

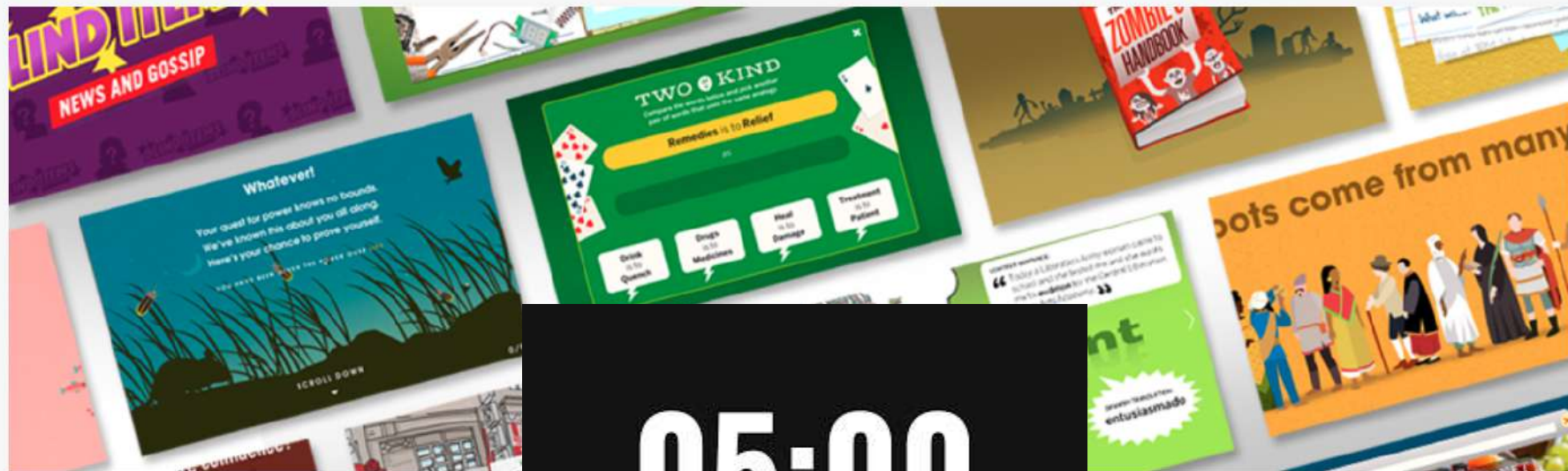


OR



10:00

Open the **Vocab App**.





# Morphology Word Chains

Follow the steps to  
create new words.

Start with the word in the box.

green

Add the suffix -ish.

Change the base to child.

Change the suffix to -hood.

Change the base to parent.

Change the base to neighbor.





# Morphology Word Chains

Determine which word from your word chain would go in each blank.

1. At the dinner table, my parents share stories from their **childhood** that are funny and entertaining, but they often teach us lessons about life, too.
2. For St. Patrick's Day, we decorated our classroom with **green** shamrocks and our leprechaun crafts to make the day festive.
3. One of the joys of **parenthood** is watching siblings, whether it's brothers or sisters or a combination of both, form a bond that will last a lifetime.
4. When looking for a new house with our realtor, we made clear our desire to purchase a home in a safe **neighborhood**.
5. When I wear blue clothing, the **greenish** color of my hazel eyes stands out from their usual mixture of green, brown, and gold colors.
6. My father discourages any mischievous, **childish** behavior and reminds me that I am growing up and need to act mature.

Drag each word to a blank space to create a sentence.



## Lesson 1: Introducing the Essay

 Printable Lesson Guide

# Lesson Objective

**Writing:** Students will be introduced to the essay expectations and the essay prompt, choose a moment to write about, and find evidence to support their ideas.

Spotlight!

## Bienvenue A.



An idea I have about the Matron is, is that she is a very cruel woman. Evidence to prove my inference about her is found in paragraph 6 when Dahl writes, "the lint stuck to the cut on your kneecap, you were not allowed to take it off yourself bit by bit so that it didn't hurt. She would always whip it off with a flourish, muttering". This shows that she is very cruel because instead of you taking the lint off your kneecap bit by bit so that it doesn't hurt, she is the one who rips it off the kneecap, and it probably hurts because she ripped it off in an aggressive way. Another example of her being cruel, is found in paragraph 31 when the author states, "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". This evidence shows that the Matron is cruel because she dropped a handful of soap flakes in a clueless sleeping little boy's mouth. Overall, after reading this chapter, I can tell the Matron is a very cruel woman, and I wouldn't hire her at a boarding school if I know that she treated the kids like that.



## “First day” from *Boy: Tales of Childhood* by Roald Dahl

- 1 In September 1925, when I was just nine, I set out on the first great adventure of my life – boarding-school. My mother had chosen for me a Prep School in a part of England which was as near as it could possibly be to our home in South Wales, and it was called St Peter’s. The full postal address was St Peter’s School, Weston-super-Mare, Somerset.
- 2 Weston-super-Mare is a slightly seedy seaside resort with a vast sandy beach, a tremendous long pier, an esplanade running along the sea-front, a clutter of hotels and boarding-houses, and about ten thousand little shops selling buckets and spades and sticks of rock and ice-creams. It lies almost directly across the Bristol Channel from Cardiff, and on a clear day you can stand on the esplanade at Weston and look across the fifteen or so miles of water and see the coast of Wales lying pale and milky on the horizon.
- 3 In those days the easiest way to travel from Cardiff to Weston-super-Mare was by boat. Those boats were beautiful. They were paddle-steamers, with gigantic swishing paddle-wheels on their flanks, and the wheels made the most terrific noise as they sloshed and churned through the water.
- 4 On the first day of my first term I set out by taxi in the afternoon with my mother to catch the paddle-steamer from Cardiff Docks to Weston-super-Mare. Every piece of clothing I wore was brand new and had my name on it. I wore black shoes, grey woollen stockings with blue turnovers, grey flannel shorts, a grey shirt, a red tie, a grey flannel blazer with the blue school crest on the breast pocket and a grey school cap with the same crest just above the peak. Into the taxi that was taking us to the docks went my brand new trunk and my brand new tuck-box, and both had R. DAHL painted on them in black.
- 5 A tuck-box is a small pinewood trunk which is very strongly made, and no boy has ever gone as a boarder to an English Prep School without one. It is his own secret store-house, as secret as a lady’s handbag, and there is an unwritten law that no other boy, no teacher, not even the Headmaster himself has the right to pry into the contents of your tuck-box.

The owner has the key in his pocket and that is where it stays. At St Peter's, the tuck-boxes were ranged shoulder to shoulder all around the four walls of the changing-room and your own tuck-box stood directly below the peg on which you hung your games clothes. A tuck-box, as the name implies, is a box in which you store your tuck. At Prep School in those days, a parcel of tuck was sent once a week by anxious mothers to their ravenous little sons, and an average tuck-box would probably contain, at almost any time, half a home-made currant cake, a packet of squashed-fly biscuits, a couple of oranges, an apple, a banana, a pot of strawberry jam or Marmite, a bar of chocolate, a bag of Liquorice Allsorts and a tin of Bassett's lemonade powder. An English school in those days was purely a money-making business owned and operated by the Headmaster. It suited him, therefore, to give the boys as little food as possible himself and to encourage the parents in various cunning ways to feed their offspring by parcel-post from home.

6        By all means, my dear Mrs Dahl, do send your boy some little treats now and again,' he would say. 'Perhaps a few oranges and apples once a week' – fruit was very expensive – 'and a nice currant cake, a *large* currant cake perhaps because small boys have large appetites do they not, ha-ha-ha . . . Yes, yes, as *often* as you like. *More* than once a week if you wish . . . *Of course* he'll be getting plenty of good food here, the best there is, but it never tastes quite the same as home cooking, does it? I'm sure you wouldn't want him to be the only one who doesn't get a lovely parcel from home every week.'

7        As well as tuck, a tuck-box would also contain all manner of treasures such as a magnet, a pocket-knife, a compass, a ball of string, a clockwork racing-car, half a dozen lead soldiers, a box of conjuring-tricks, some tiddly-winks, a Mexican jumping bean, a catapult, some foreign stamps, a couple of stink-bombs, and I remember one boy called Arkle who drilled an airhole in the lid of his tuck-box and kept a pet frog in there which he fed on slugs.



**1. According to paragraph 5, it was important for parents to send their children food from home because \_\_\_\_\_.**

- a.** the boys were not well fed at school
- b.** the boys only liked food from home
- c.** the Headmaster wanted extra food for himself
- d.** the Headmaster hoped the boys would share food

**2. What idea is developed in paragraphs 5–7?**

- a.** Young boys away from home can be very mischievous.
- b.** Mothers who send their boys away are unusually anxious.
- c.** The boys at St Peter's keep many secrets from the Headmaster.
- d.** Tuck-boxes are extremely important to boys at boarding school.



## End of Unit Essay Rubric - Dahl

### Use of Evidence: Selecting, Describing, and Explaining

1 - Needs Improvement	2 - Developing Proficiency	3 - Proficient	4 - Exceeds Expectations
The evidence is not relevant or developed to support the claim.	The evidence is somewhat relevant and developed to support the claim.	The evidence is mostly relevant and clearly developed to support the claim.	The evidence is relevant and skillfully developed to support the claim.

### Focus & Logical Structure

1 - Needs Improvement	2 - Developing Proficiency	3 - Proficient	4 - Exceeds Expectations
The parts of the essay <u>do not focus</u> on and develop one overall idea or argument.	The parts of the essay <u>somewhat focus</u> on and develop one overall idea or argument.	The parts of the essay <u>mostly focus</u> on and develop one overall idea or argument.	The parts of the essay <u>clearly focus</u> on and develop one overall idea or argument.
<p><u>Introduction:</u> has a lead with no connection and no claim connecting to the essay.</p> <p><u>Body:</u> not focused, not developed with overall idea and little to no transitional strategies.</p> <p><u>Conclusion:</u> Does not follow the overall idea and no final thought.</p>	<p><u>Introduction:</u> has somewhat of a lead and claim that has some connection to the essay.</p> <p><u>Body:</u> some development and focus. Occasional use of transitional strategies.</p> <p><u>Conclusion:</u> Somewhat follows idea and includes somewhat of a final thought.</p>	<p><u>Introduction:</u> has a lead and claim with a connection to the essay.</p> <p><u>Body:</u> mostly developed with focus. Mostly consistent use of transitional strategies.</p> <p><u>Conclusion:</u> Mostly follows idea and includes a final thought.</p>	<p><u>Introduction:</u> has a strong lead connection and claim that skillfully articulates the overall idea.</p> <p><u>Body:</u> Fully developed and focused on ideas. Consistent use of transitional strategies.</p> <p><u>Conclusion:</u> Clearly follows idea and includes a thoughtful connecting final thought.</p>

### Conventions: Sentence Completion, Punctuation, and Citation of Direct Quotes

1 - Needs Improvement	2 - Developing Proficiency	3 - Proficient	4 - Exceeds Expectations
The essay contains numerous errors that interfere with understanding the meaning and the evidence citations.	The essay contains some errors that interfere with understanding the meaning and the evidence citations.	The essay contains few errors that may distract but not interfere with understanding the meaning and the evidence citations.	The essay contains no errors that interfere with understanding the meaning and the evidence citations.

3 body paragraphs



## Strawberries

- Reread “Bicycle & The Sweet Shop” and find at least one piece of evidence and identify if the evidence supports the boys causing more trouble or the adults

## Lemons

- Reread “Mr. Coombes” and find at least one piece of evidence and find at least one piece of evidence and identify if the evidence supports the boys causing more trouble or the adults

## Blueberries

- Reread “Mrs. Pratchett’s Revenge” and find at least one piece of evidence and identify if the evidence supports the boys causing more trouble or the adults

## Watermelons

- Reread “The Matron” and find at least one piece of evidence and identify if the evidence supports the boys causing more trouble or the adults

Strawberries

Who caused more trouble?

Evidence:

Lemons

Who caused more trouble?

Evidence:

Blueberries

Who caused more trouble?

Evidence:

Watermelons

Who caused more trouble?

Evidence:

## Dahl Essay 3 MAIN IDEAS (Thesis)

1.

2.

3.

### Prompt:

Write an **essay** about whom Dahl describes as causing more trouble: the boys or the adults. Use details or evidence from 3 moments in the book to show who is really causing more trouble.



# H.O.T. INTRODUCTION



**H- Hook your  
reader**

- Ask a question, create a vivid description, Write an interesting fact or statistic, Make me excited to read your paper!

**O-Overview**

- The text\_\_\_\_\_ (title) by \_\_\_\_\_ (author) is  
about\_\_\_\_\_

**T-Thesis**

- Turn the prompt around, take out the question words and answer the prompt using your 3 main ideas!

# H.O.T. INTRODUCTION



Roald Dahl lived a normal life as a young boy enjoying scrumptious sweets which he loved, but it wasn't until a few adults came into the picture to cause trouble and ruin him and his friends peaceful happiness. In the memoir "Boy: Tales of Childhood" by Roald Dahl he tells his stories of being a young boy, and the trouble him and his friends were put through by many different adults in their lives. The adults in Dahl's life such as the Matron, Mrs. Pratchett, and the Headmaster cause trouble by yelling at the boys for the pranks that they do, threatening them, or hurting them as a punishment.