



OR



10:00

WORDY Wednesday

Guess what day it is?

Wordy Wednesday!

Time to have some fun with words!

Date: _____

Superb Spelling

Choose the correct spelling of the word in each column.

- | | | |
|----------------------------------|--------------------------------|-----------------------------------|
| <input type="radio"/> collecshun | <input type="radio"/> adition | <input type="radio"/> exhaustion |
| <input type="radio"/> colletion | <input type="radio"/> addishun | <input type="radio"/> exhaustin |
| <input type="radio"/> collection | <input type="radio"/> adishun | <input type="radio"/> exhasutun |
| <input type="radio"/> colection | <input type="radio"/> addition | <input type="radio"/> exhaushtion |

attract  **attraction**

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

- It changes from a noun to a verb.
- It changes from a verb to a noun.
- It changes from an adjective to a noun.
- It changes from a noun to an adjective.



BASE WORD CREATIONS



write

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 writes**.

Writer

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

rewrite

Add a **prefix** and a **suffix** to change the meaning to **the act of writing before**.

Prewriting



Lesson 6:

Connecting Moments in the Reading

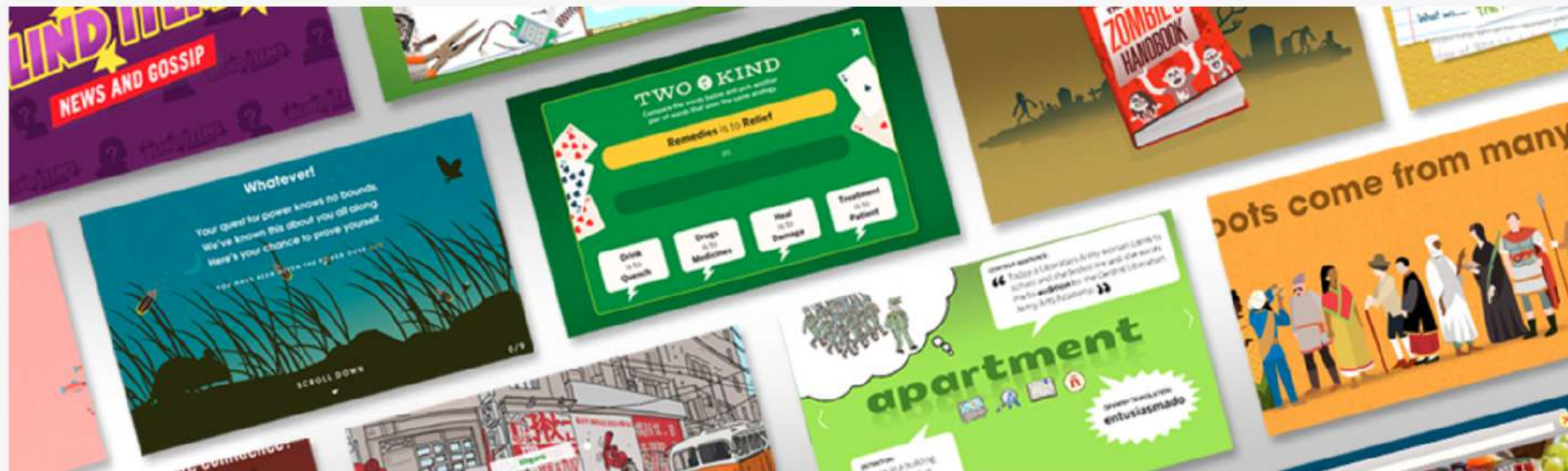
Printable Lesson Guide

Lesson Objective

Lesson Objective

Reading: Students will consider the text details from specific sections of Dahl's description of "The Great Mouse Plot" to analyze how each section portrays the boys' emotions and contributes to an overall idea about the events described.

Open the Vocab App.



Elaborate

(adj.) involving many carefully arranged parts or details; detailed and complicated in design and planning



Directions

1. Reread this passage with a partner and highlight any details that show you Dahl's emotion(s) in this moment.

2. Choose an emotion Dahl feels in this moment from this list (or name your own emotion). You may choose more than one.

- Thrilled
- Proud
- Amused
- Guilty
- Relieved
- Worried
- Terrified
- Agony
- Other emotion?



THRILLED



PROUD



AMUSED



GUILTY



RELIEVED



WORRIED



TERRIFIED



IN AGONY

3. Write one sentence that names Dahl's emotion(s) and explains how you know he feels this way.

You may use the following sentence starter as a model:

- I think Dahl feels _____ because _____.

3

READING
Select Text: Identify
Emotions



4

5

6

Claim Evidence Reasoning

Claim- This statement answers the question the prompt is asking



Sentence Starters

Turn the Question
Around and add in your
answer to the question



Evidence- Go back in the text and find evidence to support your claim

"According to the text...."
"In paragraph ____"
"The author wrote, ____"

Sentence Starters

Reasoning- Tell the reader how the evidence you picked is important

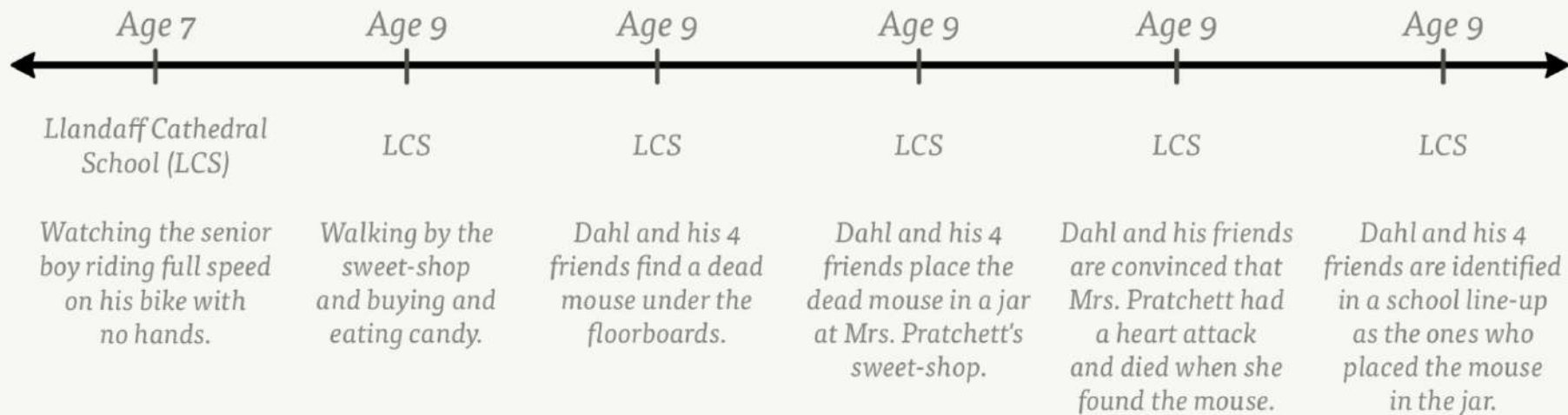


Sentence Starters

"This shows ____"
"Because of this ____"
"In other words ____"

Age 7

Age 11





Why doesn't he feel happy when he discovers that Mrs. Pratchett did find the mouse in the jar?



Dahl's friends praised him for coming up with the idea of the dead mouse in the candy jar. Why does their attitude change?



Why is Dahl happy at the very end to see Mrs. Pratchett in the playground?

POLL 1:

Consider the three sections you read from "The Great Mouse Plot" and "Mr Coombes" and the emotions you identified Dahl feeling.

Did Dahl's emotions change a little or a lot throughout the three sections?

A little

A lot

Directions

Consider each event from "The Great Mouse Plot" below and determine whether each event shows that Dahl is pleased or dismayed with how his great idea is unfolding.

		1. Dahl is pleased with how the Great Mouse Plot is unfolding	2. Dahl is dismayed with how the Great Mouse Plot is unfolding
A	Dahl and his friends are convinced that Mrs Pratchett had a heart attack and died when she found the mouse.	<input type="radio"/>	<input type="radio"/>
B	Dahl and his friends walk by the sweet shop and buy and eat candy.	<input type="radio"/>	<input type="radio"/>
C	Dahl and his friends are identified in a school line-up as the ones who placed the mouse in the jar.	<input type="radio"/>	<input type="radio"/>
D	Dahl and his friends place the dead mouse in a jar at Mrs Pratchett's sweet shop.	<input type="radio"/>	<input type="radio"/>
E	Dahl suggests putting the dead mouse in the candy jar.	<input type="radio"/>	<input type="radio"/>



What does each section of the story highlight on its own?



What are some other ways these sections are connected?



Is there any impression you are left with about Dahl or his friends?

Directions

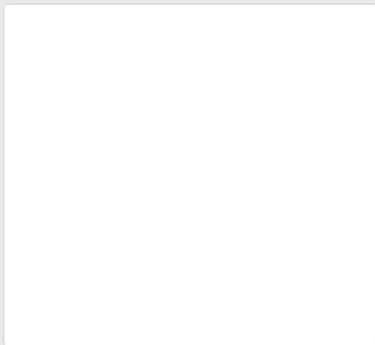
Analyze how the sections of "The Great Mouse Plot" work together.

Turn and have a brief discussion with a partner about the questions below.

1. What do you notice about Dahl and his friends when you look at each section on its own?

2. What are some of the things you notice and the ideas you have about Dahl or his friends when you put these sections together?

3. What is one idea you have about Dahl's feelings about the Great Mouse Plot when you put these sections together?



5

PARTNER

Discuss: Connecting the Moments



POLL 2:

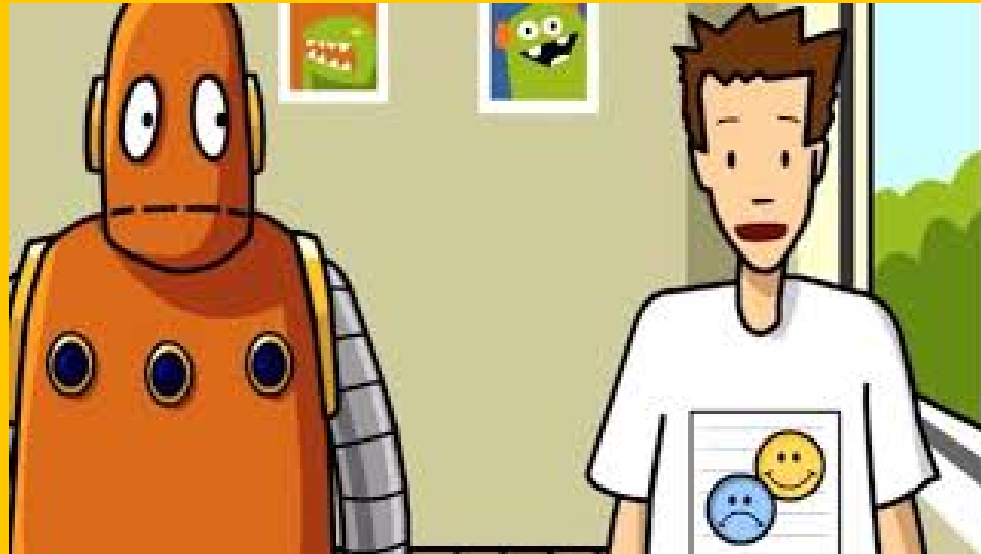
In the Author's Note to *Boy*, Dahl says this about the experiences he describes in the book: "Some are funny. Some are painful. Some are unpleasant. I suppose that is why I have always remembered them so vividly. All are true" (5). How would you categorize the overall story Dahl describes when he and his friends commit the mouse plot?

Funny

Painful

Unpleasant

Other



At the beginning of “The Great Mouse Plot,” Dahl explains his idea that “we all have our moments of brilliance and glory, and this was mine.” (4, 6)

Determine whether the quote from each section of reading supports or does not support the sense that Dahl’s idea of the Mouse Plot was brilliant.

		1. Supports	2. Does not support
A	“‘Well done you!’ they cried. ‘What a super show!’ I felt like a hero. I was a hero. It was marvellous to be so popular.” (4, 20–21)	<input type="radio"/>	<input type="radio"/>
B	“‘It was your idea,’ he said. ‘And what’s more, you put the mouse in.’ All of a sudden, I was a murderer.” (5, 26–27)	<input type="radio"/>	<input type="radio"/>
C	“I could hardly believe what I was seeing. It was like some awful pantomime. The violence was bad enough, and being made to watch it was even worse, but with Mrs Pratchett in the audience the whole thing became a nightmare.” (6, 20)	<input type="radio"/>	<input type="radio"/>