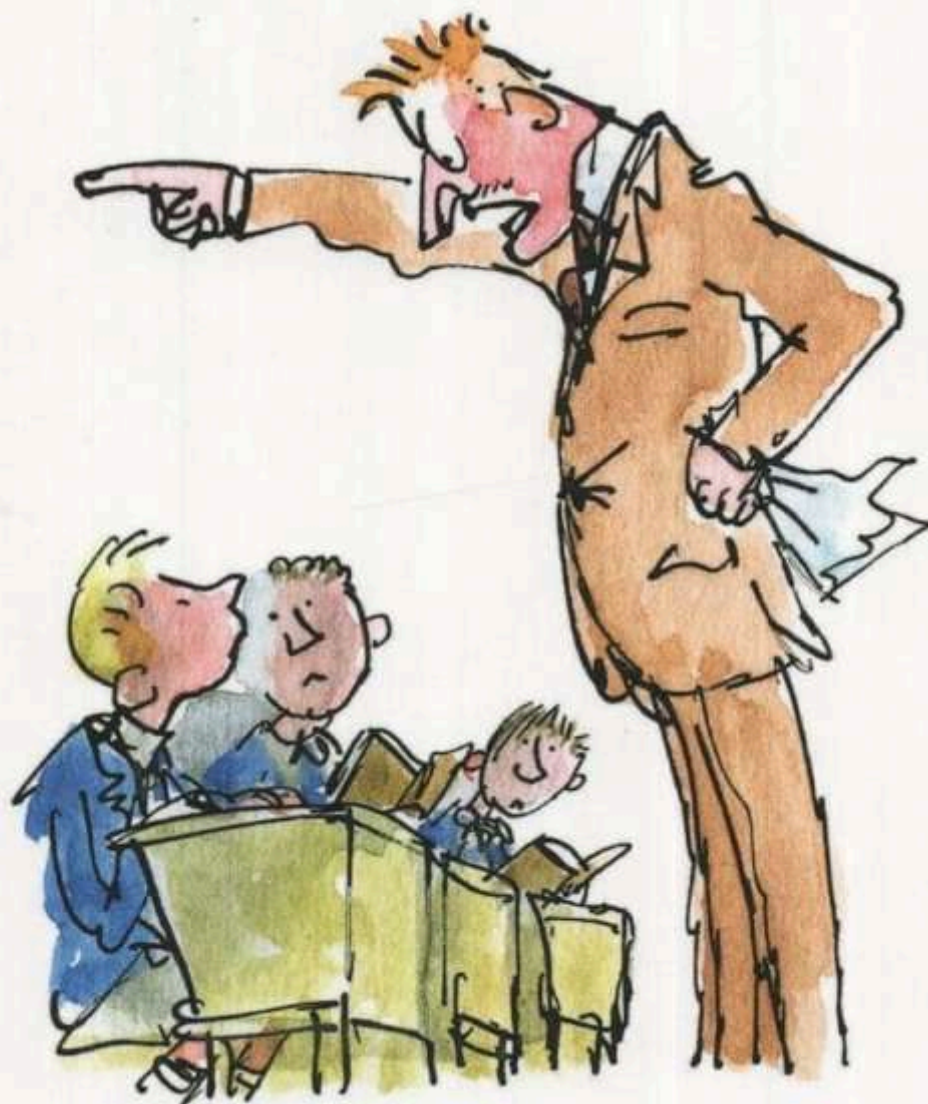




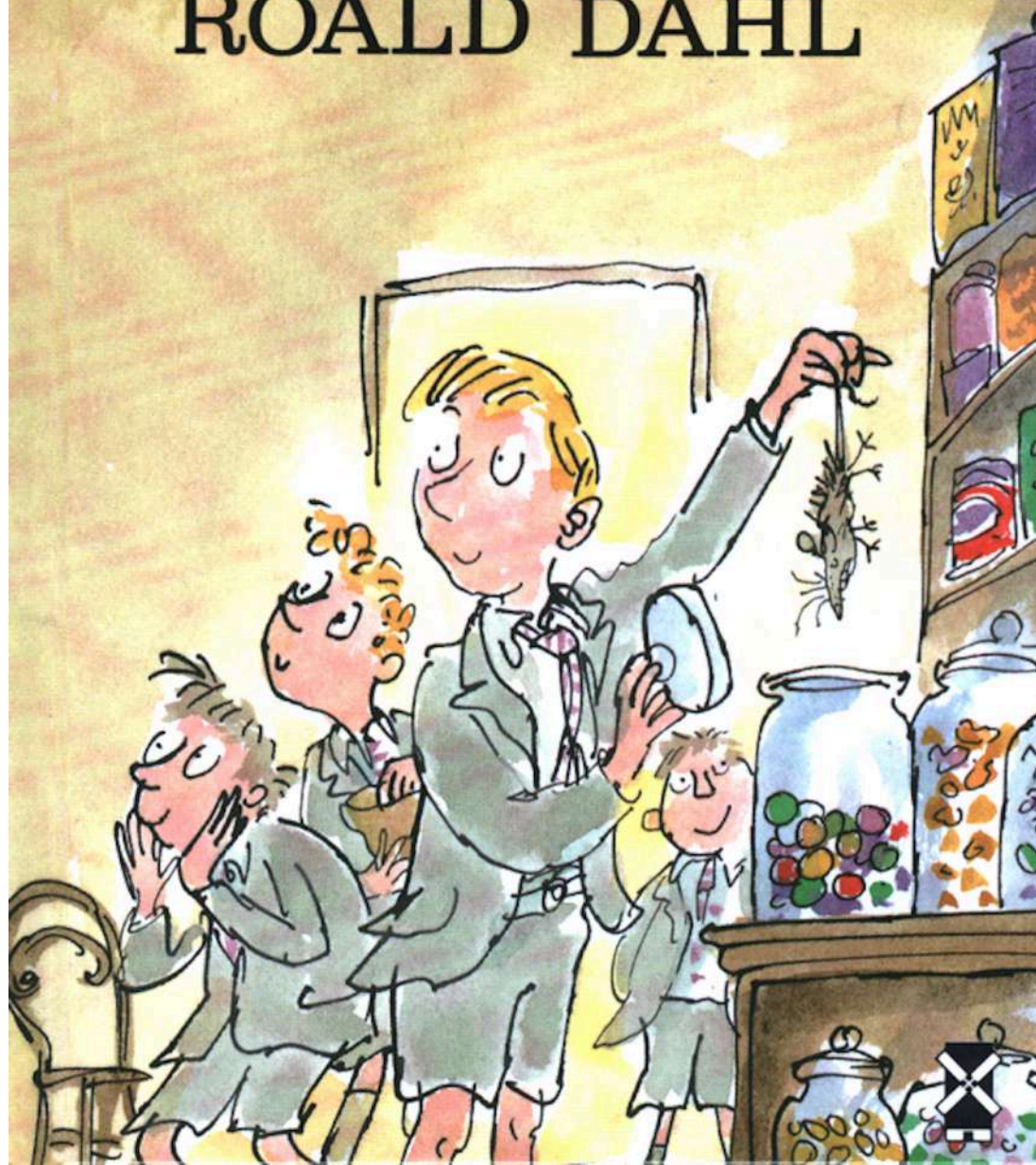
GOOD LUCK, CHIDDLERS!





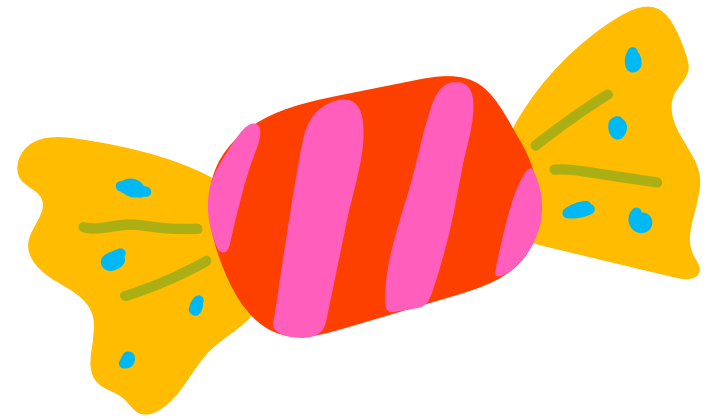
BOY

ROALD DAHL









Amplify

Unit I- Dahl & Narrative





Topic & Theme

The impression of a moment

The image features a vibrant, cartoon-style border of various candies and sweets. At the top left is a chocolate cookie with pink frosting and yellow sprinkles. Next to it is a green and pink swirl lollipop. Then a pink wrapped candy, a blue and pink twisted lollipop, a pink flower-shaped candy, and a green and blue striped lollipop. On the right side, there's a pink and yellow striped lollipop, a green lollipop, and a large brown chocolate bar. At the bottom, from left to right, are a blue wrapped candy, a brown and pink swirl lollipop, a green wrapped candy, a pink swirl lollipop, and a large brown chocolate bar. The entire border is set against a white background with a pink frame.

Reading

**Observe how an author
creates a character**

The image features a vibrant, cartoon-style border of various candies and sweets. At the top left is a chocolate cookie with pink frosting and yellow sprinkles. Next to it is a green and pink swirl lollipop. Then comes a pink wrapped candy, a blue and pink twisted lollipop on a stick, a pink flower-shaped candy, and a green and blue striped lollipop. On the right side, there's a yellow and pink striped lollipop, a green lollipop on a stick, and a large brown chocolate bar. At the bottom, from left to right, there's a blue wrapped candy, a brown and pink swirl lollipop, a green wrapped candy, a pink swirl lollipop on a stick, and another brown chocolate bar. The entire border is set against a white background with a pink line connecting the candies.

Writing

**Focus on a moment in the
text and develop a unique
perspective about it**



Activity Highlights

**Respond with constructive
comments to peers'
writing**



Text Features

**Memoir with vivid
descriptions and 20th
century British slang**

6A: Dahl & Narrative



Unit summary

Students begin with narrative writing to quickly boost their writing production, learn the foundational skill of Focus, and become comfortable with key classroom habits and routines they will use all year. Equally important, teachers use this focus on narrative to establish a strong, targeted feedback cycle and to create a vibrant classroom community of readers and writers where diverse experiences and perspectives are at the center of instruction. Students then apply their new observational skills to lively readings from Roald Dahl's memoir *Boy: Tales of Childhood* and learn how to work closely with textual evidence.

Roald Dahl's 1984 memoir describes a childhood filled with contrasts of love and cruelty, mischief and suffering, humor and anguish. All the sensitivity, bravado, and drama of childhood are present, conveyed in the adult Dahl's compact, powerful prose, brimming with sensory detail. Lessons target Dahl's ability to describe a complexity of emotions over the arc of one's experiences and emphasize Dahl's use of language and structure to convey his central ideas. At the end of the unit, students write an essay arguing whether the boys or the adults cause more trouble in the book.



1090L
●●●●●●●●

QL: 2
●●●●●●●●

RT: 2
●●●●●●●●

Rationale(s) for QL

- The subject matter relies on little discipline knowledge and/or is fully explained
- Language includes some complex words or usage and/or sentence complexity

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics.

Memoir

MEMOIR STORIES HAVE A PLOT, CHARACTERS AND SETTING.
THE AUTHOR OF THE BOOK IS ONE OF THE CHARACTERS IN THE STORY TELLING
A TRUE STORY OF A SPECIAL PERSONAL MOMENT FROM THEIR LIVES.

