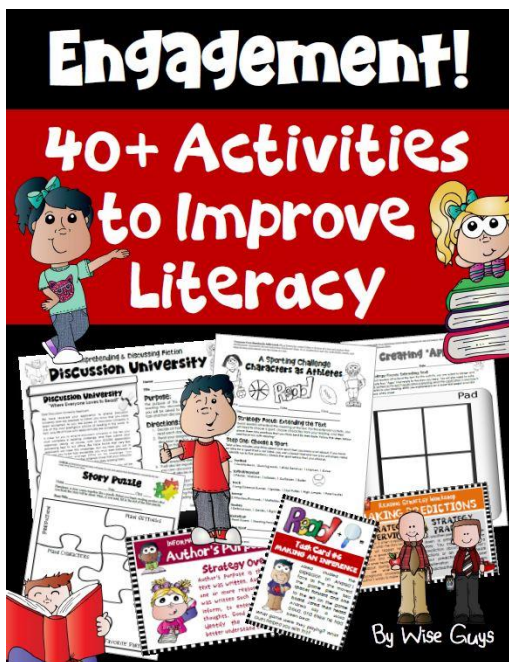
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- 9 Reading Strategy Assessment Rubrics (CCSS aligned; 9-pages)
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- 13 Reading Extension Activities (creating Apps, design a billboard, word find, etc.)
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