

Topic of Unit	James and the Giant Peach Chapter 1-4
Length of Unit	Three Lesson Plans (Three-Five Days)- Depending on your group.
Grade Level	4th Grade Transitioning-Expanding
Themes of the Story	-Friendship -Family Relationships -Good vs. Evil
Skills	-Using context clues to determine unknown vocabulary -Explicitly learning vocabulary -Identifying character traits -Identify the setting, characters, and play -Brainstorming -Narrative Writing -Collaborative Discussion
Rationale	This unit was designed to support the novel study block during ELA. My students in particular have a difficult time with story retelling. As we read, we are going to be focusing on building that skill. Anytime you read, you must be able to recall the information in an author that will help build understanding. It is also important to understand how characters play a role in the text. Learning about their traits helps us understand their actions. Another skill that is crucial is understanding the connection between reading and writing. When we read, we often have to respond in the form of writing. Building the students ability to use correct grammar and organization is crucial to being a good writer.
Learning Objectives	-I can learn new vocabulary words. -I can use a story map to organize the story. -I can identify the character traits of James

and his aunts.  
-I can also determine if the trait is an external or internal trait.  
-I can identify the setting of the story.  
-I can make a prediction.  
-I can find details in the story that support my thinking.  
- I can participate in classroom discussion about the text.  
-I can write a short narrative.  
-I can share my narrative with my classmates.

**Assessments**

- Story Map Retelling
- Fluency and Comprehension
- Character Trait Partner Activity
- Aunt Character Trait Wanted Poster
- Narrative Writing-Wish

**Lesson 1:***James and the Giant Peach*

Chapter 1-4

(pages 1-11)

**Learning Objectives:**

- I can participate in discussions about the text.
- I can learn new vocabulary word to help me understand the text.
- I can identify the setting, characters, and plot.
- I can use a story map to organize my information.
- I can use the story map to help retell the story.
- I can make a prediction.

**Learning Standards:****RSL.4.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**RSF. 4.3.** Know and apply grade-level phonics and word analysis skills in decoding words.**W.4.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.**SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**Vocabulary:** paddle, desolate, peculiar, luminous, spectacles

-Pre-Reading Activity: The teacher will have the students write the definitions on the graphic organizers. They will need one for each word. Then work with a partner to complete the organizer. The organizers can get stapled into their notebook.

**Materials:** notebook, vocabulary anchor chart, elements of story anchor chart, story map**Instructional Plan:**

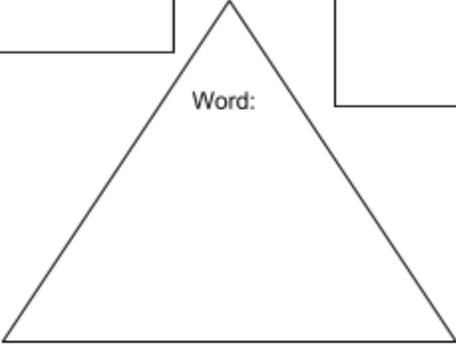
1. The teacher and students will discuss the vocabulary words that will appear in the chapters. As the words are being discussed, the students will write the definitions into their notebooks. Then they will work with a partner to finish the graphic organizer. (See template below).
2. The teacher will review the anchor chart that reviews elements of a story (characters, setting, plot). The teacher will explain that these elements are necessary for a story that is fantasy. Provide the students with a copy of the anchor chart for their notebook.
3. The students and teacher will read the text. The teacher will use a combination of choral reading, teacher modeling, and round robin reading to read the chapters. The teacher will pause for discussion.
4. After reading, the students and teacher will fill out the *James and the Giant Peach* story map. The teacher will model on the smartboard or on chart paper. He or she will explain that they will fill this out throughout the story (add to plot, characters, etc).
5. The students will use the story map to aid in a retelling of what was read for the day. If the student is struggling, show the students the sentence frames or retell cards to get them started with their verbal retell. The teacher can use the checklist to help determine if the student was successful.
6. Extension: If the students do well with verbally retelling, the students can write a brief retell using sentence frames to get them started.

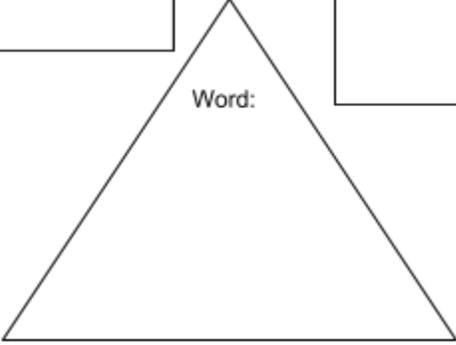
**Questions for Discussion:**

- What kind of life does James live at the age of four? Describe his life.
- What happens to James to make him feel alone and scared?
- Where does James go?
- How is James treated by his aunts?
- How can we describe the aunts?
- What is the man in the bushes holding? Why does he give it to James?
- Would you take what the man is giving James?
- What do you think will happen with these green beans?

**Homework:** The students will design a pair of "magic, marvelous, fantastically luminous" sunglasses for James. Then the students will write three to five sentences about what happens when the glasses are used.**Assessments:** Reading-Fluency, Discussion-Comprehension, Story Map, Retell (with checklist)

Vocabulary Graphic Organizer:

Definition:	Sentence:
	
Picture:	

Definition:	Sentence:
	
Picture:	

Story Element Anchor Chart:

# Story Elements

\* Characters \*

Who?

Animals



People

Things



\* Setting \*

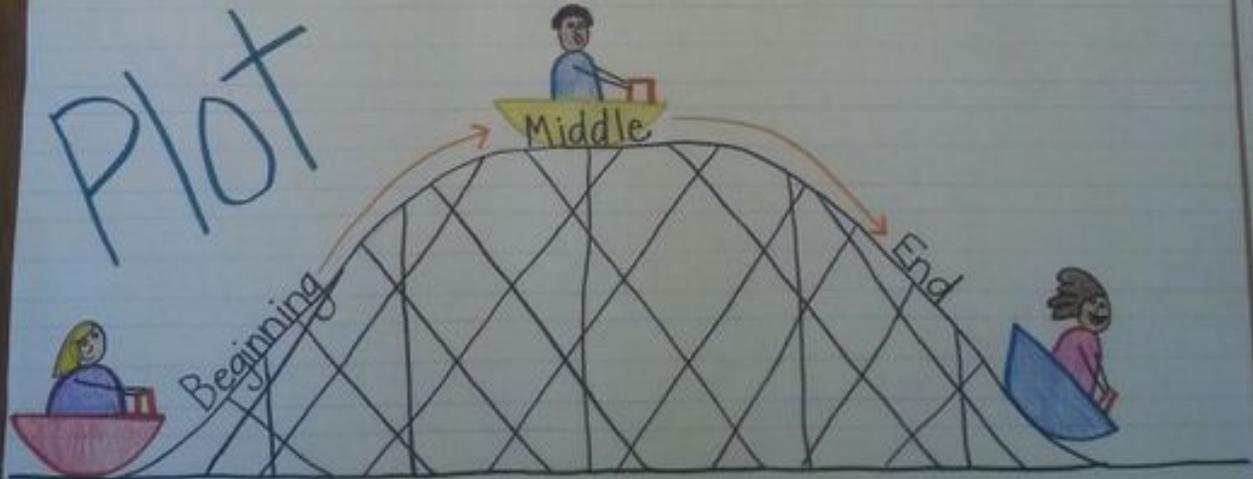
When?



Where?



## Plot



First ~~~~~> Next ~~~~~> Last

Student Story Map:

Story Title:	James and the Giant Peach By Roald Dahl	Picture:
Setting:		
Characters:		
Beginning:		
Middle:		
End:		

Student Retell Sentence Frames:

The story we are reading is called *James and the Giant Peach*.

The setting of the story is  
(where and when)

The characters of the story are  
(who)

In the beginning of the chapters

In the middle of the chapters

At the end of the chapters

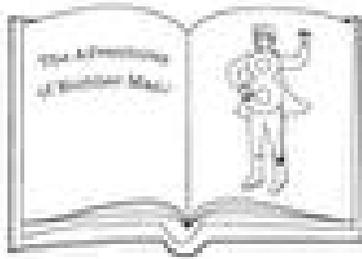
Retell Checklist for the Teacher:

Behavior	Yes	No	Notes for Improvement
I used the title in my retell.			
I named the setting. (when/where)			
I named the characters.			
I recalled events from the beginning.			
I recalled events from the middle.			
I recalled events from the end.			

# VOCABULARY CARDS

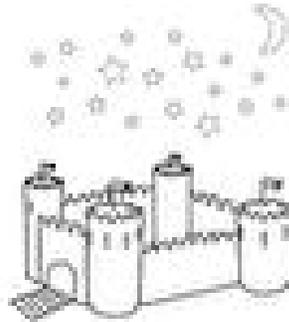
EL SUPPORT LESSON PLAN: RETELLING A FICTION STORY

**character**



The people or animals in a story.

**setting**



The setting is where the story takes place.

**beginning**

The first part of something.

**end**

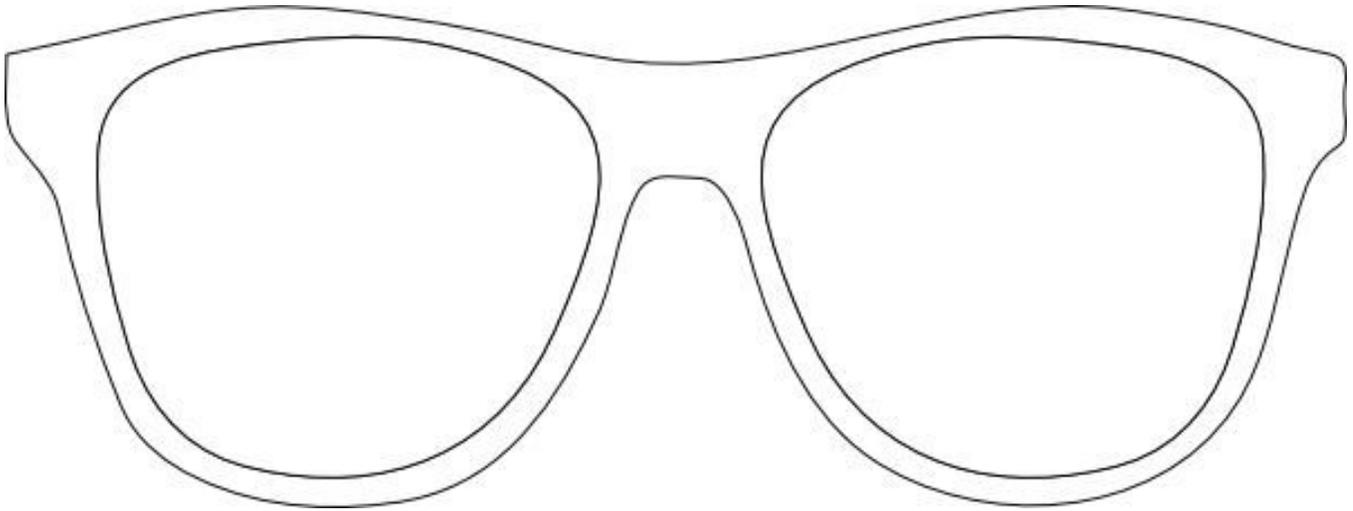
The last part of something.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## James and the Giant Peach HW

“Magic, Marvelous, Fantastically Luminous” Spectacles



What will happen when James puts the sunglasses on?

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**Lesson 2:**

*James and the Giant Peach*

Chapter 1-4  
(pages 1-11)

**Learning Objectives:**

- I can participate in discussions about the text.
- I can identify the character traits of James' aunts.
- I can determine if the trait is an external or internal trait.

**Learning Standards:**

**RSL.4.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**RSF. 4.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**W.4.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Vocabulary:** Character Traits Vocabulary List-Review a few of the words that may present a challenge before allowing the students to work with the partners.

-Activity: The students will be broken up into partners. They will then describe their partner using three outer and three inner character traits.

**Materials:** notebook, character trait anchor chart, vocabulary list for character traits, poster paper

**Instructional Plan:**

1. The students and teacher will discuss what character traits and why they are important.
2. Discuss the character trait anchor chart.
3. Review character trait words.
4. Work with a partner to complete the vocabulary activity.
5. Discuss character traits of the aunts. Work with the students to find the details to support the character traits. (Refer back to the text to find the details.) Organize the details on the Chart.
6. Select one of the aunts and create a wanted poster.

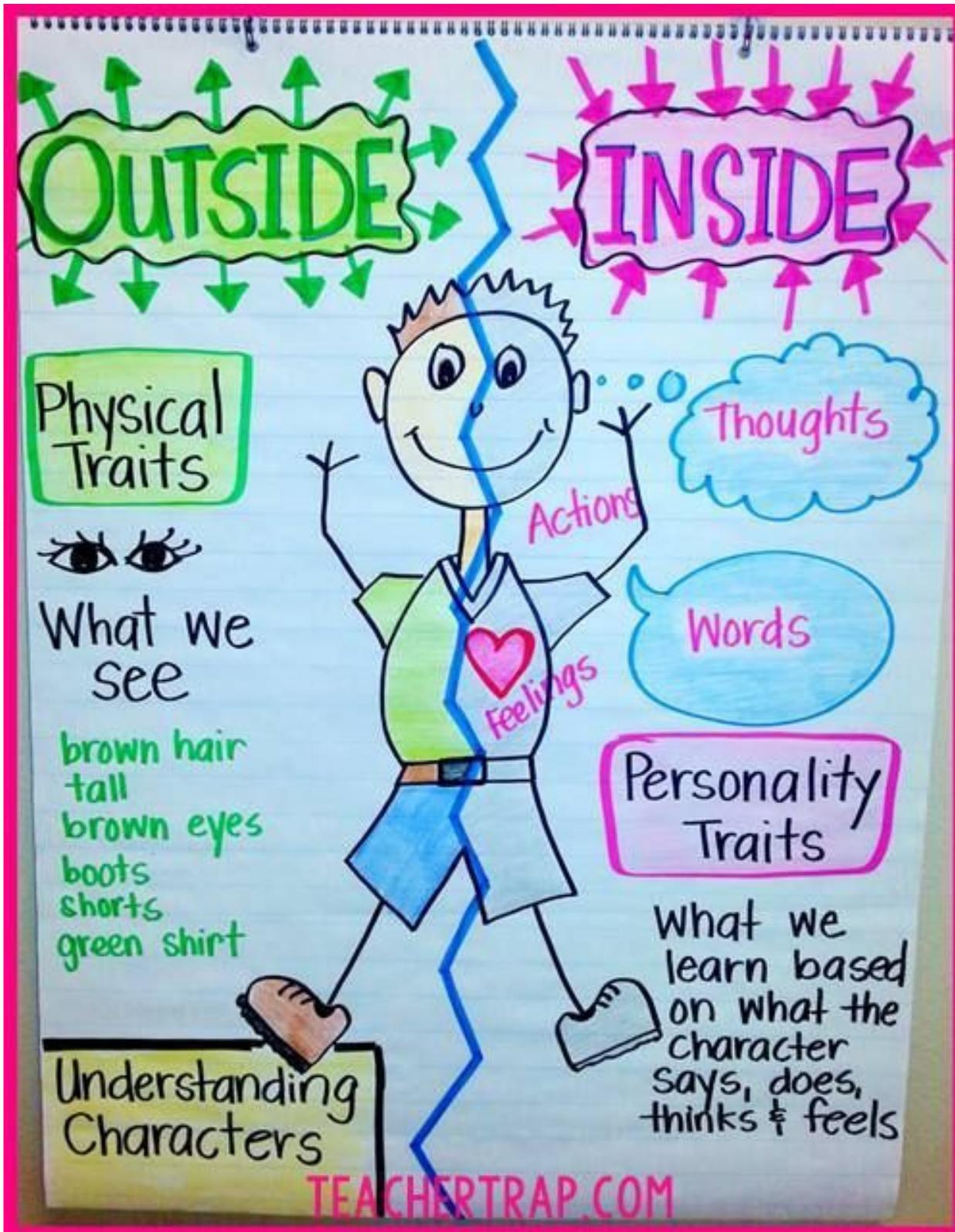
**Questions for Discussion:**

- What are character traits?
- What are outside traits? What are inside traits?
- Why are character traits important?
- How does knowing about character traits help you better understand the text?
- What character traits can you use to describe yourself?
- What are some positive character traits?
- What are some negative character traits?
- How can you describe James? Think character traits!
- How can you describe the aunts? Go back in the text to find details.

**Homework:** Select one member of your family. Describe that family member using five outer character traits and three inner character traits. Draw a picture to match your written description.

**Assessments:** Character Trait Partner Activity, Character Trait Wanted Poster

Character Trait Anchor Chart:



## Character Traits: Synonyms

### Nice

helpful  
friendly  
kindhearted  
compassionate  
pleasant  
thoughtful  
agreeable  
courteous

### Mean

wicked  
rude  
thoughtless  
impolite  
cruel  
hateful  
unfriendly  
unkind

### Happy

cheerful  
joyful  
excited  
satisfied  
content  
delighted  
pleased  
glad

### Sad

depressed  
serious  
gloomy  
miserable  
unhappy  
discouraged  
sorrowful  
mournful

### Smart

intelligent  
brilliant  
clever  
bright  
skillful  
wise  
brainy

### Brave

daring  
courageous  
adventurous  
fearless  
heroic

### Tricky

dishonest  
deceitful  
sneaky  
secretive  
sly  
untrustworthy

### Funny

amusing  
hysterical  
humorous  
comical  
hilarious  
silly

### Mad

exasperated  
annoyed  
outraged  
furious  
frustrated  
angry  
displeased  
irritated

### Scared

terrified  
panicked  
nervous  
afraid  
alarmed  
frightened  
fearful  
petrified

### Thankful

appreciative  
grateful

### Clumsy

awkward  
uncoordinated

### Active

athletic  
energetic

### Shy

bashful  
quiet

### Talkative

chatty  
communicative

# Character Trait Partner Activity

<p>My Name: _____</p> 	<p>My Partner: _____</p> 
<p><u>Outside Character Traits:</u></p>          <p><u>Picture:</u></p>          <p><u>Inside Character Traits:</u></p>	<p><u>Outside Character Traits:</u></p>          <p><u>Picture:</u></p>          <p><u>Inside Character Traits:</u></p>

Write three to five sentences to describe your partner using the notes you took in the graphic organizer.

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Aunt Character Trait Chart:

Aunt \_\_\_\_\_

Character Trait	Text Evidence	Page Number

Use this organizer to create your Wanted Poster. Plan your poster below.

## Wanted Poster



### Wanted Poster Expectation:

- Students will describe James' Aunt using five outside character traits.
- Students will draw a picture to illustrate the traits described.
- Students will describe two inside character traits and provide evidence to support that trait. (Example: Aunt Spiker is rude to James because she does not use her manners.)

### Wanted Poster Grading Scale:

4	The student included all five outside character traits, two inside character traits with explanations, and an illustration.
3	The student included four outside character traits, one inside character trait with explanation, and an illustration.
2	The student included three character outside character traits and an illustration <b>or</b> all five outside character traits and an illustration.
1	The student included two or fewer character traits and an illustration.

Name: \_\_\_\_\_

**Character Traits Homework:**

Family Member: \_\_\_\_\_

Outside Character Traits:

Inside Character Traits:

Drawing of Family Member:

Written Description:

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**Lesson 3:***James and the Giant Peach*

Chapter 1-4

(pages 1-11)

**Learning Objectives:**

- I can participate in discussions about the text.
- I can write a narrative.
- I can share my narrative with my classmates.

**Learning Standards:**

W.4. 11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.

**Vocabulary:** Narrative**Materials:** notebook, narrative anchor chart, planning sheet, narrative**Instructional Plan:**

1. Review what a narrative writing piece is using the anchor chart. Provide students with a copy of the chart.
2. If you were chopping wood instead of James, and were granted one wish, what would that be? Why would you make that wish?
3. Brainstorm wishes
4. Plan the writing
5. Write the narrative. The students will be using the James and the Giant Peach as the setting and plot in their narrative.
6. Teacher conference with students as they work.
7. Peer edit with partner.
8. Complete final copy after the teacher reviews.
9. Share with peers on the document character.

**Questions for Discussion:**

- What is a narrative?
- What is a wish?
- What do we start sentences with?
- What do we end sentences with?
- How can I check my writing to see if it makes sense?

**Homework:** Interview a family member. If they were granted one wish, what would it be and why?**Assessments:** Wish Narrative

Anchor Chart:

**Narrative** writing is  
writing to **tell a story**.  
Its **PURPOSE** is to **entertain**.

The writer describes an experience, event, or sequence of events in the form of a story.

**Narrative** writing tells:

**WHO**

**WHAT**

**WHEN**

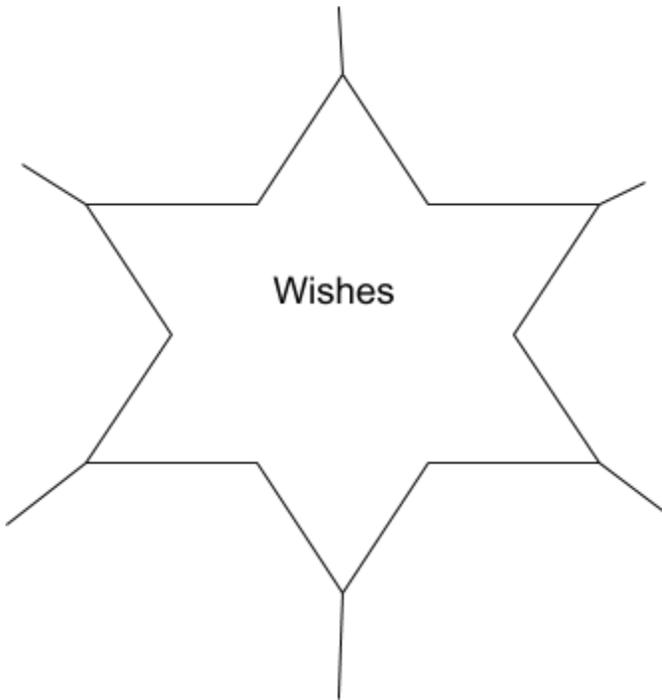
**WHERE**

**WHY**

**HOW**

## Brainstorming Sheet

1. As a class, we are going to brainstorm some possible wishes. Copy down the wishes we come up with.



2. Circle one wish that you would like to write about.

3. Pick three reasons why you picked that wish.

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## Wish Writing Planning Sheet

Setting:	-Near the tree
Character:	-You
Plot:	-Chopping wood daydreaming
Wish:	I am going to wish for....
Reason:	I am wishing for _____ because.....
What happens after the wish? Does it come true? Does your life change? How?	My wish _____. So....

Narrative:

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Checklist:

Capital _____	Periods _____	Reread _____	Character/ Setting ____	Wish _____	Reason for Wish ____	After wish _____
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# Writing Rubric

Score	Content and Development
3  The Deluxe Burger	<ul style="list-style-type: none"> <li>• Many details that go with the topic.</li> <li>• There is a beginning, middle, and ending.</li> </ul>
2  Hamburger	<ul style="list-style-type: none"> <li>• A few details that go with the topic.</li> <li>• Beginning, middle, and ending are mixed up.</li> </ul>
1  Burger on a Bun	<ul style="list-style-type: none"> <li>• Details do not stay on topic.</li> <li>• No clear beginning, middle, or end.</li> </ul>
Score	Conventions
2 	<ul style="list-style-type: none"> <li>• Some mistakes in punctuation, capitalization, and spelling.</li> </ul>
1 	<ul style="list-style-type: none"> <li>• Many mistakes in punctuation, capitalization, and spelling.</li> </ul>

## Reflection

I was very eager to teach this lesson to my ENL students. They all love the novel study time during the day, they just struggle when it is in the whole class setting. When I told them that we would be working in a small group, they were thrilled. It was nice to work with the small group on this fantastic book. Unfortunately, I was only able to teach the lesson in a small group for day one due to time constraints. The other lessons were done as a whole group. My reflection will focus on the small group instruction with my ENLs.

Overall, the lesson was a success. It was difficult to get everything done in one session. I actually had to break the lesson into two days. Overall, my class has a very limited vocabulary. So, I work very hard to make sure that I spend time explicitly teaching the vocabulary. The students really enjoyed using the Frayer model vocabulary graphic organizer. They liked that they were able to draw a picture. The sentences however were a challenge. I modelled sentences for the following words: luminous and desolate. After the modeling, we came up with a sentence as a group. They then copied those onto their organizers. Next time, I plan to give the students a sentence on their graphic organizer to refer too. They can then use that as reference for their own sentence. The students were also very motivated to complete the homework activity, they loved the idea of designing their own spectacles.

Teaching the vocabulary prior, really helped the students better comprehend the stories. As we were reading, they liked the mixture of round robin, choral, and teacher modeling. They were kept on their toes and were constantly tracking the text which showed they were engaged. The engagement kept them motivated to participate. The choral reading also improved their fluency when I asked them to read on their own.

I noticed that the students had a difficult time answering comprehension questions. I believe that next time, I should provide the students with the questions before we read. This will prepare them and help them know what will be expected.

The second day, I reviewed the story element anchor chart with the students. They had a solid understanding of the elements due to previous years instruction. The part that was tricky for them was recalling the information from the story to fill out the story mapping chart. I believe if I would have did it immediately after reading, the students would have been more successful. At times, it is difficult to recall information from the day before. We had to refer back to the text frequently which in a way is positive. In my school, we are trying to train students to confirm their thoughts by going back in the text.

After the map was completed as a group, the students had to retell the section of the story we read using the chart as a guide. I was so happy to have printed the sentence frames prior to this activity. The students used them as they were getting their thoughts together to retell the story. With the map and the sentence frames, the students were successful in their retell. In the long term, I am hoping that the students will be able to retell the story without the use of the aids. I did not have the students do the written retell. Looking back at the lesson, I should have assigned it as a homework activity to use as an assessment to plan for further instruction. Time was not on my side that day.

The next time I have the students do a retell activity, I would like to record the students telling their story. Then I would like them to listen to their retell to determine what they were missing and brainstorm ways that they can improve their retell. I would also model the retelling for the students before it was their turn.