



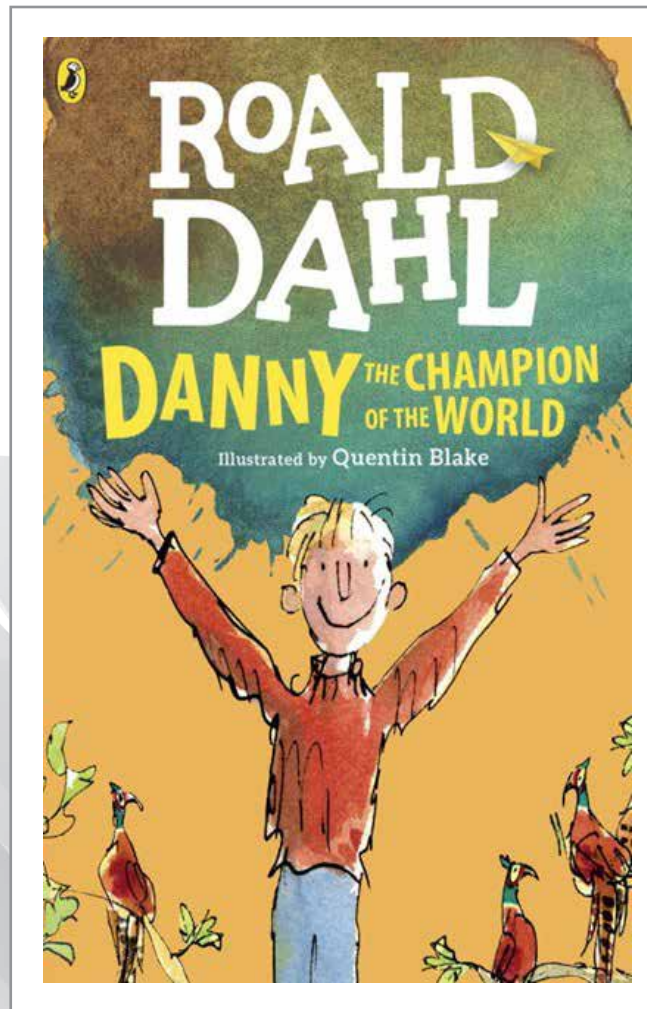
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Danny the Champion of the World

Roald Dahl



READ, WRITE, THINK, DISCUSS AND CONNECT

Danny the Champion of the World

Roald Dahl

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Comprehension

Identifying attributes, research, compare/contrast, problem solving, creative and critical thinking, inferring, predicting, evaluating, supporting judgements

Literary Elements

Figurative language; story mapping; identify the main events of plots, their causes, and the influences on future actions; setting; identify character's traits and motivations; identify author's purpose, theme

Vocabulary

Synonyms, antonyms, using context clues, distinguish and interpret multiple-meaning words and idioms, root words, use a thesaurus/dictionary

Listening/Speaking

Discussion, debate

Writing

Creative writing, newspaper journalism

Critical Thinking

Identifying main ideas and supporting details, sequencing, recalling, questioning, classifying, ordering, summarizing

Across the Curriculum

Social Studies—geography; Science—scientific method, predicting outcomes; Math—computation; Art—illustration

Genre: fiction

Setting: the southern English countryside and Hazell's Wood

Point of View: Danny, first-person narrator

Conflict: person vs. person, person vs. nature

Themes: honesty, bravery, kindness, friendship, fatherly love

Style: imaginative and entertaining adventure novel

Summary

Danny and his father share a peaceful life in the English countryside, living in an old gypsy wagon behind a filling station and automobile workshop. Danny grows up listening to stories, apprenticing in his father's workshop, and enjoying his father's many inventions. Upon turning nine, however, Danny discovers that his father has a dark secret. Danny's father is a poacher! Danny becomes part of the adventure as he and his father plot against Victor Hazell, a villainous, wealthy landowner. The father-son relationship is the highlight of this delightful tale in which high jinks lead to the poaching of most of the pheasants from Hazell's Wood. Pulling off his masterful plan makes Danny the champion of the world.

About the Author

Roald Dahl is one of the best-loved storytellers in the world. He was born in Llandaff, South Wales, in 1916, and educated in English boarding schools. As a child, Dahl loved stories and books. He was especially fascinated with tales about trolls and other mythical creatures as told to him by his mother. The young Dahl kept a diary from the age of eight. He wrote to his mother every week from school, a habit he continued until her death 32 years later. As a young adult, Dahl worked for Shell Oil in Africa and then joined the Royal Air Force as a fighter pilot during World War II.

Beginning in the 1940s, Roald Dahl wrote many successful novels and short stories for adults, such as "Tales of the Unexpected." His wonderful and outrageous children's novels such as *James and the Giant Peach* (1961), *Charlie and the Chocolate Factory* (1964), *The Witches* (1985), and *Matilda* (1988) all became best-selling titles, earning him the reputation of the most successful children's writer in the world. Dahl said, "I'm probably more pleased with my children's books than with my adult short stories. Children's books are harder to write. It's tougher to keep a child interested because a child doesn't have the concentration of an adult. The child knows the television is in the next room. It's tough to hold a child, but it's a lovely thing to try to do." Dahl died on November 23, 1990.

Major Characters

Danny: devoted son who masterminds a plot to poach pheasants from Hazell's Wood

Father/William: Danny's loving father whose one vice is poaching pheasants

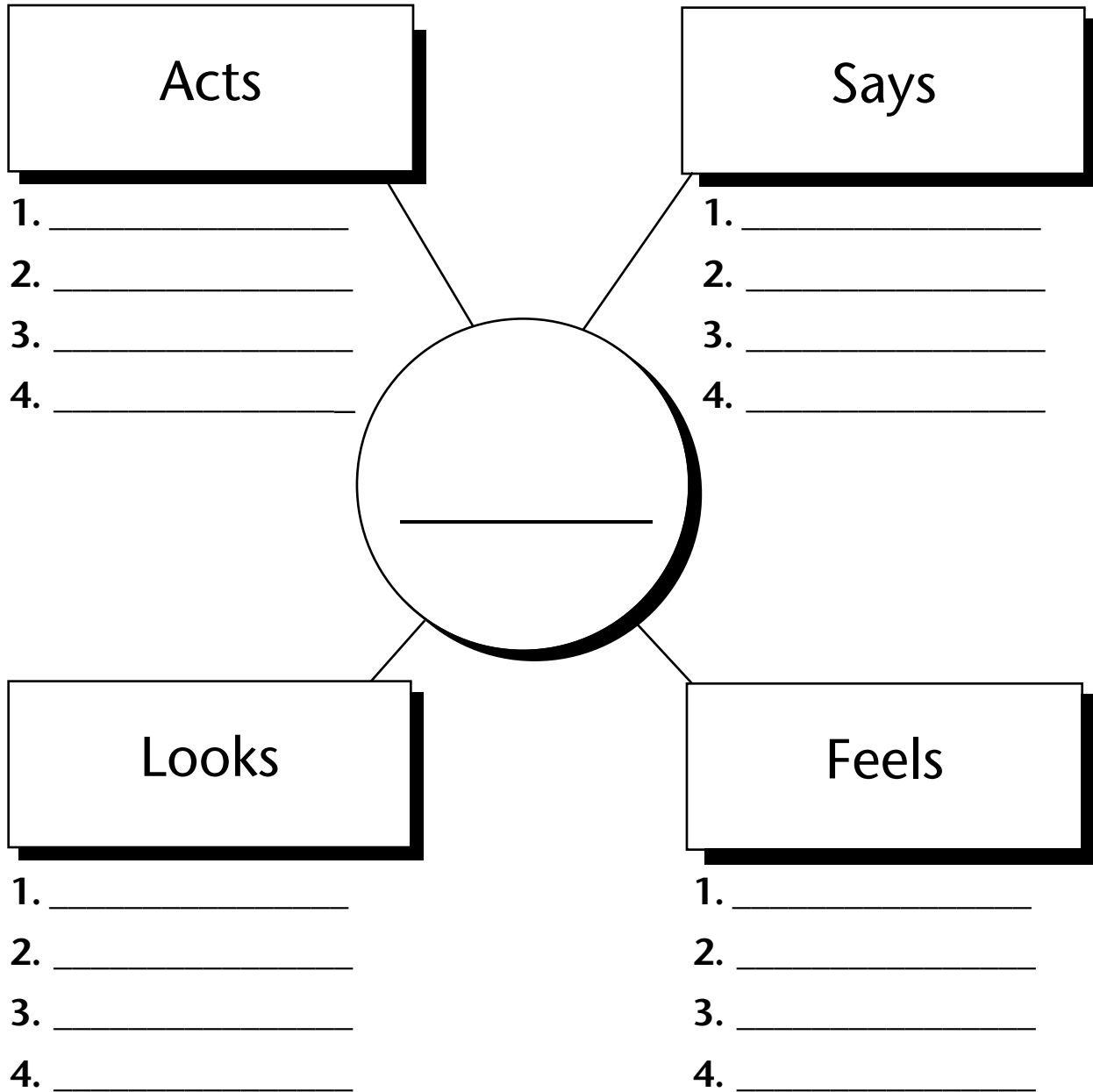
Victor Hazell: wealthy landowner who dislikes Danny and his father

Doc Spencer: William's friend; sets William's broken leg

Sergeant Samways: village policeman; friend of William

Character Attribute Web

Directions: The attribute web below will help you gather clues the author provides about a character in the novel. Fill in the blanks with words and phrases that tell how the character acts and looks, as well as what the character says and feels.



The diagram is a character attribute web. It features a central circle with a horizontal line inside. Four lines radiate from the circle to four rectangular boxes: 'Acts' (top-left), 'Says' (top-right), 'Looks' (bottom-left), and 'Feels' (bottom-right). Each box is connected to the central circle by a line. Below each box are four numbered lines for notes.

Acts

1. _____
2. _____
3. _____
4. _____

Says

1. _____
2. _____
3. _____
4. _____

Looks

1. _____
2. _____
3. _____
4. _____

Feels

1. _____
2. _____
3. _____
4. _____

7. What does it mean to have “snakes in the stomach”? (*It is a figurative way of expressing nervousness. p. 120*)
8. What does Danny mean when he says he wouldn’t swap places with the King of Arabia? (*He believes the richness of his life with Father is better than having the wealth of a king. p. 127*)
9. From their conversation, what is Mr. Rabbetts’ opinion of Father? (*Answers will vary, but may include that Mr. Rabbetts insults Father by calling the caravan “filthy.”*)

Supplementary Activities

1. Research: Have students research the laws regarding poaching in your state. How is poaching defined? What are the penalties?
2. Research: Have students create a naturalist notebook with facts about local animals, or design a wildlife mural.
3. Research: On page 105 of the novel, Danny states that he thinks his father would be good at writing an interesting fact every day on the stone above the front door of the school building. Have students create a list of interesting one-sentence messages and display one each day of the week.
4. Math: Read the following aloud to students: If it takes two minutes to prepare one Sleeping Beauty raisin, how long will it take to prepare all 200 raisins?
5. Research: Have students verify the law regarding wild birds that Father gives in Chapter 14.

Chapters 16–22, pp. 144–205

Danny and his father return to Hazell’s Wood after dark just as pheasants start falling from the trees. They gather 120 pheasants in their cotton sacks, an all-time world poaching record. Father’s friend, taxi-driver Charlie Kinch, picks up the poachers and their sacks of pheasants on the road. Father calls Danny “the champion of the world” and explains Danny’s Sleeping Beauty method as Charlie drives them to Mrs. Clipstone’s house, where they hide the pheasants in the coal shed. The next morning Mrs. Clipstone delivers the sleeping pheasants in a baby carriage with her baby riding on top. The sleeping pills start to wear off, and the pheasants waken and fly out of the carriage. Too dopey to fly far, the pheasants roost all around the filling station. Mr. Hazell drives by, sees the pheasants at the filling station, and angrily confronts Father. Sergeant Samways, the village policeman, arrives and suggests they shoo the birds back onto Mr. Hazell’s property. The birds fly into Mr. Hazell’s car and scratch the paint on his Rolls Royce before flying away in the opposite direction of his land. Doc Spencer finds six remaining pheasants, and it is decided that Mrs. Clipstone will get two, Sergeant Samways will get two, and Danny and Father will get two. Danny and his father decide they will catch rainbow trout for their next adventure, and Danny decides he has the most exciting, marvelous father in the world.

Vocabulary	
	eerie (144)
	astounded (158)
	vicar (160)
	prime (162)
	scarlet (179)
	scorched (181)
	shambles (192)

Discussion Questions

1. Why is it important to test a plan before it is put into action?
(*to see if it will work and to make adjustments to make it work better, p. 146*)

2. Why does Father want to count the birds? How many are collected? (*Father wants to set a poaching world record; 120; p. 153*)
3. Why does Father dub Danny the “champion of the world”? (*Danny’s Sleeping Beauty poaching method leads to a new poaching world record. p. 153*)
4. How does Danny feel when he finds out Enoch Samways is a poacher? Why? (*Knowing Enoch Samways is a poacher humanizes him to Danny, and he feels less afraid of the policeman. p. 158*)
5. Why should the “face of the law” be neutral? (*to display a sense of calm and control, p. 182*)
6. What is different about Sergeant Samway’s speech? (*He speaks with an accent, adding an “h” to words that don’t have one and dropping the “h” on words that should have one. p. 182*)
7. Why do the pheasants fly away from Hazell’s Wood? (*Answers will vary. p. 190*)
8. How do you think Father feels about losing most of the birds? (*Answers will vary, but may include the fact that Father is disappointed that they won’t have several meals of pheasants to eat but is more interested in the poaching record and ruining Mr. Hazell’s shooting party than in the tasty meals. p. 191*)
9. According to the last paragraph of the novel, what is the purpose of the novel? In your opinion, is the narrator’s purpose achieved? (*The narrator’s purpose is to portray Father as a marvelous and exciting person; Answers will vary. p. 205*)

Supplementary Activities

1. Literary Elements: Have students find synonyms and antonyms for the vocabulary words in this section.
2. Critical Thinking: Have students make an Attribute Web (see page 11 of this guide) listing the characteristics of a marvelous and exciting father.
3. Speaking: Have students pretend to be television news reporters and report on the happenings at the filling station on the day of the shooting party.
4. Writing: Have students write narratives based on the novel. They should use concrete sensory details to relate a personal event or experience.
5. Writing: As they read, have students write personal responses to the events in this section. Have them support their judgements with references to both the text and prior knowledge.