



Dahl & Narrative

This journal belongs to:

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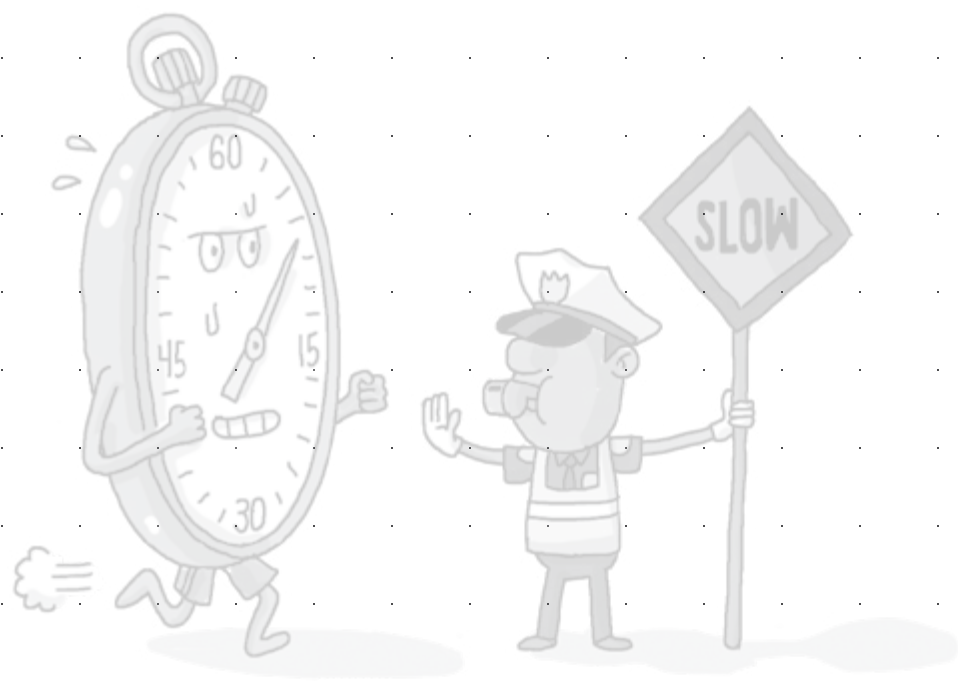
Sub-Unit 2 • pages 6–25

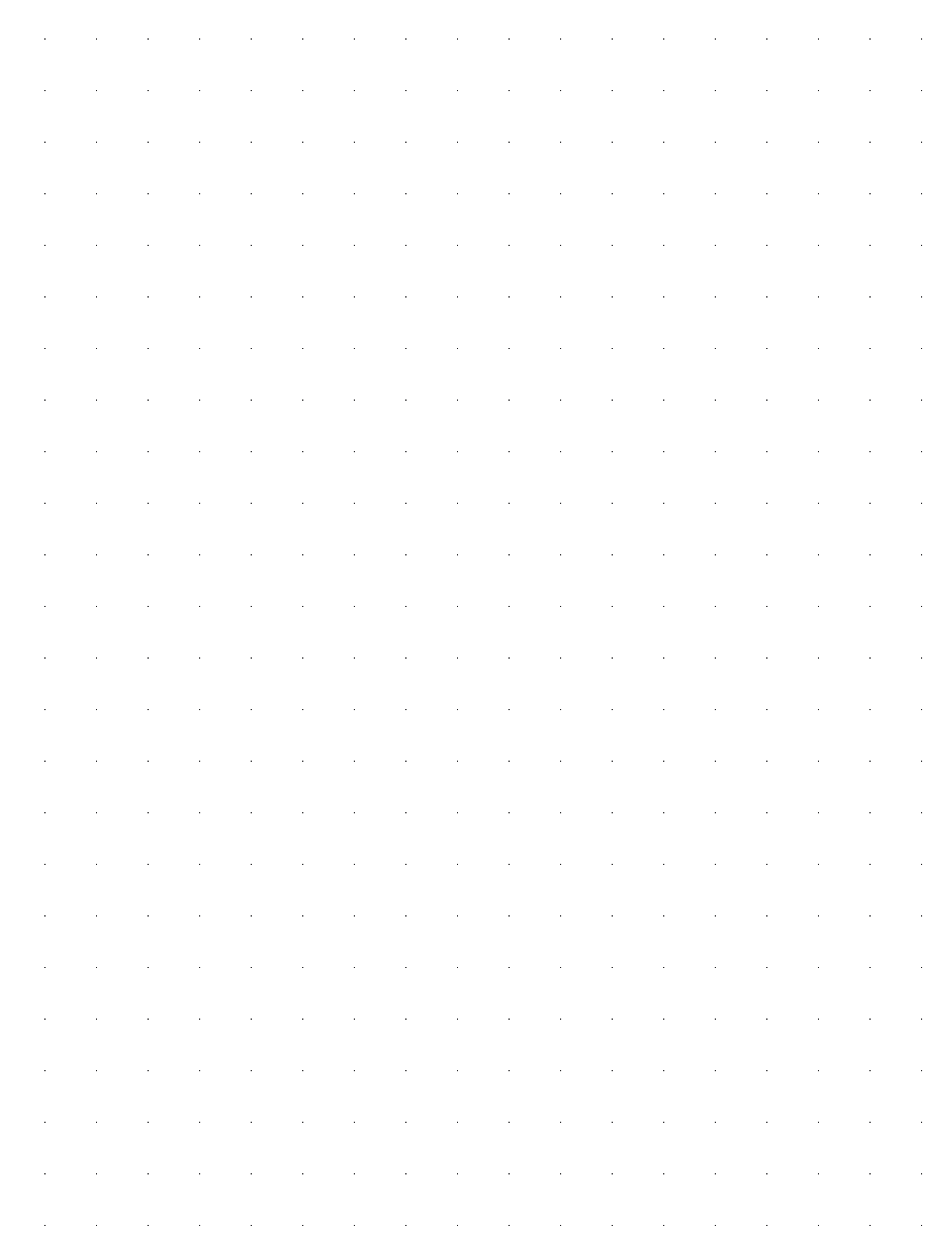


Sub-Unit 3 • pages 26–57



Sub-Unit 4 • pages 58–76









NOTABLE MOMENT TODAY:

- ★ Too sleepy to notice socks didn't match
- ★ saw Kyle sprinting to
- ★ FINALLY got the cha problem right
- ★ Talked to Alice in Tur
- ★ Weird smell during sci



Sub-Unit 2

Get Started



1. Think about recent lunches in the cafeteria. List three moments that you noticed.

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2. Review the list of moments you noticed during lunch. Choose one that you can describe with precise details. Write one sentence, using details to begin to describe that moment for the reader.

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1. Find one place in your writing from the last lesson on the previous page of your Writing Journal where you could add precise details to focus on that specific moment even more.
2. Write two more sentences to describe this moment.

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Write five locations that you find yourself in during typical school days:

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1. Write two more sentences that could be added to the section you highlighted in the sample student writing to focus on the moment using precise details.

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2. Write two more sentences to focus on the moment you highlighted in your writing from Lesson 2 on page 12 of your Writing Journal.

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1. List what you noticed after observing your teacher.

- What is your teacher feeling?

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- How do you know?

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2. List what you noticed after observing your teacher the second time.

- What is your teacher feeling?

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- How do you know?

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3. Can you identify one precise verb from the list of observations?

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4. Write three showing sentences to describe what your teacher did, said, and/or looked like that showed he or she was nervous.

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1. In paragraph 3 on page 37, what is Dahl describing?

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2. How many sentences does Dahl use to describe this moment?

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3. How long does Dahl say this moment lasts? Write the sentence from the excerpt in which you found the answer.

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Write 1–3 sentences summarizing paragraphs 2–8 of “The Great Mouse Plot.”

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Write one or two sentences to describe how the boys feel about Dahl’s plan and how you know.

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List four moments from your day at school yesterday.

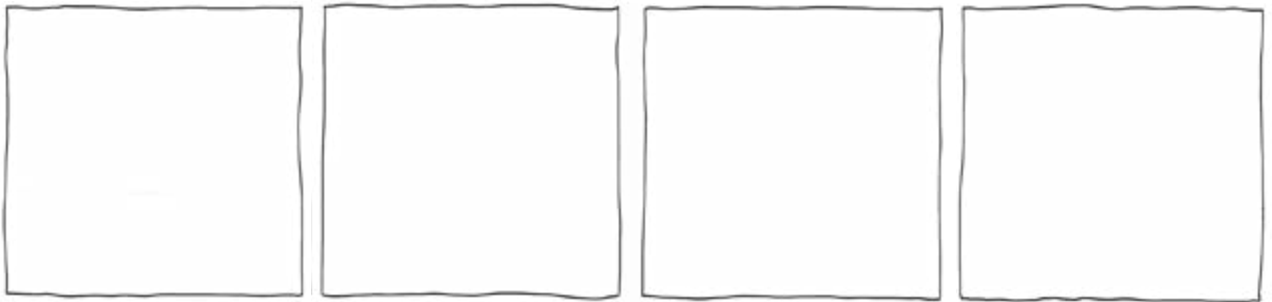
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5. Spend 10 minutes creating a comic strip of your moments. You can use words, pictures, and speech bubbles.







Sub-Unit 3

“Boy: Tales of Childhood”

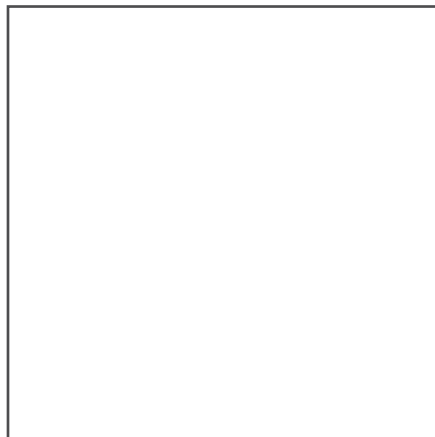
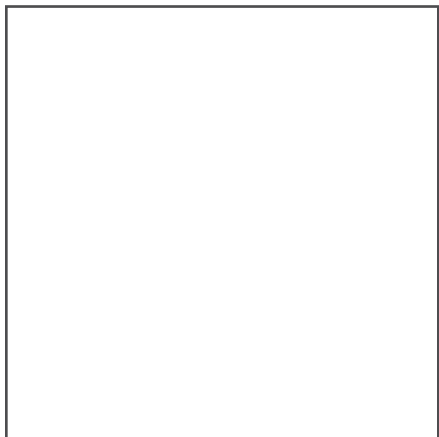


Complete the Timeline

BORN



TODAY



You can use this page to take notes on “The Great Mouse Plot”:

1. Do Liquorice Bootlaces sound appealing or repulsive? Use two of the details you highlighted from the text to explain your answer.

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2. Do Sherbert Suckers sound appealing or repulsive? Use two of the details you highlighted from the text to explain your answer.

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What is one idea you have about the type of person Mrs. Pratchett is when you read this part?
How would you describe her to someone else?

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Identify the dependent marker in each of the following sentences.

Use the List the of Dependent Markers on page 73 of the Student Edition if needed.

1. After he dropped the dead mouse into the candy jar, the boy walked innocently out of the store.

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2. The boys always bought Liquorice Bootlaces even though they thought they were made of rat's blood.

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3. When he told his friends about his plan for the dead mouse, they congratulated him for a brilliant idea.

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Imagine a story about a girl and a spider.

Write two sentences.

Write one sentence to describe something the spider might do.

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Write one sentence to describe something the girl might do.

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For each passage, write one sentence that names Dahl's emotion(s) and explains how you know he feels this way. You may use the following sentence starter as a model:

I think Dahl feels _____ because _____.

Passage 1: (Paragraphs 6–21 of “The Great Mouse Plot.”)

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Passage 2: (Paragraphs 11–28 of “Mr. Coombes.”)

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Passage 3: (Paragraphs 37–46 of “Mr. Coombes.”)

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1. Write one sentence that includes both dialogue and narration.

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2. Write one speaker tag that describes the speaker's voice or face.

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3. Write one sentence that includes dialogue that ends with an exclamation point.

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1. Look at the words Mrs. Pratchett uses. How would you describe her to someone?
Explain your answer using one or two pieces of dialogue.

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2. Consider the words the writer, Roald Dahl, chooses to describe what Mrs. Pratchett does and looks like as she speaks (his narration). What do these details and words show you about Dahl's point of view (his opinion) about Mrs. Pratchett?

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1. How many strokes of the cane did Dahl receive as punishment from the Headmaster?

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2. How long (in time) do you think the caning lasted?

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3. How many sentences does Dahl write to describe in this moment?

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Review paragraphs 29–36 from “Mrs. Pratchett’s revenge” on pages 51–52.

Write one sentence that names Dahl’s emotion(s) and explains how you know he feels this way.

You may use the following sentence starter as a model: I think Dahl feels _____
because _____.

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Review your writing from Lesson 9, Using Details Persuasively.

Write 3–5 more sentences using the details you identified to explain your idea. Use at least one direct quote.

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1. Write your definition: What is a tuck-box? Write two details you used to come up with your definition.

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2. Based on paragraph 5 from "First day," what is the picture of the tuck-box you have in your mind?

Write one or two sentences to explain how the description gave you that picture.

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3. Describe this feature of the tuck-box.

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4. Based on this presentation, what might be one larger meaning of the tuck-box in the lives of these boys at boarding school? Why might that larger meaning be important to the boys?

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5. Why would this feature be important enough for Dahl to present first in his longer description of the tuck-box?

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Write one idea you have about the type of person the Matron is after reading this chapter.
Describe 2–4 details from two moments in the chapter to convince your reader of your idea.

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Notes on the Matron:

Write one idea you have about the type of person the Matron is after reading this chapter.

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Describe 2–4 details from two moments in the chapter to convince your reader of your idea.

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SHE MADE THE BOYS' LIFE MISERABLE!

BUT THE BOYS LOVED A GOOD JOKE

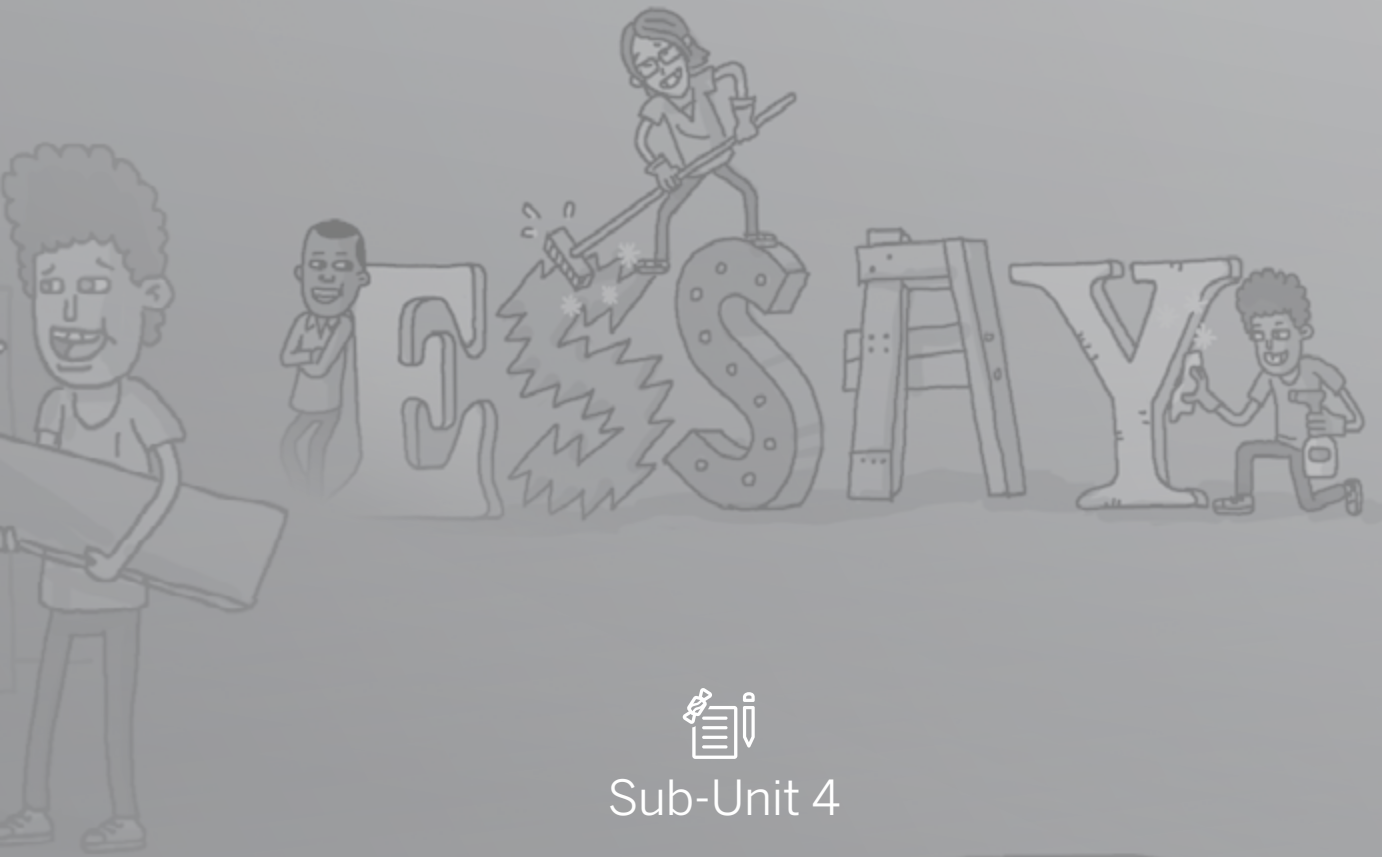


ESSAY

CAN YOU BELIEVE WRAGG'S SUGAR PRANK?

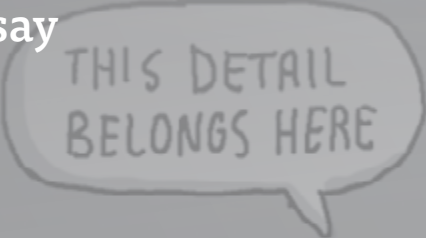
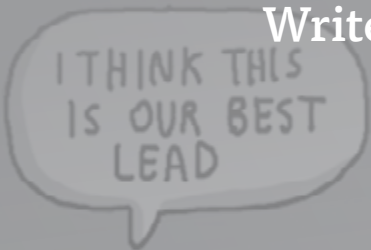
YEAH! BUT WHAT ABOUT THOSE SOAP FLAKES?





Sub-Unit 4

Write an Essay



Gathering Evidence

A series of horizontal dotted lines for writing.

Write a Claim

Based on the evidence you reviewed, write one or two sentences to summarize the key idea you will develop in response to this prompt.

Claim Statement #1

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Notes for Sample Essay

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A series of horizontal dotted lines for writing an essay.

Revise Body Paragraphs

Partner Work:

1. Reread your essay with your partner, asking him or her to pay attention to the evidence you use and describe to support your claim.
2. Have your partner underline and annotate two places to revise in your body paragraphs:
 - One place where your evidence is strong and well-explained.
 - One place where you could add more evidence or describe your evidence more completely.
3. Once your partner explains his or her suggestions, review the moments from the text that connect to the parts of your essay you want to revise.
4. Highlight any additional details in the text that provide evidence for your claim.

Individual Work:

5. For each place you've identified as needing revision, write 3–5 sentences that present additional evidence to support your claim or describe your evidence further.

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A series of horizontal dotted lines for writing an essay.

Add Transitions

1. In the spaces below, experiment by writing a new transition to go between each body paragraph in your essay.

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2. Reread your essay with your new transitions.
3. Decide if you prefer your original transitions or your new transitions. Mark which transitions you'd like to use in the final copy of your essay.

A series of horizontal dotted lines for writing an essay.

A series of horizontal dotted lines for writing an essay.



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