

I can produce
clear writing.

My Formula

Name _____

The Grand High Witch invented a formula that would hurt the world. Can you think of a formula that would help the world? Name your formula. Then, write a recipe for it. Finally, draw your formula bottle on the accompanying page.

Formula Name: _____

1. _____
↓

2. _____
↓

3. _____
↓

4. _____
↓

5. _____
↓

Chapter 7
W 34/W 44/W 54/W 64

I can read
with accuracy
and fluency.

~ Reader's Theater ~

Name _____

Adapted from
Chapter 9: *The Ancient Ones*
Chapter 10: *Metamorphosis*

Number of characters:
 Grand High Witch
 Elderly Witches
 Grandchildren
 Witch 1
 Witch 2
 Witch 3
 Witch 4
 All Witches



When I am seventy years old, raise your hands!
I will come to me that you ancient vuns will
bring me your vntles' eggs.

Thank you, Grandness!

I would like to get many of the ingrredients for
my formula.

Thank you, Grandness!

My Grandchildren have served me vell over the years,
and I will participate in our fun, even though you have
prepared for me I have prepared personally with my
Grandchild's Toyed Action Mouse-Maker which I will
use before you leave the hotel.

Thank you, thank you! You are so kind and
generous! We appreciate it!

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My Formula

Name _____

Name of Formula: _____

Illustration

By: _____

Chapter 7
W 34/W 44/W 54/W 64

CREATIVE ACTIVITIES INCLUDED:

- Reader's Theater
- "My Formula" Project

Activity Packet

THE WITCHES

By Roald Dahl

Notes for the teacher

- This resource is to be used alongside the book The Witches, by Roald Dahl, which is not included.
- All page numbers are taken from the First Scholastic Printing, January 1997.
- The narrator is not named in the book; therefore, in this resource, I refer to him simply as "the narrator." However, he is named in the movie as Luke Eveshim.



Culminating Project Choices

Now that you have completed The Witches, choose one of these final projects to do!

1. **SEQUEL:** Write a sequel to The Witches. What happens to the narrator and his grandmother after the ending of the book?
2. **MOUSE REPORT:** Research all about mice (their habitat, food, predators, way of life, etc.) write an informative report about mice.
3. **DEAR DIARY:** Choose a character in the book. Write about the events in the book from their point of view, in the form of several diary entries.
4. **PLAYWRIGHT:** Choose your favorite scene(s) from The Witches. Write it in the form of a play. Either record it to show to the class, or perform it in front of the class!
5. **BOARD GAME:** Create a board game which is themed around The Witches. Be creative!
6. **NEWS INTERVIEW:** Imagine you are a news reporter that is interviewing one of the characters from The Witches. Write a script for it. With a partner, either record it to show to the class, or perform it in front of the class!
7. **NORWAY REPORT:** Research all about Norway. Design a travel brochure about Norway, where the narrator and his grandmother live.
8. **MOVIE POSTER:** Design a movie poster advertising The Witches movie.

TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		4	Activity Packet Cover	
Questions and Answer Questions	RI.1/RL.1/RI.1/RL.1	5	Questions Map	any
Theme Thoughts	RL.3.2/RL.4.2/RL.5.2/RL.6.2	6	Theme Thoughts	Use after finishing the novel
Main Events: The Meeting	RL.3.3/RL.4.3/RL.5.3/RL.6.3	7-8	Main Events: The Meeting	5
Cause and Effect		9-10	Cause and Effect	14-15
Character Analysis Wheel		11	Character Analysis Wheel	any
You vs. Character		12	You vs. Character	any
Character Comparison	RL.3.3/RL.4.3/RL.5.3/RL.6.3	13	Character Comparison	9-13
What Would I Do?		14	What Would I Do?	any
Tree Map: Characters		15	Tree Map: Characters	any
Wanted: Dangerous Witches on the Loose		16	Wanted: Dangerous Witches on the Loose	1
Character Responses		17-18	Character Responses	4
Setting Analysis	RL.3.3/RL.4.3/RL.5.3/RL.6.3	19	Setting: The Five Senses	any
Figurative Language	RL.3.4/RL.4.4/RL.5.4/RL.6.4	20-21	Figurative Language	18-19
Figurative Language: Similes		22-25	Figurative Language: Similes	1
Poetry	RL.3.5/RL.4.5/RL.5.5/RL.6.5	26	The Grand High Witch's Poem Analysis	7
Point of View	RL.3.6/RL.4.6/RL.5.6/RL.6.6	27	Point of View: Bruno Jenkins	9
Connecting Text with Visuals	RL.3.7/RL.4.7/RL.5.7/RL.6.7	28	My Book Cover	Use after finishing the novel
		29	Book vs. Movie	Use after finishing the novel, while watching the movie.
		30	Reading Strategy: Preview Walk	Use before reading the novel

Easy Planning & Low Prep:

- Tables of Contents tells you focus standard and when to use each resource
- Notes for the teacher
- Culminating Project Choices for the end of the novel
- Activity Packet Cover
- All answer keys

Instructions

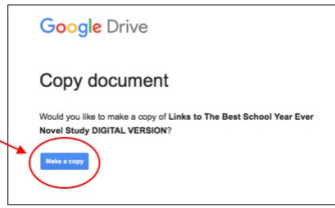
for Digital Version/Google™ Drive Document

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.

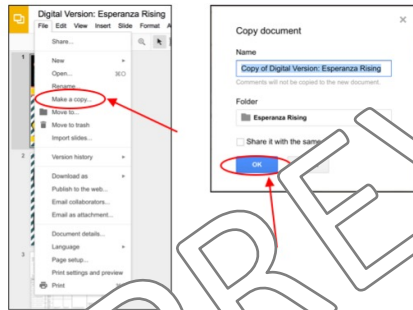
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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

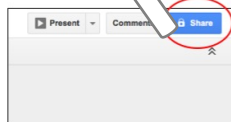


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want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

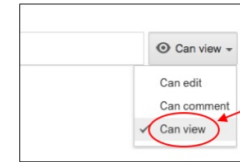


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



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

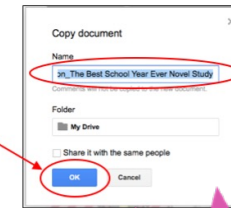
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



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 color. The color versions are most handy if they are printed. Many teachers prefer to use both versions and 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.

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW

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.

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was on February 8

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

Name Text here

HARRY'S CONFLICTS

Harry encounters several conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

#	CONFLICTS	RESOLUTIONS
1	<u>Text here</u> _____ _____	<u>Text here</u> _____ _____
2	<u>Text here</u> _____ _____	<u>Text here</u> _____ _____
3	<u>Text here</u> _____ _____	<u>Text here</u> _____ _____
4	<u>Text here</u> _____ _____	<u>Text here</u> _____ _____

Write about each of the problems that Harry encounters below. Write about how the conflict gets resolved. If it doesn't get resolved, explain why.

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