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Roald Dahl wrote many children's books. He once was asked why he wrote children's books, and he said, "I never get any protests from children. All you get are giggles of mirth and squirms of delight. I know what children like."

Roald Dahl led an extraordinary life. He was born in Llandaff, Wales on September 13, 1916, of Norwegian parents. Roald's father and sister died when Roald was 4 years old. His mother had to raise 6 children on her own. Roald's father, who died in 1923, was a fighter pilot in North Africa for the Royal Air Force. In 1942, Roald Dahl was injured and sent to work as a fighter pilot in North Africa for the Royal Air Force. In 1942, he was injured and sent to work at the British Embassy in Washington, D.C. It was this time that he started to write short stories.

Roald Dahl was full of much much more than ordinary stories. Roald Dahl's first wife suffered from a rare blood disorder. In response, Roald Dahl developed an exercise plan and a research program for her to help her recover. When his son was 4 years old, he was hit by a car and suffered a brain injury. Roald Dahl worked with doctors to develop a shunt to remove extra liquid from the brain. Roald Dahl also had a rare blood disorder. He set up a fund to research cures and treatments for blood disorders. Roald Dahl's attitude when faced with life's problems was to roll up his sleeves and work on a solution.

Roald Dahl's life was full of much excitement, but also many tragedies. Roald Dahl's first wife suffered from a rare blood disorder. Roald Dahl's attitude when faced with life's problems was to roll up his sleeves and work on a solution. Roald Dahl, in his book, Fantastic Mr Fox, has the same attitude. Roald Dahl's first wife suffered from a rare blood disorder. In response, Roald Dahl developed an exercise plan and a research program for her to help her recover.

The Witches

What Roald Dahl didn't like was the brutal discipline system used at the boarding schools. When he was 13, he left school and joined the Royal Navy. Roald Dahl's father, who died in 1923, was a fighter pilot in North Africa for the Royal Air Force. In 1942, he was injured and sent to work at the British Embassy in Washington, D.C. It was this time that he started to write short stories.

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Chapter 17

Rhymes
In Chapter 17 (and Chapter 1), the characters sing a little rhyme about what is happening in the story. These little rhymes are 5 lines long and follow a pattern. The first line, second line and last line (fifth line) all rhyme with each other. Lines 3 and 4 don’t rhyme with lines 1, 2, and 5, but they do rhyme with each other. Now it is your turn: write a rhyme about one event or person in the story. Use the same pattern. (Writing hint: think of the topic and write one line. Then, brainstorm as many words as you can think of that rhyme with the last word in your topic sentence. This can make it easier to write a rhyme).

Chapter 18

Memoir
Imagine it is many years after the story is over. One of the little Foxes is all grown up. He decides to write a memoir. (A memoir is a story about the important moments in your life.) The little Fox writes about the time in his life when his father earned the nickname “Fantastic Mr Fox.” What would he remember? What would he think would be important to write about? Write little Fox’s memoir. Be sure to write at least 4 things his father did that was fantastic.

NAME:  

After You Read

Comprehension Quiz
Answer each question with a full sentence.
1. How are the farmers the same and how are they different?
2. Why did Bean make all the plans for the farmers?
3. List 3 of Bean’s plans to kill the fox.
4. Why did Bean’s plans all fail? Give 2 reasons.
5. Why does the author use exaggeration to describe the farmers? Give 2 reasons.
6. Mr Fox is a careful hunter. Name 3 useful hunting skills he used to outsmart the farmers at the beginning of the story.
7. Why are the little foxes present in the story? Use a fact from the story to explain your answer.

SUBTOTAL:  /17

NAME: 

After You Read

Word Search Puzzle
Find the words from the story. The words are written across, down, on an angle, and some are written backwards.

cellar
crater
creeper
dash
decent
desperate
delirious
dastardly
demanding
dear

delighted
dash

dead

deadly
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Writing Tasks
NAME: consent

Writing Task #5

After You Read

NAME: 

Writing Task #6

After You Read

NAME: 

ASSESSMENT
Chapters Three to Four

Answer each question with a full sentence.

1. An author often hints about something that is going to happen. This is called 'foreshadowing'. Find a quote that hints to Mr Fox going to face danger on his hunt.

2. Why would Mr Fox be "especially careful coming out of his den?"

3. What 3 senses does Mr Fox use when going out to hunt?

4. How does Mr Fox react when he loses his tail?

5. What causes Mrs Fox to tell her children: "Your father is a fantastic fox."

6. What 4 ways is the Fox family a strong family?

Journaling Prompt

Every family faces emergencies in the home. Describe the plan you have with your family to safely leave your home in case of an emergency: like a fire. If your family does not already have a plan, make one up for them.
Fantastic Mr Fox

- RSL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RSL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RSL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
- RSL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- RSL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RSL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RSL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- RSL.3.10 By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- RSL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RSL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RSL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- RSL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- RSL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RSL.4.10 By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RSL.5.3 Provide reasons that support the opinion. B) Provide reasons that support the opinion. C) Use linking words and phrases to connect opinion and reasons. D) Provide a concluding statement or section.
- RSL.5.4 Conduct short research projects that build knowledge about a topic.
- RSL.5.5 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- RSL.5.6 Use grades-level text to support comprehension. A) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C) Use temporal words and phrases to signal event order. D) Provide a sense of closure.
- RSL.5.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- RSL.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- RSL.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. A) Apply grade 4 Reading standards to literature. B) Apply grade 4 Reading standards to informational texts.