

Unit 6A: Dahl & Narrative



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Dahl & Narrative

Sometimes when people say, “Listen, I need to talk with you,” you immediately say to yourself, “Uh-oh!” or, “Not another lecture.” In other words, sometimes when people say, “I want to talk with you,” what they really mean is, “I am now going to talk at you.”

But maybe you also remember when a friend said, “Listen, I want to talk with you,” because she really needed your advice, or your brother wanted you to tell him about the play you made in your basketball game. Some people really want to hear about the neat things you do or the cool ways you think about the world, and your stories get better when you talk with them. That’s the kind of talking we want you to try in these lessons: sharing your observations and ideas with interested listeners, and being an interested listener when your classmates respond.

At first, most of you may feel that you have no idea what to say. “Honestly,” you’re thinking, “I don’t even know what to say when someone at home asks me how my day went.” So to start, we need to prove to you that you do know what you want to say. We accept that challenge and pledge to help you say it in a way that gets people to lean in and listen. In exchange, you simply need to accept this challenge: Take some risks, share some ideas, and experiment with a few new tools. Come on, we dare you.

Materials

Your assigned text passages for these lessons can be accessed any of the following ways. Please follow your teacher's instructions on where to complete your reading.

- Print Student Edition
- Print Amplify ELA Grade 8 Anthology
- Digital eReader, accessible via computer or mobile device*

* **Reminder:** You can access this or any book in the Amplify Library by downloading it onto your device for offline reading.

Your teacher may also assign you Solos for some of these lessons. These Solo assignments can be completed any the following ways. Please follow your teacher's instructions on how to complete Solos.

- On paper in a printed version of the Solo activity
- On your mobile device via Mobile Solos
- On your computer using the digital Solo activity

The Student's Mindset

Take academic and social risks.

Write about one thing that grabs your attention.

Read carefully, observe closely, and share what you think.

Show your classmates the impact they are making.

Write with the reader in mind. Read with the writer in mind.



Rules for Writing Prompts

1. Write for 10 minutes.
2. Keep focused on your writing.
3. Try not to get distracted or take breaks.

Rules for Sharing

You'll be asked to share your writing after some activities in these at-home lessons. You can do this in person with someone in your home, or by calling a friend or classmate over the phone!

When you share, be sure to follow these rules:

1. If you are reading:
 - a. Read loudly and slowly.
 - b. When you're done, ask your listener to respond using the Response Starters.
2. If you are listening:
 - a. Wait until the reader has finished to respond.
 - b. Using the Response Starters, tell the reader which details made an impact on you.

Response Starters

1. I liked when you used the word _____ because _____.
2. You created a clear picture of _____ when you wrote _____.
3. When you wrote _____, it helped me see that _____.

Close Reading Practice

During close reading, be sure to read carefully, observe closely, and share what you think using the following practices:

- Identify words or phrases that you notice.
- Make a note that explains what you noticed.
- Discuss your observations with a classmate over the phone, or with someone at home.



Unit 6A, Sub-Unit 2

Get Started



Let's begin the year reading all about...you! Remember that disastrous first time you had to push through the crowded hallways, got pinned against the locker, and almost suffocated? Or how about the time your gym teacher gave you one minute to somehow pull yourself to the top of a rope just after you had eaten those extra nachos your friend didn't want? At the time, those moments just made you sweat. Now they are exactly the moments that can make your audience laugh, gasp, and maybe even fall off their chairs. All you need to do is take a deep breath, focus, and write about what grabbed your attention.



Unit 6A, Sub-Unit 2: Get Started

LESSON 1 OVERVIEW

What does talking about lunch have to do with writing well?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

LESSON 1 What Grabs Your Attention



1. Write one sentence to describe what's happening in this photograph.



2. Write one sentence to describe what's happening in this photograph.

LESSON 1 What Grabs Your Attention

3. Which of the 2 photographs focuses on just one moment happening at lunch—the picture of the whole cafeteria or the picture of the girl and her pizza? Write one sentence to explain your answer.



Sample Student Writing

I always loved pizza at school, but this pizza looked like it had been run over by a Zamboni. The pepperoni smelled like an old wet dog. I wasn't really sure if I should even be touching it let alone eating it! My mouth began to quiver.

4. Read the description this girl began to write about one moment that grabbed her attention at lunch. Underline any precise details the girl uses in her writing to describe this moment.
5. When you think about recent lunches in school or at home where you live, what are 3 moments that grab your attention?

Moment #1 _____

Moment #2 _____

Moment #3 _____

Here are some types of details writers use to describe one moment:

- What something looks like
- What something sounds like
- Smells and tastes
- Physical action
- Quote of what someone says/dialogue
- What something feels like

Unit 6A, Sub-Unit 2: Get Started

LESSON 1 What Grabs Your Attention

6. Look at your list of 3 moments that caught your attention during lunch.
- Circle one item on your list that you can describe with precise details.
 - List 3–5 details that grabbed your attention during that moment.

LESSON 1 Writing Prompt

Put a check mark next to the sentence if...

- you can think of more details to write about the memorable lunch moment you began to describe.
- you have another moment you would rather write about.
- at a recent lunch you had to eat something in the cafeteria that you really didn't like.
- you had to find a seat while it was really crowded.
- you had to rush through lunch and eat in less than 3 minutes.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Write about one recent moment from lunch that grabbed your attention. Use precise details to describe just this one moment.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 6A, Sub-Unit 2: Get Started

LESSON 2 OVERVIEW

When you focus on what grabs your attention, the world begins to pay attention.

Prep


Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

LESSON 2 Revision Assignment

Review the definition of Focus.

DEFINITION OF FOCUS: To focus is to write exclusively about one moment or idea in order to fully develop it.



UNFOCUSED

I balanced my tray of green slop and carrots. Yesterday was pizza day, but I was home sick to my stomach. Looking around, I saw two girls from my science class. I almost sat down at their table. I sat with Adam and Will from my soccer team and traded food.

FOCUSED

I always loved pizza at school, but this pizza looked like it had been run over by a Zamboni. The pepperoni smelled like an old, wet dog. I wasn't really sure if I should even be touching it, let alone eating it! My mouth began to quiver.

Revision Assignment: Add More Focus

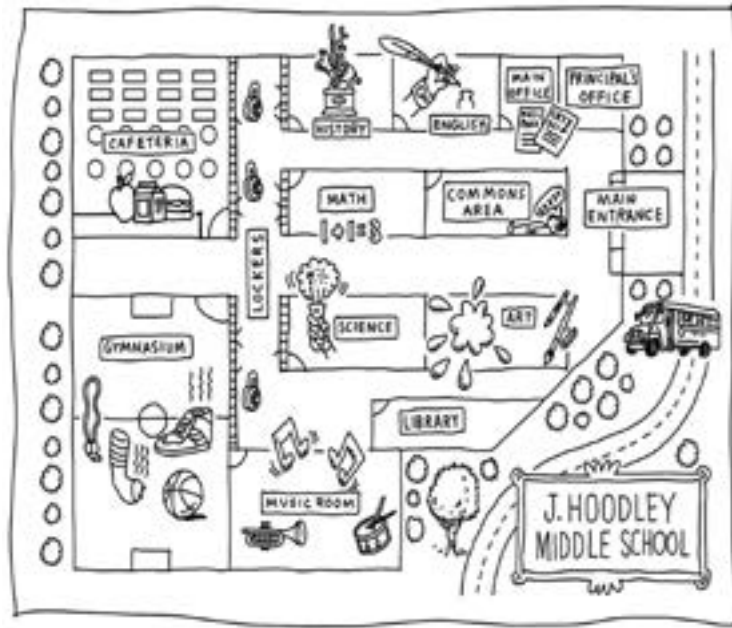
NOTE:

Do this Revision Assignment only if you can access and revise the writing you completed for Lesson 1. Otherwise, skip this activity.

1. Reread your writing from the Writing Prompt in Lesson 1.
2. Find one place in your writing where you could add precise details to describe what grabbed your attention. Underline that place.
3. Skip a line at the bottom of your writing and write two more sentences that add precise details to describe this one moment.

Unit 6A, Sub-Unit 2: Get Started

LESSON 2 Practicing Observation



1. List 5 places you find yourself in on a regular school day. (Use the map for ideas.)

2. Picture various moments that have happened to you in these locations. Circle three places where something new or unexpected happened to you recently. (Example: Your locker jammed, you tried a new sport in gym, you had a surprising interaction with a classmate.) You can also add another place inside or outside the map if needed. If you are learning remotely, think about places you go to regularly inside or around where you live.
3. On the lines below, write one sentence to describe what happened in each place. Include the name of the place where it happened.

Example: Gym: Had to play volleyball for the first time.


Moment 1: _____

Moment 2: _____

Moment 3: _____


LESSON 2 Practicing Observation

DEFINITION OF FOCUS: To focus is to write exclusively about one moment or idea in order to fully develop it.



UNFOCUSED

I balanced my tray of green slop and carrots. Yesterday was pizza day, but I was home sick to my stomach. Looking around, I saw two girls from my science class. I almost sat down at their table. I sat with Adam and Will from my soccer team and traded food.



FOCUSED

I always loved pizza at school, but this pizza looked like it had been run over by a Zamboni. The pepperoni smelled like an old, wet dog. I wasn't really sure if I should even be touching it, let alone eating it! My mouth began to quiver.

4. Reread your three moments. Circle one moment that you could zoom in on and describe with precise details.

LESSON 2 Writing Prompt

Put a check mark next to the sentence if...

- you had to open a locker for the first time.
 - a science teacher did an interesting demonstration.
 - you saw something unexpected on the bus or in the hallway.
 - you had to do a school gym activity remotely in some space where you live.
 - something unexpected happened during a remote school activity.
-
-
-
-

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Unit 6A, Sub-Unit 2: Get Started

LESSON 3 OVERVIEW

You know your moment, so now you are ready to really zoom in.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

LESSON 3 Strengthening Focus on a Moment

1. Read the sample writing.
2. Put a number next to each different moment this writer mentions.
3. How many different moments did you find? _____
4. Underline *one* place where you think the writer could add more precise details to zoom into that one moment even further.
5. In the space below, write two sentences to add to this section, using precise details to focus on the moment.

Sample Student Writing

I balanced my tray of green schlop and carrots. Looking at the food did not make me feel hungry. Yesterday, I was home sick to my stomach with that stomach thing everyone has been getting. Gross. I saw 2 girls from my science class. I almost sat down at their table, but realized at the last second that they were debating who was the best boy band. I ate lunch with Adam and Will from my soccer team and talked Will into trading my green schlop for the famous chicken his mother makes for him.

Here are some types of details writers use to describe one moment:

- What something looks like
- What something sounds like
- Smells and tastes
- Physical action
- Quote of what someone says/dialogue
- What something feels like

LESSON 3 Revision Assignment

Revision Assignment: Add More Focus

NOTE:

Do this Revision Assignment only if you can access and revise the writing you completed for Lesson 2. Otherwise, skip ahead to the Writing Prompt.

1. Reread your writing from the Writing Prompt in Lesson 2.
2. Find one place in your writing where you could add precise details to describe what grabbed your attention. Underline that place.
3. Skip a line at the bottom of your writing and write two more sentences to focus more on this one moment.

LESSON 3 Writing Prompt

Put a check next to the sentence if...

- you can think of a moment when you had to lift or move something heavy.
- you can think of a moment when you had to do something in a sports game that you weren't sure you could do.
- you can think of a moment when an assignment or problem in school felt challenging.
- you can think of a moment when you had to work really hard.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Write about a moment when you tried something that was challenging or hard for you.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 6A, Sub-Unit 2: Get Started

LESSON 4 OVERVIEW

What is Mary feeling? Describe it so your audience feels it.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

LESSON 4 To Show or To Tell

1. Read the sentences in both columns below.
 - Which sentence uses details that help you picture Mary when she feels nervous? Label this side of the column “Showing.”
 - Label the other column “Telling.”

Example 1: Telling	Example 2: Showing
Mary said, “I am nervous.”	Mary twitched in her seat, tapping her feet on the floor and twirling her hair as she waited for her teacher to pass out the exam.

2. What do you notice about the difference between the showing and telling sentences?

Definition of Showing

Showing is using descriptive details and precise verbs to create a vivid picture in the reader’s mind.

3. Circle *one* precise verb from the T-chart.

Unit 6A, Sub-Unit 2: Get Started

LESSON 4 To Show or To Tell

4. Write three showing sentences to describe what Mary is feeling. Use precise details to describe what else Mary might do, say, think, or look like when she is nervous, but do not use the word “nervous.”

5. If possible, have a friend or family member describe what they do or look like when they're nervous.

LESSON 4 Writing Prompt

Put a check next to the sentence if...

- you were nervous entering a new school or class for the first time.
- you weren't sure where to sit for lunch one day in school.
- you were worried you would make a mistake when a teacher called on you in class.
- you felt nervous before or during a sports game or performance.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Write about one moment when you felt nervous. Use precise details to show how you felt.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 6A, Sub-Unit 2: Get Started

LESSON 5 OVERVIEW

“Look Ma—no hands!” Watch Roald Dahl select one moment like a pro.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines, Rules for Sharing, and Response Starters.

LESSON 5 Working with the Text

Today you'll be reading from *Boy: Tales from Childhood* by Roald Dahl. You may be familiar with Dahl from his books and films *Charlie and the Chocolate Factory*, *James and the Giant Peach*, *Matilda*, or *The Fantastic Mr. Fox*.

Dahl is most famous for writing these fictional stories, but these passages are not from a fictional story. These are taken from the memoir that Dahl wrote about his own childhood.

Unit 6A, Sub-Unit 2: Get Started

LESSON 5 Working with the Text

1. Read each passage from *Boy*. Underline precise details that grab your attention.

Roald Dahl

But by far the most loathsome thing about Mrs. Pratchett was the filth that clung around her. Her apron was gray and greasy. Her blouse had bits of breakfast all over it, toast-crumbs and tea stains and splotches of dried egg-yolk. It was her hands, however, that disturbed us most. They were disgusting. They were black with dirt and grime. They looked as if they had been putting lumps of coal on the fire all day long.

Showing

Roald Dahl

'But how do they turn the rats into liquorice?' the young Thwaites had asked his father. 'They wait until they've got ten thousand rats,' the father had answered, 'then they dump them all into a huge shiny steel cauldron and boil them up for several hours. Two men stirring the bubbling cauldron with long poles and in the end they have a thick steaming rat-stew. After that, a cruncher is lowered into the cauldron to crunch the bones, and what's left is a pulpy substance called rat-mash.'

Focus

Roald Dahl

We turned away and walked towards the school. All of a sudden we had begun to feel slightly uncomfortable. There was something not quite right about the shop being closed. Even Thwaites was unable to offer a reasonable explanation. We became silent. There was a faint scent of danger in the air now. Each one of us had caught a whiff of it. Alarm bells were beginning to ring faintly in our ears.

Focus

Roald Dahl

I have already told you that all Headmasters are giants, and this one was no exception. He advanced upon my mother and shook her hand, then he shook me by the hand and as he did so he gave me the kind of flashing grin a shark might give to a small fish just before he gobbles it up.

Showing

2. Put a star next to one detail you underlined that created a vivid picture in your mind. Write one sentence to explain what that detail made you picture about the moment Dahl is describing.

LESSON 5 Close Read

One Focused Moment

- 3. Read the passage.
- 4. What is the moment Dahl chose to focus on in this passage? Summarize the moment in 1–2 sentences.

- 5. How long does Dahl say this moment lasts? _____

Underline the sentence where you found the answer.

Dahl slows down and focuses on this moment by precisely describing what caught his attention so the reader feels like they're watching this one moment in slow motion.

- 6. How many sentences does Dahl use to describe the boy on the bicycle?

- 7. Underline 3 precise details Dahl uses to describe what he notices in this moment. Copy down one precise detail you underlined that creates a picture of this moment in your mind.

"The bicycle and the sweet-shop," paragraphs 2–4

But here again, I can remember very little about the two years I attended Llandaff Cathedral School, between the age of seven and nine. Only two moments remain clearly in my mind. The first lasted not more than five seconds but I will never forget it.

It was my first term and I was walking home alone across the village green after school when suddenly one of the senior twelve-year-old boys came riding full speed down the road on his bicycle about twenty yards away from me. The road was on a hill and the boy was going down the slope, and as he flashed by he started backpedalling very quickly so that the free-wheeling mechanism of his bike made a loud whirring sound. At the same time, he took his hands off the handlebars and folded them casually across his chest. I stopped dead and stared after him. How wonderful he was! How swift and brave and graceful in his long trousers with bicycle-clips around them and his scarlet school cap at a jaunty angle on his head! One day, I told myself, one glorious day I will have a bike like that and I will wear long trousers with bicycle-clips and my school cap will sit jaunty on my head and I will go whizzing down the hill pedalling backwards with no hands on the handlebars!

I promise you that if somebody had caught me by the shoulder at that moment and said to me, 'What is your greatest wish in life, little boy? What is your absolute ambition? To be a doctor? A fine musician? A painter? A writer? Or the Lord Chancellor?' I would have answered without hesitation that my only ambition, my hope, my longing was to have a bike like that and to go whizzing down the hill with no hands on the handlebars. It would be fabulous. It made me tremble just to think about it.

Unit 6A, Sub-Unit 2: Get Started

LESSON 6 OVERVIEW

How awesome would it be to find a dead mouse under a floorboard? Yes, really.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines, Rules for Sharing, and Response Starters.

LESSON 6 Focusing on an Emotion

1. Reread this passage.
2. What is the moment Dahl chose to focus on in this passage? Summarize the moment in 1–2 sentences.

3. Does this passage describe one moment or more than one moment?

When you wrote about being nervous, you used details about what you did, said, and looked like to show the emotion. Dahl does the same thing in this passage.

4. Reread the final paragraph in the passage and underline details that show what the boys do and say when they hear Dahl's plan.

“The Great Mouse Plot,” paragraphs 1–8

My four friends and I had come across a loose floorboard at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath. This, we decided, would be our secret hiding place for sweets and other small treasures such as conkers and monkey-nuts and birds' eggs. Every afternoon, when the last lesson was over, the five of us would wait until the classroom had emptied, then we would lift up the floor-board and examine our secret hoard, perhaps adding to it or taking something away.

One day, when we lifted it up, we found a dead mouse lying among our treasures. It was an exciting discovery. Thwaites took it out by its tail and waved it in front of our faces. ‘What shall we do with it?’ he cried.

‘It stinks!’ someone shouted. ‘Throw it out of the window quick!’

‘Hold on a tick,’ I said. ‘Don’t throw it away.’

Thwaites hesitated. They all looked at me.

When writing about oneself, one must strive to be truthful. Truth is more important than modesty. I must tell you, therefore, that it was I and I alone who had the idea for the great and daring Mouse Plot. We all have our moments of brilliance and glory, and this was mine.

LESSON 6 Focusing on an Emotion

5. Using precise details, write two sentences describing how the boys feel about Dahl's plan. (Refer to the Emotion Chart below for ideas.)

'Why don't we', I said, 'slip it into one of Mrs Pratchett's jars of sweets? Then when she puts her dirty hand in to grab a handful, she'll grab a stinky dead mouse instead.'

The other four stared at me in wonder. Then, as the sheer genius of the plot began to sink in, they all started grinning. They slapped me on the back. They cheered me and danced around the classroom. 'We'll do it today!' they cried. 'We'll do it on the way home! You had the idea,' they said to me, 'so you can be the one to put the mouse in the jar.'



Unit 6A, Sub-Unit 2: Get Started

LESSON 7 OVERVIEW

Now that you know what grabbed your attention, try again to grab your reader's attention. Share your writing to find out if it worked.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

LESSON 7 Revise to Strengthen Focus

The sample writing below uses *internal dialogue*, which indicates something the girl is thinking, not something she says out loud. You'll have a chance to try this out in your own writing later if you want!



Ellie's Sample Writing

(1) My best friend was absent. "No big deal," I tried to tell myself. (2) I saw Natalia from my bus sitting with her friends. (3) As soon as I got near their table, I saw them whispering. "Is this a good or bad sign?" I wondered.

1. Read Ellie's sample writing describing one moment from lunch.
2. Choose just one section of Ellie's description of her moment (#1, #2, or #3) as a place you could add precise details to focus even further on this moment. Maybe you can add details about what Ellie saw, heard, or did, or something she might say. Underline the moment you chose.

Unit 6A, Sub-Unit 2: Get Started

LESSON 7 Revise to Strengthen Focus

3. Add three more focused sentences to this section, using precise details to develop this moment even further.

LESSON 7 Revision Assignment

Revision Assignment: Focus on a Moment

NOTE:

Do this Revision Assignment only if you can access and revise the writing you completed for Lesson 4. Otherwise, skip this assignment and complete the Writing Prompt for this lesson.

1. Reread your writing from Lesson 4. Read your teacher's comments. Your teacher highlighted one place in your writing where you began to focus but can develop this moment further.
2. Add 3–5 more focused sentences, using precise details to develop your moment even further. Skip a line and write your new sentences below your original response.

Unit 6A, Sub-Unit 2: Get Started

LESSON 8 OVERVIEW

Sometimes it might feel like a million things have happened during your day, or maybe the opposite—like nothing's happened at all. But zoom in on just one, and make your reader really see that crazy moment in gym class.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

LESSON 8 Picture This Moment

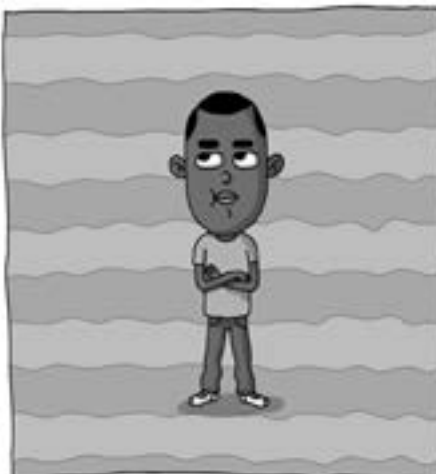
Think about the last time someone at home asked you, "What did you do today?" Did you tell them about something interesting that happened, or mumble "nothing much"?

Comic Strip #1

Moment 1



Moment 2



Moment 3



1. Look at Comic Strip #1. Is this what your typical day looks like?

You may tell someone at home that you did "nothing much" today, but did you really do nothing?

LESSON 8 Picture This Moment

Comic Strip #2

Moment 1



Moment 2



Moment 3



Moment 4



Moment 5



2. Look at each moment in Comic Strip #2.

- Write one sentence to describe what you think is happening in each moment.
- Describe one detail from the picture that grabbed your attention.

Moment #1

Moment #2

LESSON 8 Picture This Moment

Moment #3

Moment #4

Moment #5

3. Choose *one* of the moments from the comic strip to focus on.

Moment # _____

4. Write 3 more sentences (using precise details) to describe the moment you chose.

Add details that describe what people are saying or thinking, or the sounds or smells around them.

LESSON 8 Picture This Moment

Moments From Your Typical Day

Here are some type of details writers use to describe one moment:

- What something looks like
- What something sounds like
- Smells and tastes
- Physical action
- Quote of what someone says/dialogue
- What something feels like

5. List 4 moments from a recent day. Choose a day you remember clearly.

Moment #1 _____

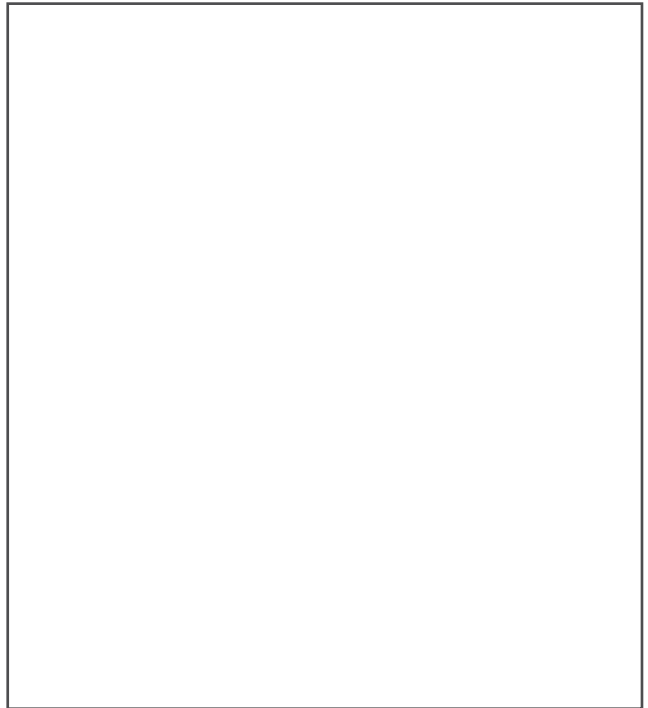
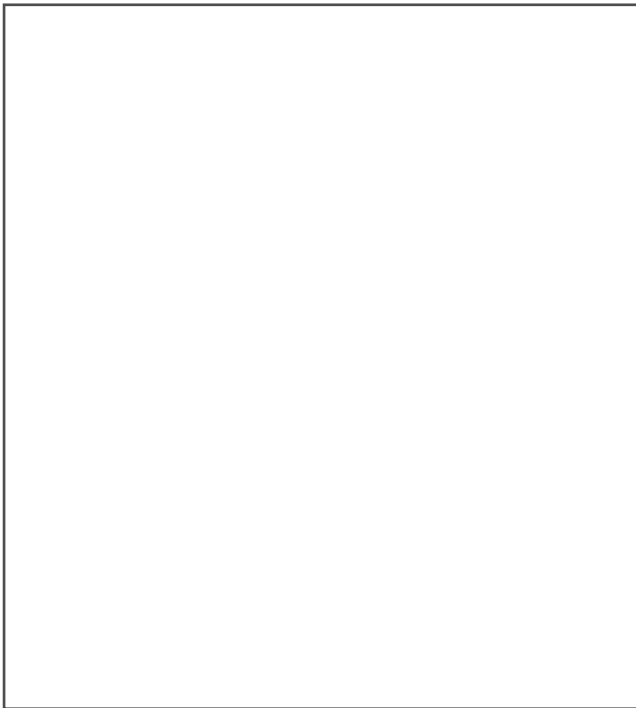
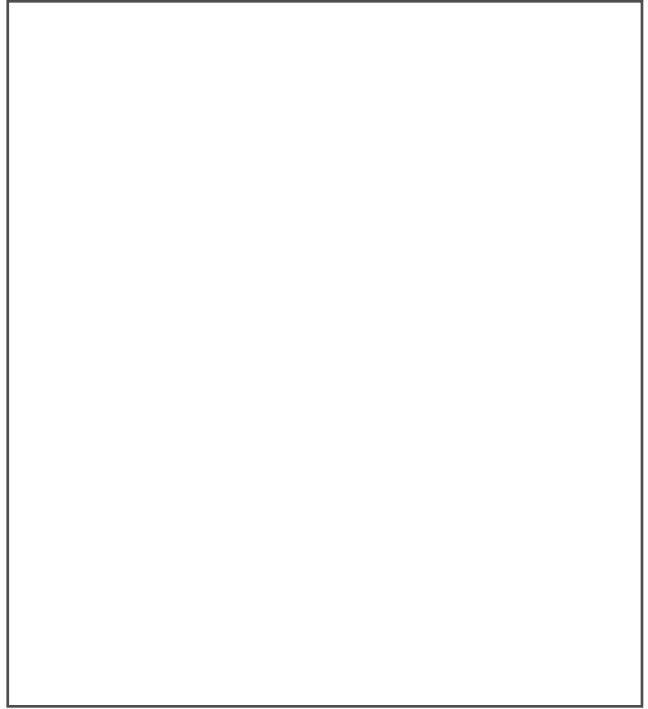
Moment #2 _____

Moment #3 _____

Moment #4 _____

LESSON 8 Picture This Moment

6. Create a comic strip of your moments. Use words, pictures, and speech bubbles. (If you're stuck, think about: a moment you had to get out of bed, a moment you ate something interesting, a moment you were confused or bored in class, or a moment you saw or did something silly or exciting.)



Unit 6A, Sub-Unit 2: Get Started

LESSON 9 OVERVIEW

“I’m so excited about taking this really important, really hard math test!” said no one ever. Actually, what would someone say?

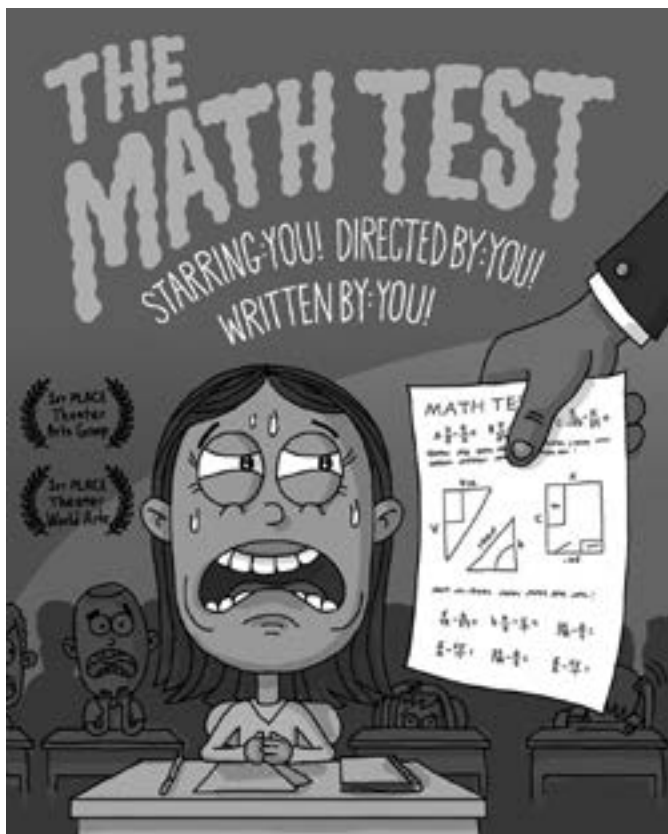
Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

LESSON 9 Acting Out an Emotion

Today, you'll be writing a script describing a scene.



1. Read the descriptions below.

Movie Scene: The Emotion of the Math Test

The Plot: A student receives a math test back from the teacher and gets emotional.

The Characters:

- The Student
- The Teacher
- Another Student (optional)

The Emotion: Choose from a list of emotions to describe in your scene: excited, disappointed, frustrated/angry, surprised, proud, or worried.

The Goal: Write a script of a scene that shows the emotion so that viewers can identify what emotion The Student is feeling.

The Challenge: You have to show it, not tell it. You may not tell the emotion or use synonyms for the emotion in your scene.

LESSON 9 Acting Out an Emotion

2. Choose an emotion from the following list to describe in your script. This is how The Student in your script will react to the math test. Circle the emotion you choose.
 - Excited
 - Disappointed
 - Surprised
 - Frustrated
 - Proud
 - Worried
3. Before you begin to write, read the sample script below. It shows another scene from a classroom where the characters' words and actions show their emotions.

Sample Script: The Pencil Sharpener

Teacher: *(holding her hands in the air in fists, face crunched with mouth contorted, and speaking sharply)* Who put the crayon in the electric pencil sharpener?!? I have asked you many times not to do this, but you just don't listen!

Student: *(hands behind back with sharpened crayon, eyes looking at another student as if to say "He did it," sides of mouth pulled down, shrugging shoulders)* Ummm...it wasn't me...

Another Student: *(holding pencil, wrinkled forehead, shaking head, pointing at self and shrugging shoulders)* What? Why are you looking at me? I just came out to sharpen my pencil! See?

Teacher: *(hands on hips, eyes wide with "the look," face growing red)* Well, I guess you both can stay in for recess until we figure this out...

4. Name the emotion you think the teacher feels in this scene. _____
5. Copy one detail from the stage direction that showed you this emotion.

6. Copy one thing the teacher said that showed you this emotion.

LESSON 9 Acting Out an Emotion

Read the sentences below and choose one sentence where you could use precise details to show Will's emotions. Circle that sentence.

- Will felt disappointed when he got his math test back.
- Will felt frustrated when he got his math test back.
- Will felt surprised when he got his math test back.
- Will felt excited when he got his math test back.
- Will felt proud when he got his math test back.

8. Write 4–5 sentences that use precise details to show (rather than tell) this emotion.

Unit 6A, Sub-Unit 2: Get Started

LESSON 10 OVERVIEW

How many different ways can you describe the smell of those school nachos?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
2. Review the Rules for Sharing and Response Starters.

LESSON 10 Using Precise Details to Develop the Moment



Details Carousel: How would you describe where you eat lunch?

Today you'll have the opportunity to add more vivid details to a piece of writing. But first, you'll complete an activity to remind you of the types of details you've been using.

In the chart below, you'll see a list of types of details covering all five senses: sight, sound, smell, taste, and touch.

1. Complete the right side of the chart to describe a place where you regularly eat lunch, whether it's your home kitchen or school cafeteria. The first row has been completed for you.
2. When you've finished, share your descriptions with a classmate, friend, or family member.

Types of Details	Where You Eat Lunch
What something sounds like	<i>chairs scraping the floor, squish of food going in waste bin</i>
What something looks like	
Smells and tastes	
Physical action	
Quote of what someone says/ dialogue	
What something feels like	

LESSON 10 Revision Assignment

Revision Assignment: Focus on a Moment

NOTE:

If your class completed lessons 7–9, you will use the directions below to revise the writing you completed for Lesson 8. If your class skipped lessons 7–9, you will use the directions below to revise the writing you completed for Lesson 4.

Do this Revision Assignment only if you can access and revise the writing you completed for Lesson 4 or Lesson 8. Otherwise, skip to the Writing Prompt for this lesson.

1. Reread your writing and find a place where you focused on one moment but could add even more details to develop this moment further. (Your teacher may have underlined one place.)
2. Skip a line at the bottom of your writing and add 3–5 focused sentences to this section, using precise details to develop your moment even further.

LESSON 10 Writing Prompt

Put a check next to the sentence if...

- you can think of a moment when you were lying in your room feeling very relaxed.
- you can think of a moment when you had to sit still for a long time in an uncomfortable seat.
- you can think of a moment when you were in a place that made you feel comfortable.
- you can think of a moment when you were in a place that made you feel uncomfortable.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Write about a moment when you were in a comfortable or uncomfortable place. Include sensory details to show what you noticed about this place.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 6A, Sub-Unit 3

Boy: Tales of Childhood by Roald Dahl



What does a boy who lived almost 100 years ago, who attended a school like none you've ever seen, have to do with you? For one thing, like kids everywhere and always, he had to live by adult rules even when they made no sense. Read his story and see if Dahl's colorful language doesn't make you taste what he tasted, see what he saw, and feel what he felt. Hint: If you want to be popular, a dead mouse may be all you need...



LESSON 1 OVERVIEW

Some things happen to you that you'll never forget, and some things you will struggle to remember. What makes a moment unforgettable?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.

LESSON 1 Working with the Text

Today you'll begin your close study of chapters from Roald Dahl's *Boy*. *Boy* is a memoir Dahl wrote about specific experiences and memories from his childhood.

Read **Boy**, "Author's Note," paragraphs 1–5.

1. Why does Dahl say he wrote this book?

2. How many years have passed between the time the events in the book took place and the time Dahl wrote the book?

3. What types of things does Dahl remember after many years?

- a. Details that are important
- b. Funny, painful, and unpleasant memories that left an impression on him.
- c. Things that he wrote down in journals.
- d. Only things that made a happy impression on him.

4. What is one memory that an older member of your family has told you?

LESSON 1 Working with the Text

Do you know what moments you'll remember in 50 years?

- 5. Fill out the chart below, listing four moments you think you might remember 50 years from now.

In the left-hand column, include your age and a one-sentence description of the moment. For example: *At age 5, I visited my baby sister in the hospital when she was born, and she burped while I was holding her.*

In the right-hand column, choose one word to describe this moment. (Use Dahl's words, or choose your own.)

My Memoir Moments	What kind of moment was this? (funny, painful, unpleasant, other?)

LESSON 1 Close Read

There are several reasons a passage might grab your attention. Maybe you...

- have a strong reaction (surprise, curiosity, amusement, etc.).
- have a question or feel confused.
- can connect the details to something else.

Read **Boy** “The Great Mouse Plot,” paragraphs 1–8.

1. What is one place in the text that grabbed your attention?

2. Describe what grabbed your attention and why.

LESSON 1 Writing Prompt

Choose one moment from your My Memoir Moments chart. Write about one small part of this moment, using details (sounds, smells, actions, what something looked like, what someone said) to show the reader the type of moment this was.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

LESSON 2 OVERVIEW

Some people love things that are delicious, but others love to be disgusted. Would you keep eating a candy if it was made from rat's blood?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 1 Solo.

LESSON 2 Working with the Text

Reread **Boy** "The bicycle and the sweet-shop," paragraphs 1–28, paying attention to showing details Dahl uses to describe the candy.

Remember that showing details describe...

- what something looks like.
 - what something sounds, smells, or tastes like.
 - what someone or something does.
 - what someone says.
 - what something feels like.
1. Reread the description of the Liquorice Bootlaces in paragraphs 6–8.
 2. Underline two details that gave you a vivid picture of the candy.
 3. Reread the description of the Sherbet Suckers in paragraph 15.
 4. Underline two details that gave you a vivid picture of the candy.

LESSON 2 Close Read

Does It Appeal to Me?

Now you're going to decide if these candies sound appealing or repulsive to you.

Reference **Boy** "The bicycle and the sweet-shop," paragraphs 6–8 and 15.

1. Complete the chart below. Under each candy, write four vivid details or phrases from the text.
2. Then, decide whether you think the candy sounds appealing or repulsive. Put a check mark in the box that matches your answer.

Liquorice Bootlaces	Appealing or Repulsive?	Sherbet Suckers	Appealing or Repulsive?
	<input type="checkbox"/> Appealing <input type="checkbox"/> Repulsive		<input type="checkbox"/> Appealing <input type="checkbox"/> Repulsive
	<input type="checkbox"/> Appealing <input type="checkbox"/> Repulsive		<input type="checkbox"/> Appealing <input type="checkbox"/> Repulsive
	<input type="checkbox"/> Appealing <input type="checkbox"/> Repulsive		<input type="checkbox"/> Appealing <input type="checkbox"/> Repulsive
	<input type="checkbox"/> Appealing <input type="checkbox"/> Repulsive		<input type="checkbox"/> Appealing <input type="checkbox"/> Repulsive
	<input type="checkbox"/> Appealing <input type="checkbox"/> Repulsive		<input type="checkbox"/> Appealing <input type="checkbox"/> Repulsive

3. Based on Dahl's description, would you like to eat Liquorice Bootlaces or Sherbet Suckers? Explain your answer.

LESSON 2 Close Read

4. Based on Dahl’s description, which candy would you like to buy first? Circle your answer.
- a. Liquorice Bootlaces
 - b. Sherbet Suckers
 - c. Gobstoppers
 - d. Pear Drops
 - e. The Tonsil Tickler

LESSON 2 Writing Prompt

Put a check mark next to the sentence if you...

- would like to eat the Liquorice Bootlaces.
- would like to eat the Sherbet Suckers.
- would like to eat the Pear Drops.
- would like to eat the Gobstoppers.
- would like to eat the Tonsil Ticklers.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Write about one candy from the chapter “The bicycle and the sweet-shop” that sounds really appealing or repulsive to you and explain why. Describe 2–3 details from the text in your response.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

LESSON 2 Organization of Different Text Types

Up to this point you've been writing about experiences from your own life, but today you wrote about a moment from the text.

Think about how the writing you did today was similar to the personal narrative writing you did earlier in the unit, and how it was different.

When you're writing about a moment from the text, keep in mind that the details included should be from the text, not your personal experiences.

1. Label the following four characteristics as "Narrative Writing" or "Argumentative Writing."

- Tells a story _____
- Provides evidence _____
- Provides descriptive details _____
- Makes a claim _____

Unit 6A, Sub-Unit 3: *Boy: Tales of Childhood* by Roald Dahl

LESSON 3 OVERVIEW

Is there a cruel and nasty person in your life? Dahl remembers one meanie and describes her in all her rottenness for the whole world to read.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 2 Solo.

LESSON 3 Working with the Text

Today's lesson involves an investigation of Mrs. Pratchett, the woman who sells the candy to Dahl and his friends.

Pay attention to the specific details Dahl chooses—what types of details does he choose to use to describe her?

Reread **Boy** "The bicycle and the sweet-shop," paragraphs 25–27.

1. Underline one part of the passage (a word, phrase, or sentence) that creates the most vivid picture of Mrs. Pratchett for you.
2. What is one idea you have about the type of person Mrs. Pratchett is when you read this part?

3. How would you describe her to someone else?

Telling and Showing

Dahl uses a mix of telling and showing to give you a vivid picture of Mrs. Pratchett.

For example, Dahl tells you that her hands "were disgusting" (26), but he shows you what her hands look like when he says they were "black with dirt and grime" (26).

Telling is using adjectives, adverbs, and explanations that tell the reader the feeling of, or ideas about, a character, setting, or topic.

Showing is using descriptive details and precise verbs to create a vivid picture in the reader's mind.

LESSON 3 Working with the Text

4. Think back to the detail you underlined in question 1. Is this a showing detail or a telling detail? Explain your answer.

LESSON 3 Close Read

Reread **Boy** “The bicycle and the sweet-shop,” paragraphs 24–27.

1. Reread the description of Mrs. Pratchett and underline three additional details that show...
- what she looks like.
 - what she says.
 - what she does.
2. Do these additional details support your idea about the type of person Mrs. Pratchett is, or give you a different idea? Explain your answer.

3. Does Dahl keep describing Mrs. Pratchett in the same way, or does his description change?

In paragraph 24, Dahl describes Mrs. Pratchett as “a horror.” Consider the following definition.

a horror: something that is very surprising, terrifying, or revolting

4. Review all the words and phrases Dahl uses in his description of Mrs. Pratchett. Overall, what types of details has Dahl included?
- a. Surprising
 - b. Terrifying
 - c. Disgusting
5. How does Dahl’s choice of details help you understand what he means by “horror”?

LESSON 4 OVERVIEW

Experiment with Dahl's writing technique for fitting a lot of action into a few pages.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 3 Solo.

LESSON 4 Writing Complex Sentences

Separating the Actions

Read **Boy** "The Great Mouse Plot," paragraph 1.

1. Underline each place Dahl refers to himself and his friends. (Hint: "My four friends and I," "we," "the five of us.")
2. Circle each action that Dahl and his friends do.
3. Write each of the boys' actions as a complete sentence on the lines below, using the subject "we." One example is completed for you. (You may need to add, take away, or rearrange some words.)

"The Great Mouse Plot," paragraph 1

My four friends and I had come across a loose floor-board at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath. This, we decided, would be our secret hiding place for sweets and other small treasures such as conkers and monkey-nuts and birds' eggs. Every afternoon, when the last lesson was over, the five of us would wait until the classroom had emptied, then we would lift up the floor-board and examine our secret hoard, perhaps adding to it or taking something away.

Example: We had come across a loose floor-board.

LESSON 4 Combining Sentences

What are the connections between the boys finding the floorboard, prying up the floorboard, and discovering the hollow space?

“My four friends and I had come across a loose floor-board at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath.”

We had come across a loose floor-board.
We prised it up.
We discovered a big hollow space.

Instead of giving us a list, Dahl wants his reader to see the sequence between the actions. Adding words like “when,” “after,” and “while” describes the timing or sequence of an event.

1. How does your picture of the actions in the quote above change when they are structured into one sentence, rather than being written as three distinct actions?

LESSON 4 Reference Information

Tip: Here's a list of dependent markers that you could use to connect your sentences:

once
after
before
since
until
as

where
wherever
as though
as if
even though
but

however
because
unless
while
although
when

These words are called dependent markers because they mark the beginning of a clause that describes an action in relation to another action. One action is dependent on the other action.

LESSON 4 Combining Sentences

2. Complete the chart below by combining the two actions in the left column into one sentence that shows the relationships between the two actions (in the right column). The first has been completed for you as an example. (Hint: Refer to the dependent markers chart for help!)

Two actions. Two sentences.	Two actions. One sentence that describes the relationship between the two actions.
<p>He dropped the dead mouse into the candy jar. The boy walked innocently out of the store.</p>	<p>Example: After he dropped the dead mouse into the candy jar, the boy walked innocently out of the store.</p>
<p>The boy lifted the lid of the candy jar. His friends distracted the storeowner.</p>	
<p>The boy dropped the dead mouse on the gumballs. He chuckled silently to himself.</p>	
<p>His heart was beating wildly. The boy walked innocently out of the store.</p>	

LESSON 4 Writing Complex Sentences

Now you're going to write a few simple sentences, then combine them into one sentence by adding dependent markers to describe the relationship between the actions or ideas.

1. Imagine a story about a girl and a spider. Write two sentences.

Example: Sentence A: The spider wove a web in the girl's hair.
Sentence B: The girl texted frantically.

- **Sentence A:** Write one sentence to describe something the spider might do.

- **Sentence B:** Write one sentence to describe something the girl might do.

2. Combine your two sentences into one complex sentence, using the dependent markers as needed. Write your sentence in the space below.

Example: While the girl texted frantically, the spider wove a web into her hair.

3. In your complex sentence above, circle the dependent marker you used to combine your sentences.

LESSON 4 Revision Assignment

Revision Assignment: Combining Sentences

Complete this Revision Assignment only if you can access and revise writing you completed in Sub-Unit 2 Lesson 5.

1. Reread the narrative you wrote in a previous lesson.
2. Find two sentences that you can combine into one complex sentence. Write these two sentences here.

3. Combine these sentences into one sentence, using a dependent marker to describe the relationship between these actions and ideas.
 - You can change the order of words.
 - You may want to add words like “as soon as,” “when,” “although,” and “because.”
 - Add a comma where necessary.

LESSON 5 OVERVIEW

You really loved the sound of Tonsil Ticklers, but did you manage to convince your audience? A little revision will make sure you described the truly awful details.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 4 Solo.

LESSON 5 Working with the Text

Many of you are using direct quotes from the text to make your ideas clear. Let's review how you can use these in your writing.

The following piece of writing is a made-up student response from Lesson 2, when you wrote about candy you found repulsive or appealing.

Sample student writing

Under no conditions could someone ever make me eat those Liquorice Bootlaces. Right off, Dahl reports that Thwaites's father "had said that they were made from rats' blood" (6). Blood carries disease and rats are known to be one of the dirtiest animals on the planet. So, unless you like to drink disease-infested blood, stay away from Bootlaces.

LESSON 5 Working with the Text

1. Underline the direct quote the student used in their sample writing.
2. Circle one additional sentence the writer used to describe this detail.

Direct quotes can be a great way to convince your reader that you have solid evidence to support your idea. They can also show your reader the exact words and details that grabbed your attention.

3. Why do you think the writer added two sentences after the direct quote about rats' blood?

Reread *Boy* "The bicycle and the sweet-shop," paragraphs 6–14.

4. Find one more direct quote from Thwaites's father's story about Liquorice Bootlaces that could show why the writer does not want to eat this candy.
5. Write two sentences using this direct quote that could be added to the sample student writing.

LESSON 5 Working with the Text

Using the guidelines below, you're going to edit the sentences you added to the sample student writing.

Guidelines for Citing and Punctuating a Direct Quote

The diagram illustrates two examples of direct quotes with callouts explaining punctuation and citation rules. The first example shows a quote: "The Tonsil-Tickler tasted and smelled very strongly of chloroform." followed by a citation: "(The bicycle and the sweet-shop, 19)". Callouts indicate: "Use double quotation marks to show where the quote begins and ends." and "Cite the chapter title and paragraph number in parentheses at the end of the sentence." The second example shows a quote: "When Thwaites explains that Tonsil Ticklers are made of chloroform, the boys ask, 'but why sell them to children?' because it seems strange to them that adults would want to harm children." followed by a citation: "(The bicycle and the sweet-shop, 23)". Callouts indicate: "Add a comma to separate your introduction to the quote and the direct quote itself.", "Only include the end punctuation of your quote if it is a question mark or exclamation point.", and "Use single quotation marks around any dialogue within the direct quote."

6. Reread the sentences you added to the sample student writing.
7. Find the direct quote(s) from the text that you used in your writing.
8. Use the guidelines to make sure that you cited and punctuated the quote directly. Make any edits needed and write a clean copy below.

LESSON 5 Revision Assignment

Revision Assignment: Use of Evidence

Complete this Revision Assignment only if you can access and revise the writing you completed in Lesson 3.

In this Revision Assignment, focus on:

- Reading closely to identify specific moments and precise details that grab your attention.
 - Using details from the text and describing what you notice about those details.
1. Reread your writing from Lesson 3 and underline a sentence where you used details from the book to develop your idea. (Your teacher may have highlighted a sentence for you.)
 2. Reread that part of the book and identify one more direct quote that connects to your idea.
 3. Skip a line and write your new sentence below your original response. Write 3–5 more sentences that use that quote to explain your idea. Use at least one direct quote.

Unit 6A, Sub-Unit 3: *Boy: Tales of Childhood* by Roald Dahl

LESSON 6 OVERVIEW

Did you ever come up with a great plan with your friends that somehow set in motion a chain of events that you didn't expect?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 5 Solo.

LESSON 6 Close Read

Reread **Boy** "Mr Coombes," paragraphs 6–46, paying attention to any details you notice that help you understand Dahl's emotions.



Unit 6A, Sub-Unit 3: *Boy: Tales of Childhood* by Roald Dahl

LESSON 6 Close Read

In the chart below:

1. Find the moment in the reading.
2. In the empty boxes under that moment, fill in two or three quotes that gave you an understanding of Dahl’s emotion at that moment.
3. Based on these details, name the emotion that Dahl feels at the bottom of each column. (You may choose one from the Emotion Chart, or name your own emotion.)

MOMENT 1: Putting the mouse in the candy jar (The Great Mouse Plot, paragraph 15)	MOMENT 2: Wondering what happened to Mrs. Pratchett (Mr Coombes, paragraphs 1–28)	MOMENT 3: Mrs. Pratchett reappears—with Mr Coombes! (Mr Coombes, paragraph 43)
What emotion does Dahl feel?	What emotion does Dahl feel?	What emotion does Dahl feel?

LESSON 6 Working with the Text

- 1. Number the following events in the order that they occurred, with 1 as the first thing that happened and 5 as the last.

___ Dahl and his friends place the dead mouse in a jar at Mrs. Pratchett's sweet-shop.

___ Dahl and his four friends find a dead mouse under the floorboards.

___ Dahl and his friends are identified in a school line-up as the ones who placed the mouse in the jar.

___ Dahl and his friends walk by the sweet-shop and buy and eat candy.

___ Dahl and his friends are convinced that Mrs. Pratchett had a heart attack and died when she found the mouse.

- 2. Consider the three sections you read from "The Great Mouse Plot" and "Mr Coombes" and the emotions you identified Dahl feeling.

Did Dahl's emotions change a little or a lot throughout the three sections?

- * 3. When Dahl first describes Mrs. Pratchett, he writes that he and his friends "hated" Mrs. Pratchett and "had it in for Mrs. Pratchett in a big way" ("The bicycle and the sweet-shop," 28).

Later, when Dahl sees Mrs. Pratchett on the playground with Mr. Coombes, he writes, "The relief was tremendous" ("Mr. Coombes," 45). Why is he so relieved to see someone he hates? Was Dahl's scheme to get Mrs. Pratchett "in a big way" successful?

* = Suggested Writing Prompt

LESSON 7 OVERVIEW

“He said, she said”—move beyond reporting the conversation to write dialogue and narration that will put your reader right in the moment.

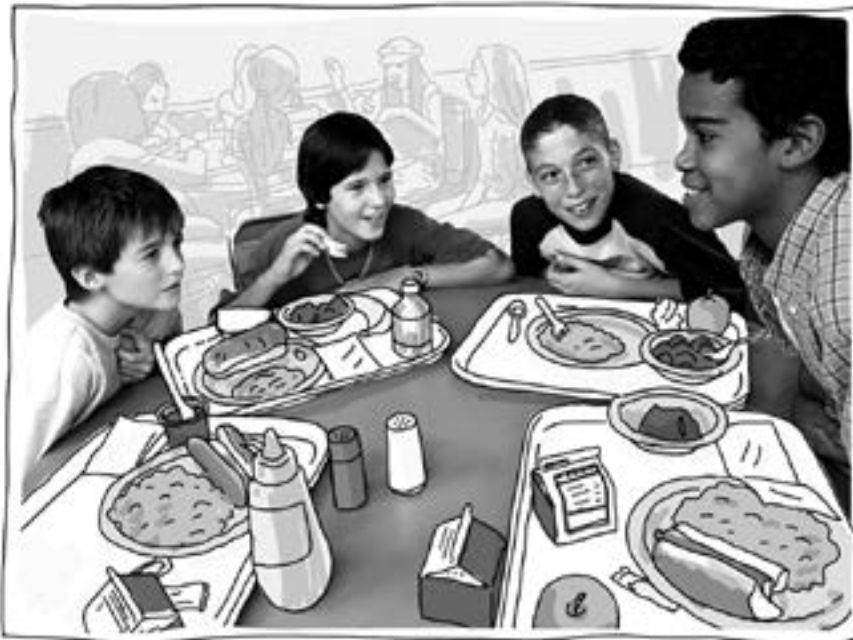
Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 6 Solo.

LESSON 7 Working with the Text

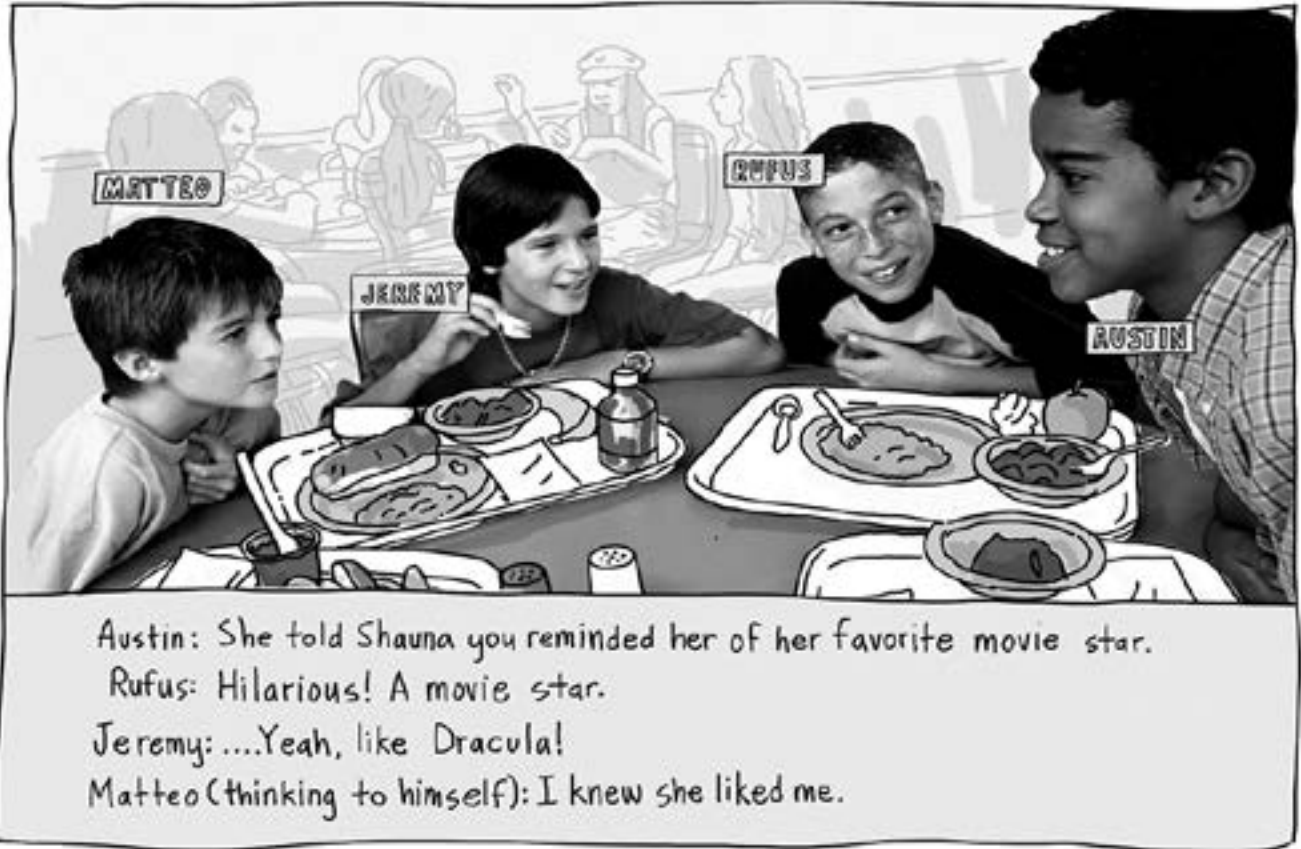
Photograph 1



1. Look at Photograph 1. Based on what you can see in the photograph, write 1–2 sentences to describe what is happening in this moment.

LESSON 7 Working with the Text

Photograph 1 with Dialogue



2. Now look at the photograph with dialogue included. Based on the photograph and the dialogue, write 1–2 sentences to describe what is happening in the moment. (What additional information does the dialogue reveal?)

LESSON 7 Working with the Text

Photograph 2



3. Look at Photograph 2. Write 1–2 sentences to describe what you think is happening in this moment with these characters.

LESSON 7 Close Read

Dialogue and Narration

5. Look back at Photograph 1 with dialogue.
6. Read the narrative to the right, which is about the same moment and includes the same dialogue.
7. Look more closely at the dialogue and do the following:
 - Underline one sentence that includes both dialogue and narration.
 - Circle one speaker's tag that describes the speaker's voice or face.
 - Bracket one sentence that includes dialogue that ends with an exclamation point.
8. What else do you learn about this moment when there is narration included with the dialogue?

Sample Student Dialogue & Narration

Matteo was eating lunch with Rufus and Jeremy in the school cafeteria when he saw Austin rushing to the table. His stomach suddenly felt queasy and he had to push his lunch tray to the side. That morning, Matteo had asked Austin to find out from Shauna what Cate thought about him. Matteo could tell by Austin's sloppy grin that he had some news. He briefly considered hiding under the table.

Without even sitting down, Austin leaned over the table, practically shouting. "She told Shauna you reminded her of her favorite movie star," he blurted out.

Jeremy and Rufus laughed like Austin had just dropped the funniest punch line ever. "Hilarious!" Rufus snorted. "A movie star."

"Yeah," Jeremy chuckled unhelpfully, "like Dracula!"

Matteo remembered how annoying these particular friends could be, but he almost didn't hear them. His heart was beating too loudly. "I knew she liked me," he thought to himself.

LESSON 8 OVERVIEW

What does Mrs. Pratchett say and do when she is really hopping mad? Does she actually hop?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 7 Solo.

LESSON 8 Working with the Text

Reread **Boy** “Mr Coombes,” paragraphs 23–25.

1. Based on the words Dahl uses, does Thwaites sound sympathetic (caring) or unsympathetic (uncaring) toward Dahl?

2. How does the narration change the way you understand Thwaites in this moment?

What if Dahl had chosen different words here to describe how Thwaites says this piece of dialogue? Would we still think Thwaites had the same attitude toward Dahl?

Passage from “Mr Coombes,” 23–25

‘It gives her a heart attack,’ Thwaites announced. ‘Her heart stops beating and she’s dead in five seconds.’

For a moment or two my own heart stopped beating. Thwaites reached out, patted me gently on the back and said softly, ‘I’m afraid you’ve killed her.’

‘Me?’ I cried. ‘Why just me?’

Made-up Description

‘It gives her a heart attack,’ Thwaites announced. ‘Her heart stops beating and she’s dead in five seconds.’

For a moment or two my own heart stopped beating. Thwaites reached out, patted me gently on the back and said softly, ‘I’m afraid you’ve killed her.’

‘Me?’ I cried. ‘Why just me?’

LESSON 8 Working with the Text

3. In the excerpt from “Mr Coombes,” underline the portion of narrative that makes Thwaites seem *unsympathetic* as he speaks to Dahl.
4. In the made-up description, underline the portion of narrative that makes Thwaites seem *sympathetic* as he speaks to Dahl.

In each sample, the dialogue—the words the speaker said—was exactly the same. However, details in the narration created a different understanding of the meaning and tone of Thwaites’s words.

Dialogue and narration work together to create a complete picture for the reader and help us understand the characters and the situation. They can also show us the writer’s opinion or point of view about the person described.

LESSON 8 Close Read

Read *Boy* “Mr Coombes,” paragraphs 55–70.

1. As you read, underline Mrs. Pratchett’s dialogue.
2. Reread the dialogue you highlighted. How would you describe Mrs. Pratchett to someone? Explain your answer using one or two pieces of her dialogue.

3. Reread paragraph 55–70 again, this time circling Mrs. Pratchett’s actions—anything she does, as well as the words that describe how she speaks.
 4. Do these circled actions support your idea of Mrs. Pratchett or give you a new idea?
-
5. Consider the words Dahl chooses to describe what Mrs. Pratchett does and looks like as she speaks (his narration).

LESSON 9 OVERVIEW

A hilarious prank leads to a brutal caning. Was the mouse trick worth the punishment? You decide.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 8 Solo.

LESSON 9 Working with the Text

Today you're going to read a scene where Dahl is caned by the Headmaster because he put the mouse in the candy jar. The punishment depicted in this scene took place almost 100 years ago in England.

Reference **Boy** "Mrs Pratchett's revenge," paragraphs 1–53.

1. Reread paragraphs 29–36.
2. How many strokes of the cane did Dahl receive as punishment from the Headmaster?

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

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

Dahl is using the same skill you have been practicing: *focus* on a moment. When a writer focuses on one moment, they keep the reader's focus on this one moment. The reader can see what is happening as though it is happening in slow motion!

5. Does Mrs. Pratchett think the caning punishment is fair or unfair? How do you know?

6. Does Dahl's mother think the caning punishment is fair or unfair? How do you know?

LESSON 9 Working with the Text







7. How does Dahl feel about Mr. Coombes? Use details from the text to explain your answer.

8. Based on Dahl's description, can you tell whether Dahl thinks his caning punishment was fair or unfair?

LESSON 9 Close Read

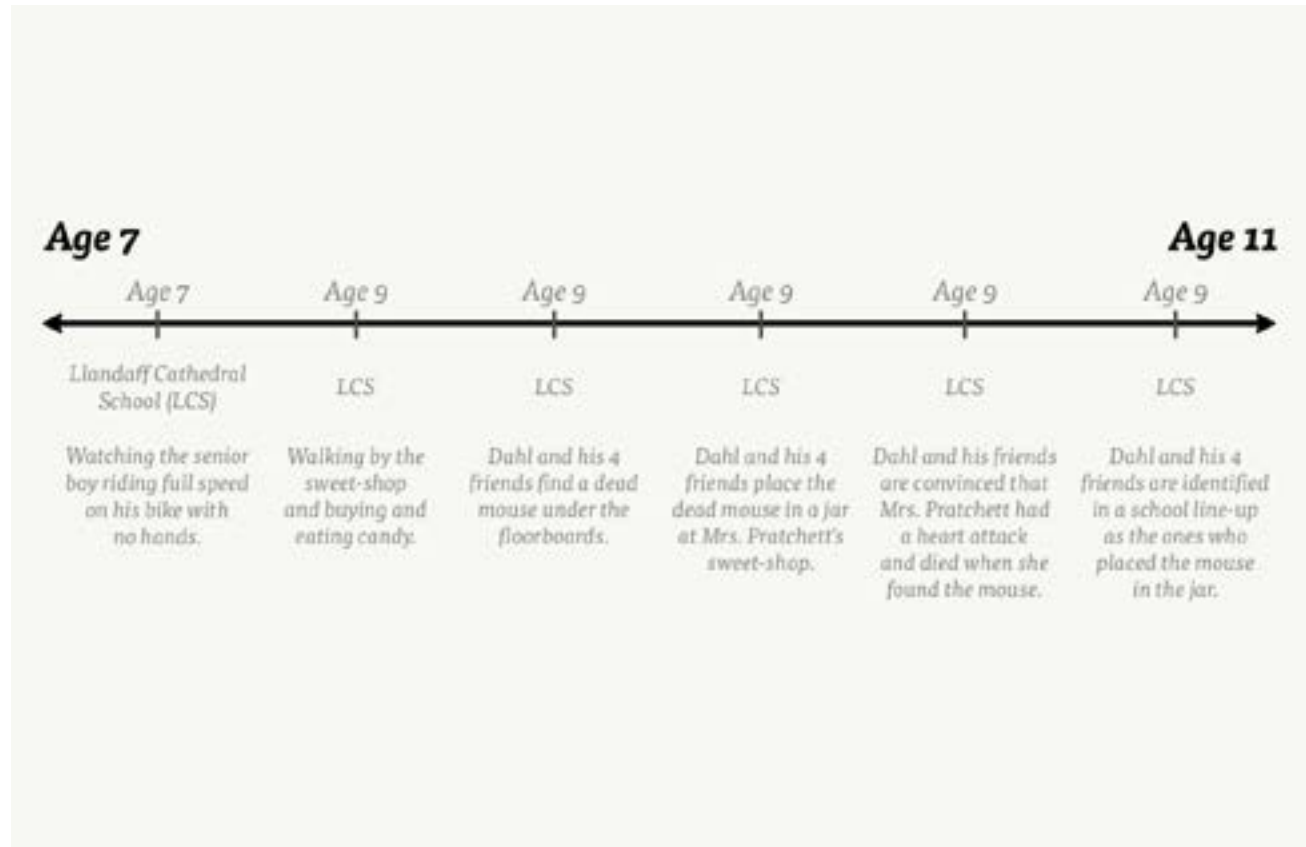
Reference *Boy* "Mrs Pratchett's revenge," paragraphs 29–36.

1. Underline all the details in the description of the caning punishment that describe how the caning felt for Dahl.
2. In the chart below, circle the face that best shows how the caning felt to Dahl. In the box below the face you chose, write two details from the reading that show Dahl feeling this way.

HOW MUCH DOES IT HURT?					
					
FEELING GOOD	I'M OKAY	OUCH	WOAHH!	NO! NO! NO!	AHHH!
0	1-2	3-4	5-6	7-8	9-10

LESSON 9 Close Read

- 3. When you pay attention to the details that Dahl uses to describe this moment, what do you think Dahl wants us to understand about it?



Before we think about Dahl's feelings about the entire story of the dead mouse, I want you to review the earlier moments he has focused on as he tells this story. Think about what is happening in each moment, and how Dahl felt in that moment.

- 4. Write one sentence that names Dahl's emotion(s) about the story of the dead mouse, and explain how you know he feels this way.

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

LESSON 10 OVERVIEW

Are you sure that Dahl would still want to terrify Mrs. Pratchett? Make sure you found the best evidence to convince your reader.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 9 Solo.

LESSON 10 Working with the Text

Reference **Boy** “Mrs Pratchett’s revenge,” paragraphs 1–53.

1. Does Dahl want his mother to go to the school to give Mr. Coombes “a hard time” (42)? How do you know?

2. How do adults act toward Dahl?

3. How does Dahl act toward adults?

4. Write down two direct quotes that gave you a picture of the relationship between the adults and the children.

Unit 6A, Sub-Unit 3: *Boy: Tales of Childhood* by Roald Dahl

LESSON 10 Close Read

Reread **Boy** “Mrs Pratchett’s revenge,” paragraphs 1–53.

1. Underline one place in “Mrs Pratchett’s revenge” that you found surprising. Describe what was happening, and what you found surprising.

2. Underline one place in “Mrs Pratchett’s revenge” that made you laugh. Describe what was happening, and why you think you laughed at that moment.

3. Do you think Dahl laughed when he remembered this moment 50 years later? Why or why not?

4. Number the following events in the order they occurred, with 1 being the first event and 5 being the last:

___ Dahl’s mother notices the wounds from his punishment.

___ Dahl and his friends are called to the Headmaster’s office.

___ After arguing with Mr. Coombes, Dahl’s mother decides to remove him from the school.

___ Mrs. Pratchett laughs and predicts there will be no more trouble.

___ Dahl receives his punishment by caning.

LESSON 10 Revision Assignment

Revision Assignment: Use of Evidence

NOTE: Complete this Revision Assignment only if you can access and revise the writing you completed for Lesson 9.

1. Reread your writing from Lesson 9 and underline any sentences where you used details from the book to develop your ideas. (Your teacher may have underlined a sentence for you.)
2. Reread that part of the book and identify one or two more details that connect to your idea.
3. Write 3–5 more sentences using those details to explain your idea. Use at least one direct quote.
4. Review your writing by making sure you have correctly punctuated and formatted any direct quotes.

LESSON 11 OVERVIEW

What does feeding a frog have to do with something called a tuck-box? Today, you'll peek inside this box the boys found crucial to surviving life at boarding school.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 10 Solo.

LESSON 11 Working with the Text

Reference **Boy** "First day," paragraphs 5–7.

Dahl is now at the English boarding school his mother mentioned in "Mrs Pratchett's revenge." In this passage, Dahl is describing the tuck-boxes the boys keep at school.

"Tuck" and "tuck-boxes" are not words we hear very often in the United States. It's important to understand the technical meanings of these terms because they tell us a lot about Dahl's boarding school experience.

1. What is a tuck-box? Include two details from the text you used to come up with your definition.

2. What is tuck? Write a definition of "tuck" based on what you understood from the passage.

3. What types of things do the boys keep in their tuck-boxes? (How would you organize the items Dahl lists into groups?)

LESSON 11 Working with the Text

4. What is one reason that the tuck-boxes are important for the boys at boarding school? Describe two or three details from the reading to explain your reasoning.

LESSON 11 Close Read

Why the Long Sentence?

1. Choose one of the sentences that describes the items (food or treasures) inside the box. Read your chosen sentence out loud as fast as you can, without taking a breath.
2. If you opened up your backpack and looked inside, would it look more like one really long sentence of lots of stuff, or would it look more like smaller, organized sentences of arranged things?

3. Complete this sentence: Based on the sentences, the picture of the tuck-box I have in my mind is...

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

Sentence #1 (First day, paragraph 5)

At Prep School in those days, a parcel of tuck was sent once a week by anxious mothers to their ravenous little sons, and an average tuck-box would probably contain, at almost any time, half a home-made currant cake, a packet of squashed-fly biscuits, a couple of oranges, an apple, a banana, a pot of strawberry jam or Marmite, a bar of chocolate, a bag of Liquorice Allsorts and a tin of Bassett's lemonade powder.

Sentence #2 (First day, paragraph 7)

As well as tuck, a tuck-box would also contain all manner of treasures such as a magnet, a pocket-knife, a compass, a ball of string, a clockwork racing-car, half a dozen lead soldiers, a box of conjuring-tricks, some tiddly-winks, a Mexican jumping bean, a catapult, some foreign stamps, a couple of stink-bombs, and I remember one boy called Arkle who drilled an airhole in the lid of his tuck-box and kept a pet frog in there which he fed on slugs.

LESSON 11 Close Read

Now that we have a clearer idea of what a tuck-box is and what might be found inside of one, let's consider the words and phrases that Dahl uses to describe the tuck-box. It's useful to think about why the tuck-box is so important to the boys, and the connotative meaning Dahl creates for the tuck-box.

connotative meaning: the emotions and ideas associated with a word

5. Reread the first feature of a tuck-box that Dahl describes:

"It is his own secret store-house, as secret as a lady's handbag, and there is an unwritten law that no other boy, teacher, not even the Headmaster himself has the right to pry into the contents of your tuck-box. The owner has the key in his pocket and that is where it stays." (5)

6. Why would this feature be important enough for Dahl to present first in his description?

7. 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?

Unit 6A, Sub-Unit 3: *Boy: Tales of Childhood* by Roald Dahl

LESSON 12 OVERVIEW

Would you like to have the Matron looking after you? Today you get to explain exactly what you think about her and her antics.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 11 Solo.

LESSON 12 Working with the Text

1. Read **Boy** “The Matron,” paragraphs 31–37.
2. As you read, underline any details that give you a clear picture of the Matron.
3. Based on your underlined details, what is one idea you have about the type of person the Matron is?

Zooming In

Now you’re going to focus on how Dahl uses precise details to show exactly what the Matron does and says in one small moment.

Complete the following chart, using examples from paragraphs 36–37 that show what the Matron does or says.

“The Matron,” paragraphs 36–37

The Matron threw him a face flannel and said, ‘Wipe it off, Tweedie. And don’t ever let me hear you snoring again. Hasn’t anyone ever taught you not to go to sleep on your back?’

With that she marched out of the dormitory and slammed the door.

What the Matron says	What the Matron does

LESSON 12 Working with the Text

The moment when the Matron shaves soap into Tweedie's mouth is just one part of this chapter. Dahl is writing a whole chapter about the Matron, choosing a number of moments he remembers that involve the Matron.

You just investigated one of these moments and described one idea you understood about the Matron from Dahl's description of that moment. Now, you're going to investigate some of the other moments Dahl chose to focus on.

Do you know anyone who can act one way at times and then act very differently at other times? The idea a reader has about a character after reading one part of a book may be supported or changed after reading another part of the book.

1. Read **Boy** "The Matron," paragraphs 1–37.
2. Choose another moment from the chapter where Dahl's description gives you a clear idea about the type of person the Matron is. Describe your moment below.

3. Does this moment present a similar, or different idea about the Matron than the soap moment? Explain your answer.

Unit 6A, Sub-Unit 4

Write an Essay



The pieces of writing you do over the next few classes will build on each other to create an essay that is longer and more polished than the short writing you normally do in these Amplify lessons. Putting these pieces together into a finished product will take all of the skill and thought you usually bring to your writing, plus extra attention to careful organization.



ESSAY LESSONS: OVERVIEW

Calendar of Essay Lessons

Lesson 1	Step 1: Gather evidence: Identify moments from <i>Boy</i> where someone caused trouble and choose the moment(s) you will focus on. Step 2: Make a claim: Write a claim statement for your essay.
Lesson 2	Step 3: Write body paragraph(s): Use textual details to support your claim.
Lesson 3	Step 4: Write introduction: Write an introduction for your essay. Step 5: Revise body paragraphs: Further explain a piece of evidence in one of your body paragraphs.
Lesson 4	Step 6: Write a transition: Write a transition between your introduction and the body of your essay. Step 7: Edit your essay: Include correct citation and punctuation of direct quotes. Step 8: Write final draft: Rewrite your essay to create a final copy.

Essay Prompt:

Who does Dahl describe as causing more trouble: the boys or the adults? Use details from one moment in the book to show who is really causing more trouble.

Unit 6A, Sub-Unit 4: Write an Essay

LESSON 1 OVERVIEW

What causes more trouble—boys' ideas of pranks or adults' ideas of consequences? In this essay, you'll try to convince your classmates who Dahl thinks are the bigger troublemakers.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson

LESSON 1

You've finished the reading from *Boy* that you will do in class. You will now spend the next four lessons writing an essay about one aspect of what you've read.

1. Does Dahl Describe himself as a serious boy or as a mischief-maker?

2. Do the boys in Dahl's stories get in trouble a lot? When they do, does Dahl describe their punishment in a way that makes it seem fair or unfair?

3. Does Dahl describe the adults as doing a good job of looking after the boys? Does he describe them more often as solving problems or causing problems?

You'll spend the next few days putting together an essay to answer this question of how Dahl describes the boys and the adults.

Essay Prompt:

Who does Dahl describe as causing more trouble: the boys or the adults? Use details from one moment in the book to show who is really causing more trouble.

4. If you had to decide right now, would you say Dahl describes the boys as causing more trouble, or the adults?

LESSON 1 Gather Evidence

Step 1: Gather evidence

Today, you'll explore many different moments where Dahl describes the boys being mischievous and the adults making the boys' lives difficult. You'll need to look at these moments, consider Dahl's writing, and decide which details from the reading will best help you answer this question in an essay.

1. Think back through the reading and writing you have done, identifying moments where either the boys or the adults make mischief or cause some trouble or difficulty.
2. Complete the chart below, filling in moments when the boys or adults caused trouble on the left, and who caused the trouble on the right. (The first row has been completed for you.)
As you brainstorm, consider what a problem is from the boys' perspective, and what a problem is from the adults' perspective.

What is the trouble caused in this moment?	Who causes the trouble?
The boys think the candy is made from disgusting ingredients.	Mr. Thwaites (He tells stories and says he knows because he is a doctor.)

LESSON 1 Gather Evidence

- 3. Based on your investigation, who does Dahl describe as causing more trouble, the boys or the adults?

- 4. Which moment from your chart best illustrates your answer?

- 5. Reread this moment from the book. Underline three or four more details from this moment that show either the boys or the adults causing trouble. For each detail, add a note labeling it “Essay Evidence.”

LESSON 1 Make a Claim

Step 2: Make a claim

What will you claim about who is causing more trouble and how? Review your evidence, then write your claim in one or two sentences.

You will have a chance to change or add to the wording later when you write your introduction.

- 1. What reason or reasons helped you decide whether the boys or the adults cause more trouble? (Think about the evidence you've chosen.)

- 2. Write your claim statement below. Label it "Claim Statement." You may use the following sentence starter as a model:

Dahl describes [the boys/the adults] as causing more trouble because _____.

Unit 6A, Sub-Unit 4: Write an Essay

LESSON 2 OVERVIEW

Today you get to dig into your evidence and show who is really causing trouble.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 2 Write Body Paragraphs

Step 3: Write body paragraphs

You've gathered evidence and used that evidence to think about the key reasoning that might convince your reader of your claim. Today, you'll develop your reasoning into body paragraphs.

1. Revisit the three or four pieces of evidence you labeled "Essay Evidence" in Lesson 1. For each piece of evidence you underlined, write a note describing the evidence and explaining how it shows the boys or the adults causing more trouble.

- Essay Evidence 1:

- Essay Evidence 2:

- Essay Evidence 3:

- Essay Evidence 4:

LESSON 2 Write Body Paragraphs

Elements of Your Essay

An Introduction

- Lead sentence(s)
- Title of the book and author’s name
- Claim Statement where you state your idea about who causes more trouble

Body Paragraph(s)

- Focus on one part of the reading that supports your claim
- 2–3 pieces of evidence, including direct quotes
- Explanations of how the evidence connects to your claim (idea)

Today, you will draft the body of your essay to develop your claim about who Dahl describes as causing more trouble.

This will feel very similar to the writing you’ve been doing in class. You will focus on the moment you chose from the reading and use your evidence to explain who’s causing the most trouble in this moment.

If you finish describing the evidence about your moment, you may go back to find more details from the moment and add more evidence, or describe another moment that further develops your idea.

1. Write the body of your essay using your underlined details and explanations. Label it “Body Paragraph(s).”

Unit 6A, Sub-Unit 4: Write an Essay

LESSON 3 OVERVIEW

Grab your readers' attention so they want to dive right into reading your essay.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 3 Write Introduction

Step 4: Write introduction

Essay 1 Introduction

When your father tells you not to eat something because that food will cause a horrible disease called "ratitis," most of us listen. If your father then says, "I ought to know. I'm a doctor," we would definitely give up that food. In Roald Dahl's memoir, *Boy*, poor Thwaites has to listen to these type of lies, told to him by his own doctor father. His disgusting stories make Thwaites give up the candy that all his friends love. Thwaites father, like most of the adults in this book, is untrustworthy and enjoys causing trouble for the boys.

Essay 2 Introduction

Boy describes many moments when adults and kids cause trouble. The adults tell stories and stop the boys from eating the food they want. One moment of trouble is when the boys listen to stories about how their favorite candy is made.

1. Which essay would you choose to keep reading, Essay 1 or Essay 2?

An introduction is a little like a movie trailer. The writer wants to make sure the reader gets a taste of what is cool or interesting, *and* a quick and clear understanding of who and what the essay is about. The writer also wants to give the reader a clear sense of the big idea of the essay—the claim.

LESSON 3 Write Introduction

These are the elements you will include in the introduction you write today.

Elements of the Introduction

- A lead: 1–2 sentences that grab the reader’s attention
- The name of the book and the author you are writing about
- Your claim: 1–2 sentences that make your claim clear

2. Reread the Essay 1 Introduction, completing the following tasks:

- Underline the lead
- Circle the name of the book and author
- Bracket the claim

Your lead can...

- ask a question.
- quote from the text.
- include some fun details from the essay.

3. Write two possible 1–2-sentence leads for your essay. You will choose one of these leads to use in your introduction.

- Possible Lead #1

- Possible Lead #2

4. Put a check mark next to the lead you want to use for your essay.

LESSON 3 Revise Body Paragraphs

Step 5: Revise body paragraphs

Now you're going to revise your body paragraph(s). You've completed this type of assignment in previous lessons. You will be adding another piece of evidence and explaining how that evidence connects to your idea about this moment.

- 1.** Reread your body paragraph(s) for your essay and underline any sentence(s) where you used details or a direct quote from the book to develop the reasons for your claim. (Your teacher may have underlined a sentence for you.)
- 2.** Reread that part of the book and identify one or two more details that connect to the reasons for your claim.
- 3.** Go to the next clean page. Title it "Revised Body Paragraphs." Rewrite your body paragraph(s), adding 3–5 new sentences to the place you underlined using the new details to explain your idea.
- 4.** Reread your body paragraphs with the new sentences and revise them so they connect clearly with each other.

Unit 6A, Sub-Unit 4: Write an Essay

LESSON 4 OVERVIEW

Get ready to publish.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos
2. Review the Rules for Sharing and Response Starters.

LESSON 4 Write a Transition

Step 6: Write a transition

Transitions help readers move with you from one idea to the next. Transitions aren't a big deal—they can be something as simple as, “Then at the end of the novel...” or “It might seem like _____, but actually _____.”

There are some words/phrases that can help a reader understand the connection you are describing between your ideas.

Time connection:

“**After** the character realizes her mistake...”

Contrast connection:

“**Despite** the government’s efforts...”

“**Other** evidence shows that...”

Cause and effect connection:

“**Because** the narrator believed...”

“**As a result** of the scientists’ careful investigation...”

1. Read your introduction and the first body paragraph.
2. Look at the first sentence of your first body paragraph and copy it below.

Unit 6A, Sub-Unit 4: Write an Essay

LESSON 4 Write a Transition

- 3. Ask yourself: Does this sentence transition my reader from my introduction and claim? Does it tell the reader what my body paragraph is about?
- 4. Rewrite the first sentence of your body paragraphs in two different ways that connect the introduction to the body paragraph.

- Sentence Draft #1

- Sentence Draft #2

- 5. Circle the sentence you want to begin the body of your essay.

LESSON 4 Edit Your Essay

Step 7: Edit your essay

1. Read over your writing slowly and quietly to yourself. Do the sentences make sense? Are they in the correct order? Do they flow smoothly from one line to the next? Mark up the draft of your introduction and body paragraph(s) with any changes you want to make. (You'll write a final draft later.)
2. Use the Editing Checklist to correct any technical errors in your essay.

Editing Checklist

1. Indent the first sentence of each paragraph.
2. Capitalize the first letter of every sentence.
3. Make sure every sentence ends with a period, a question mark, or an exclamation point.
4. Review your spelling, particularly commonly misspelled words. If there is a word you aren't sure how to spell, look it up.
5. Check that direct quotes are cited according to the Guidelines for Citing and Punctuating a Direct Quote.

LESSON 4 Edit Your Essay

3. Use these guidelines to make sure you've cited and punctuated your quotes correctly.

Guidelines for Citing and Punctuating a Direct Quote

The diagram illustrates two examples of direct quotes with callouts explaining punctuation and citation rules. The first example shows a quote about chloroform with callouts for double quotation marks and a parenthetical citation. The second example shows a quote about Tonsil Ticklers with callouts for a comma, a question mark, and single quotation marks for dialogue.

Example 1: The Tonsil-Tickler tasted and smelled very strongly of chloroform (The bicycle and the sweet-shop, 19).

Example 2: When Thwaites explains that Tonsil Ticklers are made of chloroform, the boys ask, "but why sell them to children?" because it seems strange to them that adults would want to harm children (The bicycle and the sweet-shop, 23).

Callouts for Example 1:

- Use double quotation marks to show where the quote begins and ends.
- Cite the chapter title and paragraph number in parentheses at the end of the sentence.

Callouts for Example 2:

- Add a comma to separate your introduction to the quote and the direct quote itself.
- Use single quotation marks around any dialogue within the direct quote.
- Only include the end punctuation of your quote if it is a question mark or exclamation point.

