

**Lightning Literature  
& Composition  
Grade 5  
Student Workbook**

**by  
Elizabeth Kamath**



## For Toby and Simon



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Cover illustration by Shutterstock “Ellerslie”  
The source for the poems: <https://poets.org>

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Published August 2019  
Printed in the United States of America  
25 24 23 22 21 20 19      7 6 5 4 3 2 1

ISBN 10: 1-57896-289-7  
ISBN 13: 978-1-57896-289-1

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# Boy: Tales of Childhood

by  
Roald Dahl



Illustration by Maryia Kapitsa

## Week 11

### Student Checklist

This week you will:

Read pages 75–132 (all of “St. Peter’s, 1925–9”) in *Boy*

- Pages 75–92
  - Answer comprehension questions, Workpage 147
- Pages 93–107
  - Answer comprehension questions, Workpage 150
- Pages 108–122
  - Answer comprehension questions, Workpage 153
- Pages 123–132
  - Answer comprehension questions, Workpage 155

Complete grammar pages in Worktext on

- Dialogue, Workpage 149
- Friendly letters, Workpage 152
- Capitalization in friendly letters, Workpage 154
- Punctuation in friendly letters, Workpage 156

Finish your autobiography.

- Rewrite to add and/or improve description
- Rewrite to add and/or improve dialogue
- Rewrite with a focus on the narrative
- Complete the final draft

Do extra activities (optional)

- \_\_\_\_\_
- \_\_\_\_\_



## Reading

Read pages 75–92 of *Boy* (“First day,” “Writing home,” and “The Matron”).



## Questions

Answer the following questions:

1. List a few things likely to be found in a tuck box.

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2. How did Dahl feel on his first day at boarding school?

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3. When the headmaster claimed to be looking at the boys' letters for mistakes, what was his main reason for reading them?

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4. Give at least three adjectives that describe the Matron. \_\_\_\_\_

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## Grammar: Dialogue

**Dialogue** is any direct reported speech in a paper. Although the word *dialogue* strictly means “two people speaking,” it can include more people. Also, the rules here would apply to a monologue as well—one person speaking.

You probably expect dialogue in fiction because you know characters will be speaking to each other. But we use dialogue in nonfiction too. Tomorrow you'll be asked to add some dialogue to your autobiography (or improve any you already have). Dialogue happens in nonfiction when we relate a story and want to show exactly what people said. Sometimes writers also interview people and want to report what they said rather than summarizing it (this would be the monologue mentioned above). In all these cases, you will follow these rules.

## Week 11–Day 1

It will be easier to explain the rules if I first give some examples:

**“My friend is coming to dinner,” she said.**  
**She said, “My friend is coming to dinner.”**  
**“My friend,” she said, “is coming to dinner.”**  
**“What should we have for dinner?” she asked.**  
**“Let’s have spaghetti for dinner!” she yelled.**



These five sentences tell you almost everything you need to know about how to format and punctuate dialogue.

First, notice that the direct speech (the sentence inside the quotation marks) always starts with a capital letter, even when it is not the beginning of the sentence (as in the second example).

All punctuation for the direct speech (comma, period, or question mark) is put inside the quotation marks.

If the direct speech ends with a question mark or exclamation point, you never change that final punctuation. But if the direct speech ends in a period and it is followed by the tag (she said, he said, etc.), the period changes to a comma. (Contrast the last two sentences with the first one.)

If the tag comes first (sentence two), it is followed by a comma.

If the tag comes in the middle of the direct speech (sentence three), a comma comes after the first part of the direct speech (inside the quotation marks, of course) and after the tag.

Tags are always separated from the direct quote by some sort of punctuation.

Notice that the tag for four of these sentences is *said*. Only the last one, with the exclamation point, has *yelled*. You should follow this example and use *said* most of the time (rather than *yelled*, *whimpered*, *cried*, etc.). Sometimes you will need to specify the character or person did something different, but just remember that *said* is what you want most of the time.

We aren’t trained to notice when something is missing, so I’m going to tell you to notice the lack of adverbs here. There is no “she said loudly, haughtily, pleadingly,” etc. You want adverbs in your dialogue even less often than you want verbs other than *said*.

Now I have another example for you. See if you can guess two more rules demonstrated in this example before reading past it:

**“My friend is coming to dinner,” she said.**  
**“What friend?” he asked.**  
**“Cynthia, from my tennis lessons.”**  
**“You mean the one with the dog that looks part wolf and acts all rabid?”**



**“Good grief, no. That’s Gretchen. Frankly, I think she’s kind of crazy. And not in a good way. Cynthia is the one with all the braids.”**

**“Much better. She seemed nice.”**

Notice here we have two speakers, creatively designated *she* and *he*. Each time there is a change in who speaks, there is a change in paragraph. No matter how many speakers are in on the dialogue, each time someone different speaks, start a new paragraph.

The second rule is more of a strong suggestion. Notice there are only two tags, right at the beginning—*she said* in the first line and *he said* in the second. After that, I don’t bother to tell you who is speaking. But because of the back and forth (and paragraphing), you can tell. I’ve established the pattern in your head, so you no longer need the tags. Of course, this gets more complicated when there are more than two speakers, because unless someone has a strong accent or something, it can be difficult or impossible to tell who is speaking just by what they say. But that doesn’t change the rule (or strong suggestion)—eliminate tags whenever you can. They only serve to distract the reader (though of course they’re less distracting than not being able to tell who is saying what).

- **Direct Speech** always starts with a capital letter.
- **Punctuation** for direct speech is put inside the quotation marks.
- **A question mark or exclamation point** as final punctuation of the direct quote is always kept.
- **The tag comes first:** is followed by a comma.
- **The tag is in the middle:** a comma comes after the first part, and after the tag.
- **Punctuation always separates the tags** from the direct quote.
- **A new speaker:** a new paragraph.
- **Eliminate tags** whenever you can.

Punctuate the dialogue. If a letter needs to be capitalized, underline it. Don’t worry about the paragraphing or how many tags there are—this is just about punctuation and capitalization.

1. What should we do tonight jane asked.
2. There’s a new movie I want to see her father replied.
3. But we just saw a movie last week Mrs. Krin said.
4. Mr. Krin said that doesn’t mean I don’t want to see another.
5. Instead of a movie jane said let’s go to the museum.

# Week 11–Day 2

## Reading

Read pages 93–107 of *Boy* (“Homesickness,” and “A drive in the motor-car”).

## Questions

Answer the following questions:

1. Why does Dahl go to the Matron with stomach pain?

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2. How much driving experience had Dahl’s sister had before they set out?

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## Grammar: Friendly Letters

I won’t deny that letter writing is becoming a lost art. Nevertheless, I’m dedicating three days to teaching you about it. Dahl wrote hundreds of letters to his mother over his lifetime, and even in this age of quick, convenient email (maybe especially because of email), a personal letter is something special and welcome. Here is a very short letter with the parts labeled:



<b>Header</b>	<i>April 9, 2019</i>	<b>Salutation or Greeting</b>
	<i>Dear Mom,</i>	
<b>Body</b>	<i>I'm all settled at camp. Tomorrow we'll be swimming, hiking, and starting archery lessons. It should be fun, but I already know the food isn't as good as yours.</i>	
	<i>Love,</i>	<b>Closing</b>
<b>Signature</b>	<i>George</i>	
	<i>P. S. The counselors say you are allowed to send treats. Just thought I'd let you know.</i>	<b>Postscript</b>

## Week 11–Day 2

**Header:** The date at the top, traditionally on the right. (Sometimes the header can also have the address of the person you're writing to, but that is so formal that we don't usually do that in a friendly letter.) In America, we usually write the month, the date, and the year (4/9/19; April 9, 2019). In some other parts of the world, the order is date, month, year (9/4/19; 9 April 2019).

**Salutation:** (or Greeting) This greets the person the letter is to (in this case, Mom).

**Body:** The main part of the letter.

**Closing:** When you've said all you want to say, you put something before your name like "Sincerely," or "Love."

**Signature:** Your name.

**Postscript:** Sometimes you realize after writing all this that you had more to say, so you add a P.S. *Post* means "after," *script* means "writing," so if you have to add more than one P.S., just keep adding more P's: P.S., P.P.S., P.P.P.S., etc. But usually you try to have just one.

Here is a sample envelope with the parts marked:

**Return Address**



**Address  
(where letter  
is going)**

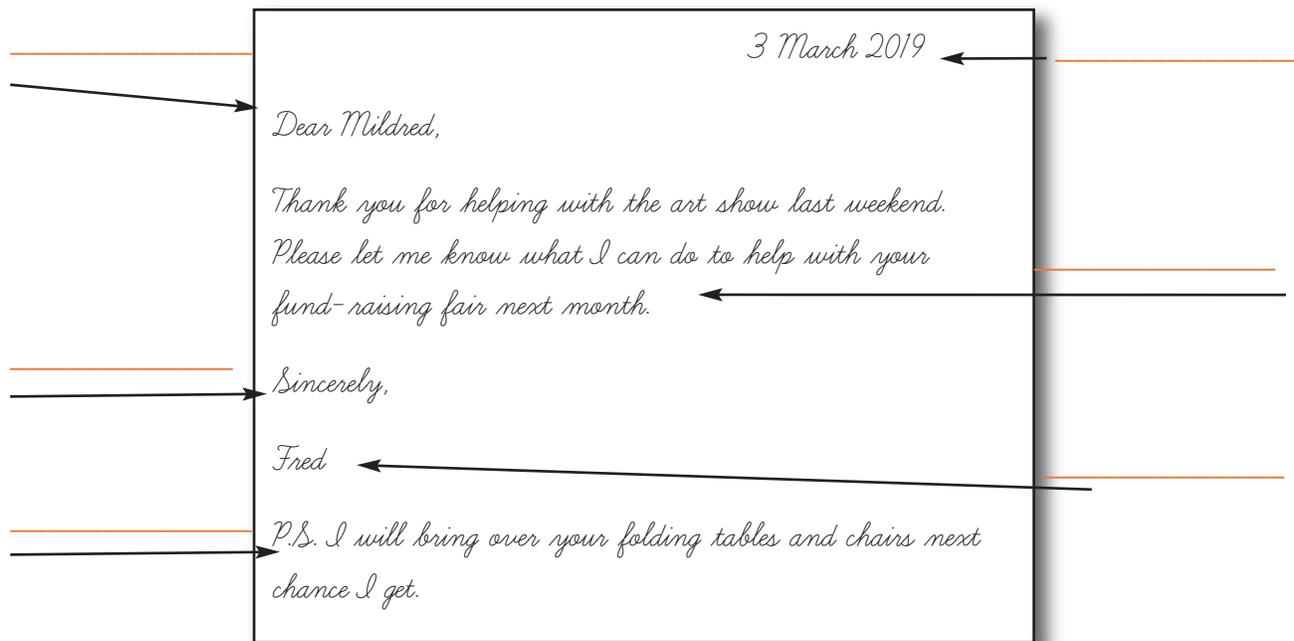
**Address:** This tells the post office where to send the letter and also lets people at that address know exactly who the letter is for.

**Return Address:** This lets the recipient know who the letter is from and also tells the post office where to return the letter if there is insufficient postage or any other reason the letter can't be delivered.

In both cases, the first line is the name of the person (sender or recipient), the second line is the address, and the third line is the city, state, and zip code. Sometimes more lines are necessary. For example, if you need to add a business name, it would go above the address line.

## Week 11–Day 2

Label the parts of this letter with the correct terms.



## Reading

Read pages 108–122 of *Boy* (“Captain Hardcastle”).



## Questions

Answer the following question:

1. Why does Dahl try to talk to another boy during evening Prep, even though it violates the rules?

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## Grammar: Capitalization in Friendly Letters

Friendly letters have some odd capitalization rules. Let’s examine capitalization in each part of the letter.

**Header:** If you write any part of the date out in words (day or month) capitalize them, just as you always would. Wednesday, June 16. October 2, 2018.

**Salutation:** The first word of the greeting is capitalized, as are any names. Dear Cousin Sasha. Hello Nana.

**Body:** Be sure to capitalize the first word of the body. It may seem like you’re just continuing the sentence started in the greeting, but in fact you need a capital letter here too.

Right: **Dear Zayde,**

**Today was the first day of spring training.**

Wrong: **Dear Zayde,**

**today was the first day of spring training.**

Capitalization in the rest of the body is the same as any time you write.

**Closing:** Capitalize the first word of the closing. Best friends forever. Your favorite nephew.

## Week 11–Day 3

**Signature:** This is your name, so it is capitalized like always.

**Postscript:** The P and S are capitalized, as is the first word (just like in any sentence). P.S. We won't be there for dinner.

**Address and Return Address:** Capitalize the person's name, the name of the street (including the words street, avenue, etc.), the city, and the two-letter postal code for the state (NY, IL).



Underline letters that should be capitalized but are not.

13 january 2019

dear aunt sophie,

thank you for the birthday gift. It was very thoughtful of you to remember how much I like science fiction books. I hope you are well.

love,

dana

p.s. I hope we get to have Thanksgiving at your home.



## Reading

Read pages 123–132 of *Boy* (“Little Ellis and the bois,” and “Goat’s tobacco”).

## Questions

Answer the following questions:



1. Why do Dahl and his siblings dislike his sister’s fiancé?

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2. What is the goat’s tobacco?

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## Grammar: Punctuation in Friendly Letters

Just as with capitalization, letters have special rules about punctuation.

**Header:** If you write the date American-style, you need a comma between the date and the year (January 21, 2019). If you write it the other way, no comma is needed (21 January 2019). If you write the date American-style and include the day of the week, you need another comma between the day and the month (Monday, January 1, 2017). You can also write the date with slashes (1/31/17) or dots (1.31.17).

**Salutation:** The salutation is followed by a comma (Dear Roald,).

**Body:** All punctuation in the body is the same as any other writing you do.

**Closing:** The closing is followed by a comma (Love,).

**Signature:** No punctuation is needed for the signature, unless you’re adding some description of yourself with your name. If you do that, separate them with a comma (your loving son, Roald).

**Postscript:** Postscript—Each P and S has a period after it (P.S.). Punctuation in what follows is the same as any other writing.

**Address and Return Address:** Address and Return Address: If you abbreviate the street, avenue, etc., put a period after it (St., Ave., etc.). There must be a comma between the city and state (Chicago, IL).

## Week 11–Day 3

Correct all punctuation errors in the letter.

Wednesday April 10 2019

Dear Sam

Do you know yet if you are coming for spring break?  
We're all excited to see you. Mom said we could go camping.

Love

Your favorite cousin Sunil

P S Don't forget to bring your guitar.!



# Boy: Tales of Childhood

by  
Roald Dahl



Illustration by Maryia Kapitsa

### Student Checklist

This week you will:

Read pages 135–176 (and beyond, if you wish) in *Boy*

- Pages 135–149
  - Answer comprehension questions, Workpage 159
- Pages 150–159
  - Answer comprehension questions, Workpage 161
- Pages 160–176
  - Answer comprehension questions, Workpage 163
- Engage in a book discussion on *Boy*, pages 165–166

Complete grammar review pages in Worktext on

- Subjects, predicates, and action vs linking verbs, Workpages 159–160
- Compound sentences, complex sentences, and clauses, Workpages 161–162
- Fragments, run-on sentences, and comma splices, Workpages 163–164
- Diagramming, Workpage 167

Write a friendly letter

- Choose the topic and recipient
- Brainstorm ideas for the letter
- Write a rough draft, being as creative as you want
- Complete the final draft

Do extra activities (optional)

- \_\_\_\_\_
- \_\_\_\_\_



## Reading

Read pages 135–149 of *Boy* (“Getting dressed for the big school,” “Boazers,” “The Headmaster,” and “Chocolates”).



## Questions

Answer the following questions:

1. What position did Dahl’s headmaster at Repton eventually hold and what famous thing did he do?

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2. How did Dahl feel about this Headmaster when he was at school?

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## Review: Subjects, Predicates, and Action vs. Linking Verbs

For each sentence draw a line between the subject and predicate, then underline the simple subject and simple predicate.

1. Dahl’s father broke his left arm below the elbow.
2. In those days fuel meant only one thing.
3. The excitement centered around my new tricycle.



Each sentence has either a compound subject or compound predicate. Underline only those subjects and predicates that are compound.

4. I stopped dead and stared at him.
5. The Tonsil Tickler tasted and smelled very strongly of chloroform.
6. My four friends and I had come across a loose floor-board at the back of the classroom.

[Continued]

## Week 12–Day 1

Underline the verb in each sentence. If it is an action verb, put an A above it. If it is a linking verb, put an L above it.

7. The answer was simple.
8. Thwaites handed me the mouse.
9. In those days fuel meant only one thing.

Write your own simple sentence that has a compound subject and a linking verb.

10. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Reading

Read pages 150–159 of *Boy* (“Corkers” and “Fagging”).



## Questions

Answer the following questions:

1. What subject was Corkers supposedly teaching the boys?

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## Review: Compound Sentences, Complex Sentences, and Clauses

Mark each sentence as either compound (C) or Complex (X). In the complex sentences, underline the dependent clauses.



1. We spoke Norwegian, and all our relatives lived over there. \_\_\_\_\_
2. After the term was over, Dahl returned home to his family. \_\_\_\_\_
3. When Dahl’s sister drove, they got in a terrible accident. \_\_\_\_\_
4. This was a Norwegian household, and for the Norwegians the best food in the world is fish. \_\_\_\_\_
5. My mother knew exactly how to handle the boat, and we were never afraid. \_\_\_\_\_
6. Dahl loved all the candy that was in the shop. \_\_\_\_\_

[Continued]

## Week 12–Day 2

These next sentences are all complex sentences. Underline the dependent clauses, and mark each one as a noun (N), adjective (A), or adverb (V) clause (there are two of each).

7. When I was just nine, I set out for boarding school. \_\_\_\_\_
8. Whatever Dahl asked his mother for, she tried to give him. \_\_\_\_\_
9. Sarpborg, where Dahl's father was from, is a city in Norway. \_\_\_\_\_
10. Boys were punished if they spoke in class. \_\_\_\_\_
11. The sea, which was stormy and turbulent, threatened to capsize the boat. \_\_\_\_\_
12. Caning was administered to whoever disobeyed the rules. \_\_\_\_\_



## Reading

Read pages 160–176 of *Boy* (“Games and photography” and “Goodbye school”).



## Questions

Answer the following questions:

1. What two games did Dahl excel at?

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2. In spite of being captain of both these sports, what honor did Dahl not receive (that other captains did)?

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3. Besides these sports, what else did Dahl discover he loved at school?

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4. Why did Dahl want to work instead of going to university?

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## Review: Fragments, Run-on Sentences, and Comma Splices

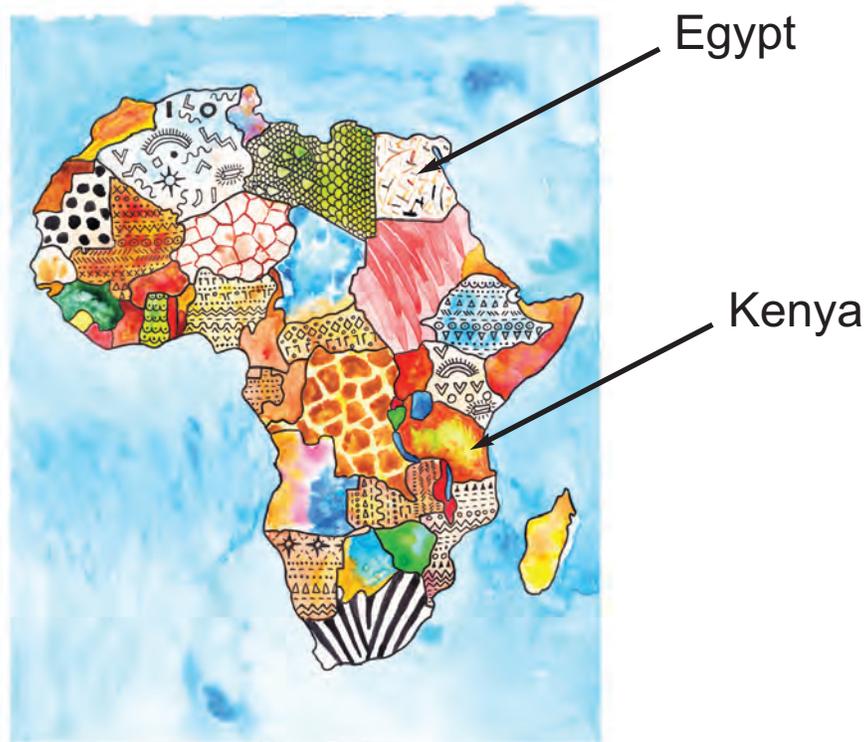
Identify each problem sentence below as a fragment (F), run-on sentence (R), or comma splice (C). If the sentence is fine, don't put anything after it.

1. At St. Peter's the ground floor was all classrooms the first floor was all dormitories. \_\_\_\_\_
2. I put on a brand new pair of black shoes and laced them up. \_\_\_\_\_
3. Fives, which many of you will know nothing about. \_\_\_\_\_

[Continued]

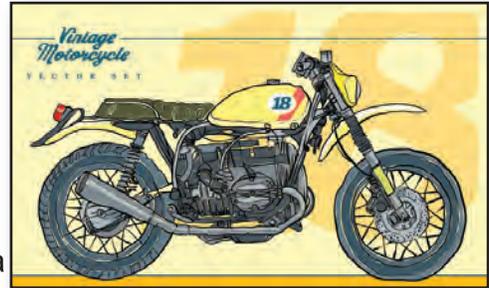
## Week 12–Day 3

4. One game Dahl was good at was called fives, the other was squash-racquets.  
\_\_\_\_\_
5. Dahl and his friends never passed the candy shop, they always stopped. \_\_\_\_\_
6. As we all climbed into the car, our excitement was so intense we could hardly bear it.  
\_\_\_\_\_
7. Dahl was left standing at the school with his brand new trunk after his mother drove off he began to cry. \_\_\_\_\_
8. Unless you have sailed down the Oslo-fjord like this yourself on a tranquil summer's day. \_\_\_\_\_



## Reading

Here are some questions to consider when discussing *Boy*.



When they play the trick with the mouse, Dahl and his friends are physically punished by the headmaster. Physical punishment continues to be a theme of this book. What do you think about physical punishments for students? What do you think the headmaster should have done instead? What do you think of Dahl's mother's reaction to his punishment?

Dahl loved his summer holidays with his family, and he describes a lot of the things they did each year—the journey, seeing his grandparents, the food, the boating and swimming. Do you have holiday traditions with your family? What sorts of things do you do? Who do you visit or who visits you? What are your favorite parts?

Dahl suffers a great deal from homesickness. Have you ever been homesick? In what circumstances? How did you cope with it?

In a few instances in this book, adults lie to children in order to encourage healthy behavior. For example, Thwaites's father tells him lies about the candy because he doesn't want him to eat it. Nanny tells the children old toothbrush bristles cause appendicitis so they'll use new toothbrushes. What's your opinion of adults lying to children for what they (the adults) believe is a good reason? Is this a good way to encourage healthy behavior? Are there better ways?

Dahl's doctor knew he was faking appendicitis, but lied to the school so Dahl could stay home for a few days (with a promise from Dahl that he would never do this again). What's your opinion of what the doctor did? Was he too strict with Dahl? Too lenient? In what ways did he show Dahl that he understood how he felt?

Do you think Captain Hardcastle was fair to Dahl when his nib broke? What should the captain have done instead? Have you ever had the experience of an adult not believing you even though you told the truth? What happened? How did it make you feel?

Dahl tells several stories about medical care at this time. Were there things you learned that surprised you? In what ways is medical care better now? In what ways was it better back then?

Dahl plays a practical joke on his sister's fiancé with the goat tobacco. What do you think of practical jokes? Have you ever played any—or had any played on you?

## Week 12–Day 4

Assuming you aren't at boarding school, how do you think you'd feel about going away to school? What might some of the advantages be? What would you miss from home?

In *Holes* you read about adults who were harsh with children under their care. In *Boy* you also read about adults who were harsh with students under their care. Compare and contrast these adults and their methods. Also compare and contrast how the boys in each case responded. Were your feelings different when reading each of these? If so, how?

What do you think of the Fag system at Repton that Dahl describes? Would you want to be in a system like that—either as the Fag or as the studyholder? If you had to be, which would you prefer? How do you think you would perform your role?

Dahl discovers three things he loves at school—fives, squash, and photography. What hobbies do you have? Are there any you're not doing that you would like to do?

Dahl contrasts the life of a business person, with a routine and a steady income, with that of a writer, who has to make themselves do very difficult work, but who has freedom. Which of these would you prefer? Why?

Dahl turns down Egypt at his job, hoping for something with jungles and animals. If you were going to be sent away by your company for a few years for work, which country would you choose? Why?

My favorite sentence from this book is:

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What I think of this book:

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## **Review: Diagramming**

Diagram these sentences.

1. Dahl and his friends were mischievous but basically good.
2. My favorite cousin loved the book that I recommended.
3. Whatever I eat goes straight to my hips.



