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The Landlady By Roald Dahl

Table of Contents

Anticipation Guide	Slide 3
Vocabulary	Slide 4 & 5
Text	Slide 6
Plot Chart	Slide 7
Character Chart	Slide 8
Foreshadowing Sort	Slide 9
Writing Assignment	Slide 10
Rubric	Slide 11
Videos to share	Slide 12

Anticipation

Directions: Each of the following statements is connected in some way to the Landlady. Before reading, CIRCLE your level of agreement or disagreement with each statement. Consider the statements as you read and mark your level of agreement again once the reading assignment is complete. If you opinion changes, use textual evidence from the reading assignment to explain the cause of the change.

> Your first impression is usually the correct impression.

Level of agreement:

Strongly Agree Agree Somewhat Strongly Disagree

Reasoning before reading:

Type here

Did your level of agreement change due to the reading assignment? Why or Why not?

Type here

2. Elderly people are kind and harmless.

Level of agreement:

Strongly Agree Agree Somewhat Strongly Disagree

Reasoning before reading:

Type here

Did your level of agreement change due to the reading assignment? Why or Why not?

Type here

Anticipation Guide

3. When traveling, the nicer looking places to stay are safer.

Level of agreement:

Strongly Agree Agree Somewhat Strongly Disagree

Reasoning before reading:

Type here

Did your level of agreement change due to the reading assignment? Why or Why not?

Type here

4. Adults do not have to worry about "stranger danger."

Level of agreement:

Strongly Agree Agree Somewhat Strongly Disagree

Reasoning before reading:

Type here

Did your level of agreement change due to the reading assignment? Why or Why not?

Type here

Vocabulary



Facades congenial rapacious tantalizing emanate

1. But now, even in the darkness, he could see that the point was peeling from the woodwork on their doors and windows and that the handsome white **facades** were cracked and blotchy from neglect.

P.O.S.(part of speech) Type here

Guess the meaning of the word — Type here

Real definition — Type here

Use the word in an original sentence —

Type here

2. On the other hand, a pub would be more congenial than a boardinghouse. There would be beer and darts in the evenings, and lots of people to talk to...

P.O.S.(part of speech) Type here

Guess the meaning of the word — Type here

Real definition — Type here

Use the word in an original sentence —

Type here

3. He had never stayed in any boardinghouses, and, to be perfectly honest, he was a tiny bit frightened of them. The name itself conjured or brought up images of watery cabbage, rapacious landladies, and a powerful smell of kippers in the living room.

P.O.S.(part of speech) Type here
Guess the meaning of the word — Type here
Real definition — Type here
Use the word in an original sentence —
Type here

4. There is nothing more tantalizing than a thing like this that lingers just outside the borders of one's memory. He hated to give up.

P.O.S.(part of speech) Type here
Guess the meaning of the word — Type here
Real definition — Type here
Use the word in an original sentence —

5. Now and again, he caught a whiff of a peculiar smell that seemed to emanate directly from her person.

P.O.S.(part of speech) Type here

Guess the meaning of the word — Type here

Real definition — Type here

Use the word in an original sentence —

Type here

The Landlady Vocabulary



Facades – congenial – rapacious – tantalizing – emanate

Determine what vocabulary word goes in the blank. Scratch off the gray with the SEGMENT ERASER in the DRAW dropdown to reveal the correct answer for each sentence.

Yesterday I walked through my grandma's neighborhood. The community was an older neighborhood, so the force of the houses were faded and could use a paint job. There are no kids my age, but I wasn't going to hang out and play. I was going for cake.

As I walked through the door, the delicious aroma of chocolate cake from Grandma's oven.

The fragrance knocked me off my feet and dragged me into the kitchen. I was pleasantly surprised to see that Grandma had already made two other cakes. Both were tastelizing. I wanted to shove them in my face. Just licking the icing would be a special treat. However, that would not be as Grandma insists on proper manners. She's a stickler for them. She would never tolerate my repacie is little fingers digging into the perfectly beautiful icing on her cakes. I would definitely never get to eat any of the cakes again.

Vocabulary

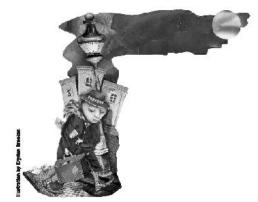
Anticipation

The Landlady By Roald Dahl

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The Landlady

Roald Dahl



Billy Weaver had traveled down from London on the slow afternoon train, with a change at Reading on the way, and by the time he got to Bath, it was about nine o'clock in the evening, and the moon was coming up out of a clear starry sky over the houses opposite the station entrance. But the air was deadly cold and the wind was like a flat blade of ice on his cheeks.

"Excuse me," he said, "but is there a fairly cheap hotel not too far away from here?"

"Try The Bell and Dragon," the porter answered, pointing down the road. "They might take you in. It's about a quarter of a mile along on the other side."

1. porter /:: person hired to carry luggage.

GET CREATIVE!

Pause at line 7. Circle the name of the clarecter who is introduced in this passage. Underline details that astab-

Story Plot Chart

- 1. Label the 6 parts of the pyramid as discussed in class. List as many words for each as you can remember!
- 2. In each "box" you will write in the supporting details from the text (story line) that you feel represent each part of the pyramid. Write as many details in each box as needed to justify your claims.

Type here : Show & Tell: what the author tell, say, write, etc. that creates foreshadowing (suspense, conflicts, dilemmas, mystery, complications, etc.

Conflict: Type here

Complications that lead to Climax: Type here

Type here : Tell briefly about setting/plot/characters etc. Give background information that is needed to understand the story properly.

Setting: Type here

Characters: Type here

Basic Situation: Type here

Type here : most exciting part, or the Turning Point of the story.

Type here

<u>Type here</u>: the conflict between the protagonist and the antagonist unravels.

Type here

Type here : ending of the story; how the conflict is resolved.

Type here

Type here :the message or lesson that the reader learns from the story.

Type here

Characterization

	Appearance: Billy Weaver Not always important but does is support your claims or not, and how?	Type here
	Actions: What motivates this character? Why does your character act the way he/she does? What does your character want and what do they do to get it? Does the character change in the story? What does your character learn or discover by the end (if anything)?	Type here
	What the Character said: Look for dialogue that reveal the character's wants, fears, and/or conflicts.	Type here
1	Thoughts: Do we know what they are thinking about each other or the situation/conflict? What is it?	Type here
	Other Character's Responses: How do other characters respond to this character (this tells you if they are liked, dislike, trusted, irresponsible, to be avoided, etc.)	Type here
	Author's statements: Look for direct comments like: "Ms. Trunchbull is bad-tempered and cranky." Does the author tell us directly what the character is like, or make us guess?	Type here
	Is the character believable? Why or why not? Does he/she behave both "good" and "bad" (the way real people act)? Or one- dimensional, only good or only bad?	. Type here

Fill in the following information and answer the following questions for each character. Use textual evidence from the story.

Antagonist:

Protagonist:

Point of View:

Appearance: Landlady

Not always important but does is support your claims or not, and how?

Type here

Actions:

What motivates this character? Why does your character act the way he/she does? What does your character want and what do they do to get it? Does the character change in the story? What does your character learn or discover by the end (if anything)?

Type here

What the Character said:

Look for dialogue that reveal the character's wants, fears, and/or conflicts.

Type here

Thoughts:

Do we know what they are thinking about each other or the situation/conflict? What is it?

Type here

Other Character's Responses:

How do other characters respond to this character (this tells you if they are liked, dislike, trusted, irresponsible, to be avoided, etc.)

Type here

Author's statements:

Look for direct comments like: "Ms. Trunchbull is bad-tempered and cranky." Does the author tell us directly what the character is like, or make us guess?

Type here

Is the character believable? Why or why not? Does he/she behave both "good" and "bad" (the way real people act)? Or one-

dimensional, only good or only bad?

Type here

Foreshadowing

"Now wait a minute," he said. "Wait just a minute. Mulholland ... Christopher Mulholland ... wasn't that the name of the Eton schoolboy who was on a walking-tour through the West Country, and then all of a sudden ..." "Milk?" she said. "And sugar?"

But the air was deadly cold and the wind was like a flat blade of ice on his cheeks. "Excuse me," he said, "but is there a fairly cheap hotel not too far away from here?"

Determine which of the following piece of text provides foreshadowing and which do not. Separate the text into two groups. Click and drag.

Briskness, he had decided, was the one common characteristic of all successful businessmen. The big shots up at Head Office were absolutely fantastically brisk all the time. They were amazing

The tea tasted faintly of bitter almonds, and he didn't much care for it.

Normally you ring the bell and you have at least a halfminute's wait before the door opens. But this dame was a like a jack-in-the-box. He pressed the bell – and out she popped! It made him jump.

Suddenly, in a downstairs window that was brilliantly illuminated by a street-lamp not six yards away, Billy caught sight of a printed notice propped up against the glass in one of the upper panes. It said BED AND BREAKFAST. There was a vase of yellow chrysanthemums, tall and beautiful, standing

He noticed that the bedspread had been taken off the bed, and that the bedclothes had been 220 neatly turned back on one side, all ready for someone to get in.

"Look here," he said, noticing the dates. "This last entry is over two years old."

"Seventeen!" she cried. "Oh, it's the perfect age! Mr. Mulholland was also seventeen. But I think he was a trifle shorter than you are, in fact I'm sure he was, and his teeth weren't quite so white. You have the most bea teeth, Mr. Weaver, did you know that?"

It was not in the least unpleasant, and it reminded him – well, he wasn't quite sure what it reminded him of. Pickled walnuts? New leather? Or was it the corridors of a hospital?

Writer's Notebook

Option 1: Continue the Story -Although we can infer Billy's likely fate, feel free to write a new ending to the short story. You can finish the story however you want! Maybe Billy really does become one of the landlady's "little pets", or maybe he escapes. Write a one-two page (3-5 paragraph minimum) continuation of the story. Be creative! This is an independent assignment.

Option 2: Continue the Story through Graphic Novel—Again, we can infer Billy's fate, but feel free to illustrate a new ending to the short story. This graphic novel must be two pages in length and include 10 or more action boxes. Your graphic novel should combine illustrated action sequences with dialogue. This is an independent assignment. Below is an example:

Remember

This assignment is a grade for your WRITING - not how awesome your videos are. We want to see super creative videos from you, but you must provide a fantastic script written in narrative form.



Option 3: Just the Facts – The branch manager is expecting Billy, so chances are good that a police detective will eventually knock on the landlady's door to investigate Billy's disappearance. Write a one-page dialogue between the landlady and the investigator. Written as a narrative with appropriate punctuation. Reference the last page of the story for a model of correct narrative structure. This is an independent assignment.

OR Make a video police interrogation of the landlady. Must provide a written script. Can be done independently or in pairs.

Option 4: TV News Report—Another young man has gone missing in Bath and people all over the United Kingdom are nervous. As a producer for TMZ, Entertainment Tonight, 20/20, or Dateline you see this as the perfect story to highlight today's news. Write a two page TV script that highlights Billy's strange disappearance, the cause, any evidence, and Billy's likely fate. This is an independent assignment.

OR produce a recorded news report in the style of TMZ, ET!, 20/20, or Dateline reporting the mysterious circumstances of Billy's disappearance. Must provide a written script.

Create your own illustration	Quality	Landiau Exceeds	y writing Assi	ZIIIICIIL IXUOTIV Approaches			Total
	Criteria	Expectations	Meets Expectations	Expectations	Below Expectations		
GET CREATIVE!	Ideas Development of ideas, relates events, and incidents, to the plot, characterization, and suspense of <i>The Landlady</i> in creating a resolution. Standard: ELACCSRL2,3	Consistent focus on topic and purpose, Ideas fully elaborated, Specific details included and relevant 30-27	Consistent focus on topic and purpose, Ideas developed and relevant	Generally consistent focus on topic and purpose, Supporting ideas mostly developed / relevant 23-21	Limited focus on topic and purpose, Supporting ideas vague, general, and/or undeveloped 20 & below	30 points	
	Organization Format, Length, Fluency Standard: ELACC8W3,4	Proper format followed, Strong and fluid flow of ideas, Length is appropriate (3-5 paragraphs, 8-10 comic boxes)	Proper format followed, Most ideas flow, Length is adequate (2-3 paragraphs, 6-8 comic boxes)	Few problems with format, Some ideas flow, Length is less than adequate (2 paragraph, 6 comic boxes)	Several problems with format, Flow of ideas is awkward, Length is I paragraph or 6 comic strips	20 points	
	Style Voice, Sensory and Figurative Language, Fluency, vivid verbs, descriptive adjectives, Mood and Tone similar to story Standard: ELACC8W3.4	Extended use of figurative language, Strong sense of fluency, Powerful sense of creativity, Mood and Tone very similar to that in the story 30-27	Figurative language present, Fluent, Some creativity present, mood and tone similar to that in the story 26-24	Some use of figurative language, Problems with fluency, Some creativity present but weak, mood and tone present but different from story 23-21	Little use of figurative language, Several problems with fluency, Creativity weak or awkward, mood and tone not related to story 20 and below	30 points	
	Conventions Accurate spelling, grammar, and word usage Standard: ELACC8L1,2	Sentences varied and correct, Correct punctuation, Infrequent errors (if any) 20-18	Sentences, correct, Correct punctuation, Errors generally minor and do not interfere with meaning 17-16	Sentences generally correct, Some errors interfere with meaning	Incorrect sentences, end punctuation missing or incorrect, Frequent errors interfere with meaning 13 and below	20 points	
	Standards:	100-90	86-80	76-70	66 and below		Total
	ELACC8RL2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ELACC8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. ELACC8W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationship among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. ELACC8W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELACC8L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACC8L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Teacher Comments:						/10



