



STUDENT PACKET

GRADES 3-5

The Witches

Roald Dahl



READ, WRITE, THINK, DISCUSS AND CONNECT

The Witches

Roald Dahl

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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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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

The Publisher's Comments about *The Witches*

Directions: Read the publisher's comments in the box below. Then make five predictions about this novel in the table below. As you read, verify your predictions in the boxes provided. Rate your predictions as great, fair, or way off.

Would you know a real witch if you saw one? They don't ride on broomsticks. They don't wear black capes or pointy hats. In fact, they don't look like witches at all. But one thing is certain: A real witch is the most dangerous of all living creatures. So you'd better learn to know one when you see one! The young hero of this award-winning story learns that lesson in a hurry when he encounters a whole gruesome gang of them. He'll need all his wits about him to foil their wicked scheme—a dastardly plot to rid the world of children forever!

My Predictions	Great	Fair	Way Off
1.			
2.			
3.			
4.			
5.			

Name _____

Fill in the Blanks

necessarily	exams	refuse	packets
streaked	weeping	cruelty	leapt
stroking	supply	bargain	wormed
examined	collect	hesitantly	

Directions: Select a vocabulary word to complete each sentence below.

1. Why is being young _____ better than being old?
2. Soren _____ her way through the crowd to get to the front row.
3. Mark sang _____ because he was unsure of the words.
4. Zach says, "I _____ to eat broccoli. I don't like it."
5. At the end of the school year, we have final _____.
6. The frog _____ from lily pad to lily pad.
7. Teasing and bullying others is _____.
8. Pete uses two _____ of sugar on his cereal.
9. The child is _____ as she looks at her ice cream cone upside down on the sidewalk.
10. Elle is _____ her dog's coat very gently.
11. I have _____ the book very carefully to see if it is mine.
12. Jessica got 30 percent off the price of her shoes. That's a _____!
13. Do you have a big _____ of extra pencils for the math test?
14. The jet _____ across the sky, leaving a huge steam trail.
15. My teacher will _____ everyone's money for the field trip.

Name _____

Directions: Answer the following questions on a separate sheet of paper. Use the questions to guide your reading and prepare for class discussion.

A Note about Witches—How to Recognise a Witch

1. Why are real witches hard to catch?
2. What do real witches think about all day?
3. How many real witches are there in England?
4. In what country is the boy's grandmother's home?
5. Where was the boy born?
6. How old was the boy when his parents died?
7. What happened to Ranghild?
8. What does Grandmamma claim prevents colds?
9. What is beneath a witch's gloves?
10. What problem does wearing a wig cause witches?
11. What does a clean child smell like to a witch?
12. How are witches' feet different from ordinary women's feet?
13. What is different about witches' spit, and how do they use it?
14. What does Grandmamma do that makes the boy think she would never lie?

The Grand High Witch—Summer Holidays

1. What is English witches' favorite trick?
2. How do American witches cause parents to eat their own children?
3. What do witches do once a year?
4. What did Grandmamma do when she was younger?
5. How did The Grand High Witch get rich?
6. Who is working on a tree-house?
7. What does the woman watching the boy want him to do?
8. What happens that causes the boy and Grandmamma to change their summer plans?
9. Who is Mrs. Spring?
10. Who is meeting in the room where the boy is hiding?
11. What trick is the boy teaching William and Mary?
12. Where is the boy hiding?

Name _____

Characters With or Without Character

Character is evaluated by one's actions, statements, and by the way one treats others.

Directions: For each of the attributes listed in the center of the page, write the name of one character from the novel who has this trait and the name of one character who does **not** have this trait. After each character's name, give an example of an action or statement that proves you have properly evaluated the character.

Yes

No

Name: _____
Proof: _____

Name: _____
Proof: _____

Is a good person

Name: _____
Proof: _____

Name: _____
Proof: _____

Sacrifices for others

Name: _____
Proof: _____

Name: _____
Proof: _____

Is kind and caring

Name _____

Good and Bad Results

Directions: Read each of the decisions made by the boy and Grandmamma below. Write the good results and the bad results of each decision.

Good Results

Decision #1

The boy and Grandmamma go to the Hotel Magnificent for summer vacation.

Bad Results

Good Results

Decision #2

The boy decides he must go to the kitchen to put Formula 86 into all the witches' food.

Bad Results

Good Results

Decision #3

Grandmamma immediately decides to move back to Norway.

Bad Results