

# The Witch by Roald Dahl

## Chapter 1 — A Witch addressed Witches

1. Why are most witches not like you and me?
2. What makes a good old witch more interesting than a bad one?
3. How many children per year does an average witch have?
4. How many old witches live in England?
5. These types of “famous” magical creatures are mentioned. Which are they? - Lizards, dragons, tree snakes, fire-breathing dragons, “old” or “young” dragons.
6. Expressions like “expressions,” “giggling dragons”
7. Witches have a mixture of qualities that the author finds interesting. Which is this? Witchy, wise, kind, fierce, wacky, intelligent.

## Chapter 2 — My Grandmother

1. Who are the three witches known to be witches in England?
2. The author's parents are Norwegian. Why did the girl not want to be Norwegian?
3. One day the author's mother takes the author to a Norwegian.
4. Who is the author's mother's grandmother?
5. Name the capital city of Norway. The author's Grandmother Norway.
6. Which three places/objectionable methods does the author's Grandmother Norway tell the children when he/she takes him/her to visit her? - Norway does three things good. These three things are “the best, beauty, the welfare, goodness”
7. Who is the author's brother? Skogmyg, a mischievous, clever person who could not be bad. “Who are?”
8. Who happened to the author's mother, Grand Norway?
9. The Grand Norway children, where to be a good-natured, kind, commanding, wise Norway. She reads a book, names this person and says that this is a learned person name.
10. Looking at the bookshelf in your classroom, “What does it mean?”



## Chapter 3 — Sister the Witch expresses a Witch

1. What is the first magical creature that the author says “she is”?
2. How many more does she have? Is it a whole lot of different creatures, or does she have only one ordinary “normal”?
3. The next most magical creature is a normal one...?
4. What creatures does she like writing and talking about in her writing?
5. Why do witches have longer noses than ordinary humans?
6. Expressions, like the author's mother, old witches commanding, growls, etc. without noses like normal humans, who do not have them?
7. What does the author's mother, old witches commanding growls off normal, without noses like normal humans do not have them?
8. The author's mother says “if they’re not bad, they’re not witches, and if they’re not witches, they’re not supposed to be witches.”

# Roald Dahl The Witches Chapter Questions

**Rosamond Welchman-Tischler**

## **Roald Dahl The Witches Chapter Questions:**

[Toward a 21st-Century School Library Media Program](#) Esther Rosenfeld,David V. Loertscher,2007-10-15 This collection of enlightening and stimulating articles written by some of the most important figures in school librarianship demonstrates how teacher librarians classroom teachers and administrators can work together to create a 21st century school library media program With topics that emphasize student success leadership partnerships curriculum design collaborative planning and teaching literacy 21st century skills emerging technologies and so much more this compendium brings together the best of the best discussions The practicing teacher librarian as well as the student seeking to expand his or her knowledge of the field will find this compilation especially beneficial in providing an overview of the most critical issues related to the role the teacher librarian plays in their school The articles previously published in the peer reviewed Teacher Librarian The Journal for School Library Professionals with several included from the magazine VOYA Voice of Youth Advocates reveal how school libraries and teacher librarians are moving forward to meet the challenges of this new century

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[\*\*Humor in Contemporary Junior Literature\*\*](#) Julie Cross,2010-12-14 In this new book Julie Cross examines the intricacies of textual humor in contemporary junior literature using the tools of literary criticism and humor theory Cross investigates the dialectical paradoxes of humor and debunks the common belief in oppositional binaries of simple versus complex humor The varied combinations of so called high and low forms of humor within junior texts for young readers who are at such a crucial stage of their reading and social development provide a valuable commentary upon the culture and values of contemporary western society making the book of considerable interest to scholars of both children s literature and childhood studies Cross explores the ways in which the changing content forms and functions of the many varied combinations of humor in junior texts including the Lemony Snickett series reveal societal attitudes towards young children and childhood The new compounds of seemingly paradoxical

high and low forms of humor in texts for developing readers from the 1960s onwards reflect and contribute to contemporary society's hesitant and uneven acceptance of the emergent paradigm of children's rights abilities participation and empowerment Cross identifies four types of potentially subversive transgressive humor which have emerged since the 1960s which coupled with the three main theories of humor relief superiority and incongruity theories enables a long overdue charting of developments in humor within junior texts Cross also argues that the gradual increase in the compounding of the simple and the complex provide opportunities for young readers to play with ambiguous complicated ideas helping them embrace the complexities and contradictions of contemporary life **School Library Media Activities Monthly**, 1998

**How to Use Children's Literature to Teach Mathematics** Rosamond Welchman-Tischler, 1992 How to use children's literature to teach mathematics **A Field Guide to the Classroom Library** Lucy Calkins, 2002 Provides comprehensive and accessible leveled lists and guides for 1 200 children's trade books for kindergarten through 6th grade to help teachers build classroom libraries **Classroom Based Assessment** Bonnie Campbell Hill, Cynthia Ruptic, Lisa Norwick, 1998 **How to**

**Get Your Child to Love Reading** Esmé Raji Codell, 2003-06-06 An exuberant treasure trove for parents Publishers Weekly Are children reading enough Not according to most parents and teachers who know that reading aloud with children fosters a lifelong love of books ensures better standardized test scores promotes greater success in school and helps instill the values we most want to pass on Esmé Raji Codell an inspiring children's literature specialist and an energetic teacher has the solution She's turned her years of experience with children parents librarians and fellow educators into a great big indispensable volume designed to help parents get their kids excited about reading Here are hundreds of easy and inventive ideas innovative projects creative activities and inspiring suggestions that have been shared tried and proven with children from birth through eighth grade This five hundred page volume is brimming with themes for superlative storytimes and book based birthday parties ideas for mad scientist experiments and half pint cooking adventures stories for reluctant readers and book groups for boys step by step instructions for book parades book related crafts storytelling festivals literature based radio broadcasts readers theater and more There are book lists galore with subject driven reading recommendations for science math cooking nature adventure music weather gardening sports mythology poetry history biography fiction and fairy tales Codell's creative thinking and infectious enthusiasm will empower even the busiest parents and children to include literature in their lives **The Mathematical Toolbox** Rosamond Welchman-Tischler, 1992 Quality classroom proven hands on resources and instructional materials that assist teachers in elevating student learning **New Reporting and Writing**

Mencher, 1994 **For the Love of Literature** John F. Savage, 2000 This brief children's literature text for pre service teachers emphasizes the love of literature in the belief that literature is not just something children read or study it is something that becomes part of them and stays with them for a lifetime It contains up to the minute treatments of all genres of children's literature To help readers discover the joy of children's literature and how to help others share that joy is a

major goal of the book The emphasis is on the affective dimensions of literature geared toward children s aesthetic responses to the stories and poems that they read Author profiles a multicultural focus topical book lists and a chapter on technology are elements that help students Each chapter has an essay written by a scholar a classroom teacher or other expert e g a middle school student or book editor who has special knowledge a particular perspective or point of view on the chapter topic Three four color inserts illustrate the children s books discussed in the text Book Review Digest ,2001-10

**The Anime Art of Hayao Miyazaki** Dani Cavallaro,2006-02-08 This work considers the visual conventions of Japanese comic books and animated films Miyazaki s early foray into comic books and animation the Studio Ghibli era and the company s development It analyzes all of Miyazaki s productions between 1984 and 2004 including such hits as My Neighbor Totoro

Provided by publisher Constructing Meaning Joyce Bainbridge,Grace Malicky,2000 This text introduces all aspects of language arts instruction while emphasizing the integration and interdependence of each element reading writing speaking and listening Topical coverage includes language development and emerging literacy the teaching of reading and writing the role of drama and children s literature in the classroom and methods of assessment **Penguin Readers Level 4: Roald Dahl the Witches (ELT Graded Reader)**

Roald Dahl,2024-03-07 With carefully adapted text illustrations language practise activities and additional online resources the Penguin Readers series introduces language learners to bestselling authors and compelling content Titles include popular classics exciting contemporary fiction and thought provoking non fiction The Witches a Level 4 Reader is A2 in the CEFR framework The text is made up of sentences with up to three clauses introducing more complex uses of present perfect simple passives phrasal verbs and simple relative clauses It is well supported by illustrations which appear regularly What do witches look like Do they have black hats and black cats No Be very very careful because witches are everywhere and they look as normal as you and me They also hate children and want to kill them all Can a boy and his grandmother stop them

**Literature & the Learner** Frances S. Goforth,1998 As a genre text not an anthology this text teaches students about literature forms and discusses ways of using literature in the classroom It is used to give students the background they need to evaluate select and use children s literature in their own teaching A database of current literature is provided with the text and will be updated annually **Children's Books in Print** ,1981 **Through the Eyes of a Child** Donna E. Norton,1995 Looks at the history of children s literature discusses criteria for evaluation and surveys genres

## Decoding **Roald Dahl The Witches Chapter Questions**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Roald Dahl The Witches Chapter Questions**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring affect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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