

❖ **Comprehension and Analysis** Answer the questions in complete sentences.

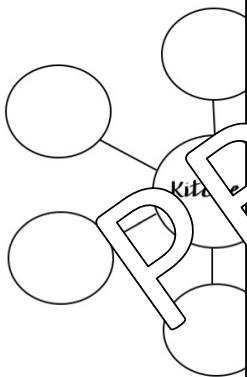
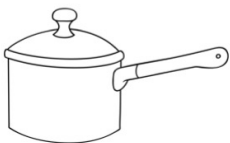
1. What do Grandmother and the narrator plan to do next, in order to poison the witches?

2. Describe the narrator's experience in the kitchen.

3. What do you predict will happen next?

❖ **Beyond**

Use the bubble map to describe the setting of the kitchen. Use the text to help you.



CHAPTER 16: THE PLAN
CHAPTER 17: IN THE KITCHEN

(page 25)

Quickwrite: Answers will vary.

Vocabulary:

1. trapeze
2. commotion
3. swerving

True or False:

1. T
2. T
3. F
4. T
5. F

(page 26)

Comprehension and Analysis

Characterization

Formulas

Delayed Action Mouse-Maker

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

Formula

CHAPTER 16: The Plan
CHAPTER 17: In the Kitchen

❖ **Quickwrite** Have you ever seen a mouse in real life? What was your reaction?

❖ **Vocabulary** Fill in the blanks.

1. If you go to the circus, you may get to see _____ artists.
2. The exciting news of our team winning the championship caused quite a _____.
3. The dog was standing right in the middle of the road, so cars were _____.



Features student work for every 1-2 chapters:

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 3 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- 3 Short Answer Questions.
- Beyond-Creative activity.
- All Answer Keys.

Name _____

My BOOK Review

Would you recommend this book? Write about the book, and explain why you like or dislike it. Include a title, picture, and text.

I CAN WRITE OPINION PIECES

Name _____

MAIN EVENTS: THE MEETING

What are the main events in the chapter you have just read? Draw a picture for each, and write accompanying text.

I CAN UNDERSTAND A STORY'S PLOT

Name _____

The Grand High Witch's Poem Analysis

- Re-read the poem on pages 85-87 aloud, and clap its rhythm.
- In red, **circle** all of the rhyming words you can find.
- In orange, **underline** any repeated words you can find.
- In yellow, put a star next to any onomatopoeia words you can find.
- In green, put a square around any words with alliteration.
- Read the poem again carefully. Use it to design a comic strip below, based on what the Grand High Witch is imagining will happen.

I CAN DESIGN POEMS

Name _____

Point of View: Bruno Jenkins

Point of view - the perspective from which a story is told.

Third person - when a character narrates a story using the words *he, me, my, and mine*.

Imagine you are Bruno Jenkins and you have just been turned into a mouse. Write about the events in Chapter 9 from your perspective. Remember to express your thoughts and emotions.

Name _____

Character Analysis Wheel

Traits

Words

I CAN ASSOCIATE CHARACTERS IN A STORY

Name _____

CAUSE and EFFECT

In the boxes on the left, read about three story events from Chapter 9. In the boxes to the right, write about two effects that each of these story events had.

STORY EVENTS	EFFECTS
The Grand High Witch closes her balcony door, while the narrator is	1. _____
	2. _____
	1. _____
	2. _____

I CAN UNDERSTAND A STORY'S PLOT

Name _____

CHARACTER ANALYSIS

Story Events or Challenges

The doctor says that Grandmother cannot travel to Norway, due to her illness.

Emotions: _____

Actions: _____

I CAN ASSOCIATE CHARACTERS IN A STORY

Name _____

Character Comparison

Compare the narrator with Bruno.

I CAN ASSOCIATE CHARACTERS IN A STORY

Name _____

QUESTIONS MAP

ASK	ANSWER
Who	_____
What	_____
Where	_____
When	_____
Why	_____
How	_____

Common Core codes are listed on the bottom of each activity.

26 Reading Response Activities:

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

Vocabulary Words and Definitions

Name _____

CHAPTER	WORD	DEFINITION
Prologue: A Note about 'Witches' & 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
	petrified	terrified
	vicious	ferocious
4: Summer Holidays	consolation	comfort
	relentlessly	repeatedly; in a settlement
5: The Meeting	cope	to deal with
	swiftly	quickly
6: Frazzled like a Fritter	frantically	desperately
	transfixed	to hold motionless
7: Formula 86 Delayed Action Mouse Maker	revolting	disgusting
	culprit	a guilty person
	concocted	prepared or
8: The Recipe	triumphantly	victoriously
	racket	loud noise
	puzzlement	perplexity
9: Bruno Jenkins Disappears	clamor	a loud uproar
	dispose	to get rid of
10: The Ancient Ones 11: Metamorphosis	intently	firmly fixed
	boasting	bragging
	envy	jealousy
	meekly	humbly and gently
	feeble	weak
	exterminated	got rid of by

4. Choose the best synonym for **appalling** below.

- horrifying
- pleasing
- calming
- whipping

5. Choose the best antonym for **ghastly** below.

- awe-inspiring
- dreadful
- lovely
- helpless

6. Choose the word that best completes the following sentence.

When the mailman rang the doorbell, he could hear the dog's _____ barking.

- revolting
- reeling
- swiftly
- vicious

7. Below, write about a time that you had to **compromise** with someone about something.

8. Below, list three things that you find **revolting**.



vicious
(adjective)
ferocious

consolation
(noun)
comfort

relentless
(adverb)
repeatedly; incessantly

compromise
(noun)
a settlement of differences by mutual concessions

cope
(adjective)
to deal with

swiftly
(adverb)
quickly

transfixed
(verb)
to hold motionless with amazement

CHAPTERS 1-9: VOCABULARY REVIEW #1

1. Complete the following sentence with a reasonable word from the list below.

The kids were **transfixed** by _____.

2. Use a dictionary for your clues, complete the table below.

Word	Definition
cope	
petrified	
peculiar	

3. Complete the graphic organizer below for the word in the middle.

Synonyms	boasting	Antonyms

Word: peculiar	Definition: strange
	Definition: very interested
	Definition: disappear
	Definition: shockingly dreadful; horrible

PREVIEW

Vocabulary Focus:

- Complete Vocabulary List comes with and without definitions
- Vocabulary Reviews
- Vocabulary Word Wall Cards
- Vocabulary Flashcards

I can produce clear writing.

Name _____

My Formula

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, write 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.

Name _____

~ Reader's Theater ~

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



Name of character: _____
 Number of characters: _____
 Witch 1
 Witch 2
 Witch 3
 Witch 4
 All Witches

...seventy years old, raise your hands! ...comes to me that you ancient wuns will ...ntles' eggs.

Your Grandness!

...ld to get many of the ingrredients for

Grandness!

...uns have served me vell over the years, ...rticipate in our fun, even though you have ...re I have prepared personally with my ...yed Action Mouse-Maker which I vill ...before you leave the hotel.

...y, thank you! You are so kind and ...ss! We appreciate it!

©2015 Nothing but Class

Name _____

My Formula

Name of Formula: _____

Illustration

By: _____

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

CREATIVE ACTIVITIES INCLUDED:

- Reader's Theater
- "My Formula" Project

Name _____

Culminating Project Choices

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

- SEQUEL:** Write a sequel to The Witches. What happens to the narrator and his grandmother after the ending of the book?
- MOUSE REPORT:** Research all about mice (their habitat, food, predators, way of life, etc.) Write an informative report about mice.
- 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.
- 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!
- BOARD GAME:** Create a board game which is themed around The Witches. Be creative!
- 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!
- NORWAY REPORT:** Research all about Norway. Design a travel brochure about Norway, where the narrator and his grandmother live.
- MOVIE POSTER:** Design a movie poster advertising The Witches movie.
- CHARACTER ART:** Create sculptures, puppets, or any material you choose. You could use a combining poster board, old toys, sticks, or anything you can think of.
- WITCH COSTUME:** Create a complete outfit that they would wear. Remember that they need to disguise their identity to class, so you can put it on and share it with your class.

My Choice: _____





My Grade: _____

Comments: _____

"It doesn't matter who you are or what you look like, so long as somebody loves you."

"In fairy-tale, witches always wear silly black hats and black cloaks, and they live on broomsticks. But this is not a fairy-tale. This is about REAL WITCHES. The most important thing you should know about REAL WITCHES is this: Listen carefully. Never forget what is coming next."

"REAL WITCHES dress in ordinary clothes and look very much like ordinary women. They live in ordinary houses and they work in ORDINARY JOBS."

<p>The Witches by Roald Dahl Reference Bookmark</p> <p>PLOT A young boy comes face to face with the Grand High Witch and must fight for his life.</p> <p>SETTING The story takes place at a hotel in England.</p> <p>CHARACTERS Narrator-the main character, who is a young boy. • Grandmother-the narrator's beloved grandmother who takes care of him. • Bruno-a foolish and naive young boy. • The Grand High Witch-the most powerful witch who hates children.</p> 	<p>The Witches by Roald Dahl Reference Bookmark</p> <p>PLOT A young boy comes face to face with the Grand High Witch and must fight for his life.</p> <p>SETTING The story takes place at a hotel in England.</p> <p>CHARACTERS • Narrator-the main character, who is a young boy. • Grandmother-the narrator's beloved grandmother who takes care of him. • Bruno-a foolish and naive young boy. • The Grand High Witch-the most powerful witch who hates children.</p> 	<p>The Witches by Roald Dahl Reference Bookmark</p> <p>PLOT A young boy comes face to face with the Grand High Witch and must fight for his life.</p> <p>SETTING The story takes place at a hotel in England.</p> <p>CHARACTERS • Narrator-the main character, who is a young boy. • Grandmother-the narrator's beloved grandmother who takes care of him. • Bruno-a foolish and naive young boy. • The Grand High Witch-the most powerful witch who hates children.</p> 	<p>The Witches by Roald Dahl Reference Bookmark</p> <p>PLOT A young boy comes face to face with the Grand High Witch and must fight for his life.</p> <p>SETTING The story takes place at a hotel in England.</p> <p>CHARACTERS • Narrator-the main character, who is a young boy. • Grandmother-the narrator's beloved grandmother who takes care of him. • Bruno-a foolish and naive young boy. • The Grand High Witch-the most powerful witch who hates children.</p> 
--	--	--	--

you for one second that your teacher actually is a witch. It is most unlikely. But—here she is! It is big "but"—not impossible."

Additional Resources:

- Two sided student reference bookmarks
- Culminating Project Choices for the end of the book

❖ **Part 2: Comprehension & Analysis Short Answer**

Answer the following questions in complete sentences.

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

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

- 8. Below, summarize why this is your favorite story.

Name _____ Date _____

THE WITCHES

Comprehension Assessment #2: Chapters 10-21

❖ **Part I: 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 to the Grand High Witch's hotel room?
 - He runs underneath the back in the door.
 - He gets through the high ceiling.
 - 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' reaction 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 bread.
 - He dumps it in their soup.
 - He puts it in their salt.
 - He mixes it in with their pasta.
- What word best describes the narrator's reaction to the mouse?
 - Relieved.
 - Content.
 - Angry.
 - Sad.



3 ASSESSMENTS included:

- 2 Comprehension assessments: Chapters 1-9 and Chapters 10-21
- 1 final 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.

- shimmered
- summoned
- equivocal
- hustled

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

- outraged
- vanished
- reluctantly

Name _____

VOCABULARY ASSESSMENT

❖ **Part I: 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.

- I was unable to recognize my friend, because she was _____ in her clever costume.
 - brandishing
 - swerving
 - disguised
 - feeble
- It was very difficult to reach a _____ because we disagreed so strongly, but we eventually did make peace with one another.
 - compromise

_____ sentence for

reeling petrified

Assessment Packet

THE WITCHES

By Roald Dahl



Name _____

©2017 Nothing but Class

Student Chapter Packet

THE WITCHES

By Roald Dahl



Name _____

©2017 Nothing but Class

TABLE OF CONTENTS: Reading Response Activities

Topic	Common Core	Pages	Resource	Use with Chapter(s)
Plot and Answer Questions	RI.3.10, 4.10, 5.10, 6.1	81	Questions Map	any
Theme	RI.3.2, 4.2, 5.2, 6.2	82	Theme Thoughts	Use after reading the novel
Plot	RI.3.3, 4.3, 5.3, 6.3	83-84	How Events are Related	1-4
		85-86	Character and Event	1-4, 15-16
		87	Character Analysis Wheel	any
		88	Novel Character	any
		89	Character Comparison	1-15-16
Character Analysis	RI.3.3, 4.3, 5.3, 6.3	90	What Would I Do?	any
		91	True Her Characters	any
		92	Identified Character Attributes on the Loose	1-4
		93-94	Character Responses	1-4
Setting Analysis	RI.3.3, 4.3, 5.3, 6.3	95	Setting the First Scenes	any
Figurative Language	RI.3.4, 4.4, 5.4, 6.4	96-97	Figurative Language	18-20
		98-100	Figurative Language Sentences	18-20
Poetry	RI.3.3, 4.3, 5.3, 6.3	102	The Grand High Witch's Poem Analysis	any
Point of View	RI.3.6, 4.6, 5.6, 6.6	103	Point of View Brain Decks	1-4
Connecting Text with Visuals	RI.3.7, 4.7, 5.7, 6.7	104	My Book Cover	Use after reading the novel
		105	Book vs. Movie	Use after reading the novel while watching the movie
		106	Creating Strategy Posters	Use after reading the novel
Reading Comprehension	RI.3.10, 4.10, 5.10, 6.10	107-108		
Novel Writing	W.3.10, 4.10, 5.10, 6.10	109		Use after reading the novel
Informational Writing	RI.3.10, 4.10, 5.10, 6.10	110	Explain It All about It	Use after reading the novel
Writing Fluency	RI.3.10, 4.10, 5.10, 6.10	111-112	Formal	1-4
Reading Fluency	RI.3.10, 4.10, 5.10, 6.10	113-117	Novel's Chapters	1-15-16
Vocabulary	RI.3.4, 4.4, 5.4, 6.4	118-125	Character: New Words	Use throughout the novel
		126	Learning Project Options	Use after reading the novel

Table of Contents: Assessment Packet

RESOURCE	PAGES
Assessment Packet Cover	128
Comprehension Assessment #1: Chapters 1-4	129-130
Comprehension Assessment #1: Chapters 1-4 Answer Key	131-132
Comprehension Assessment #2: Chapters 10-21	133-134
Comprehension Assessment #2: Chapters 10-21 Answer Key	135-136
Vocabulary Assessment	137-138
Vocabulary Assessment Answer Key	139-140

FOLLOW ME for more resources like this!
 Don't forget to leave a review for TpT credits, to be used for future purchases.
www.teacherspayteachers.com/store/nothing_but_class

Activity Packet

THE WITCHES

By Roald Dahl

Name _____

©2017 Nothing but Class

Vocabulary Packet

THE WITCHES

By Roald Dahl

Name _____

©2017 Nothing but Class

Table of Contents: Student Chapter Packet

RESOURCE and CHAPTER(S)	PAGES
Student Chapter Packet Cover	12
A Note about Witches 1: My Grandmother	13-14
2: How to Recognize a Witch	15-16
3: The Grand High Witch	17-18
4: Summer Holidays	19-20
5: The Meeting	21-22
6: Frittled Like a Fritter	23-24
7: Formula & Delayed Action Mouse-Maker	25-26
8: The Recipe	27-28

Table of Contents: Vocabulary Packet

RESOURCE	PAGES
Vocabulary Packet Cover	52
Vocabulary Review #1: Chapters 1-4	53-54
Vocabulary Review #1: Chapters 1-4 Answer Key	55-56
Vocabulary Review #2: Chapters 10-21	57-58
Vocabulary Review #2: Chapters 10-21 Answer Key	59-60
Vocabulary Word Wall Cards	61-66
Vocabulary Flashcards	67-78

THE WITCHES: Unit Map

Please note that MANY varied resources are included in this unit study. This is so that teachers may differentiate for different groups within their classrooms or use these resources for other classes. This is also so that teachers may differentiate for different groups within their classrooms or use these resources for other classes.

Use some resources for the entire class while using other resources for pull-out groups or individual students. Use some resources for the whole class and then use some for the review. Use some resources as your guide for whole class direct instruction, while others are for small group or individual students. Use some resources as a homework, and other resources as a homework. The unit map is meant to show you the scope and timing suggested, but you may not use every single one every single day. Use what you need.

Chapter in Student Chapter Packet	Vocabulary Words	Resources	Other Resources
1: My Grandmother	• mother • father • grandmother • grandfather • family • family tree • family photo	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary
2: How to Recognize a Witch	• witch • witchy • witchcraft • witch's • witch's hat • witch's broom • witch's cauldron	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary
3: The Grand High Witch	• witch • witchy • witchcraft • witch's • witch's hat • witch's broom • witch's cauldron	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary
4: Summer Holidays	• summer • summer holiday • summer vacation • summer break • summer fun • summer games • summer activities	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary
5: The Meeting	• meeting • meeting place • meeting time • meeting agenda • meeting minutes • meeting notes • meeting report	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary
6: Frittled Like a Fritter	• fritter • fritter recipe • fritter ingredients • fritter cooking • fritter eating • fritter fun	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary
7: Formula & Delayed Action Mouse-Maker	• formula • formula ingredients • formula cooking • formula eating • formula fun	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary
8: The Recipe	• recipe • recipe ingredients • recipe cooking • recipe eating • recipe fun	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary	• Unit Map • Reading Comprehension • Writing Fluency • Reading Fluency • Vocabulary

About this Novel Study

- This unit is to be used alongside the book *The Witches*, by Roald Dahl, which is not included in this novel study.
- All page numbers are taken from the First Scholastic Printing, January 1987.
- The narrator is not named in the book; therefore, in this unit, I refer to him simply as "the narrator." However, he is named in the movie as Luke Eveshim.

About the Student Chapter Packet

The student work for every chapter contains 8 parts:

1. Quickwrite - A great option is to have the students free-write here BEFORE reading the chapter. This gets their minds warmed up and thinking in the direction that the chapter(s) will take them. This also helps them to connect the concepts in the story to themselves.
2. Vocabulary - You may choose to do this before or after the reading. I prefer to very quickly do this with the students beforehand, and then tell the students to keep an eye out for the new words we have learned as we read.
3. T/F, Sequencing, or Multiple Choice - I set is included for every 1-2 chapters.

Table of Contents

RESOURCE	PAGES
About this Novel Study	3
Unit Map	4
Student Reference Bookmark (two-sided)	5-6
Vocabulary words with Definitions	7-8
Vocabulary words without Definitions	9-10
Table of Contents: Student Chapter Packet	11
Student Chapter Packet	12-50
Table of Contents: Vocabulary Packet	51
Vocabulary Packet	52-78
Table of Contents: Reading Response Activities	79
	80-126
	127
	128-140
	141-142

resources like this!
 to be used for future purchases.
www.teacherspayteachers.com/store/nothing_but_class

Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages
- Unit Map lays it all out for you
- All answer keys

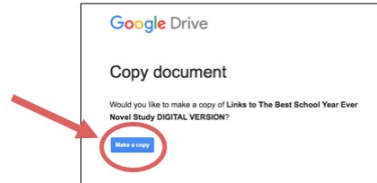
©2017 Nothing but Class

Instructions

for Google Drive File

1. You will need Internet access and a Google™ account (which is free).
2. Click on the link below. You will be prompted to make a copy of a Google™ document called "Links to The Witches Novel Study Digital Version." Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

[The Witches Novel Study Google™ Drive Version](#)



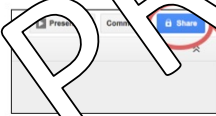
3. Inside of that document, you will see six links. Click on each of the links. Immediately after clicking each link, you will be prompted again to make a copy of that document. Every time you click a link for a new document, click the blue button that says "Make a copy" in order to transfer that document to your own Google™ Drive account. (Therefore, you will need to repeat this process six times, once per link.)



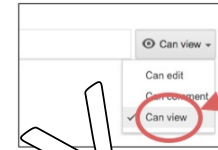
Click each of the links and make copies.

Note: IF you have Google™ Drive accounts with multiple email addresses, make sure the email address which email address is selected in the top right corner of the screen, so you can easily find the files in the future.

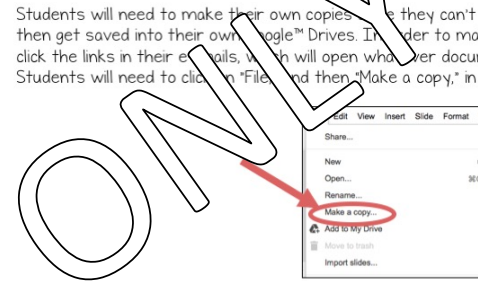
3. Go through each of your copied documents. Make any changes you want. For example, you can rearrange some of the student pages, or eliminate pages that you do not want to use.
4. Once you're ready, share the documents with your students as needed. Of course, students will need their own Google™ accounts. To share, open the document in the corner you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



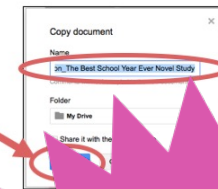
5. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



6. Students will need to make their own copies so they can't edit your 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 whatever document you shared with them in Google™ Drive. Students will need to click on "File" and then "Make a copy," in the upper 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 into their own Google™ Drives.



Students will rename their copied documents here.

7. Students will be able to access the documents in their own Google™ Drives. Changes that students make to the documents will be saved to their own Google™ Drives.
8. Students may share their work with other students in their class.
9. Don't forget that you can also print out the Google Slides presentation as hard copies (such as booklets).

This product includes both the PAPER version and the GOOGLE version of this novel study.

BONUS Paperless Version included!

- Compatible with Google Drive
- Upon purchasing, you will receive 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 ONLY

Student Version: The Witches

File Edit View Insert Slide Format Arrange Tools Table Help All changes saved in Drive

CHAPTER 2:
How to recognize a Witch

❖ **Know** Did you or do you have a grandmother? Describe her.
Add your text here

❖ **Vocabulary** Fill in the blanks.

- The excited puppy ran into the glass door so hard that he was text here in shock.
- I was text here when my sister lied to my parents, saying that I was the one who had broken the window.
- The girl jumped back, as a frightening and text here Halloween mask leered at her from the darkness.

ghastly
reeling
outraged

❖ **True or False** Mark T for True and F for False.

- Witches do not have any fingernails. TF
- If a child is very clean, he will smell very strong to a witch. TF
- Witches have no hair. TF
- Witches can fly. TF
- Witches have purple spit. TF

3

Student Version: The Witches

File Edit View Insert Slide Format Arrange Tools Table Help All changes saved in Drive

FIGURATIVE LANGUAGE

Name Add your text here

Read the figurative language quotes from the reading. Tell the type of figurative language. Last, tell why you know it is that type!

Simile: a comparison between two things using like or as.
Hyperbole: an exaggeration.
Idiom: an expression with both a literal and figurative meaning.

TYPE OF FIGURATIVE LANGUAGE

Quote	Pg. #	Type of Figurative Language	I know this because...
1. Mr. Jenkins leapt about three feet into the air.	180	Add your text here	Add your text here
2. The poor man had no wind left in his sails at all.	181	Add your text here	Add your text here
3. "I'll make her pay through the nose!"	183	Add your text here	Add your text here
4. Every single witch stood there as stiff and silent as a corpse.	184	Add your text here	Add your text here
5. The moustache hung over his mouth like the roots of some plant.	189	Add your text here	Add your text here

©2017 Nothing but Class

MORE about the GOOGLE version...

- Novel study pages are available in "Google Slides" with text boxes, for students to type into.
- Please note that the novel study itself is not editable. This version simply offers students the opportunity to access the unit via Google Drive, so they may type and draw directly onto the pages on their computers or tablets.
- Though the pages themselves are 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.