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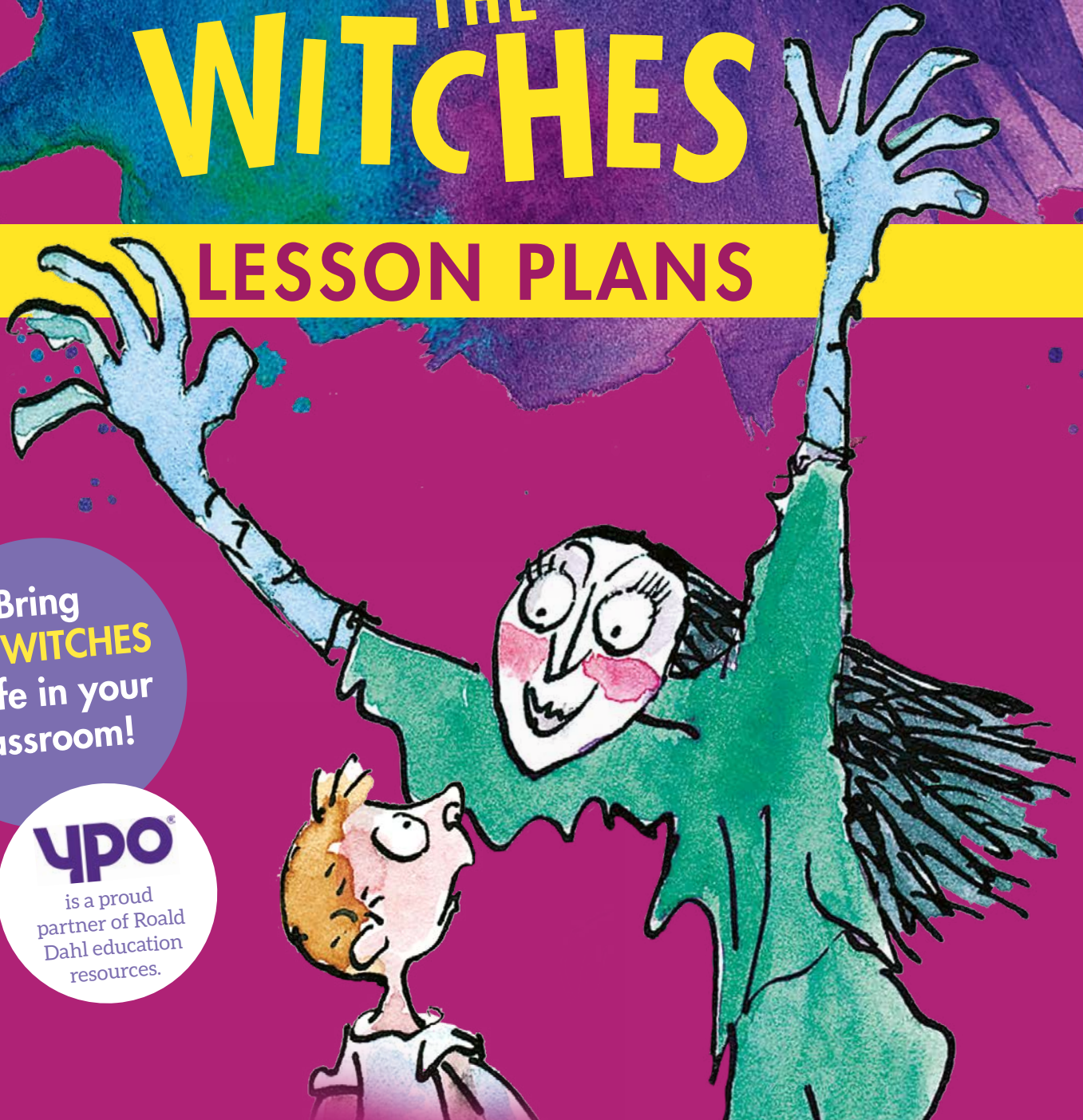
THE WITCHES

LESSON PLANS

Bring
THE WITCHES
to life in your
classroom!

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LESSON PLAN 1:

THEME: Champions of Good

ENGLISH OBJECTIVES:

Using adjectives and similes to describe characters

COMPUTING AND PSHE:

Taking sensible precautions with strangers we meet in person and online. Understanding how to report concerns about online content and contacts

EXTRACT:

Chapter 1: 'A Note about Witches', p.1

LESSON PLAN 2:

THEME: Masters of Invention

ENGLISH OBJECTIVES:

Creating and performing our own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

EXTRACT:

Chapter 1: 'A Note about Witches', pp. 3-4

LESSON PLAN 3:

THEME: Masters of Invention

ENGLISH OBJECTIVES:

To use a thesaurus to find synonyms

ART & DESIGN OBJECTIVES:

Improving mastery of art and design techniques, including drawing and collaging.

EXTRACT USED:

Chapter 7: 'Frizzled Like a Fritter', pp. 59-61

LESSON PLAN 4:

THEME: Makers of Mischief

ENGLISH OBJECTIVES:

Planning, writing and performing a poem using appropriate form and vocabulary.

EXTRACT:

Chapter 8: 'Formula 86 Delayed Action Mouse-Maker', pp. 78-81

LESSON PLAN 5:

THEME: Makers of Mischief.

MATHS OBJECTIVES:

Using different operations to solve word problems.

EXTRACT:

Chapter 9: 'The Recipe', pp. 88-90

LESSON PLAN 6:

THEME: Champions of Good.

PSHE OBJECTIVES:

Thinking about someone who is special to us and celebrating their qualities.

EXTRACT:

Chapter 21: 'The Heart of a Mouse', pp. 189-190





THEME: Champions of Good

LESSON OBJECTIVES:

English:

- Using adjectives and similes to describe characters

Computing and PSHE:

- Taking sensible precautions with strangers we meet in

person and online

- Understanding how to report concerns about online content and contacts

THINGS YOU MAY NEED FOR THIS LESSON:

Xxx xxx xxx xxxxx

See page XX

PREPARATION:

You will need an A3 piece of paper for each small group, and a copy of **RESOURCE 1: WHICH LADY IS THE WITCH?** for displaying to the class. You will also need A4 copies of the extract and illustration, **RESOURCE 2: SCENARIO CARDS** and **RESOURCE 3: ACTION CARDS** for each pair of children. These cards will need to be cut up before distributing and you may wish to photocopy them on different coloured paper. The extension activity requires A4 paper and pens/pencils for drawing and colouring.

STARTER ACTIVITY:

Explain that today, we are going to be looking at an extract from Roald Dahl's *The Witches* – but first, we want to find out what you already know about witches. Your job is to design a witch! In small groups, ask the children to share their ideas about what witches look like traditionally and then draw one on a piece of A3 paper. When the children have completed their witches, ask them to label them with adjectives. Challenge each group to write one or two similes to describe their witch, for example, *'She has teeth as black as night'*. When the groups have finished, display their picture at the front of the class. Discuss:

- What similarities are there between the pictures?
- Which are the most common adjectives we've used to describe our witches?
- Do you think these witches would be 'good' or 'bad' characters? Why?





MAIN ACTIVITY:

TASK ONE

Read the **extract** with the children.

Display the picture on **RESOURCE 1: WHICH LADY IS THE WITCH?** and read Dahl's challenge:

Kindly examine the picture below. Which lady is the witch?

Ask pairs of children to share their thoughts and feedback as a class. Emphasise the point that we cannot know who the witch is, as both women look like ordinary people. Explain that although most people are good, some people are not, so we need to be particularly careful around people we do not know. A stranger may look ordinary on the outside, but they could be very unkind - or even dangerous, like one of Roald Dahl's witches. How is this similar to the dangers we may face online? Draw out that it is very easy for someone to hide behind a fake photograph on a social media profile and try to convince us that they are genuine.

TASK TWO

In pairs, the children need to match the **RESOURCE 2: SCENARIO CARDS** with **RESOURCE 3: ACTION CARDS**. You could also challenge children to create their own corresponding scenario and action cards. When the pairs have matched the cards, share their findings with the class and display the answers (1d, 2i, 3e, 4j, 5f, 6b, 7a, 8h, 9c, 10g). Ask if any pairs have thought of their own examples to share.

EXTENSION:

Ask children to design a poster to explain 'stranger danger' or ways in which they can stay safe online. Display examples in the classroom

PLENARY:

Remind children of your school's policy for staying safe online. Stress the importance of children sharing any worries or concerns they have with a trusted adult. The website www.childnet.com contains a useful acronym - SMART - to help children remember this





EXTRACT

From Chapter 1: 'A
Note about Witches'
(196 words)

In fairy-tales, witches
always wear silly black hats and black cloaks, and they ride 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 very
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.*

That is why they are so hard to catch.

A REAL WITCH hates children with a red-hot sizzling hatred that is more sizzling and
red-hot than any hatred you could possibly imagine.

A REAL WITCH spends all her time plotting to get rid of the children in her particular
territory. Her passion is to do away with them, one by one. It is all she thinks about the
whole day long. Even if she is working as a cashier in a supermarket or typing letters
for a businessman or driving round in a fancy car (and she could be doing any of these
things), her mind will always be plotting and scheming and churning and burning and
whizzing and phizzing with murderous bloodthirsty thoughts.



Examine the picture below. Which lady is the witch?





1.

A stranger offers you some sweets and they look absolutely delicious!

2.

Somebody asks you to do something that you don't want to do and it makes you feel uncomfortable.

3.

A stranger asks you to go somewhere with them.

4.

A stranger offers to give you a lift in their car or van so that you don't have to walk home.

5.

Somebody starts following you when you're walking home by yourself.

6.

You're at the park and a stranger calls your name and asks you to go over to them.

7.

Somebody that you don't know sends you a friend request online.

8.

A friend you speak to online asks you for your address.

9.

Somebody sends you a message or photograph that makes you feel uncomfortable.

10.

Somebody asks you to send them a photograph of yourself.



a)

Do not accept online friend requests from anyone you do not know.

b)

Do not approach anybody that you do not know, even if they seem to know you. If they really do know you, they will understand that you are trying to stay safe.

c)

Show the message or photograph to your parents or a trusted adult. They will help to make sure this doesn't happen again.

d)

Do not take anything from a stranger. Stay close to people that you know.

e)

Do not go anywhere that you don't know without getting your parents' permission first.

f)

Try and find a safe place where there are more people, like a shop or a restaurant. If there is nowhere like this around then try and get to your house or a friend's house. If you are too far away you may need to ask somebody you do not know for help.

g)

Never send photographs or videos of yourself to somebody you don't know. You do not know where they could end up.

h)

Never give your personal details, including your address or where you go to school, to somebody you don't know in real life.

i)

Do not do anything that makes you feel uncomfortable. Tell somebody who you trust what has happened as soon as you can

j)

Do not get into a vehicle with anyone without getting your parents' permission first. Even if they tell you that they know your mum or dad. They may not be telling the truth.



BOOK THEMES: Masters of Invention

LESSON OBJECTIVES:

English:

- Creating and performing our own compositions, using appropriate intonation, volume and movement so that the meaning is clear

THINGS YOU MAY NEED FOR THIS LESSON:

Xxx xxx xxx xxxxxx

See page XX

PREPARATION:

You will need two examples of suitable public service announcement (PSA) videos from the internet to share with the children (*Change4Life* and *Think!* offer good examples); a copy of the **extract** for each pair of children; two copies of **RESOURCE 1: WITCH FACTS** and a copy of **RESOURCE 2: PSA PLAN** for each group. You may also provide props for role play, e.g. wig, gloves, shoes etc.

STARTER ACTIVITY:

Share two examples of suitable public service announcements (PSA) with the class, e.g. *Change4Life*. Explain that a PSA is a short educational film used to warn people about bad things that could happen and to promote good actions to stay safe, healthy and happy. Identify the features of a PSA and display as a mind map. For example: use of facts, demonstration of risks/poor choices, demonstration of safe/good choices, slogan and key messages.





MAIN ACTIVITY:

TASK ONE

Read the **extract** with the children.

Ask children to imagine that Roald Dahl's witches are a real problem and the public needs to be warned! The children need to produce their own short PSA to share tips on how to spot witches so that the public knows to keep away and stay safe.

Split the class into small groups of three or four, and ask them to read through **RESOURCE 1: WITCH FACTS** together. Ask children to highlight the key facts they would like to include in their PSA and feed back some examples.

TASK TWO

The groups need to decide how to present their PSA, e.g. a child realising that they have discovered a witch, or a demonstration of how a witch compares to an ordinary woman. At least one child should take on the role of narrator and at least one should act as a witch; the children can then allocate different parts accordingly.

Share **RESOURCE 2: PSA PLAN** with the children to give them some ideas of sentence starters for their presentation. Together, they should write a short presentation which includes an introduction, a reading of their witch facts, and tips at the end about staying safe. Challenge the children to think of a catchy message or slogan to end their presentation, e.g. 'If her head's got an awful itch, she's probably A REAL WITCH'.

EXTENSION:

Imagine that if some women are witches, is it not possible that some men are wizards or sorcerers? Ask children to write their own guide 'How to identify a wizard' and include illustrations to accompany it.

PLENARY:

Each group shares their PSA with the class. Encourage children to evaluate each other's work with two stars (two points of praise) and a wish (one target for improvement). You may wish to record their presentations.





EXTRACT

From Chapter 1: 'A Note about Witches', pp. 3-4 (240 words)

Luckily, there are not a great number of REAL WITCHES in the world today. But there are still quite enough to make you nervous. In England, there are probably about one hundred of them altogether. Some countries have more, others have not quite so many. No country in the world is completely free from WITCHES.

A witch is always a woman.

I do not wish to speak badly about women. Most women are lovely. But the fact remains that all witches *are* women. There is no such thing as a male witch.

On the other hand, a ghoulish is always a male. So indeed is a barghest. Both are dangerous. But neither of them is half as dangerous as a REAL WITCH.

As far as children are concerned, a REAL WITCH is easily the most dangerous of all the living creatures on earth. What makes her doubly dangerous is the fact that she doesn't *look* dangerous. Even when you know all the secrets (you will hear about those in a minute), you can still never be quite sure whether it is a witch you are gazing at or just a kind lady. If a tiger were able to make himself look like a large dog with a waggy tail, you would probably go up and pat him on the head. And that would be the end of you. It is the same with witches. They all look like nice ladies.



RESOURCE 1: WITCH FACTS

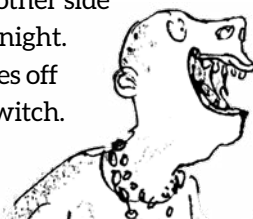
(adapted from chapter 3: 'How to Recognize a Witch')



A REAL WITCH is certain always to be wearing gloves when you meet her because she doesn't have finger-nails. Instead of finger-nails, she has thin curvy claws, like a cat, and she wears the gloves to hide them. Witches wear gloves even in the house. They only take them off when they go to bed.

A REAL WITCH is always bald. Bald as a boiled egg. You can take it from me that not a single hair grows on a witch's head. A REAL WITCH always wears a wig to hide her baldness. She wears a first-class wig. And it is almost impossible to tell a really first-class wig from ordinary hair unless you give it a pull to see if it comes off. Mind you, these wigs do cause a rather serious problem for witches. They make the scalp itch most terribly. You see, when an actress wears a wig, or if you or I were to wear a wig, we would be putting it on over our own hair, but a witch has to put it straight on to her naked scalp. And the underneath of a wig is always very rough and scratchy. It sets up a frightful itch on the bald skin. It causes nasty sores on the head. Wig-rash, the witches call it. And it doesn't half itch.

Witches have slightly larger nose-holes than ordinary people. The rim of each nose-hole is pink and curvy, like the rim of a certain kind of sea-shell. A REAL WITCH has the most amazing powers of smell. She can actually smell out a child who is standing on the other side of the street on a pitch-black night. An absolutely clean child gives off the most ghastly stench to a witch. The dirtier you are, the less



you smell. The smell that drives a witch mad actually comes right out of your own skin. It comes oozing out of your skin in waves, and these waves, stink-waves the witches call them, go floating through the air and hit the witch right smack in her nostrils. They send her reeling. When you haven't washed for a week and your skin is all covered over with dirt, then quite obviously the stink-waves cannot come oozing out nearly so strongly.

Look carefully at the eyes, because the eyes of a REAL WITCH are different from yours and mine. Look in the middle of each eye where there is normally a little black dot. If she is a witch, the black dot will keep changing colour, and you will see fire and you will see ice dancing right in the very centre of the coloured dot. It will send shivers running all over your skin.

Witches never have toes. They just have feet. The feet have square ends with no toes on them at all. It does give them a problem with their shoes. All ladies like to wear small rather pointed shoes, but a witch, whose feet are very wide and square at the ends, has the most awful job squeezing her feet into those neat little pointed shoes. You might possibly be able to see her limping very slightly, but only if you were watching closely.

Their spit is blue. Blue as a bilberry. It is like ink. They even use it to write with. They use those old-fashioned pens that have nibs and they simply lick the nib. If you looked very carefully you would probably see a slight bluish tinge on her teeth. But it doesn't show much. Witches never spit. They daren't.



Using some of the sentence starters in the table below, write your presentation. You will need to include:

- An introduction to let your audience know that you will be talking about witch facts
- A conclusion advising the audience how to stay safe.

Today we will be talking about...	Please be warned that...	The REAL truth is that...	The fact is...
First...	Next...	Finally...	Although...
Stay safe by...	You must...	We recommend that...	Help each other by...



THEME: Champions of Good

LESSON OBJECTIVES:

English:

- Using a thesaurus to find synonyms

Art and Design:

- Improving mastery of art and design techniques, including drawing and collaging.

THINGS YOU MAY NEED FOR THIS LESSON:

Xxx xxx xxx xxxxx
See page XX

PREPARATION:

You will need a copy of the extract for each pair of children; the drawings of witches produced in **Lesson One** (if not **Lesson One** was not taught, you could provide illustrations of witches from other children's books instead); and a copy of **RESOURCE 1: THE GRAND HIGH WITCH** and A3 art paper for each child. You will also need a range of collage materials: coloured paper, fabrics (especially black fabric), tissue paper, wool, buttons, pipe cleaners, glue, etc. Children will also require thesauruses and strips of paper to annotate their collages. For the extension activity they will need sketching pencils, watercolour paints and brushes, and dip / fountain pens with black ink.

STARTER ACTIVITY:

Read the **extract** with the children.

Compare the description of The Grand High Witch to the drawings the children produced in **Lesson One**. (If **Lesson One** was not taught, they could compare the description to other witches seen in children's literature, e.g. *The Wizard of Oz*.) What is the same and what is different?





MAIN ACTIVITY:

TASK ONE

Provide each child with a copy of **RESOURCE 1: THE GRAND HIGH WITCH**. Explain that they will be drawing and collaging The Grand High Witch, and they can choose if they'd prefer to collage her in disguise or in her true form. Once the children have made their choice, ask them to find descriptive words and phrases in the extract that will help them to create their artwork. These words and phrases can be used to complete the first column in the table.

When the children have collected their ideas, share the resources available for collaging. Discuss with the children how the different materials can be used, e.g. crumpled tissue paper for the witch's 'shrunken and shrivelled' face, fabrics for the dress, wool for her wig and so on. Ask the children to use the final column of the table to plan which resources they will use for each part of their collage.

TASK TWO

In pairs or individually, the children sketch an outline of The Grand High Witch on A3 paper. Demonstrate collaging techniques and guide the children to build up layers to add texture.





(An alternative would be to organise the children into small groups and allocate a body part for each individual or pair, to fix together later to create a larger witch. The larger The Grand High Witch, the more dramatic the display!)

TASK THREE

Using the key words and descriptions the children found in the extract, e.g. 'frightening', ask the children to use a thesaurus to find some alternative words, and select their favourites. They can then write these on strips of paper to annotate their collage, e.g. gruesome, petrifying etc. Challenge the children to adapt sentences from the extract with their chosen words, e.g. 'That face of hers was the most gruesome and petrifying thing I have ever seen.'

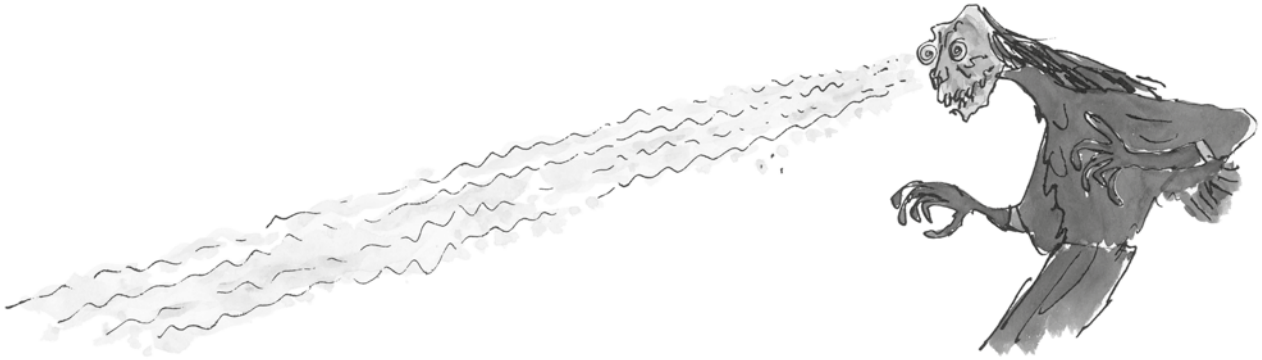
EXTENSION:

Explore Quentin Blake's illustrations for Roald Dahl's books. How do the children think he has created the images? What media do they think he has used? Provide sketching pencils, watercolours, and dip / fountain pens for the children to have a go at creating their own illustrations in the style of Quentin Blake. Children could imitate his illustration of The Grand High Witch or illustrate a different Roald Dahl character of their choice.



PLENARY:

We are going to imagine the classroom is an art gallery! Discuss what the atmosphere is like in an art gallery, e.g. quiet, respectful, etc. Ask children to walk around the classroom and look at the collages produced by other members of their class. Which piece of work do they like best and why? Choose children to feed back their choice with reasons.



EXTRACT

From Chapter 7: 'Frizzled Like a Fritter', pp. 59-61 (465 words)

All the women, or rather the witches, were now sitting motionless in their chairs and staring as though hypnotized at somebody who had suddenly appeared on the platform. That somebody was another woman.

The first thing I noticed about this woman was her size. She was tiny, probably no more than four and a half feet tall. She looked quite young, I guessed about twenty-five or six, and she was very pretty. She had on a rather stylish long black dress that reached right to the ground and she wore black gloves that came up to her elbows. Unlike the others, she wasn't wearing a hat.

She didn't look to me like a witch at all, but she couldn't possibly *not* be one, otherwise what on earth was she doing up there on the platform? And why, for heaven's sake, were all the other witches gazing at her with such a mixture of adoration, awe and fear?

Very slowly, the young lady on the platform raised her hands to her face. I saw her gloved fingers unhooking something behind her ears, and then... then she caught hold of her cheeks and lifted her face clean away! The whole of that pretty face came away in her hands!

It was a mask!

As she took off the mask, she turned sideways and placed it carefully upon a small table



near by, and when she turned around again and faced us, I very nearly screamed out loud.

That face of hers was the most frightful and frightening thing I have ever seen. Just looking at it gave me the shakes all over. It was so crumpled and wizened, so shrunken and shrivelled, it looked as though it had been pickled in vinegar. It was a fearsome and ghastly sight. There was something terribly wrong with it, something foul and putrid and decayed. It seemed quite literally to be rotting away at the edges, and in the middle of the face, around the mouth and cheeks, I could see the skin all cankered and worm-eaten, as though maggots were working away in there.

There are times when something is so frightful you become mesmerized by it and can't look away. I was like that now. I was transfixed. I was numbed. I was magnetized by the sheer horror of this woman's features. But there was more to it than that. There was a look of serpents in those eyes of hers as they flashed around the audience.

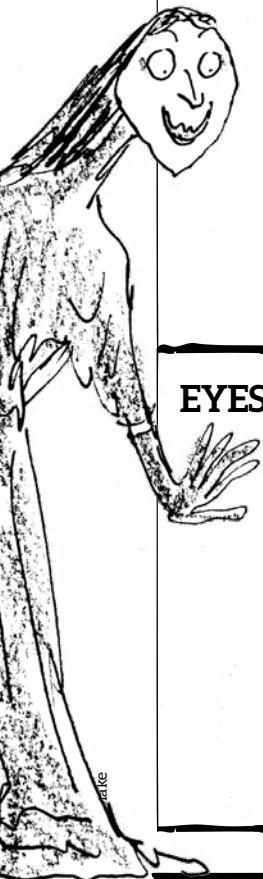
I knew immediately, of course, that this was none other than The Grand High Witch herself. I knew also why she had worn a mask. She could never have moved around in public, let alone book in at a hotel, with her real face. Everyone who saw her would have run away screaming.





Using the table below, write key descriptions of The Grand High Witch from the extract.
Now plan the resources you will use to collage each part of your witch!

	DESCRIPTION	RESOURCES
CLOTHES		
FACE		
EYES		





THEME: Makers of Mischief

LESSON OBJECTIVES:

English:

- Planning, writing and performing a poem using appropriate form and vocabulary

THINGS YOU MAY NEED FOR THIS LESSON:

Xxx xxx xxx xxxxx
See page XX



PREPARATION:

You will need a copy of the extract and **RESOURCE 1: EXAMPLE SPELL** for each pair of children. Each child also needs a copy of **RESOURCE 2: POETRY TEMPLATE**. You may wish to use **RESOURCE 3: SPELLS WORD MAT** to provide additional support and prompts for some children.

STARTER ACTIVITY:

Share the extract with the children. Identify that it is a poem The Grand High Witch has concocted to explain the effect that Formula 86 Delayed Action Mouse-Maker has on children. Divide the class into two groups and challenge children to call out the rhyming couplets in the poem. Split the board in half and write the rhyming couplets on separate sides, e.g. 'in' on one half of the board and 'skin' on the other.

MAIN ACTIVITY:

TASK ONE

Set a rhyming challenge for the children. Arrange the two teams into a line each and give the children a few minutes to take it in turns to write further rhyming words for those on the board.





When a member of each team has written a word, they should pass the pen to the person behind and go to the back of the line. Which team can gather the most rhyming words in the quickest time? The collected words will support the children when they write their own poems later in the lesson.

TASK TWO

Revenge on the witches! The witches want to turn children into mice. If you had powers, what would you do to the evil witches? Ask the children to pair share ideas and write them on the board, e.g. turn them into mud and dirt for children to jump around in or even turn them into cheese to be nibbled on by mice! Explain to children that they will now take one idea and develop it into a poem with rhyming couplets.

Share **RESOURCE 1: EXAMPLE SPELL** with the children to demonstrate the type of language they should use in their spells. Identify the use of rhyming couplets, the mixture of ingredients and the end result of turning the witches into mud and dirt!

Select one of the ideas from the class and mind map rhyming words for the poem. Model to children how to create lines for the poem, speaking them aloud to check that they both rhyme and sound right. Gather ideas to create a class example.

TASK THREE

Children are now ready to write their own poem! Using **RESOURCE 2: POETRY TEMPLATE** ask the children to first plan their ideas and gather possible rhyming words for their poem in the box, before writing their poem on the lines below. Provide **RESOURCE 3: SPELLS WORD MAT** to any children who would benefit from additional input and support with vocabulary and starting points.

EXTENSION:

Challenge the children to add some Roald Dahl inspired "gloroumptious" words to their spells!



PLENARY:

Cast your spells! Give the children the opportunity to share their spells with the class. Encourage peer evaluation using two stars (two things they liked) and a wish (one thing to improve).



EXTRACT

From Chapter 8: 'Formula 86 Delayed Action Mouse-Maker', pp. 78-81 (406 words)

At this point, the disgusting old Grand High Witch began to do a sort of witch's dance up and down the platform, stamping her feet and clapping her hands. The entire audience joined in the clapping and the foot-stamping. They were making such a tremendous racket that I thought surely Mr Stringer would hear it and come banging at the door. But he didn't.

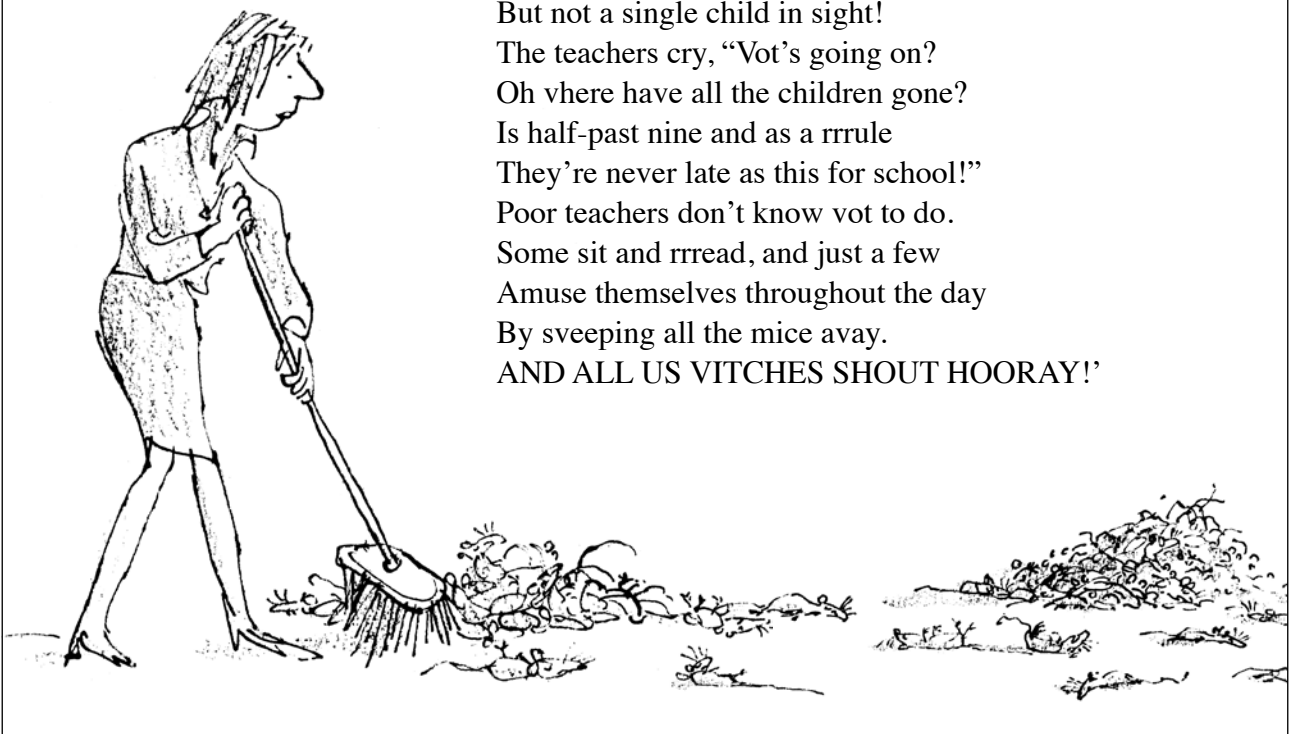


Then, above all the noise, I heard the voice of The Grand High Witch screaming out some sort of an awful gloating song,

'Down with children! Do them in!
 Boil their bones and fry their skin!
 Bish them, sqvish then, bash them, mash them!
 Brrreak them, shake them, slash them, smash them!
 Offer chocs vith magic powder!
 Say "Eat up!" then say it louder.
 Crrram them full of sticky eats,
 Send them home still guzzling sweets.
 And in the morning little fools
 Go marching off to separate schools.
 A girl feels sick and goes all pale.
 She yells, "Hey look! I've grrrown a tail!"
 A boy who's standing next to her
 Screams, "Help! I think I'm grrrowing fur!"
 Another shouts, "Vee look like frrreaks!
 There's viskers growing on our cheeks!"
 A boy who vos extremely tall
 Cries out, "Vot's wrong? I'm grrrowing small!"
 Four tiny legs begin to sprrrout



From everybody rrround about.
 And all at vunce, all in a trrrice,
 There are no children! Only MICE!
 In every school is mice galore
 All rrrunning rrround the school-rrroom floor!
 And all the poor demented teachers
 Is yelling, "Hey, who are these crrreatures?"
 They stand upon the desks and shout,
 "Get out, you filthy mice! Get out!
 Vill someone fetch some mouse-trrraps, please!
 And don't forrrget to bring the cheese!"
 Now mouse-trrraps come and every trrrap
 Goes *snippy-snip* and *snappy-snap*.
 The mouse trrraps have a powerful spring,
 The springs go *crack* and *snap* and *ping*!
 Is lovely noise for us to hear!
 Is music to a vitch's ear!
 Dead mice is every place arrround,
 Piled two feet deep upon the grrround,
 Vith teachers searching left and rrright,
 But not a single child in sight!
 The teachers cry, "Vot's going on?
 Oh where have all the children gone?
 Is half-past nine and as a rrrule
 They're never late as this for school!"
 Poor teachers don't know vot to do.
 Some sit and rrrread, and just a few
 Amuse themselves throughout the day
 By sveeping all the mice away.
AND ALL US VITCHES SHOUT HOORAY!





Down with witches! Remove them all!
Get the big ones and the small!
Chant this spell for a fantabulous trick
To get rid of disgusting witches quick!
Mix a worm and a dogfly's leg,
Add some bleach and a burble's egg.
Chop the tail off a snurpog's back,
Blend it up and you'll be on track!
Use the potion, just one squirt
And turn them into mud and dirt.
Then the witches will be no more,
Come on children, this is war





Plan your spell and rhyming words in the space below.



Use your ideas to create your spell! Remember this is a Roald Dahl inspired activity. Your spells can be as "gloroumptious" and "razztwizzler" as you wish!

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ADD	IMPERATIVE VERBS:		CRACK
Cook	bake	Chop	fill
get	GRILL	griddle	heat
mix	POUR	roll	sizzle
SLICE	spread	SPRINKLE	toast

Rhyming couplets

arm – charm

end – friend

grumpy – lumpy

leg – egg

mean – seen

trick – quick

wing – sing

witch – itch

ROALD DAHL
inspired creatures:

BURBLE,
CATPRANCER,
DOGFLY,
HEDGEHAM,
RABBGINT,
SNURPOG,
TURTAT,
ZEBRAFF



ROALD DAHL
INSPIRED ADJECTIVES:

stupendalump
DISGUSTUNG
brillample
MAGNIFICANT
AMAZULP
MARVOLLONT
fantabulous
terriffles





THEME: Makers of Mischief

LESSON OBJECTIVES:

Maths:

- Using different operations to solve word problems.

THINGS YOU MAY NEED FOR THIS LESSON:

Xxx xxx xxx xxxxx

See page XX



PREPARATION:

You will need a copy of the extract for each pair of children, copies of **RESOURCE 1: CHALLENGE CARDS** for children to share in bronze/silver/gold challenge groups, and a copy of **RESOURCE 2: ANSWERS** to mark the children's work. You may also wish to have written one or two of the problems from **RESOURCE 1: CHALLENGE CARDS** onto the interactive whiteboard.

STARTER ACTIVITY:

Read the **extract** with the children.

Ask the children to highlight the nine key ingredients the witches need to gather – boiled telescope, fried mouse-tails, cooked mice, roasted alarm clock, yolk of the gruntle's egg, claw of a crabcruncher, beak of a blabbersnitch, snout of a grobblesquirt and the tongue of a catspringer.



MAIN ACTIVITY:

TASK ONE

Explain to the children that during the witches' hunt for their ingredients, they faced a few problems along the way. Display an example problem from the cards and model how to use RUCSAC to solve it:

- Read the problem
- Understand the problem
- Choose the operation/s
- Solve the problem
- Answer the problem
- Check the answer



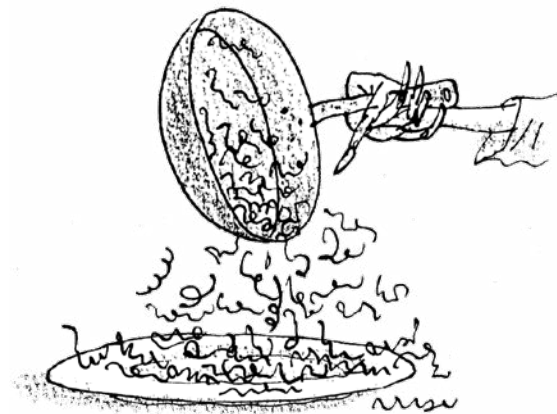
Organise the children into groups of three and hand out a problem for them to solve using the RUCSAC steps above. Choose one group to present their problem and ensure that their class mates check that they have chosen the correct operation/s and solved the problem correctly.

TASK TWO

Ask children to decide which level they feel confident enough to tackle – gold, silver or bronze – and organise them into groups accordingly. Hand out the appropriately coloured **RESOURCE 1: CHALLENGE CARDS** for children to work through in pairs or individually. For extra support, organise a teacher-directed group and choose a selection of problems to work through together.

EXTENSION:

When children have completed all their cards, they may move up to the next challenge level. Children who have completed the Gold task can challenge a partner with some word problems of their own.



PLENARY:

Divide the class into Witches vs Children! Challenge each group to write five of their own word problems – they can be as tricky as they like, but they must have worked out the answer themselves. Select a member from each group to write their five problems on the board and challenge the opposite team to answer them both quickly and correctly. Who can answer all five problems in the quickest time? Who got the most problems correct?



EXTRACT

From Chapter 9: 'The Recipe', pp. 88-90 (342 words)

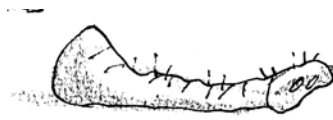
'...take your boiled telescope and your firried mouse-tails and your cooked mice and your rroasted alarm-clock and all together you put them into the mixer. Then you mix them at full speed. This vill give you a nice thick paste. While the mixer is still mixing you must add to it the yolk of vun grruntle's egg.'



'A gruntle's egg!' cried the audience. 'We shall do that!'

Underneath all the clamour that was going on I heard one witch in the back row saying to her neighbour, 'I'm getting a bit old to go bird's nesting. Those ruddy gruntles always nest very high up.'

'So you mix in the egg,' The Grand Witch went on, 'and vun after the other you also mix in the following items: the claw of a crrrabcruncher, the beak of a blabbersnitch, the snout of a grrrobblesqvirt and the tongue of a catsprrringer. I trust you are not having any trrouble finding those.'



'None at all!' they cried out. 'We will spear the blabbersnitch and trap the crabcruncher and shoot the grobblesqvirt and catch the catspringer in his burrow!'

'Excellent!' said The Grand High Witch. 'When you have mixed everything together in the mixer, you vill have a most marvellous-looking grrreen liquid. Put vun drop, just vun titchy droplet, of this liqvud into a chocolate or a sweet, and *at nine o'clock the next morning* the child who ate it vill turn into a mouse in twenty-six seconds! But vun vurd of vorning. Never increase the dose. Never put more than vun drrrop into each sweet or chocolate. And never give more than one sweet or chocolate to each child. An overdose of Delayed Action Mouse-Maker vill mess up the timing of the alarm-clock and cause the child to turn into a mouse too early. A large overdose might even have an instant effect, and you wouldn't vont that, would you? You wouldn't vant the children turning into mice rrright there in your sweet-shops. That would give the game away. So be very carreful! Do not overdose!'





BRONZE CHALLENGE CARDS

The Grand High Witch has prepared **325** boiled telescopes and some of her loyal followers have given her **144** more as a gift. How many boiled telescopes does she have altogether?

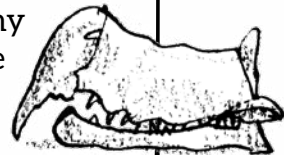
Winnie the Witch fried **813** mouse tails, but her pet cat Salem ate **302** of them! How many fried mouse tails does Winnie have left?

Minerva the Witch found **6** boxes which each had **52** cooked mice inside. How many cooked mice did she find altogether?

In the hotel, the witches split up into two teams to collect alarm clocks for roasting. One team collected **503** and the other team collected **251**. How many alarm clocks did they collect altogether?

Luna and her witch friends found **975** gruntle eggs in a tree. On the way back down they fell and crashed to the ground, destroying **624** of them! How many gruntle eggs did they have left?

Esme the Witch had **5** spears and speared **342** blabbersnitches with each one. How many blabbersnitches did she spear altogether?



300 potion bottles are shared equally between **5** witches. How many potion bottles does each witch get?

In the hotel grounds, Mr Jenkins saw **711** snoutless grobblesquirts and Mrs Jenkins saw **189**. How many snoutless grobblesquirts did they see altogether?

The witches trapped **1000** crabcrunchers but **509** of them escaped! How many crabcrunchers were left?

There are **56** catspringer burrows with **100** catspringers in each one. How many catspringers live in the burrows altogether?



SILVER CHALLENGE CARDS



The Grand High Witch has prepared **618** boiled telescopes and some of her loyal followers have given her **235** more as a gift. How many boiled telescopes does she have altogether?

Winnie the Witch fried **883** mouse tails, but her pet cat Salem ate **697** of them! How many fried mouse tails does Winnie have left?

Minerva the Witch found **4** boxes which each had **716** cooked mice inside. How many cooked mice did she find altogether?

In the hotel, the witches split up into two teams to collect alarm clocks for roasting. One team collected **492** and the other team collected **348**. How many alarm clocks did they collect altogether?

Luna and her witch friends found **1986** gruntle eggs in a tree. On the way back down they fell and crashed to the ground, destroying **758** of them! How many gruntle eggs did they have left?

Esme the Witch had **3** spears and speared **992** blabbersnitches with each one. How many blabbersnitches did she spear altogether?

140 potion bottles are shared equally between **20** witches. How many potion bottles does each witch get?

In the hotel grounds, Mr Jenkins saw **1823** snoutless grobblesquirts and Mrs Jenkins saw **177**. How many snoutless grobblesquirts did they see altogether?

The witches trapped **2000** crabcrunchers but **375** of them escaped! How many crabcrunchers were left?

There are **6** catspringer burrows with **689** catspringers in each one. How many catspringers live in the burrows altogether?

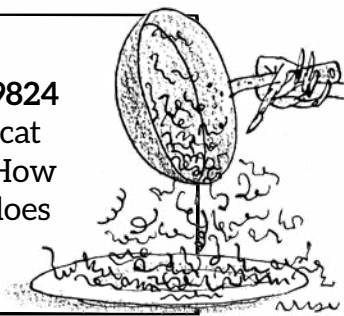


GOLD CHALLENGE CARDS



The Grand High Witch has prepared **4528** boiled telescopes and some of her loyal followers have given her **2725** more as a gift. How many boiled telescopes does she have altogether?

Winnie the Witch fried **9824** mouse tails, but her pet cat Salem ate **5976** of them! How many fried mouse tails does Winnie have left?



Minerva the Witch found **8** boxes which each had **234** cooked mice inside. How many cooked mice did she find altogether?

In the hotel, the witches split up into two teams to collect alarm clocks for roasting. One team collected **6447** and the other team collected **3216**. How many alarm clocks did they collect altogether?

Luna and her witch friends found **5564** gruntle eggs in a tree. On the way back down they fell and crashed to the ground, destroying **2481** of them! How many gruntle eggs did they have left?

Esme the Witch had **7** spears and speared **5162** blabbersnitches with each one. How many blabbersnitches did she spear altogether?

2400 potion bottles are shared equally between **60** witches. How many potion bottles does each witch get?

In the hotel grounds, Mr Jenkins saw **2617** snoutless grobblesquirts and Mrs Jenkins saw **1985**. How many snoutless grobblesquirts did they see altogether?

The witches trapped **7281** crabcrunchers but **3653** of them escaped! How many crabcrunchers were left?

There are **12** catspringer burrows with **684** catspringers in each one. How many catspringers live in the burrows altogether?



BRONZE CHALLENGE

The Grand High Witch has prepared **325** boiled telescopes and some of her loyal followers have given her **144** more as a gift. How many boiled telescopes does she have altogether?

469

Winnie the Witch fried 813 mouse tails, but her pet cat Salem ate 302 of them! How many fried mouse tails does Winnie have left?

511

Minerva the Witch found **6** boxes which each had **52** cooked mice inside. How many cooked mice did she find altogether?

312

In the hotel, the witches split up into two teams to collect alarm clocks for roasting. One team collected 503 and the other team collected **251**. How many alarm clocks did they collect altogether?

754

Luna and her witch friends found **975** gruntle eggs in a tree. On the way back down they fell and crashed to the ground, destroying **624** of them!

How many gruntle eggs did they have left?

351

Esme the Witch had **5** spears and speared **342** blabbersnitches with each one. How many blabbersnitches did she spear altogether?

1,710



300 potion bottles are shared equally between **5** witches. How many potion bottles does each witch get?

60

In the hotel grounds, Mr Jenkins saw **711** snoutless grobblesquirts and Mrs Jenkins saw **189**. How many snoutless grobblesquirts did they see altogether?

900

The witches trapped **1000** crabcrunchers but **509** of them escaped! How many crabcrunchers were left?

491

There are **56** catspringer burrows with **100** catspringers in each one. How many catspringers live in the burrows altogether?

5600



SILVER CHALLENGE



The Grand High Witch has prepared **618** boiled telescopes and some of her loyal followers have given her **235** more as a gift. How many boiled telescopes does she have altogether?

853

Winnie the Witch fried **883** mouse tails, but her pet cat Salem ate **697** of them! How many fried mouse tails does Winnie have left?

186

Minerva the Witch found **4** boxes which each had **716** cooked mice inside. How many cooked mice did she find altogether?

2864

In the hotel, the witches split up into two teams to collect alarm clocks for roasting. One team collected **492** and the other team collected **348**. How many alarm clocks did they collect altogether?

840

Luna and her witch friends found **1986** gruntle eggs in a tree. On the way back down they fell and crashed to the ground, destroying **758** of them! How many gruntle eggs did they have left?

1228

Esme the Witch had **3** spears and speared **992** blabbersnitches with each one. How many blabbersnitches did she spear altogether?

2976

140 potion bottles are shared equally between **20** witches. How many potion bottles does each witch get?

7

In the hotel grounds, Mr Jenkins saw **1823** snoutless grobblesquirts and Mrs Jenkins saw **177**. How many snoutless grobblesquirts did they see altogether?

2000

The witches trapped **2000** crabcrunchers but **375** of them escaped! How many crabcrunchers were left?

1625

There are **6** catspringer burrows with **689** catspringers in each one. How many catspringers live in the burrows altogether?

4134



GOLD CHALLENGE

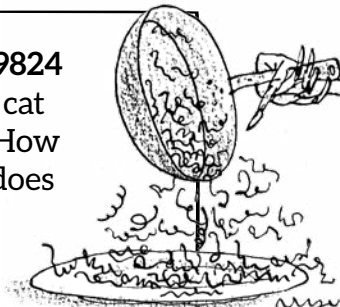


The Grand High Witch has prepared **4528** boiled telescopes and some of her loyal followers have given her **2725** more as a gift. How many boiled telescopes does she have altogether?

7253

Winnie the Witch fried **9824** mouse tails, but her pet cat Salem ate **5976** of them! How many fried mouse tails does Winnie have left?

3848



Minerva the Witch found **8** boxes which each had **234** cooked mice inside. How many cooked mice did she find altogether?

1872

In the hotel, the witches split up into two teams to collect alarm clocks for roasting. One team collected **6447** and the other team collected **3216**. How many alarm clocks did they collect altogether?

9663

Luna and her witch friends found **5564** gruntle eggs in a tree. On the way back down they fell and crashed to the ground, destroying **2481** of them! How many gruntle eggs did they have left?

3083

Esme the Witch had **7** spears and speared **5162** blabbersnitches with each one. How many blabbersnitches did she spear altogether?

36134

2400 potion bottles are shared equally between **60** witches. How many potion bottles does each witch get?

40

In the hotel grounds, Mr Jenkins saw **2617** snoutless grobblesquirts and Mrs Jenkins saw **1985**. How many snoutless grobblesquirts did they see altogether?

4602

The witches trapped **7281** crabcrunchers but **3653** of them escaped! How many crabcrunchers were left?

3628

There are **12** catspringer burrows with **684** catspringers in each one. How many catspringers live in the burrows altogether?

8208



THEME: Champions of Good

LESSON OBJECTIVES:

PSHE:

- Thinking about someone who is special to us and to celebrating their qualities

THINGS YOU MAY NEED FOR THIS LESSON:

Xxx xxx xxx xxxxx

See page XX

PREPARATION:

You will need a copy of both the **extract** and **RESOURCE 1: SENTENCE STARTERS** for each pair of children. Each child needs a copy of **RESOURCE 2: A SPECIAL PERSON** and slips of paper to write on for the starter activity.

STARTER ACTIVITY:

In Roald Dahl's *The Witches*, the little boy and his Norwegian grandmother love each other very much. Ask the children: *Who do you love?* Share some answers as a class, e.g. mum, dad, brother, sister, nan, grandad or a best friend. Ask the children to write one thing they love about their chosen person on a slip of paper, then invite them to pass their slip to the person sitting next to them to read. The children continue to pass the slips of paper around their table, reading each one, until they get their own slip back.

Did you notice any similarities between what people had written? Discuss that the things we love most about people are their personality, the kind and good things they do, and the way they make us feel.

MAIN ACTIVITY:

TASK ONE:

Share the **extract** with the children.

Organise a circle time and display the last line of the extract: 'It doesn't matter who you are or what you look like so long as somebody loves you.'

Do you agree with what the boy says to his grandmother? Why / why not? Pass an object such as a beanbag around the circle and encourage children to share their opinions one at a time. If they would rather not, encourage them to answer with 'I choose to pass', before moving on to the next



person. Provide the children who have passed with an opportunity to give an answer once the beanbag has been passed around the circle, but they do not need to.

TASK TWO:

Organise the children into talk partners. What do you think the word 'identity' means? Explain how our personality, values and beliefs determine who we are – they give us our 'identity'.

How would you define your loved one's identity? What type of personality do they have? What are their values? What do they believe in? Using **RESOURCE 1: SENTENCE STARTERS**, ask the children to create and verbally share some complete sentences describing their loved one's identity with a partner.

TASK THREE:

Using ideas gathered in the previous activity, ask the children to write sentences and phrases inside the body outline of **RESOURCE 2: A SPECIAL PERSON** to describe their loved ones. Outside the outline of the body, ask the children to write down the things they would like to say to their loved one to show them how they feel about them and why they love them.

EXTENSION:

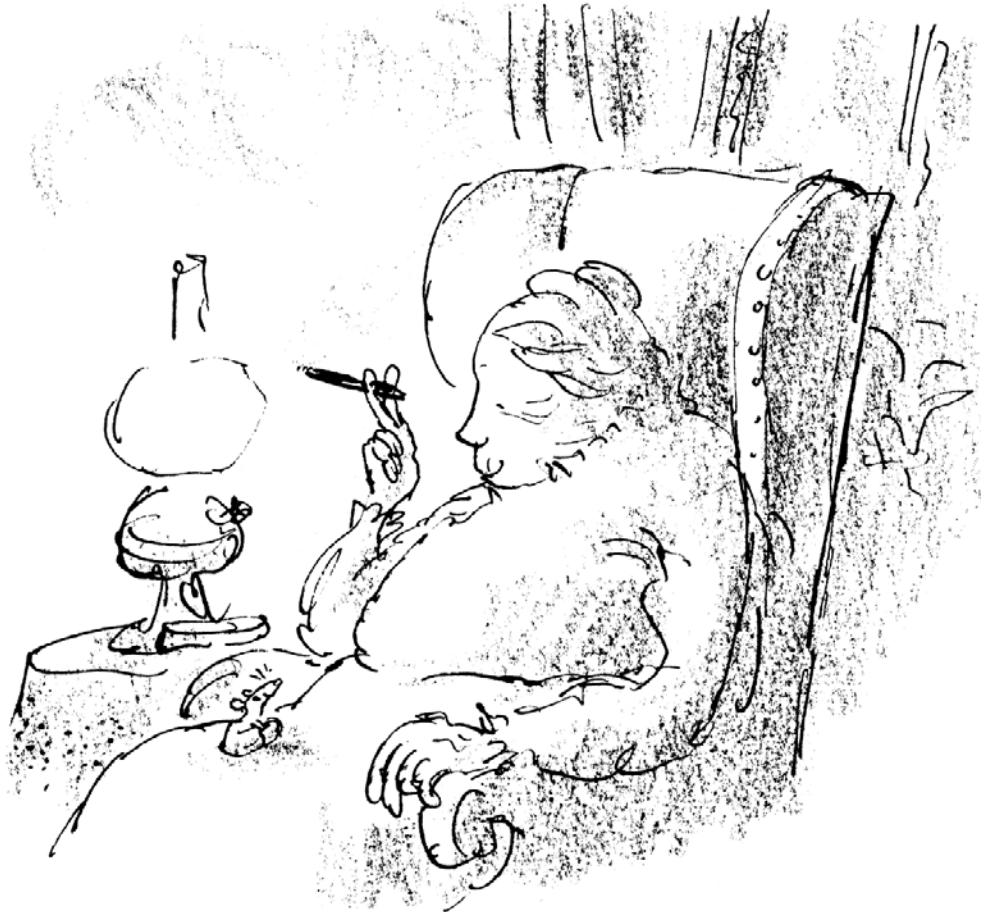
We have discussed the identities of those we love, but what about our own identities? Ask the children to describe their personality, their beliefs and values, and what they think are their most important qualities.

The children could also use **RESOURCE 2: A SPECIAL PERSON** to think about the identity of their favourite Roald Dahl character! How would they describe the qualities and values of the BFG or Charlie Bucket?



PLENARY:

Ask children to share one of the qualities from their body outlines and explain why they think it is valuable. Display the body outlines around the classroom.



EXTRACT

From Chapter 21: 'The Heart of a Mouse', pp. 189-190 (253 words)

'Would you like me to tell you something about yourself that is very interesting?' my grandmother said.

'Yes please, Grandmamma,' I said, without opening my eyes.

'I couldn't believe it at first, but apparently it's quite true,' she said.

'What is it?' I asked.

'The heart of a mouse,' she said, 'and that means *your* heart, is beating at the rate of *five hundred times a minute!* Isn't that amazing?'



‘That’s not possible,’ I said, opening my eyes wide.

‘It’s as true as I’m sitting here,’ she said. ‘It’s a sort of a miracle.’

‘That’s nearly nine beats every second!’ I cried, working it out in my head.

‘Correct,’ she said. ‘Your heart is going so fast it’s impossible to hear the separate beats. All one hears is a soft humming sound.’

She was wearing a lace dress and the lace kept tickling my nose. I had to rest my head on my front paws.

‘Have you ever heard my heart humming away, Grandmamma? I asked her.

‘Often,’ she said. ‘I hear it when you are lying very close to me on the pillow at night.’

The two of us remained silent in front of the fire for a long time after that, thinking about these wonderful things.

‘My darling,’ she said at last, ‘are you sure you don’t mind being a mouse for the rest of your life?’

‘I don’t mind at all,’ I said. ‘It doesn’t matter who you are or what you look like so long as somebody loves you.’





I LOVE _____ BECAUSE...

THEY ARE ONE OF MY
FAVOURITE PEOPLE BECAUSE...

THEY BELIEVE THAT...

THEY LIKE/ENJOY...

THEIR PERSONALITY IS...

I WOULD DESCRIBE THEM AS...

THE FOLLOWING THINGS ARE OF
VALUE TO THIS PERSON: ...

THEY MAKE ME FEEL...

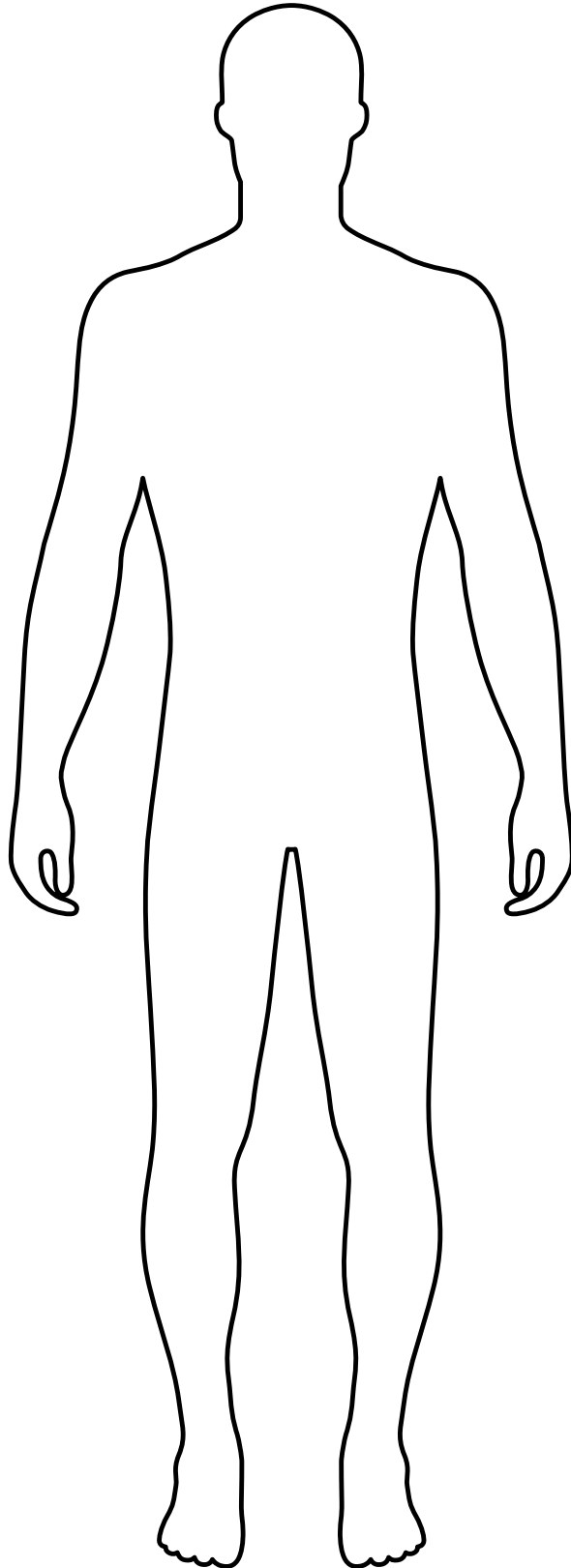
THEY ARE SPECIAL TO ME BECAUSE...

I FEEL THAT THEY...





**RESOURCE 1:
A SPECIAL
PERSON**



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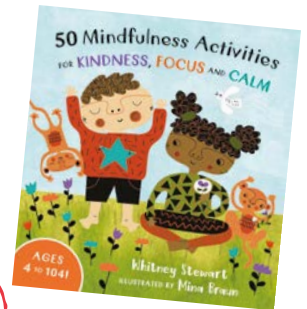
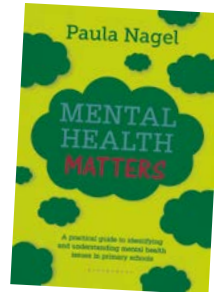


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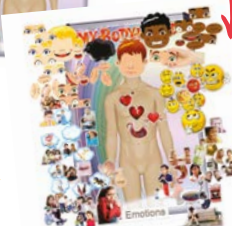
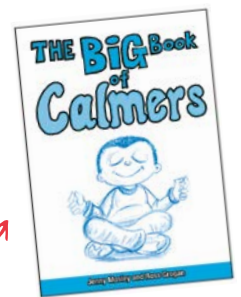
LESSON PLAN 1

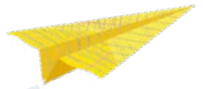
- 877367** Oxford School Thesaurus £9.79
- 530866** Internet Safety Poster £3.99
- D62453** Tech Safety Tips Book Bundle £35.99 Pack of 4
- D69528** Stay Smart Internet Sign £27.99 600 x 400mm
- 530245** Emotions Posting Game £36.95
- 530857** Emotions Cubes £8.99
- 510139** YPO Buddy Box £68.00
- 530329** YPO "Opy" Monster £11.79
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- 750980** YPO Fine Tip Colouring Pens Pack of 288
- 112925** A4 Drawing Cartridge 100gsm £5.10 Pack of 500 sheets
- 112917** A3 Drawing Cartridge 100gsm £4.90 Pack of 250 sheets
- 763977** YPO Premium HB Pencils £0.85 Pack of 12



LESSON PLAN 2

- 530268** Mental Health Matters and Teaching Happiness and Well-being in Schools Book Pack £32.65
- 530277** Mindful Kids £7.20
- 530340** Big Book of Calmers £17.95
- 530244** Healthy Eating Shopping Bags Game £35.00
- 500045** Kids Kitchen £9.89
- 510046** Healthy Eating Stickers £2.99 24mm
- 531481** My Bodyboard Single School Board £55.00
- 531486** My Bodyboard Emotional Health Magnetic Pack £45.00





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LESSON PLAN 3

317640 Black Muslin £6.95
302120 Plain Fabric Squares

£6.95 Pack of 25

30199X Double Knit

£11.56 Pack of 10

301184 Assorted Colours

Buttons £1.54 Pack of 100

309848 Assorted Pipe

Cleaners £4.50 Pack of 500

749125 YPO PVA Glue

£1.35 1 Litre

735105 YPO Sketching

Pencils £13.00 Pack of 144

739944 Watercolour Paints

£51.66 32 x Packs with 100 Brushes

112917 A3 Drawing Cartridge

100gsm £4.90 Pack of 250 sheets

111748 A4 Vivid Paper

Stack (17 Colours) £12.60

Pack of 500 sheets

118352 Tissue Paper 500 x

750mm £11.00 Pack of 480 sheets

111452 Flash Cards £5.30

Pack of 250

73425X Dodec Cartridge

Pens £6.13 Pack of 12

703672 Standard

Euro Cartridges

Black £3.60

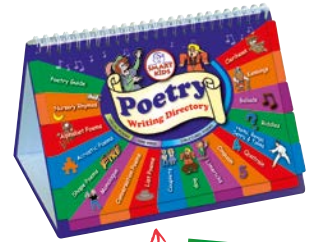
Pack of 100



LESSON PLAN 4

876071 Poetry Writing Dictionary £9.99

876042 Poetry Skills £10.99



LESSON PLAN 5

D80253 C Touch Laser Air +

55" Touchscreen Please contact

consumerelectronics@ypo.co.uk

for more information



LESSON PLAN 6

876489 Alphabet Bean Bags £17.99

530342 Jenny Mosley's Small

Book of Five Skills £28.00 Pack of 5

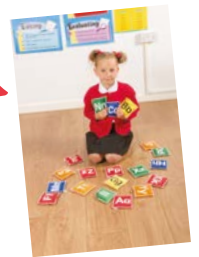
500196 5 Skills Flashcards £7.99

530337 Step by Step Guide to

Circle Time £16.39

111452 Flash Cards

£5.30 Pack of 250



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