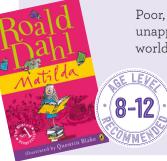
Matilda by Roald Dahl





Poor, misunderstood Matilda fights back against an unappreciative world through a hidden talent: Matilda is the world's greatest practical joker! Little effort is needed to put one over on her obnoxious parents, but can shy little Matilda handle the formidable headmistress, Miss Trunchbull, and win the respect of every kid in school? Yes! - Scholastic

Build Background

Matilda is written by the same author of Charlie and the Chocolate Factory and, just like that story, is full of humour, creativity, and absurd and entertaining situations! The main character is a fouryear-old genius.

skulking chp 3 appalling chp 5 eccentric chp 8 amiable chp 10 aloft chp 13 serenity chp 14 chp 21 chaos

Key Vocabulary

Discussion Starters	 What makes Matilda a funny book? Do you think Miss Trunchbull or the Wormwood parents could be real people? Explain your answer. What does it mean to exaggerate? Give an example of an exaggeration in this story. How can exaggeration be amusing? Can it ever be harmful? Give an example. NED is a new student at Crunchem Hall Primary School. How is he going to react to and cope with Miss Trunchbull? Listen to Roald Dahl speak ("An interview with Roald Dahl" under "The Man" at www.roalddahl.com) and list 3 things that you learned while listening that help you understand how Roald Dahl created this story. Watch the movie "Matilda" and compare it to the book. Create a Venn diagram to show the similarities and differences. How you think Roald Dahl would react to the movie?
Writing Prompt	Write a story about Matilda as an adult. Describe what kind of job she has, if she is married with children, and where she lives. Also, tell how she uses the events of her childhood now that she is an adult. Alternatively, tell the story from Miss Trunchbull's point of view of how Miss Trunchbull became the guardian of Miss Honey. Your reader should be convinced that she is, in fact, a very kind hearted person.
Activity	Silly Stories Hand out the printable and instruct students to make three lists based on the book: 8 characters, 8 settings, 8 events. Have students follow the instructions to create a silly story using the characters, settings and events from the book. Students can use a scenario from their silly story to write an amusing story, or orally tell a story.
More Resource	s 🖄 Accelerated Reading Quiz: 5429 👘 roalddahl.com

BIG IDEAS BIG IDEAS To Reinforce

Standing Up to Bullying, Knowledge, Good vs Evil, Justice, Imagination

Student-Friendly **Learning Target**



I can infer what Matilda's life will be like in the future through a narrative writing. I can tell a part of the story from another character's point of view. I can use the author's style of exaggeration as a model to create stories of my own.



Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

More

Never Give Up Lesson Plan | Matilda

© 2013 All for KIDZ®, Inc. Producers of The NED Show® All Rights Reserved • A4 Visit www.theNEDshow.com/lessonplans for more free lesson plans & resources

Name:

NED

Date:

Make lists of 8 characters, settings and events from the book Matilda. Next, pair up with another student and create a silly story, using the items from these lists combined with the other types of words indicated in the fictional letter below.

characters	settings		events	
	- <u></u>			
			(
Dear charact	ter			
It has come to my attention				
adjective	. incident near		As a result of	
his/her involvement in				
verb ending in -ing	for a period of	quantity of time	and request your utmost	
	for a period of	quantity of time	and request your utmost	
verb ending in -ing discretion when addressing .	for a period of plural noun	quantity of time in his/her	and request your utmost	
verb ending in -ing discretion when addressing . I met with	for a period of plural noun	quantity of time in his/her setting	and request your utmost _ and informed him/her of this	
verb ending in -ing discretion when addressing .	for a period of plural noun	quantity of time in his/her setting	and request your utmost _ and informed him/her of this	
verb ending in -ing discretion when addressing . I met with	for a period of <i>plural noun</i> at conded by saying "	quantity of time in his/her setting common phrase	and request your utmost _ and informed him/her of this	
verb ending in -ing discretion when addressing . I met with	for a period of at oonded by saying " with him/h	quantity of time	and request your utmost 	
verb ending in -ing discretion when addressing . I met with	for a period of at conded by saying " with him/h	quantity of time	and request your utmost setting 	
verb ending in -ing discretion when addressing . I met with	for a period of at conded by saying " with him/h with him/h	quantity of time	and request your utmost 	