



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 humor, creativity, and absurd and entertaining situations! The main character is a four-year-old genius.

## Building Vocabulary

The book was written in the UK and has many British English phrases and words including headmistress, colour, rubbish, etc.

### Discussion Starters



bully oriented questions...

1. What makes Matilda a funny book?
2. Do you think Miss Trunchbull or the Wormwood parents could be real people? Explain your answer.
3. 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.
4. NED is a new student at Crunchem Hall Primary School. How is he going to react to and cope with Miss Trunchbull?
5. Listen to Roald Dahl speak ("An interview with Roald Dahl" under "The Man" at [www.roalddahl.com](http://www.roalddahl.com)) and list 3 things that you learned while listening that help you understand how Roald Dahl created this story.
6. 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.



PRINTABLE

### More Resources

Accelerated Reading Quiz: 5429

[roalddahl.com](http://roalddahl.com)

## 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.

## Aligned to Common Standards

Every lesson plan aligns with grade-level standards in **Reading, Writing, Speaking & Listening and Literacy.**

Every lesson plan supports **ASCA Mindsets & Behaviors.**

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

1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____

Dear \_\_\_\_\_ *character*

It has come to my attention that \_\_\_\_\_ *character* was involved in a \_\_\_\_\_ *adjective* incident near \_\_\_\_\_ *setting*. As a result of his/her involvement in \_\_\_\_\_ *event* we are \_\_\_\_\_ *verb ending in -ing* for a period of \_\_\_\_\_ *quantity of time* and request your utmost discretion when addressing \_\_\_\_\_ *plural noun* in his/her \_\_\_\_\_ *setting*.

I met with \_\_\_\_\_ *character* at \_\_\_\_\_ *setting* and informed him/her of this incident to which he/she responded by saying " \_\_\_\_\_ *common phrase*."

I am very \_\_\_\_\_ *emotion* with him/her for this \_\_\_\_\_ *adjective* behavior. I am requesting that you \_\_\_\_\_ *verb* at \_\_\_\_\_ *setting* in order to address this \_\_\_\_\_ *adjective* situation.

Sincerely, \_\_\_\_\_ *character*

*Create your own silly story!*