

Name _____ Date _____

THE WITCHES

Comprehension Assessment #2: Chapters 10-21

❖ Part 1: Comprehension Multiple Choice

Choose the best answer for each question below.



- How do the witches catch the narrator?
 - They smell him.
 - They see his shadow.
 - Bruno tells on him.
 - They hear him breathing.
- How does the narrator get into the Grand High Witch's hotel room?
 - He runs underneath the crack in the door.
 - He gets in through the balcony.
 - He enters through the pipes into the bathroom.
 - He hides in a room service tray.
- Choose the best word to describe Mr. and Mrs. Jenkins' reactions upon first seeing Bruno as a mouse.
 - Panicked.
 - Amused.
 - Annoyed.
 - Sad.
- How does the narrator get all of the witches to eat Formula 86?
 - He sprinkles it on their food.
 - He dumps it in their soup.
 - He puts it in their salt.
 - He mixes it in with their pasta.
- What word best describes how the narrator feels about being a mouse for the rest of his life?
 - Relieved.
 - Content.
 - Angry.
 - Sad.

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❖ Part 2: Comprehension & Analysis Short Answer

Answer the following questions in complete sentences.

- Summarize Grandmother and the narrator's final plan to defeat the witches once and for all at the end of the novel.

- What is the lesson that you can learn from this story? Explain your answer.

- Below, summarize your favorite part of the story. Then, explain why this is your favorite part.

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2 Comprehension ASSESSMENTS included:

- Chapters 1-9 and Chapters 10-21
- Multiple choice and short answer questions

Name _____

Vocabulary Words and Definitions

CHAPTER	WORD	DEFINITION
Prologue: A Note about Witches I: My Grandmother	peculiar	
	enthralled	
	vanish	
2: How to Recognize a Witch	ghastly	
	reeling	
	outraged	
3: The Grand High Witch	appalling	
	petrified	
	vicious	
4: Summer Holidays	consolation	
	relentlessly	
	compromise	
5: The Meeting	stun	
6: Frizzled like a Fritter	culprit	
	concocted	
	triumphantly	
7: Formula 86 Delayed Action Mouse Maker	racket	
	puzzlement	
	clamor	
8: The Recipe	dispose	
	intently	
	boasting	
9: Bruno Jenkins Disappears	boasting	
	boasting	
	boasting	
10: The Ancient Ones II: Metamorphosis	boasting	
	boasting	
	boasting	

Name _____

Vocabulary Words and Definitions

CHAPTER	WORD	DEFINITION
Prologue: A Note about Witches I: My Grandmother	peculiar	strange
	enthralled	very interested
	vanish	disappear
2: How to Recognize a Witch	ghastly	shockingly dreadful; horrible
	reeling	wavering or swaying, as if from shock
	outraged	made angry
3: The Grand High Witch	appalling	causing dismay or horror
	petrified	terrified
	vicious	ferocious
4: Summer Holidays	consolation	comfort
	relentlessly	repeatedly; incessantly
	compromise	agreement of differences by mutual concessions
5: The Meeting	stun	to deal with responsibilities or difficulties
	frantically	in a hasty, desperate way
	transfix	to hold motionless with amazement
6: Frizzled like a Fritter	revolting	disgusting
	culprit	a guilty person
	concocted	prepared or made up
7: Formula 86 Delayed Action Mouse Maker	triumphantly	victoriously
	racket	loud noise
	puzzlement	perplexity
8: The Recipe	clamor	a loud uproar
	dispose	to get rid of
	intently	firmly fixed
9: Bruno Jenkins Disappears	boasting	bragging
	boasting	bragging
	boasting	bragging
10: The Ancient Ones II: Metamorphosis	boasting	bragging
	boasting	bragging
	boasting	bragging

VOCABULARY included:

- Vocabulary List comes with and without definitions
- 1 final Vocabulary assessment

Name _____

VOCABULARY ASSESSMENT

8. It was the little girl's very first time at Disneyland, so she was _____ by all of the sights and sounds there.

- exterminated
- enthralled
- hustled
- scowled

9. The football player _____ during the practices leading up to their big game.

- shook
- summed up
- disguised
- hustled

10. _____ when I was falsely accused of stealing my classmate's lunch money.

- outraged
- vanish
- reluctantly

Name _____

VOCABULARY ASSESSMENT

❖ **Part 1: Matching**
Draw lines that match the words on the left with their proper definitions on the right.

1. envy	A. jealousy
2. commotion	B. exciting
3. thrilling	C. strange, odd
4. triumphantly	D. chaos or confusion
5. peculiar	E. victoriously

❖ **Part 2: Multiple Choice**
Choose the words that belong in the sentences below. Circle the word; then write it in the blank.

6. I was unable to recognize my friend, because she was _____ in her clever costume.

- brandishing
- swerving
- disguised
- feeble

7. It was very difficult to reach a _____ because we disagreed so strongly, but we eventually did make peace with one another.

- compromise

_____ e sentence for

reeling
petrified

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About the Assessment Packet

- These assessments are to be used alongside the book *The Witches*, by Roald Dahl, which is not included in this product. These tests were written based upon the First Scholastic Printing, January 1997.
- The narrator is not named in the book; therefore, in this packet, I refer to him simply as "the narrator." However, he is named in the accompanying movie as *Kevin*.

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Easy PREP:

- Table of Contents
- Notes for the teacher

Instructions

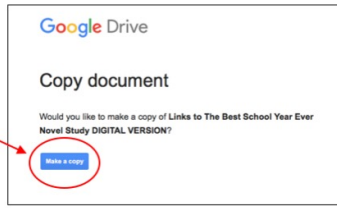
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

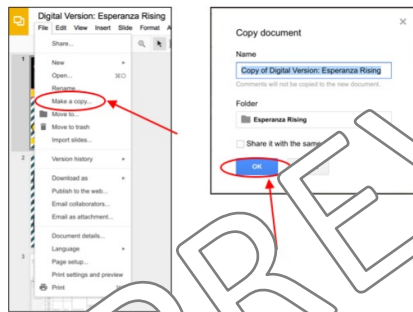
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

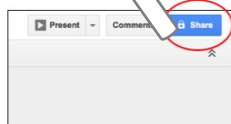


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

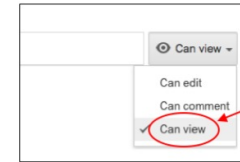


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

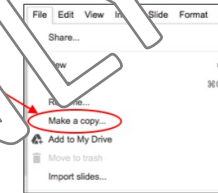


Note: Sharing with students can also be done through Google™ Classroom.

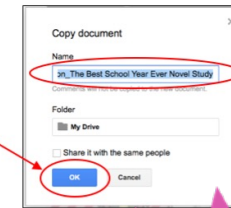
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, and click text boxes, draw figures, etc. Changes that students make to their documents will be automatically saved.
9. Students may share with you their works in progress and finished products.
10. Don't forget that you do have the option to print the documents in black and white and printer-friendly, while the Google™ Drive version is in color. Both versions are most handy if they are printed. Many teachers use both versions to end up using both versions.
11. There are places where students are not allowed to use their iPads or tablets, this is easy to do. However, if you are in a classroom where iPads or tablets are under the "Insert" dropdown menu in Google™ Classroom.

Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

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PREVIEW ONLY

Digital Version: The Tiger Rising Assessments

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was 5 hours ago

Background... Layout Theme... Transition...

11 THE TIGER RISING Assessment of Chapters 8-9

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Part 5: Comprehension & Analysis Short Answer

Answer the following questions in complete sentences.

17. Describe three strong emotions the Rob feels in these chapters. Explain in detail why he has each of these emotions.

[Text Here](#)

18. In what ways does Rob change throughout this story? Explain at least two changes that he experiences. Be sure to write about why he has these changes.

[Text Here](#)

19. Do you think that the title *The Tiger Rising* is appropriate for the story? Why or why not? If you could give it another name, what would it be? Explain your choice.

[Text Here](#)

20. Do you believe that the tiger had to be killed at the end of the story? Why or why not?

[Text Here](#)

MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.