

These novel units are something I created and started using in my classroom. I had students with significant challenges and most were non-readers. They were the best thing I ever did, and my students LOVED them.



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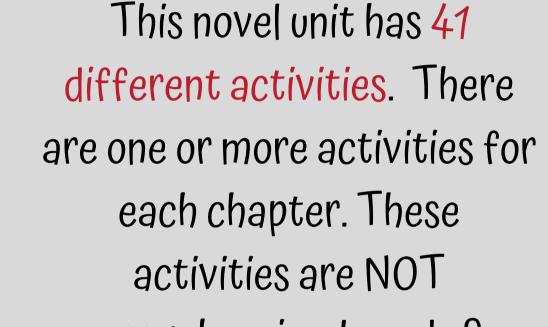
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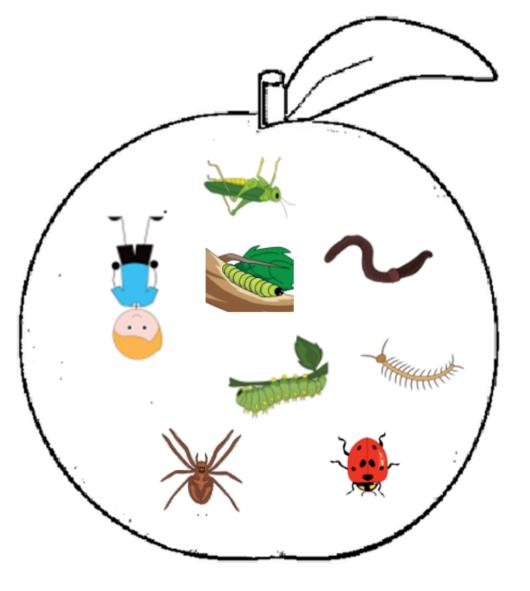
comprehension-based. So, even if your students do not pay attention, they can still complete the activity.





After rolling through the countryside, everyone was all tossed about in the peach. Circle those who ended up upside down.

Some of the bugs it is hard to tell, so make your best guess.



For example, in Chapter 17, the peach rolled down the countryside, turning many of the characters in the peach upside down. Here, students will circle the characters in the peach that are upside down.

Chapter 17

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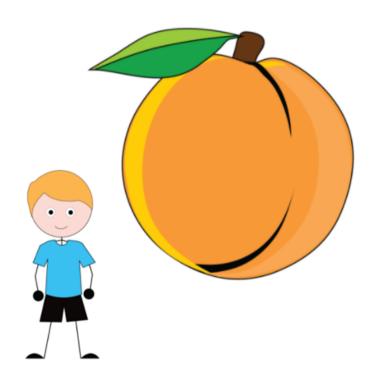
Suggestions for Use

- I made this unit to go along with the book, James and the Giant Peach, by Roald Dahl.
- The thought is that you would be reading it aloud to your class at a rate of about ½-1 chapter per day.
- Be sure to give each student their own copy of the story board (pg. 7) to use while reading and discussing the story.
- Benefits of reading out loud, even to classes made up of severely affected students:
 - Teaches students to sit quietly even when there isn't something for them to do. This is such an important life skill. We all have to spend time sitting and listening to someone we are not that interested in at some point.
 - Parents will LOVE you. Not only will they be excited their child is being exposed to age appropriate material, but you are teaching them how to sit quietly, which will hopefully transfer to home as well.
 - Even with your lowest level learners, you will have 1 or 2 that will truly enjoy the story.
 - It can be a calming experience to sit and listen to the teacher read in a methodical way.

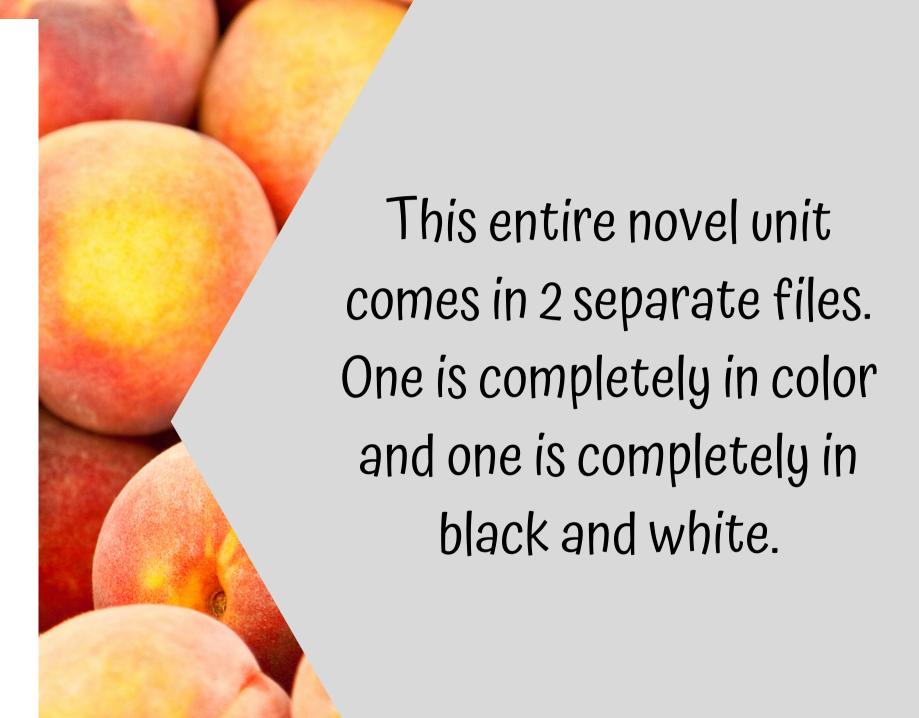
Suggestions on how I found this activity worked best in my classroom are provided. I typically had 6-8 students with one adult assistant in the room with me.

James and the Giant Peach Literacy Unit for Special Education

By
Christa Joy
Special Needs for Special Kids

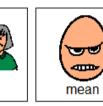


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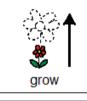




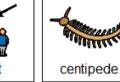






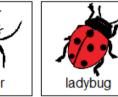




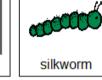








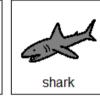




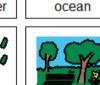






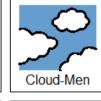


Story Board: to use while reading and for class discussions. Laminate and make 1 copy for each student.







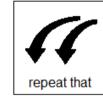


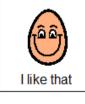
















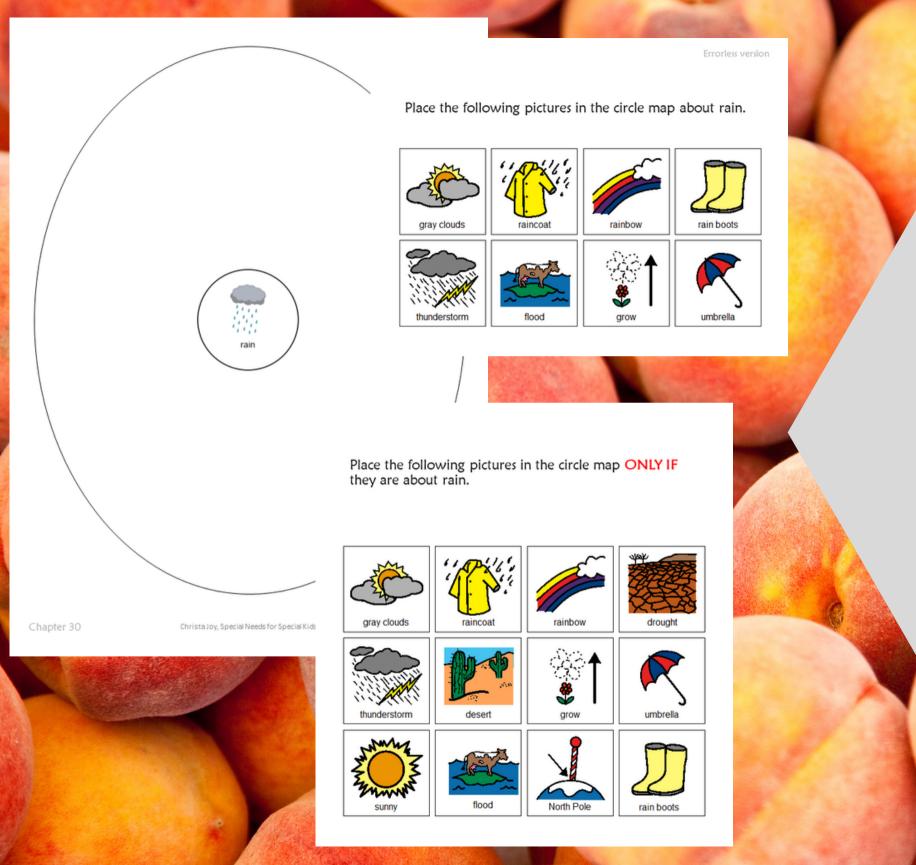


This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!





There are circle maps in this unit. Circle maps are a great way for students to see a big idea.



James was very brave trying to rescue the centipede. Complete the circle map below to show what bravery looks like. Remember being brave does NOT mean you are not scared. Errorless version Place the following pictures in the circle map on the previous page to show what being brave looks like. stand up Place the following pictures in the circle map on the previous page ONLY IF it shows what being brave looks Chapter 26 Christa Joy, Special Needs for Spe-

Each circle map comes with 2 choices:

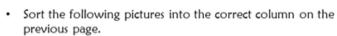
An errorless option with only correct answers

An option that has wrong answers mixed in students will need to set aside.

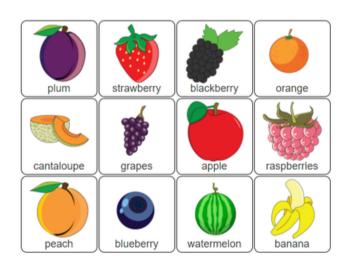
Some fruit grows on trees and some grow on bushes or vines. Sort the following fruits depending on if they do or do not grow on trees.







- · To differentiate:
 - Outline/color in each label and corresponding pictures in the same color

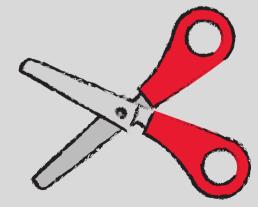


- Answer Key
 - Tre
 - Apple
 - Poacl
 - Blueberry
 - Orange
 - Plun
 - Bananas

- Bushes, vines
 - Strawberry
 - Cantaloupe
 - Grapes
 - Raspberries
 - Blackberry
 - watermelon

There are sorting activities.

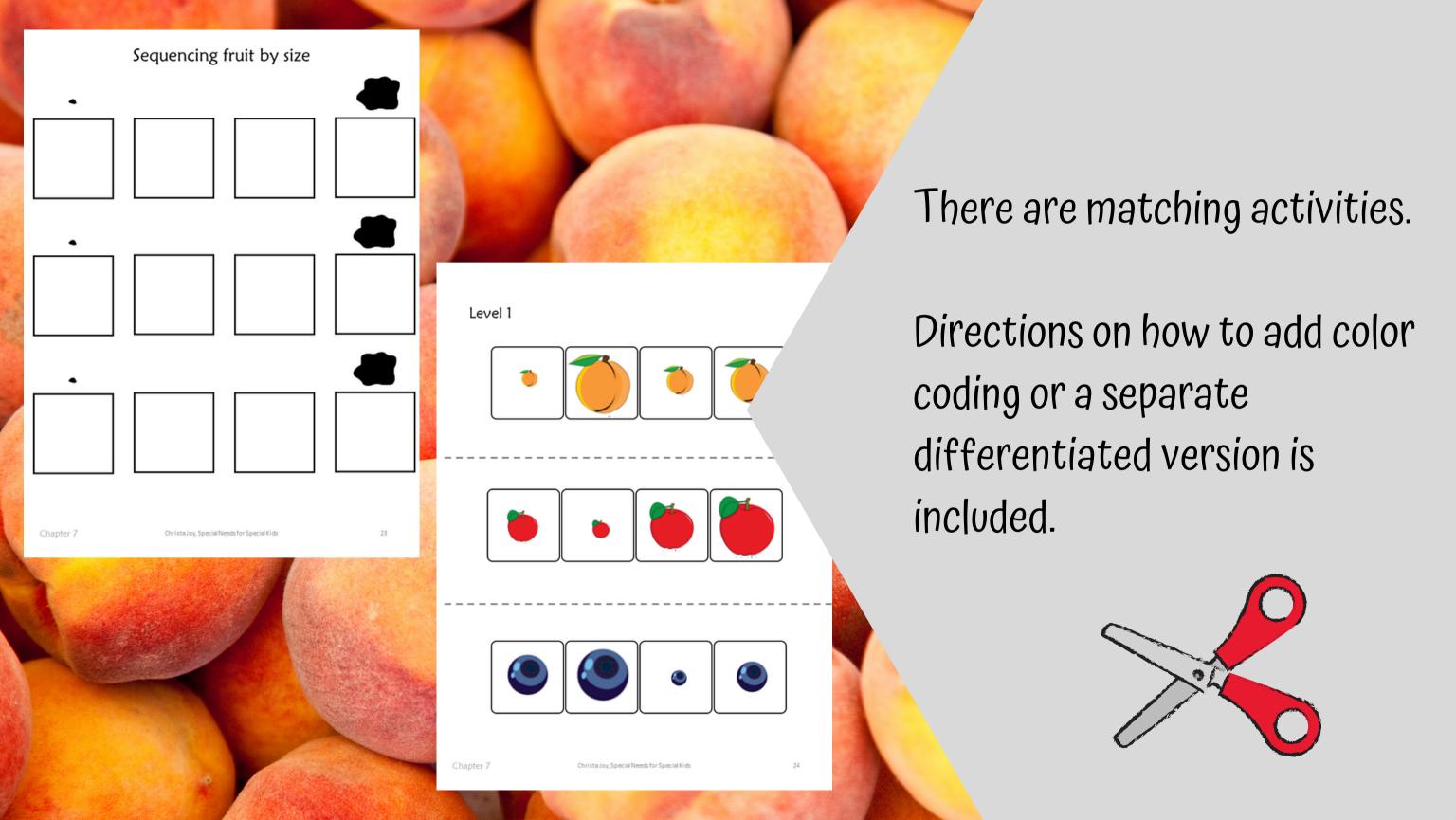
Directions on how to add color coding or a separate differentiated version is included.

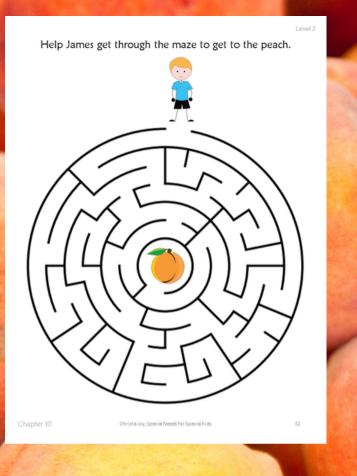


Chapter 6

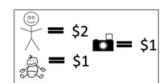
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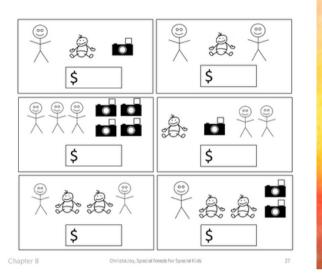
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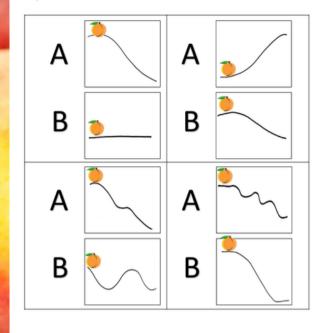


The aunts were selling tickets to see the giant peach. Look at each box and determine how much money the aunts would make.





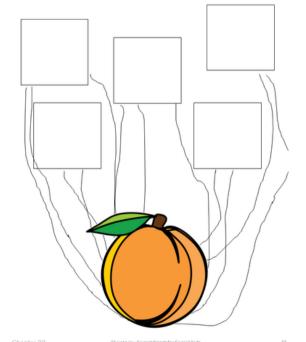
The peach starts rolling down a hill towards the ocean. Look at each box below and circle the hill where the peach would roll the FASTEST.



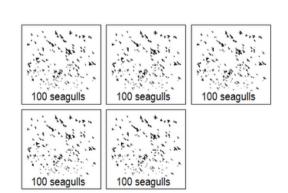
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It took 500 seagulls to lift the peach into the air. Glue 5 sets of 100 seagulls into the boxes.



Add each set of 100 seagulls to the previous page.



Because there are so many activities, you can choose the ones that fit your students the best.

CH 2

1. What was James chopping?







2. What did James start to do?







3. Where did James want to go?







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CH8

1. What did the aunts put around the giant peach?







2. The aunts sold tickets so people could see what?







3. Where was James while everyone was there to see the giant peach?







This unit does come with comprehension questions. There are 3 questions for every chapter. Each question has 3 picture choices. They are in color and black and white.

Answer key included!!

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