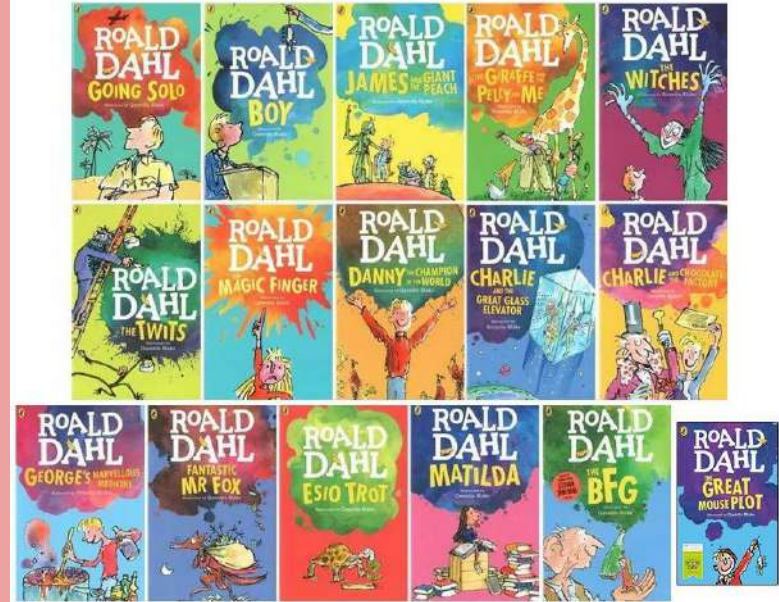


Loathe (verb)-

I **loathe** when they put mushrooms on pizza. It makes me feel sick!



Background- Roald Dahl



- details that made them laugh or made them curious about what happened next.
- the types of details that Dahl uses: what things sounded like, the great things people said, precise descriptions of the action, what Dahl was thinking.
- the number of sentences he writes about just one small moment, so the reader gets to participate in that moment.

To start class, we will be analyzing some pieces of writing from Roald Dahl.

To do this you will need:

- Sticky notes
- Pencil



Expectations:

- ★ Everyone participates
- ★ Stay in your group- do not wander around the room
- ★ Voice level 1



They were delicious, those Sherbet Suckers. The sherbet fizzed in your mouth, and if you know how to do it, you could make white froth come out of your nostrils and pretend you were throwing a fit. (The bicycle and the sweet-shop, 15)



Roald Dahl



None of us dared to sit up in bed, but all eyes were on the Matron now, watching to see what she was going to do next. She always had a pair of scissors hanging by a white tape from her waist, and with this she began shaving thin slivers of soap into the palm of one hand. Then she went over to where the wretched Tweedie lay and very carefully she dropped these little soap-flakes into his open mouth. She had a whole handful of them and I thought she was never going to stop. (The Matron, 31)



Roald Dahl



My turn came at last. My mind was swimming and my eyes had gone all blurry as I went forward to bend over. I can remember wishing my mother would suddenly come bursting into the room shouting, 'Stop! How dare you do that to my son!' But she didn't. All I heard was Mrs Pratchett's dreadful high-pitched voice behind me screeching, 'This one's the cheekiest of the bloomin' lot, 'Eadmaster! Make sure you let 'im 'ave it good and strong!' (Mrs Pratchett's revenge, 29)

Focus





Today, we are simply going to do a little close reading. But first, I need to explain the mechanics of reading on your device.

Point out 3 features of reading on the platform:

1. Remind students that they can scroll up or down to move forward or backward through the reading passage.
2. Have students click on any shaded box in the text to notice that the definition for the word appears. This tool is called Reveal. Tell students that they can always use the Reveal tool, but if they feel they do not need to, that's okay, too.
3. Show students how to reveal the paragraph and sentence numbers by clicking to the left of the text.



Excerpt from Chapter 2 in *Boy: Tales of Childhood* by Roald Dahl

The bicycle and the sweet-shop

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

Directions

1. Follow along as your teacher reads.
2. Practice scrolling, or moving down and up in the text, so that you can see the entire passage.

2

CLASS

Discuss: How Does Dahl Focus on a Moment?



05:00

Directions

1. In paragraph 3, what is Dahl describing?

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

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

2

CLASS

Discuss: How Does Dahl
Focus on a Moment?



3

Directions

1. Find three precise details Dahl uses to describe what he notices in this moment.
2. Highlight one of these details that creates a picture of this moment in your mind.

POLL:

Select the type of detail you have chosen.

What something looks like

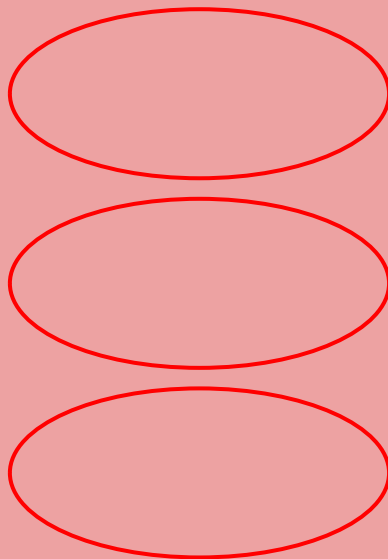
What something sounds like

Smells and tastes

Physical action

Quote of what some says/dialogue

What something feels like



2

CLASS

Discuss: How Does Dahl Focus on a Moment?

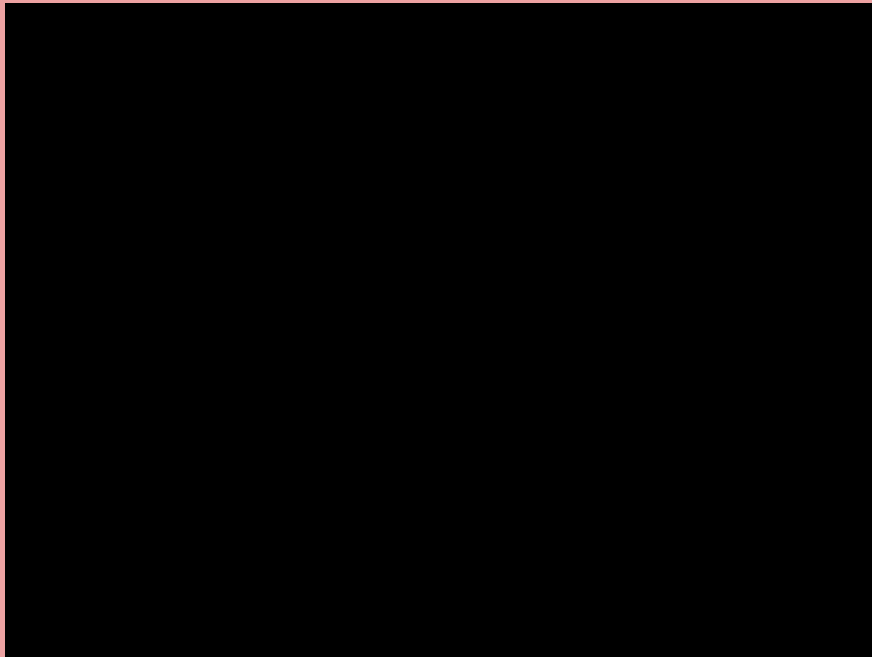




Writers like Dahl make sure to use descriptive details when they want the reader to pay attention to something.



Who can think of a small moment that can be described in slow motion?





Dahl wrote about one moment that took 5 seconds or less to happen.



Let's try to think of a moment that took only 3 minutes or less to happen.



Raise your hand if...

- you can think of a moment at breakfast when a sibling was being funny or annoying.
- you can think of a moment on the bus or walking to school when you saw something ridiculous.
- you can think of a moment when you were trying to squeeze down the crowded hallway or get something from your locker quickly.
- you can think of a funny thing your friend said or did at lunch.
- you can think of an exciting or disappointing moment in a recent sports game you played.
- you can think of another moment that took 3 minutes or less.

Practice slowing down the moment.

Write about a recent moment that took 3 minutes or less.

10:00

B

I

U

≡

≡

≡

≡

↶

↷

≡

4

WRITING
Write



2

Directions



1. Reread your writing from today.
2. Underline a place in your writing where you used precise details.



Write here...

[Return to source activity](#) Sub-unit 2 Lesson 5 Activity 4

POLL:

Select the type of detail you have chosen.

What something looks like

What something sounds like

Smells and tastes

Physical action

Quote of what some says/dialogue

What something feels like

6

CLASS
Wrap-Up



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.

↓ Scroll for more ↓

7

CLASS
Present: Definitions



1. What moment are you thinking about?

2. Make a list of what people were doing,

hearing, smelling. What are specific details
about what you saw?

a.

b.

c.

d.

e.

Write five sentences to describe the moment when
you saw something surprising.

Choose 1 or 2 of these sentence starters to help you
with your writing.

I saw _____.

_____ was surprising because _____.

We were doing _____.

It smelled like _____.

It looked like _____.

I heard _____.



Finished early?

Go into IXL and work on your
recommended skills.

These are the skills that are at YOUR
READING LEVEL that will help you
become a better reader!



INDIVIDUAL
Solo

