

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

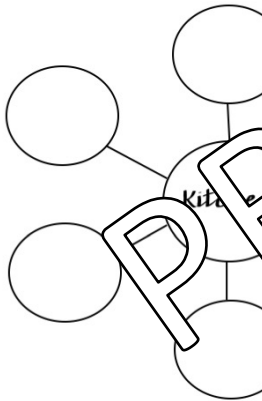
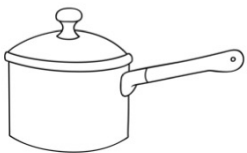
1. What do Grandmother and the narrator plan to do next, in order to poison the witches?

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.



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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:

They bring a **Delayed Action Mouse-Maker** into the witches' food while it is being prepared. The narrator will hide in the kitchen and spy until he can figure out which food goes into the witches' pea soup, but then one of the cooks spot him, and he goes up someone's pants, and then hides in a sack of potatoes. Then, he goes up someone's pants, and then hides in a sack of potatoes. Then, he goes up someone's pants, and then hides in a sack of potatoes.

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 _____.



❖ **True or False:**

1. Bruno says _____ busy eating.
2. Grandmother _____ Delayed Action Mouse-Maker.
3. The Grandmother _____ the narrator.
4. The narrator _____ the narrator.
5. The narrator _____ the narrator.

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 _____

Vocabulary Words and Definitions

CHAPTER	WORD	DEFINITION
Prologue: A Note about Witches E: My Grandmother	peculiar	strange
	enthralled	very interested
	vanish	disappear
	ghastly	shockingly dreadful; horrible
	reeling	wavering or swaying, as if from shock
2: How to Recognize a Witch	outraged	made angry
	appalling	causing dismay
3: The Grand High Witch	petrified	frightened
	vicious	ferocious
	consolation	comfort
4: Summer Holidays	relentlessly	repeatedly; in
	compromise	a settlement to deal with r
5: The Meeting	cope	to deal with r
	swiftly	quickly
	frantically	desperately
6: Frizzled like a Fretter	transfixed	to hold motion
	revolting	disgusting
7: Formula 86 Delayed Action Mouse Maker	culpirt	a guilty perso
	concocted	prepared or r
	triumphantly	victoriously
	racket	loud noise
8: The Recipe	puzzlement	perplexity
	clamor	a loud uproar
	dispose	to get rid of
9: Bruno Jenkins Disappears	intently	firmly fixed
	boasting	bragging
	envy	jealousy
10: The Ancient Ones 11: Metamorphosis	meekly	humbly and g
	feeble	weak
	exterminated	got rid of by

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

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**.

9. Complete the following sentence with a reason.

The kids were transfixed by _____

10. Use at least two of your vocabulary words in one sentence!

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

Word	Definition
cope	
petrified	
transfixed	
peculiar	

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

Synonyms	Antonyms
boasting	

PREVIEW

Vocabulary Focus:

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

Student Chapter Packet

THE WITCHES

By Roald Dahl

Vocabulary Packet

THE WITCHES

By Roald Dahl

The Witches
by Roald Dahl
Reference Bookmark

The Witches
by Roald Dahl
Reference Bookmark

The Witches
by Roald Dahl
Reference Bookmark

The Witches
by Roald Dahl
Reference Bookmark

PLOT
A young boy comes face to face with the Grand High Witch and must fight for his life.

SETTING
The story takes place at a hotel in England.

CHARACTERS

- Narrator-the main character, who is a young boy.
- Grandmamma-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.

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"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."

PREVIEW ONLY

Name _____

Additional Resources:

- Two sided student reference bookmarks
- Student Cover Pages



Instructions

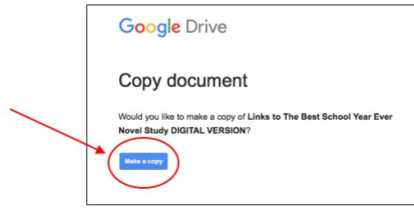
for Digital Version/Google™ Drive Document

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.

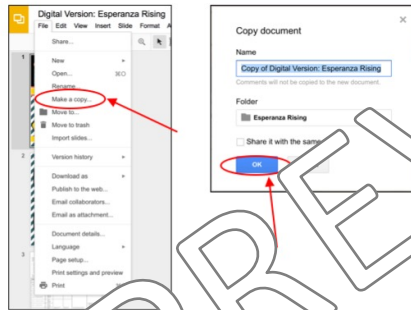
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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

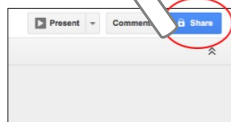


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want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

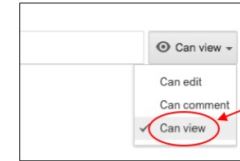


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

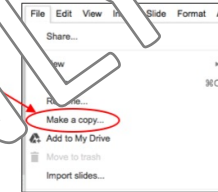


Note: Sharing with students can also be done through Google™ Classroom.

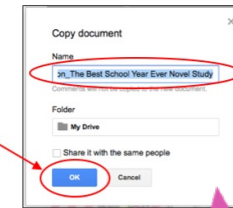
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



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 pictures, 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 black and white versions are most handy if they are printed. Many teachers like to have both versions and that they end up using both versions.

11. There are places where students are using iPads or tablets, this is easy to do. However, if you are using a computer, you can also use the "Insert" dropdown menu in Google™ Docs.

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 ONLY

Digital Version: The Magician's Nephew Comprehension and Vocabulary

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was yesterday at 9:43 PM

Background... Layout Theme... Transitions

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Chapter 2: The White Horse

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Chapter 3: The King of the Golden Mountains

14

Chapter 4: The King of the Golden Mountains

15

Chapter 5: The King of the Golden Mountains

Comprehension and Analysis Answer the questions in complete sentences.

1. What is your opinion of Digory so far? Explain your thoughts, and use textual evidence to support your opinion.
[Text here](#)

2. Use three adjectives to describe Uncle Andrew. Explain why you chose each of your three adjectives.
[Text here](#)

3. How does Uncle Andrew manipulate both Polly and Digory to do what he wants them to do in these chapters?
[Text here](#)

Beyond: Below, write about a time that you have done something adventurous, like Polly and Digory do. Illustrate your writing.
[Text here](#)

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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.