



10:00



# BASE WORD CREATIONS

play

Use the base word and the directions to create 3 new words below. Type the new words you create in the text boxes.

Add a **suffix** to change the meaning to someone who plays.

Add a **prefix** to change the meaning to play again.

Add a **suffix** to change the meaning to show the base in the past tense.



## Lesson 6: Focusing on an Emotion

 Printable Lesson Guide

### Lesson Objective

**Reading:** Students will read a passage from Roald Dahl's *Boy* to analyze how Dahl uses precise details and language to focus and show an emotion.

**Writing:** Students will practice the skills of Showing and Focus as they write about one moment with friends.



Exonerate- verb- It is not too late to **exonerate** the prisoner, given they found different evidence at the scene of the crime.

Which sentence uses the word “exonerate” correctly?

- A The dog was lonely and wanted company, so it exonerated the sleeping cat.
- B After seeing the truth on the videotape, the apologetic owner exonerated the dog.

Which of the following people has been “exonerated”?

- A A judge sentences a criminal to prison after listening to the evidence.
- B A lawyer proves that a robber is guilty using video camera footage.
- C A man is released from prison after being wrongfully accused of a crime.



## The Great Mouse Plot

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.

'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.'

### Directions

1. Read the passage (paragraphs 2–8) with a partner.
2. Use the following summary to help you picture what happens in this passage.

#### Summary:

Dahl and his friends find a dead mouse under a loose floorboard they use to hide things at school. Dahl says he and his friends should put the mouse inside one of Mrs. Pratchett's sweet jars, and his friends smile and cheer at Dahl's idea. They all decide that Dahl should do it because it was his idea.

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

2

**PARTNER**  
Discuss: Focus on a Moment



## Directions

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

1. Copy and paste two details from the passage that show how the boys feel about Dahl's plan.

a.

b.

2. Write 1 or 2 sentences to describe how the boys feel about Dahl's plan and how you know.

You may choose to use this sentence starter to help you get started writing.

I know the boys feel \_\_\_\_\_ because \_\_\_\_\_.



HAPPY



SAD



ANGRY



TIRE



TERRIFIED/SCARED



SURPRISED



DISAPPOINTED



JOYFUL



BORED



THRILLED



EXCITED



PROUD



WORRIED



NERVOUS



GUILTY



FRUSTRATED



CONFIDENT



AMUSED



RELIEVED



IN AGONY

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.'

3

INDIVIDUAL  
Select Text: Highlighting  
Details





Raise your hand if...

- you can recall a recent moment when you were doing something with friends.
- you can recall a specific emotion that you or your friends felt in that moment.
- you played a game outside recently with friends.
- one friend made you laugh recently.
- you spent some time with friends recently during an evening or weekend.
- you got together with a friend or a classmate to do a project or complete an activity.
- a friend helped you out recently or if you helped a friend.



Write about a recent moment when you were doing something with friends or a friend. Show, don't tell, the emotion you felt in that moment.

B / U [List Icons] [Link Icon] [Unlink Icon]

We went to King Richard's Faire this past weekend and we had a ball. My friend and I went to the mud show and watched two older men sling mud around the stage, and one even ate it. We grimaced as he put the mud up to his mouth and slammed his face into the sloppy mess. Our stomach's turned while we then watched him swallow the mud, and open his mouth to prove that it was all gone.

12:00

4

WRITING  
Write



2

## Directions

1. Reread your writing and underline your most descriptive detail. Remember: The sentence should not tell the name of the emotion.
2. When it is your turn, share the sentence that contains this descriptive detail to see if your classmates can picture the emotion.



Write here...

[Return to source activity](#) Sub-unit 2 Lesson 6 Activity 4

5

CLASS  
Share





Write here...

1. Choose one person in the photo below. Identify her by name.

2. Choose an emotion based on her expression in the photo. Click Next to see the Emotion chart.

3. Write two or three sentences in the space below the photo to show what the girl is thinking or saying that helps show her emotion.



## Punctuating Dialogue

Dialogue is what a character says in a story.

Tags are used to tell who said the words and how.  
Dialogue tags can come before or after the character speaks.

Use quotation marks around the words that are spoken.  
Use commas to separate the tag from the words.

What do you want for dinner?



Tag before someone speaks:

Mom asked, "What do you want for dinner?"

Tag after someone speaks:

"I would like pepperoni pizza," said Mallory.

I would like pepperoni pizza.

