

Week 11 at a Glance

Book for the Week: *Boy: Tales of Childhood* by Roald Dahl, pages 75-132.
Answer comprehension questions in Worktext.

Optional Materials:

Materials to make a tuck box

Information about old cars

Pen and ink set

Information on the danger of smoking a pipe/cigarettes

Grammar and Mechanics: Complete grammar pages in Worktext on

Dialogue

Friendly letters

Capitalization in friendly letter

Punctuation in friendly letters

Composition: Finish the autobiography

Rewrite to add and/or improve description

Rewrite to add and/or improve dialogue

Rewrite with a focus on the narrative

Complete the final draft



Illustration by Maryia Kapitsa

Day One

Literature

Today’s reading is pages 75–92 of *Boy* (“First day,” “Writing home,” and “The Matron”).

In “The Matron” Dahl refers to the “ground floor” and the “first floor.” In the US, we call street level the first floor, but in Britain, the first floor is the one above that (what we would call the second floor). You may want to point this out to your students to avoid confusion.

Answers to Reading Comprehension Questions

1. Answers will vary, but should include things like items of food or trinkets that would interest a young boy (pocket knife, compass, small toys, etc.).
2. Answers will vary, but good answers include nervous, excited, sad, scared, worried.
3. His main reason for reading them was to be sure no one complained about the school.
4. Answers will vary, but students need at least three adjectives. Some good ones might be frightening, mean, stern, angry, scary, unforgiving.

Grammar and Mechanics

Today I teach about how to format dialogue: punctuation, capitalization, paragraphing, and how to handle tags.

Answers to Workbook Page

1. “What should we do tonight?” Jane asked.
2. “There’s a new movie I want to see,” her father replied.
3. “But we just saw a movie last week,” Mrs. Krin said.
4. Mr. Krin said, “That doesn’t mean I don’t want to see another.”
5. “Instead of a movie,” Jane said, “let’s go to the museum.”

Composition

Today students should evaluate their rough draft with an eye to description. What or who should they describe more? What people and places are most important? What does the student want to communicate about those people and places? Descriptions of people can include not just their height, hair color, and build, but also how they move, the way they speak, facial expressions. Descriptions of places can include not just sights but sounds and smells. It’s not that students need to exhaustively detail every person and place, but they should think about their distinctive qualities or what they most want the reader to know.

By the end of today, students should have increased and/or improved description in their paper.

Day Two

Literature

Today's reading is pages 93–107 of *Boy* (“Homesickness” and “A drive in the motor-car”).

Answers to Reading Comprehension Questions

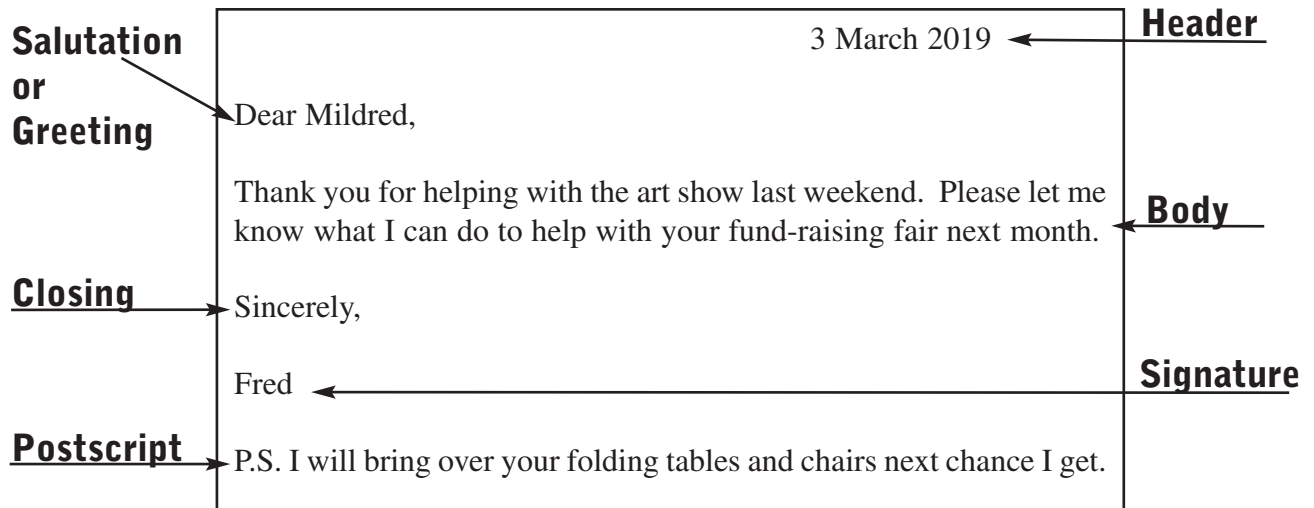
1. He's pretending he has appendicitis to get sent home because he's so homesick.
2. She had had two half-hour driving lessons.

Grammar and Mechanics

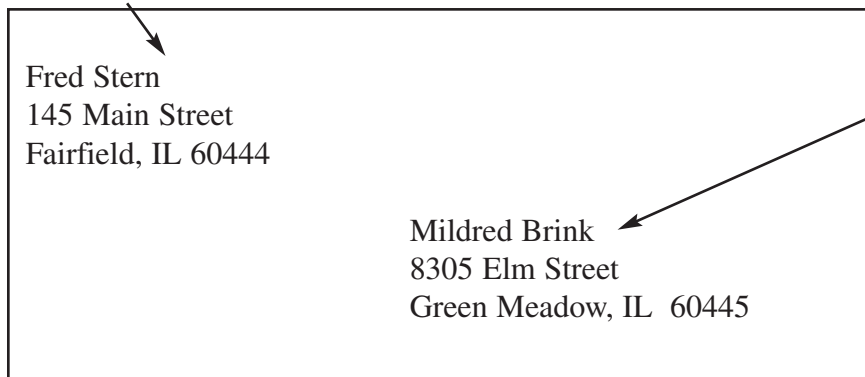
The rest of this week I teach on friendly letters.

Answers to Workbook Page

Students are to label the parts of the letter and envelope.



Return Address



**Address
(where letter
is going)**

Composition

Today students examine their paper with an eye to dialogue. Dialogue is an excellent way to bring variety to a story. Usually the best place for dialogue is an anecdote. The dialogue can include the student or it can include only other people talking about the student (perhaps a story from when the student was even too young to talk). If the student can’t think of a good place for dialogue, another possibility is monologue—someone talking about the student, or relating a story. In any event, urge your student to find some place to include direct speech in their story. They should of course use all dialogue formatting rules learned yesterday.

By the end of today, students should have added and/or improved dialogue in their story.

Day Three

Literature

Today’s reading is pages 108–122 of *Boy* (“Captain Hardcastle”).

In this chapter, Dahl mentions shell shock without telling what it is. While not necessary to understanding the text, it may help to briefly explain this term to students.

Answer to Reading Comprehension Question

1. He tries to ask for a pen nib, because his has broken and he doesn’t have a spare.

Grammar and Mechanics

Today I cover capitalization of letters.

Answers to Workbook Pages

13 January 2019
<p>Dear Aunt Sophie,</p> <p>Thank you for the birthday gift. It was very thoughtful of you to remember how much I like science fiction books. I hope you are well.</p> <p>Love,</p> <p>Dana</p> <p>P. S. I hope we get to have Thanksgiving at your home.</p>

Composition

Today students review the rough draft focusing on the narrative portions. This is all the story-telling—everything besides description and direct speech. (But it can be good to give those a brief review as well.) Is everything clearly told? Are all names spelled correctly?

One thing students should particularly look at is transitions. Rather than just leaping from one story to another, students should try to connect them in some fashion. (An exception to this would be if the student decided to construct the paper with subsections—much like mini-chapters—though this is something we have not discussed yet.) How might one story connect to another? They could be in the same place (Another funny thing that happened at my grandparents' . . .), concern the same people (My cousins were always a bother), have an emotional connection (But that was only the second most embarrassing moment. The worst was . . .), have a strong temporal sequence (Exactly one year later . . .), or have some other commonality (The common bicycle would prove to be my enemy again).

Students should be sure whenever possible that the connection between stories is apparent. This will provide their paper better flow.

An addition thing students might want to do today or tomorrow is include photographs of themselves, family members, friends—anything they talk about in their autobiography (the way Dahl does).

By the end of today, students should have an improved rough draft.

Day Four

Literature

Today's reading is pages 123–132 of *Boy* (“Little Ellis and the boil” and “Goat's tobacco”).

Answers to Reading Comprehension Questions

1. Because of the fiancé, his sister was no longer doing things with the family on vacation. Also, the fiancé constantly smoked a pipe. Either of these answers is fine (students need not give both).
2. Goat's tobacco is a goat's droppings.

Grammar and Mechanics

Today I cover punctuation in letters.

Answers to Workbook Page

Wednesday, April 10, 2019
Dear Sam,
Do you know yet if you are coming for spring break? We're all excited to see you. Mom said we could go camping.
Love,
Your favorite cousin, Sunil
P.S. Don't forget to bring your guitar!

Composition

Today students write the final draft. This review of the rough draft should be for any grammar and mechanics that they already know (as well as spelling). Don’t worry about what your student doesn’t know yet. They just need to be responsible for spotting and correcting errors in areas they’ve covered.

Again, if students want to include photographs, they should do so. All photos should have captions so the reader knows what they’re looking at.

By the end of today, students should have a final draft of their autobiography.

Day Five

Today is a free day to use however you choose. Finish any unfinished work from the week, review, explore some of the ideas below, or simply take a day off language arts.

Extending the Lesson

Even though they’re (likely) not away from home at boarding school, students can create their own tuck box. You can buy a box, use a small cardboard box, or even make your own wooden box. It should have a lock to be a true tuck box, but it isn’t required. It can be a place where students stash away small things that are important to them.

Learn more about old cars. How were they different from modern cars? Dahl lists a couple of differences—the windshield in back, the real glass. But there were many more. If possible, find a museum to go to that has old cars (there aren’t many actual car museums but sometimes local history museums or even museums of flight have an old car or two).

Get a pen and ink set for students to use. Dahl had to do all his writing this way in school. Struggling with a set will give them a new appreciation for what he went through. It can also be fun for budding artists as it’s a fascinating medium for drawing.

Research why pipe smoking is bad for you. How is it different from smoking cigarettes but still dangerous?

Week 12 at a Glance

Book for the Week: *Boy: Tales of Childhood* by Roald Dahl, pages 135-176.

Answer comprehension questions in Worktext. Engage in a book discussion on *Boy*.

Optional Materials:

More books by Roald Dahl

Maps of places Dahl mentions

Grammar and Mechanics: Complete grammar review pages in Worktext on

Subjects, predicates, and action vs linking verbs

Compound sentences, complex sentences, and clauses

Fragments, run-on sentences, and comma splices

Diagramming

Composition: Write a friendly letter

Choose the topic and recipient

Brainstorm ideas for the letter

Write a rough draft

Complete the final draft



Illustration by Maryia Kapitsa

Day One

Literature

Today’s reading is pages 135–149 of *Boy* (“Getting dressed for the big school,” “Boazers,” “The Headmaster,” and “Chocolates”).

Answers to Reading Comprehension Questions

1. Eventually, he became the Archbishop of Canterbury, and he is the one who crowned Queen Elizabeth II the queen of England.
2. He disliked him very much, and didn’t understand how he could preach about God’s love and beat boys so badly. (Anything along these lines is fine.)

Grammar and Mechanics

Today I review subjects, predicates, and linking vs action verbs. I don’t see any point in torturing students with a great many questions on any one topic in review pages. If they know the topic, it’s just repetitive and dull; if they don’t know the topic, this isn’t going to teach them. If your student misses any, they should review the appropriate lesson.

Answers to Workbook Page

1. Dahl’s father | broke his left arm below the elbow.
2. In those days fuel | meant only one thing.
3. The excitement | centered around my new tricycle.

4. I stopped dead and stared at him.
5. The Tonsil Tickler tasted and smelled very strongly of chloroform.
6. My four friends and I had come across a loose floor-board at the back of the classroom.

7. The answer ^Lwas simple.
8. Thwaites ^Ahanded me the mouse.

9. In those days fuel ^Lmeant only one thing.

Students are to write a simple sentence that contains a compound subject and a linking verb. Here is an example:

10. Roald and his siblings *were excited* about the summer holiday.

Composition

This week students write a friendly letter to someone. Try to make this a letter sent on paper (but writing it on the computer is fine) rather than an email. I know letter writing is a dying art, but I still think it’s worth knowing how to do. Students will get plenty of practice writing emails on their own.

Today, students should decide who to write to and what the topic of the letter will be.

Day Two

Literature

Today's reading is pages 150–159 of *Boy* (“Corkers” and “Fagging”).

If they don't know so already, it is worth mentioning to students that “fag” has completely different meanings in British English (as Dahl uses it here) than in American English, and that in the United States it is an offensive term.

Answer to Reading Comprehension Question

1. Corkers was supposed to be teaching them math.

Grammar and Mechanics

Today I review compound sentences, complex sentences, and clauses.

Answers to Workbook Pages

1. We spoke Norwegian, and all our relatives lived over there. C
2. After the term was over , Dahl returned home to his family. X
3. When Dahl's sister drove , they got in a terrible accident. X
4. This was a Norwegian household, and for the Norwegians the best food in the world is fish.
 C
5. My mother knew exactly how to handle the boat, and we were never afraid. C
6. Dahl loved all the candy that was in the shop . X

7. When I was just nine , I set out for boarding school. V
8. Whatever Dahl asked his mother for , she tried to give him. N
9. Sarpsborg, where Dahl's father was from , is a city in Norway. A
10. Boys were punished if they spoke in class . V
11. The sea, which was stormy and turbulent , threatened to capsize the boat. A
12. Caning was administered to whoever disobeyed the rules . N

Composition

Today students brainstorm what to put into the letter. What stories will they tell? Are there places where they can have interesting description or dialogue? Are there questions they can ask? Remind students to consider the letter's recipient (their audience). What will that person be interested in reading about?

By the end of today, students should have a complete list of what to write about.

Day Three

Literature

Today’s reading is pages 160–176 of *Boy* (“Games and photography” and “Goodbye school”).

Answers to Reading Comprehension Questions

1. Dahl excelled at fives and squash (or squash-racquets).
2. In spite of being a double captain, Dahl was not made a Boazer.
3. He also loved photography.
4. Dahl wanted to travel, and he wanted a job that would send him overseas.

Grammar and Mechanics

Today is a review of problem sentences: fragments, run-on sentences, and comma splices.

Answers to Workbook Pages

1. At St. Peter’s the ground floor was all classrooms the first floor was all dormitories. R
2. I put on a brand new pair of black shoes and laced them up.
3. Fives, which many of you will know nothing about. F
4. One game Dahl was good at was called fives, the other was squash-racquets. C
5. Dahl and his friends never passed the candy shop, they always stopped. C
6. As we all climbed into the car, our excitement was so intense we could hardly bear it.
7. Dahl was left standing at the school with his brand new trunk after his mother drove off he began to cry. R
8. Unless you have sailed down the Oslo-fjord like this yourself on a tranquil summer’s day. F

Composition

Today students write a rough draft of the letter. Ask students how they can make this letter more than an email could be. Email is valued because it’s easy, essentially free, and quick. But you can do things with letters that you can’t do with email. This is especially true if students handwrite them, but I wouldn’t force hand-writing on reluctant writers or students who find hand-writing hard for other reasons.

Even if they type then print a letter, students can add a few handwritten notes in the margins. They can also do drawings or other creative things (glitter, washi tape, cut-outs, etc.). Choose colored paper to print on. If students are hand-writing, they can use different colored pencils or ink. If you have a colored printer, you can do this for printed letters as well.

Students can use their art simply as decoration, or it can enrich the letter itself. For example, they can draw a scene from a story they’re telling or a picture of something they’re trying to describe. Or they can do something like, “When we finally had a sunny day I felt like” and insert a drawing to show their feelings.

In short—encourage them to be creative. By the end of today, students should have a rough draft.

Day Four

Literature: Book Discussion

One thing that Dahl repeatedly points out is the importance of kindness. He illustrates this both by admiring kindness (his mother, Arkle and his frog) and condemning lack of kindness (headmasters, the matron). If there is one overarching theme to this book, it is to emphasize the importance of kindness.

.....

Theme

Unlike the other books so far, this book is nonfiction. Be sure students know the difference between fiction and nonfiction. Dahl tells the story of his life, reaching back even into his father’s childhood, up until he himself enters the RAF. Unlike some autobiographies which take a larger overview, Dahl focuses on his own insights and feelings as a boy, making this a more relatable autobiography for children than many others.

.....

Story

Dahl of course is the central figure. There’s no way to know for sure how his portrait of himself would compare with others’ views of him. But he doesn’t present himself as a perfect angel, and includes a few misdeeds (like the mouse in the candy). This helps give us the feeling that he is providing a fair and balanced portrait of himself as a thoughtful, friendly, energetic boy.

Character

The second most important character is Dahl’s mother. Not only does he clearly show their love for each other, but she is portrayed as a formidable woman in her own right, whether she’s coping on her own after the death of a child and her husband, confronting a headmaster about a beating, or rowing gaily through stormy seas.

.....

Not many autobiographies are written by people as talented and experienced at writing as Dahl is, and one benefit of that is we can enjoy evocative but not overly-long descriptions of several settings, including his home, various schools, and even a candy shop.

.....

Setting

An equally important use of Dahl’s descriptive powers is his ability to quickly sketch characters that enliven his settings and populate his stories. His colorful family, various friends, and a series of mostly terrifying adults bring a great deal of life to this book.

.....

External Details

Dahl generously shares his own feelings in all his adventures whether happiness (summer vacations), fear (headmasters), irritation (his sister’s boyfriend), or embarrassment (the school clothes). You could list a variety of emotions (happiness, anger, sadness, fear, annoyance, etc.) and ask students for example stories from the book that demonstrate the emotions. Some may fit into more than one category.

Internal Details

Because this isn’t a novel, there isn’t one overarching type of conflict. Most often, Dahl has conflicts with other people, and you can ask students to list some of these.

Conflict

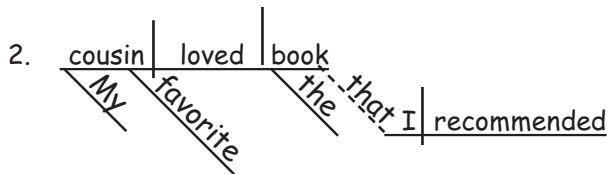
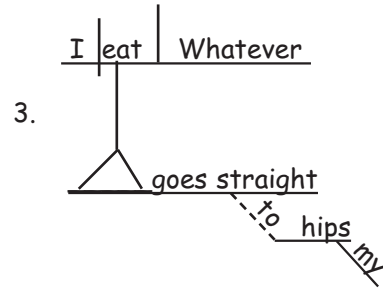
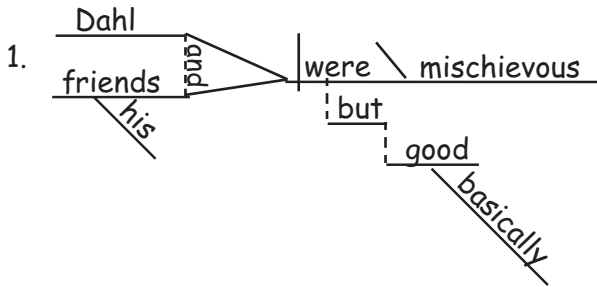
.....
There is no symbolism discussion for this book.

Symbolism

Grammar and Mechanics

Today I review sentence diagramming.

Answers to Workbook Pages



Composition

Today students write a final draft of their letter. In particular, they should proofread for the formatting, capitalization, and punctuation they learned last week. They should also properly address an envelope and send the letter (unless there is some reason not to).

Day Five

Today is a free day to use however you choose. Finish any unfinished work from the week, review, explore some of the ideas below, or simply take a day off language arts.

Extending the Lesson

They are not assigned, but some editions of this book have more bits after what I’ve assigned here. Read these parts.

Read other books by Roald Dahl.

Take some time to explore maps of the places that Dahl mentions having been at the end of his book.