

At a Glance – “In Those Days”

role of narrator | intrusive narration

- **Lesson Objective:** Analyze how the narrator forms a relationship with readers in the opening of *The Magician's Nephew*.
- **In the Novel:** Polly meets the new boy next door, Digory, when she sees him over the garden wall separating their homes. He explains his family situation; his mother is ill, and he's been sent to London from the country to live with his aunt and uncle, but he believes his uncle is mad because of his strange habits.
- **Key Questions:** Questions 7-10 (see student packet) are the most important questions of the day and should not be skipped.
- **Words to Watch For:**

Page	Word	Meaning	Page	Word	Meaning
4	grubby	dirty	6	fishy	suspicious/strange
4	miserable	very unhappy or distressed	7	coiner	someone who makes counterfeit (fake) money
4	blubbing	crying	7	cistern	water tank
5	beastly	terrible	9	jolly	very
5	Hole	awful place	9	feeble	weak
5	mad	insane/crazy			

**Homework Options:**

- Questions from the lesson that were skipped for time
- Creative Writing: Developing a Fantasy World (included in student packet)

**Agenda:**

- Do Now (10 minutes)
- Explicit Vocabulary and Active Practice (10 minutes)
- Introduce *The Magician's Nephew* (1 minute)
- Cycle 1 – Read Aloud: Novel Pages 3-6 (15 minutes)
- Cycle 2 – Close Reading: Novel Page 3 (15 minutes)
- Cycle 3 – FASE Reading or Read Aloud: “Narrative Point of View” (15 minutes)
- Cycle 4 – ~~AR~~ Novel Pages 6-9 (15 minutes) FASE
- Exit Ticket (10 minutes)

Lesson Plan	
<p><b>Do Now (10 minutes)</b> 4 min</p> <ul style="list-style-type: none"><li>Give students 4-5 minutes to examine the images and note their observations. Review using <b>Cold Call</b>, share out, or a brief discussion.</li><li>Potential Observations<ul style="list-style-type: none"><li><b>Clothing:</b> the boy and girl are wearing very different outfits, <u>not modern</u></li><li><b>Setting:</b> in a garden within a city (note the skyline in the background), behind a wall</li><li><b>Interaction:</b> seems like they're having an intense conversation/<u>upset</u> about something</li></ul></li></ul>	<p>Turn + Talk → Cold Call (2 groups)</p>
<p><b>Explicit Vocabulary Instruction (10 minutes)</b> — Indignantly, Humbly</p> <ul style="list-style-type: none"><li>Teach each word to students, one at a time.</li><li>Read or ask a student to read the example sentence that includes the vocabulary word.</li><li>Shift focus to how the picture demonstrates the word (<i>while projecting the image</i>).</li><li>Lead Active Practice questions.</li></ul>	
<p><b>Introduce the Novel (1 minute)</b></p> <ul style="list-style-type: none"><li><b>Frame:</b> Before beginning to read, give students a 1-2 sentence explanation of the new novel. You may choose to use or adapt the following language:<ul style="list-style-type: none"><li>"I'm so excited to introduce to you our new novel, <u>The Magician's Nephew</u>, by <u>C.S. Lewis</u>. This book is the first of a series of seven books featuring the magical land of Narnia (including <u>The Lion, The Witch, and the Wardrobe</u>, which you may be familiar with already). <u>C.S. Lewis wrote this novel in 1955</u>, but he set it in the 1900s, the time when he was a child. The novel opens in the real city of London, as a girl named Polly meets her new neighbor, a boy named Digory. These are the children whose picture you just saw in your Do Now."</li></ul></li></ul>	
<p><b>Cycle 1 (15 minutes)</b> — Pages 3-6</p> <ul style="list-style-type: none"><li><b>Read: Read Aloud</b> pp. 3-6 (pausing after "said Polly humbly" on pg. 6) Prepare where you will <b>drop in implicit vocabulary</b> definitions. <b>Note:</b> You may wish to use or adapt the following language to prepare students for unfamiliarity before reading: "Since this book was written over 60 years ago, you may notice words and situations that we aren't familiar with. Over the course of several readings, we will unpack anything that's confusing. Rather than worrying about unfamiliar references in this first read, pay close attention to the characters we meet and how they are feeling."</li><li><b>Write:</b> Ask students to <b>Turn and Talk</b> to answer Q1.</li></ul>	<p>Before reading</p>

- Discuss: Share out responses to Q1. Turn + Talk (1 min) → CC to share out (2 min)
  - Q1: How do Polly and Digory meet? What does Polly first notice about Digory?
    - Polly and Digory first meet when Digory peeks over the garden wall into the neighboring garden (behind Polly's house). She notices that his face is dirty, and it looks like he's been crying.
- Write: Ask students to respond to Q2-Q3 in writing.
- Discuss: Show Call or share out responses to Q2-Q3. Retrievial Practice: What does each conjunction mean?
  - Q2: Potential Sentences
    - Digory is miserable because he's had to leave his pleasant home and in the country and move to London so his aunt and uncle can take care of his dying mother.
    - Digory is miserable, but Polly didn't realize this at first and teased him about crying and his strange name.
    - Digory is miserable, so he doesn't even care that Polly has seen him cry.
  - Q3: Find two pieces of evidence on pp. 4-5 that show how Polly's and Digory's views on London are different.
    - Digory: "And so would you if you'd lived all your life in the country and had a pony and a river at the bottom of the garden and then been brought to live in a beastly Hole like this" (pp. 4-5)
    - Polly: "London isn't a Hole," said Polly indignantly. (p. 5)

possible  
drop or  
Turn + Talk

Cycle 2 (15 minutes) – Page 3

- Read: Read Aloud the opening paragraphs of the novel (reprinted in the student packet on page 5). Then, Read Aloud or use FASE Reading to read the explanations of each bolded term in the chart. After building knowledge, read the opening paragraphs once more.
- Write: Ask students to Turn and Task to respond to Q4. (2 mins) → CC to share out
- Discuss: Lead a brief discussion of Q4. (3 mins)
  - Q4: Which refer to real or historical situations? Which refer to fictional (made up) characters or situations? What might this tell us about the novel's genre? Challenge: How is your experience of reading these paragraphs different after building your background knowledge?
    - The narrator makes no distinction between real and fictional characters and situations. The narrator mentions real things, like Eton collars and candy, in the same segment as fictional characters like Sherlock Holmes and the Bastables. This blending of real and imaginary shows us this will be a fantasy novel. While there are historical elements, this will be a novel where fantastic or unreal things happen, like "comings and goings between our own world and the land of Narnia."
    - Building knowledge of these allusions makes the opening less confusing and helps us understand the world in which the novel is set.
- Write: Ask students to respond to Q5. You may choose to have students remain with their partners or complete this question independently.

- Discuss: Share out responses to Q5.

- Q5: Annotate the pronouns the narrator uses. Where do you see words like "you," "yours," "she," or "I"? What strikes you about the narrator in this opening?

- Potential Annotations

Take  
Hands-  
multiple sheets

- This is a story about something that happened long ago when your grandfather was a child.
- it shows how all the comings and goings between our own world and the land of Narnia first began
- If you were a boy you had to wear a stiff Eton collar every day
- As for sweets, I won't even tell you had cheap and good they were, because it would only make your mouth water in vain.

- Notes: It feels like the narrator is speaking directly to us. In the first line, the narrator says "your grandfather" and throughout the opening, addresses readers as "you." The narrator doesn't seem to be a character, but still seems involved in the story.

- Write: Give students time to respond independently to Q6. (3 min silent solo) → 2 mins to share

- Discuss: Lead a brief discussion of Q6.

- Q6: What is the narrator describing in this opening? What do we learn from this opening that will prepare us to read the rest of the novel?

- In this opening, the narrator is describing "those days," the time period during which the novel will take place while letting the reader know that this is a world in which fantasy and reality blend together. The narrator directly addresses the reader, and this connection helps us feel like we have a guide in this unfamiliar time.

- Revise: If time allows, give students the opportunity to revise or add on to their thinking for Q6 after discussion. (1 min)

### Cycle 3 (15 minutes) – "Narrative Point of View" (4.5 min)

- Read: FASE Reading or Read Aloud the embedded nonfiction, "Narrative Point of View"

- Write: After reading, ask students to Turn and Task to respond to Q7.

- Discuss: Cold Call or share out responses to Q7. T+T (2min) → CC to share out

- Q7: What narrative point of view has C.S. Lewis used in *The Magician's Nephew*? How do you know? Annotate any evidence from the opening paragraphs that supports your response.

- *The Magician's Nephew* is told in third person because the narrator isn't a character in the story. The narrator is omniscient and knows the thoughts and feelings of all characters. The narrator is also intrusive because the narrator directly addresses readers, addressing them as "you."

- Write: Ask students to respond to Q8 in writing.

- Discuss: Lead a brief discussion of Q8.

Possible  
Dwp 1  
Ask verbally

Q8: What do you notice about the narration? Why might Lewis have chosen to begin the novel this way?

- The first line of the novel is intrusive narration because it references "your" grandfather, meaning the reader's grandfather. It makes readers feel connected to the story. We feel like he's telling it directly to us instead of having us just read it. This also helps us realize that this story is set in the past (even for Lewis's original readers).

Cycle 4 (15 minutes) - Pages 6-9 / FASE (5 min)

- Read:** Ask students to use **AKR** to read pages 6-9 (beginning on page 6, "And then, because she hardly knew what to say" and stopping at "feeble not to do it"). Students should continue to **annotate any examples of intrusive narration**. **Note:** If students are struggling, you may wish to **Show Call** exemplar annotations. → What is Polly's perspective on U. Andrew?  
→ How is Digory's perspective different? Why?
- Write:** After reading, students should write responses to Q9. → Turn & Talk
- Discuss:** Share out responses to Q9. TTT - 3 min; Share (5 min)
- Q9: Contrast Polly and Digory's views on Uncle Andrew. Why they might they have such different perspectives?
  - Annotate evidence from the chapter to support your thinking.
    - Digory thinks his uncle is "mad" or crazy because he stays away from the rest of the family in his study, is always prevented from speaking to Digory, and yells late at night; he feels anxious or frightened about sharing a house with Uncle Andrew, but Polly is curious and thinks having a mad uncle is very interesting.
- Potential Evidence:**
  - To turn Digory's mind to cheerful subjects, she asked, "Is Mr. Ketterley really mad?" (p. 6)
  - "How exciting!" said Polly. "I never knew your house was so interesting." (p. 7)
  - "You may think it interesting," said Digory. But you wouldn't like it if you had to sleep there. How would you like to lie awake listening for Uncle Andrew's step to come creeping along the passage to your room? And he has such awful eyes." (p. 7)

Exit Ticket (10 minutes) Silent Solo

- Q1: Circle the one word from each of the columns below that most accurately describes the narrative style of the novel.
  - Third person, omniscient, intrusive
- Q2: How do the phrases in bold demonstrate the narrative style you selected in Question 1?
  - These phrases are examples of intrusive narration because the narrator is interrupting the flow of the story to make a connection to the readers. Also, this is third person omniscient narration because Digory isn't telling the story - the narrator is telling us Digory's thoughts and feelings.

Homework Answers

- Prompt: Imagine that you are the creator of a magical world. In the space below, describe the world you would create.
  - Creative writing answers may vary