*Reading Reconsidered Curriculum Boy: Tales of Childhood Fluency Practice*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What is fluency?**

Reading fluently means reading words accurately, at a speed that matches normal conversation, and with expression in order to understand the text. Fluent readers pay attention to:

* **Punctuation:** Which punctuation marks appear in the sentence? What clues does punctuation give you about when you should pause or how you should convey emotion?
* **Important words:** Are there any words that require special emphasis or give clues about the emotion of a sentence?
* **Dialogue:** How does the dialogue change what kind of expression you use? How is the person who is speaking feeling? What might they sound like?
* **The tone of the passage:** Are you capturing the intended meaning behind what you are reading? Are you capturing the voice of the narrator in your reading?

**Directions for students:**

1. Write your personal reading goal at the top of the page.
2. Listen to the teacher read aloud the set of sentences. Pay attention to when the teacher’s voice pauses or changes.
3. Now your teacher will call on students to read aloud.
4. Now reread the set of sentences with your partner.
	1. Partner 1 (reader) reads the first sentence.
	2. Partner 2 (listener) listens while following along with a ruler.
	3. Let the reader try to decode the words. If they are stuck, the listener can help after the reader has given it a try.
	4. If neither student can read the word, jot it in your ‘Words to Practice’ box.
5. Switch roles for the next sentence and continue alternating through the set of sentences.
6. Reread the set following the above directions 3-4 times.
7. Listen for your teacher’s directions to see which questions you will be answering on the back of your sheet.

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Words to Practice

My Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Boy: Tales of Childhood*

Set 1: Lesson 3 210 Total Words

Below are some sentences about penicillin which Dahl refers to in the second chapter (Kindergarten, 1922-23, p. 20) of the text.

1. Penicillin is one of the world’s first antibiotics, which are medicines that destroy or slow down the growth of disease-causing bacteria.

2. Penicillin was discovered in London, England, in 1928.

3. The discovery of penicillin marks one of the most significant medical developments in human history.

4. Hailed as a “miracle drug,” penicillin was (and still is) used to treat a wide variety of infections.

5. It can also heal infections in wounds and has been used to help prevent bacterial complications during and after surgical procedures.

6. Thanks to penicillin, illnesses and injuries that were once highly dangerous and potentially fatal, such as appendicitis or strep throat, are today considered mild and easy to treat.

7. An expert in infectious diseases at the University of Colorado wrote about the influence of the discovery of penicillin on global health: The discovery of penicillin changed the world of medicine enormously.

7. With its development, infections that were previously severe and often fatal […] could be easily treated.

8. Even dating all the way back to World War II and today with the war in Iraq, soldiers experienced injuries that would have been fatal without penicillin and other antibiotics [...].

9. It is really impossible for me to imagine what the world would be like without it.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Comprehension Questions

Set 1: Lesson 3

Below are some questions for the sentences that you just read about the discovery of penicillin.

1. Why was penicillin called a “miracle drug”?
2. What was Penicillin used for?
3. What did the expert at the University of Colorado think about penicillin?
4. Why was Penicillin such a significant medical discovery?
5. What would have happened to some of the soldiers who fought during WWII and the Iraq War if penicillin wasn’t discovered?
6. If Mr. Fleming had not discovered Penicillin, what impact might that have had on our life today?

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Words to Practice

My Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Boy: Tales of Childhood

Set 2: Lesson 2 235 Total Words

Below is a passage from Boy: Tales of Childhood where Roald Dahl shares the story of what his father and uncle did after they left school (Papa and Mama, pp. 12-13)

My father was a year or so older than his brother Oscar, but they were exceptionally close, and soon after they left school, they went for a long walk together to plan their future.



They decided that a small town like Sarpsborg in a small country like Norway was no place in which to make a fortune. So what they must do, they agreed, was go away to one of the big countries, either England or France, where opportunities to make good would be boundless.



Their own father, an amiable giant nearly seven foot tall, lacked the drive and ambition of his sons, and he refused to support this tomfool idea.

When he forbade them to go, they ran away from home, and somehow or other the two of them managed to work their way to France on a cargo ship.

From Calais they went to Paris, and in Paris they agreed to separate because each of them wished to be independent of the other. Uncle Oscar, for some reason, headed west for La Rochelle on the Atlantic coast, while my father remained in Paris for the time being.

The story of how these two brothers each started a totally separate business in different countries and how each of them made a fortune is interesting, but there is not time to tell it here except in the briefest manner.

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Reading Comprehension Questions

Set 2: Lesson 4

Below are some questions about the story that Roald Dahl told about his father and uncle .

1. Why did Harald and Oscar want to leave Norway?
2. How did their father’s opinion of the idea to move impact the boy?
3. What was their first destination after leaving Norway and how did they get there?
4. Why did the men decide to separate from one another?
5. Where did each brother go when they separated?
6. Were the men successful in their hope to make a fortune?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Words to Practice

My Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 *Boy: Tales of Childhood*

Set 3: Lesson 9 203 Total Words

Below are some sentences about adenoids and their function in the human body, which Dahl refers to on pages 68-71 of your text.

1. Adenoids are a patch of fleshy tissue that sit in the back of your nasal cavity, the pathway that leads from the inside of your nose to other places in your body like your ear, brain and throat.
2. Adenoids help keep your body healthy by trapping harmful bacteria and viruses that you breathe in or swallow.
3. They are especially helpful infection fighters for babies and young children, but they become less important as people get older and their bodies develop more ways to fight infection.
4. Because adenoids trap germs that enter the body, they sometimes swell as they try to fight off infection.
5. In some cases, the adenoids themselves can become infected, which can make it hard to breathe through your nose, cause frequent ear infections, and make you snore.
6. Since antibiotics weren’t yet commonplace in the early 1900s, surgical removal was often the quickest and easiest way to prevent potentially dangerous infections.
7. It was very common for children to have their adenoids removed.
8. Many people through swollen adenoids not only led to frequent illness and difficulty breathing but also lowered intellectual ability and cognitive problems.
9. Young students often had their adenoids removed much like Dahl did, with a sharp blade and without anesthesia.
10. Today, adenoid removal is less commonplace because there is a wider variety of treatments available to help with infections.

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Reading Comprehension Questions

Set 3: Lesson 9

Below are some questions from the sentences you just read about the adenoids and the procedures to remove them.

1. What function do adenoids have in the human body?
2. What population of people do adenoids most benefit?
3. What sometimes happens to adenoids as they trap bacteria?
4. Why did the remove adenoids surgically in the early 1900s?
5. What did swollen adenoids suggest about a person?
6. How is the treatment of adenoids different now compared to when Dahl was a child?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Words to Practice

My Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Boy: Tales of Childhood*

Set 4: Lesson 10 -- pp. 77 231 Total Words

Below is a passage from *Boy: Tales of Childhood* where the Headmaster cunningly explains the importance of sending a tuck box.



At Prep School in those days, a parcel of tuck was sent once a week by anxious mothers to their ravenous little sons, 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 am or Marmite, a bar of chocolate, a bag of Liquorish Allsorts and a tin of Basset’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.



‘By all means, my dear Mrs Dahl, do send your boy some little treats not 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 plenty 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.’

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Reading Comprehension Questions

Set 4: Lesson 10

Below are some questions from the passage you read in *Boy: Tales of Childhood* pages 108-109.

1. What is a tuck box?
2. What kinds of things did mothers put in tuck boxes?
3. Why did the headmasters at boarding schools encourage mothers to send tuck boxes?
4. What tactics did the Headmaster use to convince Mrs. Dahl that tuck boxes were necessary?
5. What types of humor is Roald Dahl using in this passage?
6. Based on what you read, how would you describe the Headmaster in this passage?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Words to Practice

My Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Boy: Tales of Childhood*

Set 5: Lesson 17 202 Total Words

Below are some sentences about public schools in Britain, like the one that Dahl attended.

1. In Britain, public schools, also called independent schools, are private, tuition-based educational institutions for students of about 13 to 18 years old.
2. Traditionally, these schools were all-made boarding schools, but many are now co-educational and accept day students as well as boarders.
3. Public schools in Britain have a strong association with the ruling classes.
4. In the 19th and 20th centuries, as the British Empire expanded to places like India and Eastern Africa, British officers and administrators would still send their sons back to England to be educated at public schools.
5. These schools prepared young British boys to be members of a “gentlemanly elite” class, and they taught not only academic, but a class-conscious code of behavior, speech, and appearance that set the standard for the British upper classes.
6. Each public school had its own songs, uniform, and traditions, and it was common for men to identify themselves of each other by the school they attended.
7. The choice about where to attend school could, and often did, define a man’s future career and social opportunities.
8. While some former public school students look back on their experiences with nostalgia, others criticize the elitism of the institutions.

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Reading Comprehension Questions

Set 5: Lesson 17

Below are some questions from the sentences you just read about public schools in Britain.

1. Describe public schools in Britain.
2. How have public schools changed since they were created?
3. What social class tended to send their children to public schools?
4. What was the primary focus of the education received?
5. How did each school distinguish itself from the other schools?
6. How do public school graduates feel about their experience now that it’s behind them?

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Words to Practice

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*Boy: Tales of Childhood*

Set 6: Lesson 15 - pgs. 123-124 364 Total Words

Below is the passage from *Boy: Tales of Childhood* where Roald Dahl is in the sick room with his friend Ellis.

During my third term at St. Peter’s, I got flu and was put to bed in the Sick Room, where the dreaded Matron reigned supreme. In the next bed to mine was a seven-year-old boy called Ellis, whom I liked a lot. Ellis was there because he had an immense and angry-looking boil on the inside of his thigh. I saw it. It was as big as a plum and about the same colour.



One morning, in came the doctor to examine us, and sailing along beside him was the Matron. Her mountainous bosom was enclosed in a starched white envelope, and because of this she somehow reminded me of a painting I had once seen of a four-masted shooner in full canvas running before the wind.

‘What’s his temperature today?’ the doctor asked, pointing at me.

‘Just over a hundred, doctor,” the Matron told him.

‘He’s been up here long enough,’ the doctor said. ‘Send him back to school tomorrow.’ Then he turned to Ellis. ‘Take off your pyjama trousers,’ he said. He was a very small doctor, with steel-rimmed spectacles and a bald head. He frightened the life out of me.

Ellis removed his pyjama trousers. The doctor bent forward and looked at the boil. ‘Hmmm,’ he said. ‘that’s a nasty one, isn’t it? We’re going to have to do something about that, aren’t we, Ellis?

‘What are you going to do?’ Ellis asked, trembling.

‘Nothing for you to worry about,’ the doctor said. ‘Just lie back and take no notice of me.’

Little Ellis lay back with his head on the pillow. The doctor had put his bag on the floor at the end of Ellis’s bed, and now he knelt down on the floor and opened the bag. Ellis, even when he lifted his head from the pillow, couldn’t see what the doctor was doing there. He was hidden by the end of the bed. But I saw everything.



I saw him take out a sort of scalpel which had a long steel handle and a small pointed blade. He crouched below the end of Ellis’s bed, holding the scalpel in his right hand.

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Reading Comprehension Questions

Set 6: Lesson 15

Below are some questions from the passage you read in *Boy: Tales of Childhood* pages 123-124.

1. Why were Roald and Ellis put in the Sick Room?
2. What does Dahl compare the Matron to? How does Dahl feel about the Matron?
3. What was the doctor’s decision from Roald Dahl?
4. What was the doctor’s decision for Ellis?
5. How does Ellis seem to feel as the doctor examines the boil and decides what to do?
6. How does Dahl build tension as the doctor gets ready to do the procedure?