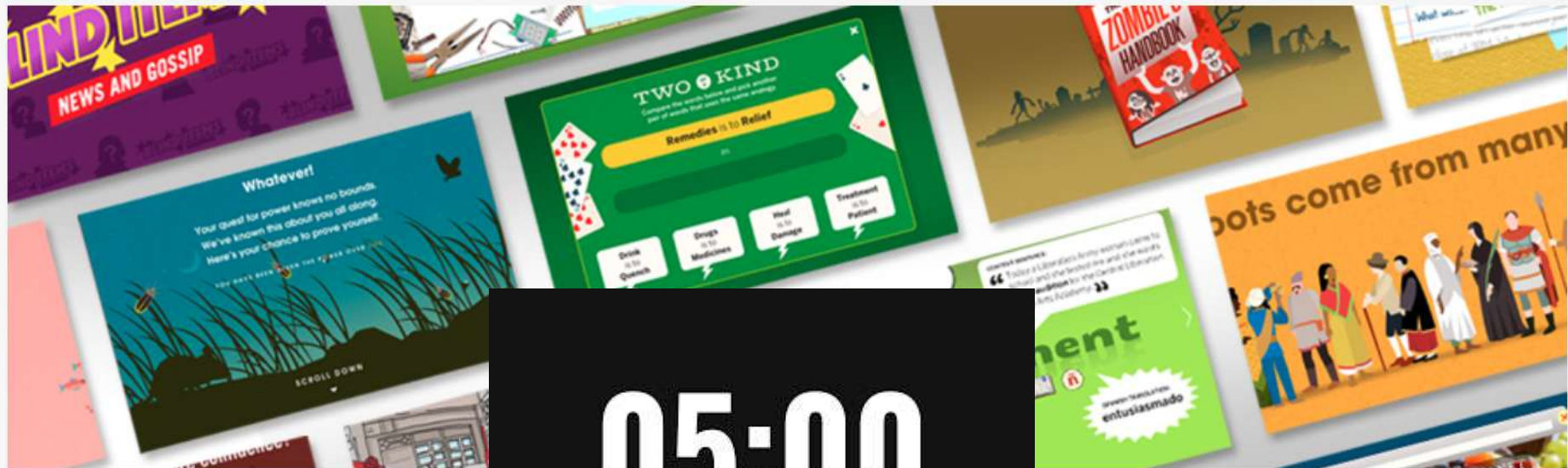




Recommended ELA
SKILLS

10:00

Open the **Vocab App**.



WORDY Wednesday

Guess what day it is?

Wordy Wednesday!

Time to have some fun with words!

Date: _____

Choose the correct spelling of the word.

My brother noticed a **poisonous**
posonus snake outside
of our tent. He stayed calm, warned others,

and showed **tremendus**
tremendous courage. We are all

gracious
grashus

for his help

adventure  **adventurous**

What happens when you add **-ous** to the end
of a word?

- a. It changes from a noun to a verb.
- b. It changes from a verb to a noun.
- c. It changes from an adjective to a noun.
- d. It changes from a noun to an adjective.

Context Clues

Excerpt from *Rapunzel* by Brothers Grimm

There were once a man and a woman who had long in vain wished for a child. These people had a little window at the back of their house from which a splendid garden could be seen, which was full of the most beautiful flowers and herbs. It was, however, surrounded by a high wall, and no one dared to go into it because it belonged to an enchantress who had great power and was dreaded by all the world. One day the woman was standing by this window and looking down into the garden when she saw a bed which was planted with the most beautiful rampion (rapunzel), and it looked so fresh and green that she longed for it and had the greatest desire to eat some. This desire increased every day, and as she knew that she could not get any of it, she quite pined away, and looked pale and miserable.

What is the meaning of the word vain?

- A** to feel sad
- B** to be useless
- C** with no result
- D** self-centered

Which phrase helps the reader understand the meaning of pined?

- A** *desire to eat*
- B** *increased every day*
- C** *not get any*
- D** *pale and miserable*

Extension: Check your answers by looking up the words in a dictionary.



BASE WORD CREATIONS



look

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 **prefix** and a **suffix** to change the meaning to **someone who watches an event but does not participate.**

onlooker

Add a **prefix** to change the meaning to **have a view from above.**

overlook

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

Looked



Lesson 12: Creating a Character

 Printable Lesson Guide

Reading: Students will work with a small passage to identify a character trait, then select and analyze text details from additional moments with the character to support or revise that idea.

Writing: Students will stake a claim about a character and select and describe text details from two moments to develop that claim.

Let's practice with a Pixar!



In the beginning, what is an internal character trait that you can infer for the boy? What is your evidence to support that trait?

How does the way he treats the dog after he sees his leg say about his character?

What is an important external trait of the boys that might guide influence his internal traits? Why?

What action shows that the boy has compassion towards the dog?

Directions

1. Read along as your teacher reads aloud.
2. Highlight details that create a vivid picture of the Matron.

Based on your highlighted details, what are some of the words that describe the Matron?

Write here...

Directions

1. Reread this moment and look at how carefully Dahl chooses his details.
2. How does Dahl describe the Matron? Drag the quote from the text into the correct category

What the Matron does	What the Matron says
<div></div> <div></div> <div></div>	<div></div>

A. "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?" (36)

B. "She always had a pair of scissors hanging by a white tape from her waist:" (31)

C. With that she marched out of the dormitory and slammed the door. (37)

08:00

3

READING

Select Text: Analyze Details



1

2

3

Directions

1. Find all the focused moments in this chapter—the little stories Dahl shares about the Matron.
2. Place a note with a short description next to each moment.

For example, you might label the moment you just studied with the note: “Matron shaves soap into a sleeping Tweedie’s mouth.”

08:00

Based on your highlighted details, what are some of the words that describe the Matron?

Write here...

2. Choose another moment where Dahl’s description gives you a clear idea about the type of person the Matron is.

POLL 1: Does this moment present a similar or different idea about the Matron than the soap moment?

Similar

Different

3. Copy and paste two details from this second moment that conveys this idea about the Matron.

Write here...

4

READING
Discuss: Connected
Moments

1

2



Raise your hand if...

- you are convinced that the Matron is cruel and frightening in every moment described.
- Dahl sometimes made you laugh at what the Matron did.
- you found some showing details in your second moment that gave you a different idea about the Matron.
- you found details that helped you understand how the boys feel about the Matron.
- all of Dahl's descriptions of what the Matron did and said gave you the same idea about her character.

An idea I have about the type of person the Matron is, is that she is _____. Evidence to prove my inference about her is found in paragraph ____ when Dahl writes, "_____." This shows that she is _____ because _____. Another example of her being _____, is found in paragraph _____. The author states, "_____." This evidence shows _____. Overall, after reading this chapter, I can tell the Matron is _____ and I wouldn't want to meet her!

Write one idea you have about the type of person the Matron is after reading this chapter.

Describe 2–4 details from two moments in the chapter to convince your reader of your idea.

Evidence Ideas:
Paragraph 1, 3, 6, 14, 31

15:00

An idea I have about the type of person the Matron is, is that she is evil. Evidence to prove my inference about her is found in paragraph 1 when Dahl writes, “This was her territory. Hers was the only voice of authority up here, and even the eleven- and twelve-year-old boys were terrified of this female ogre, for she ruled with a rod of steel.” This shows that she is feared by the boys because of her evil actions. Another example of her being _____, is found in paragraph _____. The author states, “_____.” This evidence shows _____. Overall, after reading this chapter, I can tell the Matron is _____ and I wouldn’t want to meet her!

Evidence Ideas:
Paragraph 1, 3, 6, 14, 31