

Focal Passage #1 Overview					
Day	Mode		Activity	Description	Standard
1	a) PlayPosit as a preview to Close Reading.	A small number of students will use PlayPosit at home, in a study hall setting, or in a pull-out setting before ELA.	PlayPosit	Chapter 3 (p. 27-34)	RI.7.1, RI.7.2
	b) Synchronous in Stations	All students will use the PlayPosit notes/bulbs to read the chapter independently	Close Reading	POINT OF VIEW FAST Evidence → Character Perspective	RI.7.6
	c) PlayPosit and IEP Goal Work/Intervention synchronous stations followed by Close Reading	A small number of students will use PlayPosit in a pull-out setting before/during ELA		CFU Text-Dependent Questions	RI.7.1, RL.7.3, RL.7.4
	After Close Reading	All students participate in the writing activities.	Writing	Syntax-Related Task	L.7.1
	At the end of class or for homework			Synthesizing Ideas	RL.7.1

Day	Mode		Activity	Description	Standard
2	a) PlayPosit as a preview to Close Reading.	A small number of students will use PlayPosit at home, in a study hall setting, or in a pull-out setting before ELA.	PlayPosit	Chapter 5 (p. 38-45)	RI.7.1, RI.7.2
	b) Synchronous in Stations	All students will use the PlayPosit notes/bulbs to read the chapter independently	Close Reading	POINT OF VIEW <u>Option 1:</u> FAST Evidence → Character Perspective	RI.7.6
	c) PlayPosit and IEP Goal Work/Intervention synchronous stations followed by Close Reading	A small number of students will use PlayPosit in a pull-out setting before/during ELA		WORD CHOICE <u>Option 2:</u> Imagery → Tone	RI.7.4
			CFU Text-Dependent Questions	RI.7.1, RI.7.2, RL.7.3, RI.7.4	

Name: _____ Date: _____ Period: _____ **ANSWERS**

	After Close Reading	All students participate in the writing activities.	Writing	Syntax-Related Task	L.7.1
	At the end of class or for homework			Synthesizing Ideas	RI.7.6

Day	Mode		Activity	Description	Standard
3	a) PlayPosit as a preview to Close Reading.	A small number of students will use PlayPosit at home, in a study hall setting, or in a pull-out setting before ELA.	PlayPosit	Chapter 6 (p. 46-52)	RI.7.1, RI.7.2
	b) Synchronous in Stations	All students will use the PlayPosit notes/bulbs to read the chapter independently	Close Reading	POINT OF VIEW Option 1: Characters' FAST Evidence → Contrasting Perspectives	RI.7.6
	c) PlayPosit and IEP Goal Work/Intervention synchronous stations followed by Close Reading	A small number of students will use PlayPosit in a pull-out setting before/during ELA		WORD CHOICE Option 2: Descriptive Details → Character Development	RL.7.3, RI.7.4
				CFU Text-Dependent Questions	RI.7.1, RI.7.4, RI.7.6
	After Close Reading	All students participate in the writing activities.	Writing	Syntax-Related Task	L.7.1
At the end of class or for homework	Synthesizing Ideas			RI.7.2	

Day	Mode		Activity	Description	Standard
4	a) Synchronous in Stations	All students participate in each activity.	Writing: Brainstorm	Text Structure Option 1: Parts of whole → Plot Development Option 2: Techniques → Plot Development	RL.7.4, RI.7.5
	b) In sequential order with the Discussion Task in small groups		Discussion Task	Character's Perspective	RI.7.6
	After Discussion Task with teachers circulating for feedback		Writing: Revision	Text Structure Option 1: Parts of whole → Plot Development Option 2: Techniques → Plot Development	RL.7.3, RI.7.5

Name: _____ Date: _____ Period: _____ ANSWERS

Day	Mode		Activity	Description	Standard
5	a) PlayPosit as a preview to Close Reading.	A small number of students will use PlayPosit at home, in a study hall setting, or in a pull-out setting before ELA.	PlayPosit	Chapter 8 (p. 60-67)	RI.7.1, RI.7.2
				Chapter 9 (p. 68-71)	
	b) Synchronous in Stations	All students will use the PlayPosit notes/bulbs to read the chapter independently	Re-teach or Review in Small Groups	*The Reading Calendar suggests that students read Chapters 8 and 9 in class. The teacher could pull small groups to reteach or review concepts previously taught (e.g. Point of View) to students that need more practice or have misconceptions.	
c) PlayPosit and IEP Goal Work/Intervention synchronous stations followed by Close Reading	A small number of students will use PlayPosit in a pull-out setting before/during ELA				

Chapter 3 (p. 27-34)

Focal Passage #1: Scenes from Llandaff Cathedral School, 1923-1925 (age 7-9)

Day 1

PlayPosit

1. Warm-Up

Quick Write: *Think back to your childhood. Describe your earliest memory.*

Vocabulary: *Write the vocabulary word underneath the picture that matches the meaning.*

1. **saturate (v.)** To soak (**adj**) Reach a point where no more liquid can be absorbed
2. **flourish (v.)** To do well; to develop quickly and successfully
3. **ambition (n.)** A desire to achieve something; a goal
4. **scheme (n.)** A calculated plan or plot



PlayPosit	
2. Read Aloud + CSPS Strategy (p. 27-34)	
1) Character <i>Who is the main character? What is he/she doing, saying, thinking, or feeling?</i>	2) Setting <i>Where is the character? When does the story take place? Has time passed? How do you know?</i>
3) Problem <i>What obstacles or challenges does the character face?</i>	4) Solution <i>Is the problem resolved? How does the character attempt to solve the problem?</i>
<p>1a) Character: <i>Who is the main character? What is he/she doing, saying, thinking, or feeling?</i></p> <p>One of Dahl's earliest childhood memories was wanting to be like a boy he saw riding his bike fast down a hill without holding on to the handlebars (p. 28).</p> <p>1b) Character: <i>Who is the main character? What is he/she doing, saying, thinking, or feeling?</i></p> <p>Dahl has another childhood memory of using his weekly allowance to buy candy at a sweet shop after school with his friends (p. 29).</p>	<p>2a) Setting: <i>Where is the character? When does the story take place?</i></p> <p>At the age of seven, Dahl was sent to a proper boy's school a mile from his house called Llandaff Cathedral School.</p> <p>2b) Evidence from the text:</p> <p>"When I was seven, my mother decided I should leave kindergarten and go to a proper boy's school [...] about a mile from our house. It was called Llandaff Cathedral School..." (p. 27).</p>
<p>3a) Problem #1: <i>What obstacles or challenges does the character face?</i></p> <p>One of Dahl's friends told him that his dad said Liquorice Bootlaces were made of rat's blood, and they would all get sick if they ate them (p. 30).</p> <p>3b) Problem #2: <i>What obstacles or challenges does the character face?</i></p> <p>Dahl and his friends hated Mrs. Pratchett, the woman who owned the sweet shop, because she was rude to them and she touched the candy with her dirty hands (p. 33).</p>	<p>4a) Solution #1: <i>Is the problem resolved? How does the character attempt to solve the problem?</i></p> <p>Dahl and his friends continued to eat Liquorice Bootlaces because they were cheap and delicious (p. 31).</p> <p>4b) Solution #2: <i>Is the problem resolved? How does the character attempt to solve the problem?</i></p> <p>Dahl and his friends devised a scheme to get back at Mrs. Pratchett when they found a dead mouse (p. 34).</p>

PlayPosit

3. Writing: Synthesizing Ideas

Summarize the events in chapter 3. What lesson does the author reveal he learned during his childhood?

Teacher should prepare an exemplar response in advance.

Check your work!

- My claim is strong and clear.
- My evidence is relevant, and my source is credible. I used more than one piece of evidence to support my claim.
- I explained how my evidence relates to my claim.
- My concluding statement follows the claim I presented.

1. Close Reading: Chapter 3 (p. 33-34)

Evidence Collection: How does the author reveal the narrator's perspective of Ms. Pratchett?

POINT OF VIEW

FAST Evidence → Character's Perspective

Note: Teacher should prepare an exemplar response in advance. The teacher could create an anchor chart and print out the quotes from the text ahead of time to tape onto the chart, which will support students in taking notes and using the notes to answer the questions on the next page.

<p>Line from the text that reveal <u>Boy's</u></p> <ul style="list-style-type: none"> • Feelings • Actions • Sayings • Thoughts 	<p>What <u>words</u> do you notice?</p> <ul style="list-style-type: none"> • Strong Emotions • Strong Images • Clear Ideas 	<p>How do these words <u>fit together</u>?</p> <ul style="list-style-type: none"> • One pattern I see is... • These words fit together because they sound... 	<p>What does this reveal about the <u>character's view of Ms. Pratchett</u>?</p> <ul style="list-style-type: none"> • Character Traits • Central Idea/Theme
			<p><i>The author is trying to...</i></p> <p><i>This helps the reader to understand...</i></p>

*Adapted from *Falling in Love with Close Reading: Lessons for Analyzing Texts—and Life* by Christopher Lehman and Kate Roberts (2014).

2. Close Reading: Analyze Evidence

Evidence Collection: How does the author reveal the narrator's perspective of Ms. Pratchett?

Chapter 3 (p. 27-34)

<p>1. <u>PART A:</u> What adjective does the narrator use to describe the boy's school where his mother chose to send him?</p> <p><u>PART B:</u> What does the narrator mean by "a proper boy's school." (p.27).</p>	<p>He calls it a "proper" boy's school. His mother is referring to British preparatory schools, which are single-sex educational institutions, often considered to be more prestigious than public British schools.</p>
<p>2. On pages 29-31, pay attention to Dahl's friend, Thwaites, and how he's different from the other boys.</p> <p><u>PART A:</u> How does Thwaites react to his father's tall tale? Does he think the story might be true?</p> <p><u>PART B:</u> Do his friends believe the story? How do you know?</p>	<p>Stop and Jot about Twaites and how he's different from the other boys.</p> <p><u>PART A:</u> Thwaites asks lots of questions but ultimately believes the story about bootlaces being made out of poisoned rats. We can infer this as he refuses to eat licorice bootlaces.</p> <p><u>PART B:</u> His friends enjoyed the story and often asked Thwaites to recount it, but obviously they knew Thwaites' dad was joking because they kept eating bootlaces.</p>
<p>3. Why did the boys especially want to eat Pear Drops? (p. 32).</p>	<p>They wanted to eat Pear Drops because adults had told them not to eat them because they believed them to be dangerous.</p>
<p>4. <u>PART A:</u> Jot down all the words Dahl uses that help us to understand what he means by "loathsome."</p> <p><u>PART B:</u> Based on these clues, jot your hunch of what "loathsome" means.</p>	<p><u>PART A:</u> Old hag; filth; disgusting; dirt and grime; grey and greasy; foul fingers; black fingernails</p> <p><u>PART B:</u> Loathsome means gross, offensive, repulsive, disgusting, repellent, revolting. (Note: Encourage students to create a cluster of synonyms). Later, they can connect these words to "malignant."</p>

3. Writing: Syntax-Related Activity

Conjunctions: Because, But, So

Directions: Take your simple sentence to the complex sentence level by adding a conjunction and clause. Use this strategy in your next paragraph.

Simple Sentence: Dahl loathed Mrs. Pratchett.

Complex Sentence #1: Dahl loathed Mrs. Pratchett because she used filthy bare hands to pick up customers' candy.

Complex Sentence #2: Dahl loathed Mrs. Pratchett, but he and his friends still bought candy from her store.

Complex Sentence #3: Dahl loathed Mrs. Pratchett, so he came up with a mouse scheme to scare the wits out of her.

4. Writing: Synthesizing Ideas

Are the boys justified in using "loathsome" to describe Mrs. Pratchett? What details from the text support your answer?

Teacher should prepare an exemplar response in advance.

Check your work!

- My claim is strong and clear.
- My evidence is relevant, and my source is credible. I used more than one piece of evidence to support my claim.
- I explained how my evidence relates to my claim.
- My concluding statement follows the claim I presented.

PlayPosit

1. Warm-Up: Vocabulary

Directions: Circle the sentence(s) that use the vocabulary word in the correct context and part of speech.

Saturate



- a) The sprinklers saturated the already moist ground with water.
- b) The saturated sprinklers the already moist ground with water.
- c) The sprinklers moist the already saturate ground with water.

Flourish



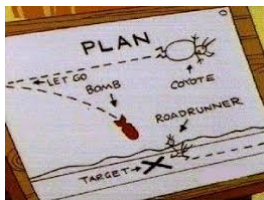
- a) The queen loved to take walks in the garden after flourishing.
- b) The queen loved to take walks in the flourishing garden after dinner.
- c) The queen loved to flourish walks in the beautiful garden after dinner.

Ambition



- a) Motivated by the ambition to be independent, the goldfish leapt from the small, crowded bowl to the larger bowl.
- b) Motivated by the desire to be independent, the goldfish ambition from the small, crowded bowl to the larger bowl.
- c) Wanting to be independent, the goldfish leapt from the small, crowded bowl to the larger ambition bowl.

Scheme



- a) Dahl came up with a plan to scare the wits out of scheme Mrs. Pratchett.
- b) Dahl came up with a plan to scheme the wits out of loathsome Mrs. Pratchett.
- c) Dahl came up with a scheme to scare the wits out of loathsome Mrs. Pratchett.

PlayPosit

2. Read Aloud + CSPS Strategy (p. 38-45)

<p>1) Character Who is the main character? What is he/she <i>doing, saying, thinking, or feeling</i>?</p>	<p>2) Setting Where is the character? When does the story take place? Has time passed? How do you know?</p>
<p>3) Problem What <i>obstacles or challenges</i> does the character face?</p>	<p>4) Solution Is the problem resolved? How does the character <i>attempt</i> to solve the problem?</p>
<p>1a) Character: Who is the main character? What is he/she <i>doing, saying, thinking, or feeling</i>?</p> <p>Dahl and his friends begin to feel uncomfortable that something isn't right about the sweet-shop being closed.</p> <p>1b) Evidence from the text:</p> <p>"All of a sudden we had begun to feel slightly uncomfortable. There was something not quite right about the shop being closed" (p. 39).</p>	<p>2a) Setting: Where is the character? When does the story take place?</p> <p>The next morning on their walk to school, Dahl and his friends notice that the sweet-shop was closed, which was unusual.</p> <p>2b) Evidence from the text:</p> <p>"The flush of triumph over the dead mouse was carried forward to the next morning as we all met again to walk to school" (p. 38).</p> <p>"We stopped and stared. We had never known the sweet-shop to be closed at this time in the morning, even on Sundays" (p. 38).</p>
<p>3a) Problem: What <i>obstacles or challenges</i> does the character face?</p> <p>Dahl believes that the mouse he put in the candy jar gave Mrs. Pratchett a heart attack and killed her (p. 39-40).</p> <p>3b) Evidence from the text:</p> <p>"It was your idea,' he said. 'And what's more, you put the mouse in.' All of a sudden I was a murderer" (p. 40).</p>	<p>4a) Solution: Is the problem resolved? How does the character <i>attempt</i> to solve the problem?</p> <p>Mr. Coombes lines up all of the boys outside, and Dahl discovers that Mrs. Pratchett is alive. Mrs. Pratchett identifies Dahl and his friends in the line.</p> <p>4b) Evidence from the text:</p> <p>"Mrs. Pratchett was alive! The relief was tremendous" (p. 42).</p> <p>"There they are!' she cried out, stabbing the air with her finger. "Im...and 'im...and 'im! That's the five of 'em all right!" (p. 44).</p>

PlayPosit

3. Writing: Synthesizing Ideas

Summarize the events in chapter 5. What does the author reveal about Boy and how he views himself?

Teacher should prepare an exemplar response in advance.

Check your work!

- My claim is strong and clear.
- My evidence is relevant, and my source is credible. I used more than one piece of evidence to support my claim.
- I explained how my evidence relates to my claim.
- My concluding statement follows the claim I presented.

OPTION 1

1. Close Reading: Chapter 5 (p. 41-42)

Evidence Collection: How does the author reveal the narrator's perspective of Mr. Coombes?

POINT OF VIEW

FAST Evidence → Character's Perspective

Note: Teacher should prepare an exemplar response in advance. The teacher could create an anchor chart and print out the quotes from the text ahead of time to tape onto the chart, which will support students in taking notes and using the notes to answer the questions on the next page.

<p>Line from the text that reveal <u>Boy's</u></p> <ul style="list-style-type: none"> • Feelings • Actions • Sayings • Thoughts 	<p>What <u>words</u> do you notice?</p> <ul style="list-style-type: none"> • Strong Emotions • Strong Images • Clear Ideas 	<p>How do these words <u>fit together</u>?</p> <ul style="list-style-type: none"> • One pattern I see is... • These words fit together because they sound... 	<p>What does this reveal about the <u>character's view of Mr. Coombes</u>?</p> <ul style="list-style-type: none"> • Character Traits • Central Idea/Theme
			<p><i>The author is trying to...</i></p> <p><i>This helps the reader to understand...</i></p>

*Adapted from *Falling in Love with Close Reading: Lessons for Analyzing Texts—and Life* by Christopher Lehman and Kate Roberts (2014).

2. Close Reading: Analyze Evidence

Evidence Collection: How does the author reveal the narrator’s perspective of Mr. Coombes?

Chapter 5

<p>1. Provide an objective summary of this passage. (RI.7.2)</p>	<p>Dahl and his friends reflect on the prank they pulled in the candy shop, afraid they may have killed Mrs. Pratchett by causing her to have a heart attack. When they get to school, Mr. Coombes lines up the students, and Mrs. Pratchett appears to point out the students who placed the dead rat in the gobstoppers. She points to Dahl and his friends, Mr. Coombes assures her that he has their names, and he escorts Mrs. Pratchett out of the school.</p>
<p>2. What details allow us to picture Mr. Coombes? Based on this description, how did Dahl feel about Mr. Coombes?</p>	<p>Mr. Coombes had a “hammy pink face” and a mass of hair “sprouted in a tangle.” “In [Dahl’s] memory, he was a giant.” He frowned a lot and wore black gown that made him look like a judge. It seems that Dahl is afraid and intimidated by Mr. Coombes and views him as a powerful authority figure, especially since he compares him to a judge at (his imagined) murder trial.</p>
<p>3. On page 41, underline the words Dahl uses to describe how he feels as Mr. Coombes lines up the boys. What do these words and phrases have in common? What is the impact of this language? (RI.7.4)</p>	<p>He includes words associated with criminals: murder trial judge; killer; police; Black Maria (slang for police van). He said he started to shiver. The impact of this language is that it builds tension and suspense for the reader.</p>
<p>4. Dahl says Mrs. Pratchett’s “face was glimmering with venom as her eyes travelled beyond me down the line.” What does “venom” mean? How does the selection of this word affect the tone?</p>	<p>Venom means poison. The word venom causes the tone of Dahl’s description to be bitter, verging on angry. The word ‘venom’ has a negative connotation because we associate it with poisonous, dangerous creatures like snakes.</p>
<p>5. End of page 39: How does Dahl’s point of view at the end of the previous chapter compare with his point of view at this point? What is the effect of this comparison on the reader? (RI.7.6)</p>	<p>Dahl felt like a daring hero at the end of The Great Mouse Plot. Now he thinks he may be responsible for Mrs. Pratchett’s death, so he feels awful. The effect of comparing Dahl’s point of view at these two moments is intended to exaggerate the extremes represented by his pride in revenge and his fear that he might have killed someone.</p>

OPTION 2

1. Close Reading: Chapter 5 (p. 41-42)

Evidence Collection: How does the author's use of imagery contribute to the tone of the text?

WORD CHOICE

Imagery → Tone

Note: Teacher should prepare an exemplar response in advance. The teacher could create an anchor chart and print out the quotes from the text ahead of time to tape onto the chart, which will support students in taking notes and using the notes to answer the questions on the next page.

Line from the text that reveal <u>imagery</u>	What <u>words</u> do you notice? <ul style="list-style-type: none"> • Strong Emotions • Strong Images • Clear Ideas 	How do these words <u>fit together</u> ? <ul style="list-style-type: none"> • One pattern I see is... • These words fit together because they sound... 	What does this reveal about the <u>author's purpose</u> ? <ul style="list-style-type: none"> • Tone
			<p><i>The author is trying to...</i></p> <p><i>This helps the reader to understand...</i></p>

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2. Close Reading: Analyze Evidence

Evidence Collection: How does the author’s use of imagery contribute to the tone of the text?

Chapter 5

<p>1. Provide an objective summary of this passage. (RI.7.2)</p>	<p>Dahl and his friends reflect on the prank they pulled in the candy shop, afraid they may have killed Mrs. Pratchett by causing her to have a heart attack. When they get to school, Mr. Coombes lines up the students, and Mrs. Pratchett appears to point out the students who placed the dead rat in the gobstoppers. She points to Dahl and his friends, Mr. Coombes assures her that he has their names, and he escorts Mrs. Pratchett out of the school.</p>
<p>2. What details allow us to picture Mr. Coombes? Based on this description, how did Dahl feel about Mr. Coombes?</p>	<p>Mr. Coombes had a “hammy pink face” and a mass of hair “sprouted in a tangle.” “In [Dahl’s] memory, he was a giant.” He frowned a lot and wore black gown that made him look like a judge. It seems that Dahl is afraid and intimidated by Mr. Coombes and views him as a powerful authority figure, especially since he compares him to a judge at (his imagined) murder trial.</p>
<p>3. On page 41, underline the words Dahl uses to describe how he feels as Mr. Coombes lines up the boys. What do these words and phrases have in common? What is the impact of this language? (RI.7.4)</p>	<p>He includes words associated with criminals: murder trial judge; killer; police; Black Maria (slang for police van). He said he started to shiver. The impact of this language is that it builds tension and suspense for the reader.</p>
<p>4. Dahl says Mrs. Pratchett’s “face was glimmering with venom as her eyes travelled beyond me down the line.” What does “venom” mean? How does the selection of this word affect the tone?</p>	<p>Venom means poison.</p> <p>The word venom causes the tone of Dahl’s description to be bitter, verging on angry. The word ‘venom’ has a negative connotation because we associate it with poisonous, dangerous creatures like snakes.</p>
<p>5. <u>PART A</u>: What imagery does Dahl use as he describes how the boys are made to line up?</p> <p><u>PART B</u>: What can you infer about Dahl’s school based on his description of this event?</p>	<p><u>PART A</u>: He uses imagery associated with the military; he describes that they march into lines like troops. They line up in straight lines, shoulder to shoulder, and are barked at to be silent. They are all wearing identical clothing.</p> <p><u>PART B</u>: His school is strict and requires students to conform to the school’s stringent guidelines for dress, behavior, and attitude. This is especially apparent through his comparison of the boys to the military.</p>

3. Writing: Syntax-Related Activity

Subordinating Conjunctions

Directions: Take your simple sentences to the complex sentence level by adding subordinating conjunctions to the beginning and independent clauses to the end. Use this strategy in your next paragraph.

Simple Sentence: Dahl and his friends carried out a scheme against Mrs. Pratchett.

Complex Sentence: Since Dahl and his friends carried out a scheme against Mrs. Pratchett, **Mr. Coombes punished the boys.**

Simple Sentence: Dahl put a dead mouse in Mrs. Pratchett's candy jar.

Complex Sentence: Even though Dahl put a dead mouse in Mrs. Pratchett's candy jar, **his mother didn't believe he should be punished so harshly.**

4. Writing: Synthesizing Ideas

How does Dahl's perspectives as an adult looking back at these events affect his telling of the story? What sentence from the text best explains the author's point of view? (RI.7.6)

Teacher should prepare an exemplar response in advance.

As an adult looking back on the story, he is able to recognize that things might not have been as dramatic as he remembers them, but he is also trying to remember/capture the emotions he experienced as a young child when the events occurred. This is evident when he says, "It is possible that Mr. Coombes was a perfectly normal being, but in my memory he was a giant."

Check your work!

- My claim is strong and clear.
- My evidence is relevant, and my source is credible. I used more than one piece of evidence to support my claim.
- I explained how my evidence relates to my claim.
- My concluding statement follows the claim I presented.

1. Warm-Up: Vocabulary

Directions: Circle the sentence(s) that use the vocabulary word in the correct context and part of speech.

Saturate



- a) The sprinklers saturated the already moist ground with water.
- b) The saturated sprinklers the already moist ground with water.
- c) The sprinklers moist the already saturate ground with water.

Flourish



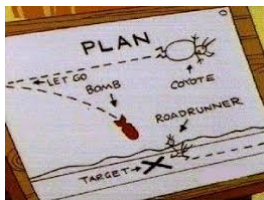
- a) The queen loved to take walks in the garden after flourishing.
- b) The queen loved to take walks in the flourishing garden after dinner.
- c) The queen loved to flourish walks in the beautiful garden after dinner.

Ambition



- a) Motivated by the ambition to be independent, the goldfish leapt from the small, crowded bowl to the larger bowl.
- b) Motivated by the desire to be independent, the goldfish ambition from the small, crowded bowl to the larger bowl.
- c) Wanting to be independent, the goldfish leapt from the small, crowded bowl to the larger ambition bowl.

Scheme



- a) Dahl came up with a plan to scare the wits out of scheme Mrs. Pratchett.
- b) Dahl came up with a plan to scheme the wits out of loathsome Mrs. Pratchett.
- c) Dahl came up with a scheme to scare the wits out of loathsome Mrs. Pratchett.

PlayPosit

2. Read Aloud + CSPA Strategy (p. 46-52)

1) Character

Who is the main character? What is he/she doing, saying, thinking, or feeling?

2) Setting

Where is the character? When does the story take place? Has time passed? How do you know?

3) Problem

What obstacles or challenges does the character face?

4) Solution

Is the problem resolved? How does the character attempt to solve the problem?

1a) Character: *Who is the main character? What is he/she doing, saying, thinking, or feeling?*

Dahl was the last of his friends to get whipped. He was very scared.

1b) Evidence from the text:

“My own turn came at last. My mind was swimming and my eyes had gone blurry as I went forward to bend over” (p. 49).

2a) Setting: *Where is the character? When does the story take place?*

Dahl and his four friends were called to the headmaster’s study.

2b) Evidence from the text:

“The five of us stood up and left the room. We didn’t speak as we made our way down the long corridor into the Headmaster’s private quarters where the dreaded study was situated” (p. 46).

3a) Problem #1: *What obstacles or challenges does the character face?*

Mr. Coombes whipped all five boys with a cane one at a time. The boys had to watch each other get whipped, and Mrs. Pratchett also watched (p. 48).

3b) Problem #2: *What obstacles or challenges does the character face?*

Dahl’s mother is upset when she sees Dahl’s bruises, and Dahl confesses to her about what happened (p. 51).

4a) Solution #1: *Is the problem resolved? How does the character attempt to solve the problem?*

After being whipped, Dahl returned to class crying and in pain (p. 50).

4b) Solution #2: *Is the problem resolved? How does the character attempt to solve the problem?*

Dahl’s mother decides to send him to an English boarding school the next year (p. 52).

PlayPosit

3. Writing: Synthesizing Ideas

Summarize the events in chapter 6. How do the events in this chapter further develop the theme, or lesson Dahl learned during the first part of his childhood?

Teacher should prepare an exemplar response in advance.

Check your work!

- My claim is strong and clear.
- My evidence is relevant, and my source is credible. I used more than one piece of evidence to support my claim.
- I explained how my evidence relates to my claim.
- My concluding statement follows the claim I presented.

OPTION 1

1. Close Reading: Chapter 6 (p. 46-52)

Evidence Collection: How does the author develop different points of view about whether or not Llandaff is a “proper boy’s school”? (RI.7.6)

POINT OF VIEW

Characters’ FAST Evidence → Contrasting Perspective

Note: Teacher should prepare an exemplar response in advance. The teacher could create an anchor chart and print out the quotes from the text ahead of time to tape onto the chart, which will support students in taking notes and using the notes to answer the questions on the next page.

<p>Lines from the text that reveal <u>Boy’s</u></p> <ul style="list-style-type: none"> • Feelings • Actions • Sayings • Thoughts 	<p>Lines from the text that reveal <u>Mrs. Pratchett’s and the headmaster’s</u></p> <ul style="list-style-type: none"> • Feelings • Actions • Sayings • Thoughts 	<p>How do these words <u>fit together</u>?</p> <ul style="list-style-type: none"> • One pattern I see is... • These words fit together because they sound... 	<p>What does this reveal about <u>Llandaff</u>?</p> <ul style="list-style-type: none"> • Character Traits • Central Idea/Theme
			<p><i>The author is trying to...</i></p> <p><i>This helps the reader to understand...</i></p>

*Adapted from *Falling in Love with Close Reading: Lessons for Analyzing Texts—and Life* by Christopher Lehman and Kate Roberts (2014).

2. Close Reading: Analyze Evidence

Evidence Collection: How does the author develop different points of view about whether or not Llandaff is a “proper boy’s school”? (RI.7.6)

Chapter 6

<p>1. What aspects of Dahl’s punishment in Mr. Coombes’ office make it an especially humiliating, dreadful experience?</p>	<p>He has to deal with his anticipation of the punishment while watching his friends get hit with a cane. Then he is hit while all of his friends watch. Worst of all, Mrs. Pritchett watches the whole episode while goading Mr. Coombes to hit the boys even harder.</p>
<p>2. What is Dahl’s mother’s response when she discovers how he was punished? What do her actions reveal about her point of view? (RI.7.6)</p>	<p>She goes to Mr. Coombes immediately because she’s upset/angry that her son was beaten. She then transfers Dahl to another school at the end of the year, since Mr. Coombes refuses to give up corporal punishment. This shows that she does not believe in hitting as a form of punishment and that she is willing to stand up for her children and demand they be treated in a respectable manner.</p>
<p>3. Think back to the use of the word “proper” as a descriptive word for Llandaff Cathedral School. What is ironic about the choice of that word? How is the opposite actually true? (RI.7.4)</p>	<p>It is ironic because Dahl and his mother find the school anything but proper—in the sense that children are not treated with respect, and it is not a caring, nurturing environment. The teachers are also not always ‘proper’ or well-mannered. They yell at the students and use language like ‘shut up.’ That is not generally considered appropriate behavior for teachers.</p>
<p>4. How does the author develop two different points of view about whether or not Llandaff is a “proper boy’s school”? (RI.7.6)</p>	<p>From the headmaster’s and Mrs. Pratchett’s points of view, Llandaff is a proper school. It educates young boys in an appropriate, fitting way. From Dahl’s and his mom’s points of view, the school is not proper because adult behavior is often cruel, even merciless and abusive.</p>

OPTION 2

1. Close Reading: Chapter 6 (p. 46-52)

Evidence Collection: How does the author's use of descriptive details contribute the characterization of Mrs. Pratchett?

WORD CHOICE

Descriptive Details → Character Development

Note: Teacher should prepare an exemplar response in advance. The teacher could create an anchor chart and print out the quotes from the text ahead of time to tape onto the chart, which will support students in taking notes and using the notes to answer the questions on the next page.

<p>Line from the text that reveal <u>descriptive detail about Mrs. Pratchett</u></p>	<p>What <u>words</u> do you notice?</p> <ul style="list-style-type: none"> • Strong Emotions • Strong Images • Clear Ideas 	<p>How do these words <u>fit together</u>?</p> <ul style="list-style-type: none"> • One pattern I see is... • These words fit together because they sound... 	<p>What does this reveal about the <u>author's purpose</u>?</p> <ul style="list-style-type: none"> • Character Traits
			<p><i>The author is trying to...</i></p> <p><i>This helps the reader to understand...</i></p>

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2. Close Reading: Analyze Evidence

Evidence Collection: How does the author's use of descriptive details contribute the characterization of Mrs. Pratchett?

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<p>1. What aspects of Dahl's punishment in Mr. Coombes' office make it an especially humiliating, dreadful experience?</p>	<p>He has to deal with his anticipation of the punishment while watching his friends get hit with a cane. Then he is hit while all of his friends watch. Worst of all, Mrs. Pratchett watches the whole episode while goading Mr. Coombes to hit the boys even harder.</p>
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<p>3. Think back to the use of the word "proper" as a descriptive word for Llandaff Cathedral School. What is ironic about the choice of that word? How is the opposite actually true? (RI.7.4)</p>	<p>It is ironic because Dahl and his mother find the school anything but proper—in the sense that children are not treated with respect, and it is not a caring, nurturing environment. The teachers are also not always 'proper' or well-mannered. They yell at the students and use language like 'shut up.' That is not generally considered appropriate behavior for teachers.</p>
<p>4. How does the author develop two different points of view about whether or not Llandaff is a "proper boy's school"? (RI.7.6)</p>	<p>From the headmaster's and Mrs. Pratchett's points of view, Llandaff is a proper school. It educates young boys in an appropriate, fitting way. From Dahl's and his mom's points of view, the school is not proper because adult behavior is often cruel, even merciless and abusive.</p>

3. Writing: Syntax-Related Activity

Appositives, introductions in writing

Directions: Take your simple sentences to the next level by adding an appositive phrase to introduce new characters. Use this strategy in your next paragraph.

Example: Michelle Obama cares about health and nutrition.

Example with Appositive: Michelle Obama, first lady of the United States, cares about health and nutrition.

Mr. Coombes, **headmaster of Llandaff Cathedral School**, brutally beat Dahl and his friends for the mouse prank.

Mrs. Pratchett, **loathsome owner of the sweet shop**, enjoyed watching the brutal beating.

Dahl's mother, **a kind person who did not believe in corporal punishment**, raced to the school to complain to the headmaster after she saw her son's bruises.

4. Writing: Synthesizing Ideas

Is Dahl justified in characterizing Mrs. Pratchett as venomous? Which details from the story justify the idea that she *is* venomous? (RI.7.2)

Teacher should prepare an exemplar response in advance.

Answers will vary, but students should support their positions using details from the story.

Check your work!

- My claim is strong and clear.
- My evidence is relevant, and my source is credible. I used more than one piece of evidence to support my claim.
- I explained how my evidence relates to my claim.
- My concluding statement follows the claim I presented.

Boy: *Tales of Childhood*

Chapters 3, 5, and 6

Focal Passage #1: Scenes from Llandaff Cathedral School, 1923-1925 (age 7-9)

Day 4

Organizing My Ideas: OPTION 1

How does Dahl build tension for the reader in Chapters 3, 5 and/or 6? (RI.7.4)

<p>Parts of a Whole</p> <p>Line from the text that reveal the organization the author uses</p> <ul style="list-style-type: none"> • Exposition • Rising Action • Climax 	<p>What is the purpose of this organization?</p> <ul style="list-style-type: none"> • To set the stage • To reveal • To create suspense • To foreshadow 	<p>How do these parts fit together?</p> <ul style="list-style-type: none"> • In <i>both</i> chapters/paragraphs • ____ and ____ are <i>different</i>... • The author chose to ____ because... 	<p>How does this build tension for the reader?</p>

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Organizing My Ideas: OPTION 2

How does Dahl build tension for the reader in Chapters 3, 5 and/or 6? (RI.7.4)

<p>Techniques</p> <p>Line from the text that reveal the <u>organization</u> the author uses</p> <ul style="list-style-type: none"> • Dialogue • Inner Thinking • Descriptions-setting or character • Comparisons 	<p>What is the <u>purpose</u> of this organization?</p> <ul style="list-style-type: none"> • To set the stage • To reveal • To create suspense • To foreshadow 	<p>How do these parts <u>fit together</u>?</p> <ul style="list-style-type: none"> • In <i>both</i> chapters/paragraphs • ____ and ____ are <i>different...</i> • The author chose to ____ because... 	<p>How does this build tension for the reader?</p>

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Discussion Task Chapters 3, 5, and 6		
Conversation Builders	Conversation Extenders	Conjectures
-I agree with.... -I disagree with... -I agree and I want to add...	-Tell me more about -Can you give an example in the text to support...? -What is another perspective of...?	-Maybe... -I'm wondering... -I would like to try...
Question	Response	
1. In these three focal scenes, the line between adults and children is very clear. Discuss how the children in these sections feel about the adults. (RI.7.6)	First Draft: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
	Revised After Discussion: Teacher should prepare an exemplar response in advance. Students should use academic language to discuss the perspectives of the characters in this focal passage. They might bring up Roald Dahl's adult point of view as an adult looking back at his youth. They might compare the perspectives of children in the passage to the adults'. Guide students to understand how the narrative has a point of view that favors children's perspectives.	

On My Own

Writing: Synthesizing Ideas

Revised Draft

How does Dahl build tension for the reader in Chapters 3, 5 and/or 6? (RI.7.4)

Teacher should prepare an exemplar response in advance.

Have students analyze how the author manipulates language to build suspense and to get the reader to “experience” his childhood pain. He slows down the story so that the reader also has to “sit through” the prayers, just as Dahl did, wondering if Mrs. Pratchett actually had a heart attack. Later, the reader has to wait—just as Dahl did—to find out, for example, if Mrs. Pratchett is going to identify them as she slowly moves from the older boys to the younger ones. He also uses dialogue to show the perspectives of his friends, as well as his enemies. Characters’ words (for example, Thwaites referring to murder trials and police during morning prayers after the mouse scheme) terrified Dahl; readers hear these comments alongside the boy.

Check your work!

- My claim is strong and clear.
- My evidence is relevant, and my source is credible. I used more than one piece of evidence to support my claim.
- I explained how my evidence relates to my claim.
- My concluding statement follows the claim I presented.

Chapter 8 “The magic island” (p. 60-67) and Chapter 9 “A visit to the doctor” (p. 68-71)

Focal Passage #1: Scenes from Llandaff Cathedral School, 1923-1925 (age 7-9)

Day 5

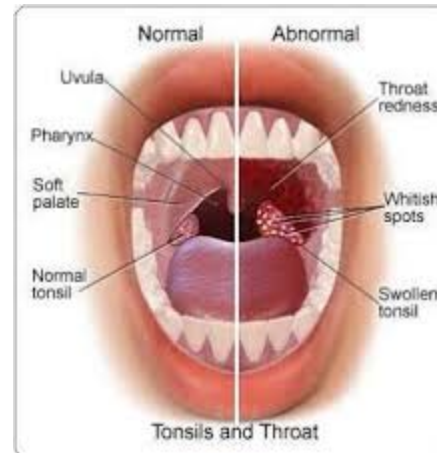
PlayPosit

1. Warm-Up

Quick Write: *Think back to the best vacation you have ever been on (or imagine one you would like to go on). Describe your vacation.*

Vocabulary: *Write the vocabulary word underneath the picture that matches the meaning.*

1. **fjord (n.)** a long, narrow, deep inlet of the sea between high cliffs, as in Norway and Iceland, typically formed by submergence of a glaciated valley.
2. **vessel (n.)** a ship or large boat.
3. **capsize (v.)** (of a boat) overturn in the water.
4. **adenoids (n.)** a mass of enlarged lymphatic tissue between the back of the nose and the throat, often hindering speaking and breathing in young children.



PlayPosit

2. Read Aloud + CSPS Strategy (p. 60-67)

<p>1) Character <i>Who is the main character? What is he/she doing, saying, thinking, or feeling?</i></p>	<p>2) Setting <i>Where is the character? When does the story take place? Has time passed? How do you know?</i></p>
<p>3) Problem <i>What obstacles or challenges does the character face?</i></p>	<p>4) Solution <i>Is the problem resolved? How does the character attempt to solve the problem?</i></p>
<p>1a) Character: <i>Who is the main character? What is he/she doing, saying, thinking, or feeling?</i> Most people in Norway own a boat so that they can explore the islands instead of sitting at home. When Roald got older, his family went out of their motor boat each day to discover a new island to swim on.</p> <p>1b) Evidence from the text: “Everyone has some sort of a boat in Norway. Nobody sits around in front of the hotel” (p. 63). “...and everyday we would travel far out into the fjord, hunting for a different island” (p. 65).</p>	<p>2a) Setting: <i>Where is the character? When does the story take place?</i> Roald and his family continued their journey to a beautiful island on a boat. The hotel they stayed in for the summer was pretty basic, but it had a nice dining room.</p> <p>2b) Evidence from the text: “There was another full day’s traveling to be done before we reached our final destination, most of it by boat” (p. 60). “Everything about the hotel was extremely primitive, except for the dining-room” (p. 62).</p>
<p>3a) Problem: <i>What obstacles or challenges does the character face?</i> Inexperienced sailors could capsize a small boat like the one Dahl’s mother had, but his mother was a skilled sailor.</p> <p>3b) Evidence from the text: “It requires great skill to handle a small boat in seas like these. The thing can easily capsize or be swamped if the bows do not meet the great combining breakers at just the right angle” (p. 66).</p>	<p>4a) Solution: <i>Is the problem resolved? How does the character attempt to solve the problem?</i> Dahl and his siblings would catch fish while on their adventures, and the hotel cook would prepare them for dinner that night.</p> <p>4b) Evidence from the text: “Cod, whiting, haddock and mackerel, we caught them all and bore them back triumphantly to the hotel kitchen where the cheery fat woman who did the cooking promised to get them ready for our supper” (p. 67).</p>

PlayPosit

2. Read Aloud + CSPS Strategy (p. 68-71)

5) Character

Who is the main character? What is he/she doing, saying, thinking, or feeling?

6) Setting

Where is the character? When does the story take place? Has time passed? How do you know?

7) Problem

What obstacles or challenges does the character face?

8) Solution

Is the problem resolved? How does the character attempt to solve the problem?

5a) Character: *Who is the main character? What is he/she doing, saying, thinking, or feeling?*

Roald describes an unpleasant memory of going to the doctor when his family was vacationing in Norway one summer.

5b) Evidence from the text:

“I have only one unpleasant memory of the summer holidays in Norway. We were in the grandparents’ house in Oslo and my mother said to me, ‘We are going to the doctor this afternoon. He wants to take a look at your nose and mouth’” (p. 68).

6a) Setting: *Where is the character? When does the story take place?*

Roald and his mother walked thirty minutes to the doctor’s house that afternoon.

6b) Evidence from the text:

“I held my mother’s hand as we walked to the doctor’s house. It took us about half an hour. There was a dentist’s chair in the surgery and I was lifted into it” (p. 68).

7a) Problem: *What obstacles or challenges does the character face?*

Roald refused to let the doctor look into his mouth because he thought it would be painful.

7b) Evidence from the text:

“I refused. I thought he was going to do something to my teeth, and everything anyone had ever done to my teeth had been painful” (p. 69).

8a) Solution: *Is the problem resolved? How does the character attempt to solve the problem?*

The doctor cut out Roald’s adenoids, and Roald and his mother walked back home afterwards.

8b) Evidence from the text:

“I was too shocked and outraged to do anything but yelp” (p. 70).

“We walked the full half-hour journey back to my grandparents’ house” (p. 70).

PlayPosit

3. Writing: Synthesizing Ideas

Summarize the events in chapters 8 and 9. What lesson does the author reveal he learned during his childhood?

Teacher should prepare an exemplar response in advance.

Check your work!

- My claim is strong and clear.
- My evidence is relevant, and my source is credible. I used more than one piece of evidence to support my claim.
- I explained how my evidence relates to my claim.
- My concluding statement follows the claim I presented.