

Unit 6A, Sub-Unit 2

Solos for

Get Started



LESSON 1

Write 3–4 sentences about one moment that you noticed on your way home from school.

LESSON 2

**Write 3–5 sentences about a moment that grabbed your attention at home.
Remember to use precise details.**

Types of Details:

- 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

- 1. Get focused!
- 2. Choose one of the four moments from the paragraph below and write it on the lines.
- 3. Add two more sentences using precise details to focus on the moment.

This morning I slept through my alarm and didn't wake up until my sister yelled in my ear. Then, my brother spilled his milk all over my math homework. I had to run down the street to catch up with the school bus. The windshield of the bus was covered with dead mosquitos.

LESSON 4

- 1. Practice Showing!
- 2. Read the Telling sentence below. Write 3–5 sentences using details to describe what this boy did and looked like when he was tired.

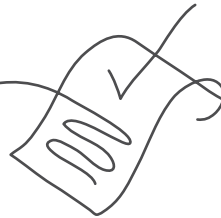
The boy was tired.

Unit 6A, Sub-Unit 3

Solos for

Boy: Tales of Childhood

by Roald Dahl



LESSON 1

Read “The bicycle and the sweet-shop.”

Note two places in your reading that grabbed your attention and describe what you notice and think about this place in the text.

1. Place the correct candy name next to the description that Dahl provides.

“enormous hard round balls the size of small tomatoes” (16) _____

“a hard brown lozenge” (19) _____

“a yellow cardboard tube filled with sherbet powder” (15) _____

“They smelled of nail-varnish and they froze the back of your throat” (18)

“a flat black tape about half an inch wide” (14) _____

- a. Tonsil Ticklers
- b. Pear Drops
- c. Gobstoppers
- d. Liquorice Bootlaces
- e. Sherbert Suckers

2. What was it about Pear Drops that made the boys want to eat them “more than ever”?

- a. The changing colors
- b. The terrible odor
- c. The dangerous taste
- d. The warning against eating them

3. Why do you think this would cause the boys to want to eat them “more than ever”?

4. What is chloroform used for, according to Thwaites?

- a. Cleaning swimming pools
- b. Performing medical operations
- c. Helping people sleep better
- d. Producing candies and desserts

5. The _____ of the Gobstoppers made Dahl and his friends curious.

- a. colors
- b. size
- c. shape
- d. order

LESSON 1

6. What did they want to know about the Gobstoppers?

7. Which sentence describes the trick the boys would play with Sherbet Suckers?

a. Sherbet Suckers were also two a penny. **b.** Each Sucker consisted of a yellow cardboard tube filled with sherbet powder, and there was a hollow liquorice straw sticking out of it. **c.** Rat's blood again, young Thwaites would warn us, pointing at the liquorice straw. **d.** You sucked the sherbet up through the straw and when it was finished you ate the liquorice. **e.** They were delicious, those Sherbet Suckers. **f.** The sherbet fizzed in your mouth, and if you knew how to do it, you could make white froth come out of your nostrils and pretend you were throwing a fit. (15)

8. Which of the candies would you like most? Number the list in order from most appealing to least appealing.

- a.** Gobstoppers _____
- b.** Tonsil Ticklers _____
- c.** Sherbet Suckers _____
- d.** Pear Drops _____
- e.** Liquorice Bootlaces _____

9. Explain your response.

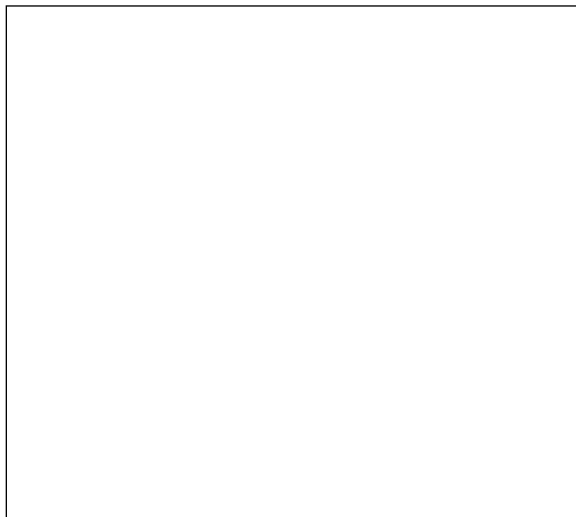
LESSON 2

Reread “The bicycle and the sweet-shop.”

Note two places in your reading that grabbed your attention and describe what you noticed or thought about this place in the text.

Write your own 3–5 sentence description of a candy you have had before or one that you make up. Be creative and use precise details. Will your reader think your candy sounds appealing or repulsive?

Optional: Draw a picture of your candy on paper to include with your description.



1. This question has two parts.

Part 1: Read paragraph 24 from “The bicycle and the sweet-shop,” then choose the correct answer to complete the sentence.

Roald _____ for Mrs. Pratchett.

- a. feels bad
- b. does not feel bad

Part 2: Why do you think so?

2. What does Dahl show the reader about Mrs. Pratchett?

- a. The way she looks
- b. The way she talks
- c. The way she acts
- d. All of the above

3. What was Mrs. Pratchett like? Write at least one quote from the text to answer each question.

How does Mrs. Pratchett look? _____

How does Mrs. Pratchett talk? _____

How does Mrs. Pratchett act? _____

LESSON 2

4. This question has two parts.

Part 1: What was Mrs. Pratchett's attitude toward the boys?

- a. She tolerated them only because they were a source of money.
- b. She welcomed them as valued customers.
- c. She treated them as if they were her own kids.
- d. She liked them but did not have the energy to socialize.

Part 2: Which portion of the text BEST supports your answer in the previous question?

- a. "She never smiled." (25)
- b. "She never welcomed us when we went in." (25)
- c. "'Either you forks out or you gets out!'" (25)
- d. "The only times she spoke were when she said things like, 'I'm watchin' you.'" (25)

5. Choose the sentence that explains why the boys continued to buy candy from Mrs. Pratchett.

a. But by far the most loathsome thing about Mrs Pratchett was the filth that clung around her. b. Her apron was grey and greasy. c. Her blouse had bits of breakfast all over it, toast-crumbs and tea stains and splotches of dried egg-yolk. d. It was her hands, however, that disturbed us most. e. They were disgusting. f. They were black with dirt and grime. g. They looked as though they had been putting lumps of coal on the fire all day long. h. And do not forget please that it was these very hands and fingers that she plunged into the sweet-jars when we asked for a pennyworth of Treacle Toffee or Wine Gums or Nut Clusters or whatever. i. There were precious few health laws in those days, and nobody, least of all Mrs Pratchett, ever thought of using a little shovel for getting out the sweets as they do today. j. The mere sight of her grimy right hand with its black fingernails digging an ounce of Chocolate Fudge out of a jar would have caused a starving tramp to go running from the shop. k. But not us. l. Sweets were our life-blood. We would have put up with far worse than that to get them. m. So we simply stood and watched in sullen silence while this disgusting old woman stirred around inside the jars with her foul fingers. (26)

6. Is Dahl's description of Mrs. Pratchett fair? Why or why not?
