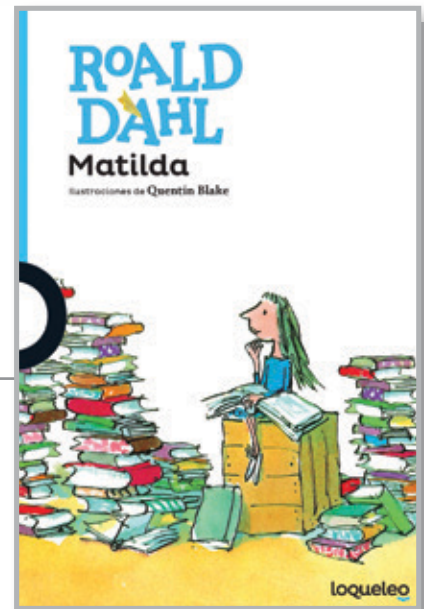




Lesson Plan and Activities

Written in accordance with the Language Arts, Social Studies, and Science Standards



Matilda

Author: **ROALD DAHL**

Illustrator: **QUENTIN BLAKE**

COMPLEXITY

F&P Guided Reading Level U / Lexile Level 740L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Novel / Tall Tales

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Read and demonstrate comprehension of a fiction text.
- Identify elements of tall tales.
- Identify the use of hyperbole.
- Identify and discuss characterization.
- Understand the characters' actions and motivations.
- Use word structure and context clues to determine the meaning of unfamiliar words.
- Explore word relationships and use words learned through reading.
- Create and tell a tall tale.
- Research an author and report findings.
- Write to respond to literature.



Together we foster lifelong readers

MATERIALS

- ➔ index cards
- ➔ *Análisis de un personaje* (Graphic Organizer #1)*
- ➔ construction paper
- ➔ drawing materials: pencils, markers, crayons, etc.

SUMMARY

Matilda is an extraordinary girl. At the tender age of five, she is able to read long novels, encyclopedias, and just about any book she is allowed to check out from the library. However, her many talents are not appreciated at home. Her parents do not think much of her and say so to the school's director. At school, Matilda finally meets someone who understands her—Miss Honey, her teacher. Events take an unexpected turn when Matilda learns about Miss Honey's past.

STANDARDS

SLAR CCSS RL 4.1, RL 4.2, RL 4.3, RL 4.4, RL 4.10, RF 4.3.a, RF 4.4.b, W 4.1, W 4.4, W 4.5, W 4.7, W 4.8, W 4.9.a, W 4.10, SL 4.1.d, SL 4.2, SL 4.4, L 4.1, L 4.2.b, L 4.3.a, L 4.4, L 4.5.c, L 4.6

SLAR TEKS 4.1.A, 4.2.A, 4.6.A, 4.6.B, 4.9.A, 4.15, 4.19.A, 4.20.A, 4.21.B, 4.21.D, 4.22.A, 4.22.C, 4.23.B, 4.24.A.(ii), 4.24.D, 4.27.A, 4.29.A

Social Studies TEKS 4.21.B, 4.22.B–D

NCSS I. Culture; IV. Individual Development and Identity

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

absorto – *concentrado o enfrascado en algo* / absorbed

acceder – *aceptar, decir que sí* / to agree

anhelar – *desear con mucha fuerza algo* / to long

apacible – *tranquilo, dulce y agradable* / calm, placid

desconcierto – *confusión, desorientación* / confusion

enigma – *misterio, secreto* / enigma

estrépito – *ruido muy fuerte, estruendo* / racket

extenuado – *agotado, exhausto* / exhausted

incitar – *provocar a alguien a hacer algo* / to provoke

ínfimo – *mínimo, insignificante* / negligible

insólito – *extraño, inusual* / unusual

menospreciar – *despreciar, desdeñar* / to look down on

perplejo – *sorprendido, asombrado* / perplexed, baffled

Advanced Vocabulary

barajar – *considerar varias posibilidades* / to consider

consentimiento – *autorización para que se haga algo* / consent

fusta – *látigo que se usa con los caballos* / riding whip

inmundicia – *suciedad, basura* / filth

insulso – *falto de gracia o interés* / dull

picardía – *travesura, trastada* / prank, mischief

sabandija – *persona despreciable* / worm, low life

testamento – *documento legal que contiene la última voluntad de una persona* / testament, will

timador – *persona que engaña a otra en un negocio* / con man

vástago – *hijo* / offspring

* To download the Spanish Graphic Organizers in this lesson go to: santillanausa.com/spanishliteracy



VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures, sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- Make sure students understand all the vocabulary needed to complete the activities (e.g., *caracterización, hipérbole, matiz de significado, personaje*) and instruction words, such as *cita, explica, identifica, infiere, justifica*.
- Ask students to explain what each word means in their own words. Then, have them create flash cards. Distribute index cards and ask students to write these headings, leaving space for their answers, on each card: *Palabra, Mi definición, Oración (ejemplo)*. Then have them work in pairs to test each other using these flash cards.
- Point out the prefix *des-* (opposite) in *desconcierto* and explain how the knowledge of prefixes helps determine the meaning of a word. Then introduce the prefixes *im-/in-* (negation), *re-* (repetition), and *sub-* (below, under). Next, have students determine the meaning of *desaprobador* (disapproving) on page 122, *desinfectar* (to disinfect) on page 66, *deslumbrar* (to blind) on page 52, *desprovisto* (lacking) on page 178, *imprevisible* (unpredictable) on page 121, *intratable* (difficult) on page 51, *reanimar* (to revive) on page 211, *resonar* (to resound) on page 125, *retener* (to retain) on page 194, and *subestimar* (to underestimate) on page 92. Ask students to write sentences with these words.
- Point to the word *menospreciar* in the vocabulary section, and explain that it is a compound word made up of two smaller words: *menos* (less) + *preciar* (to esteem). Then have students determine the meaning of *guardapolvo* (smock) on page 84, *guardarropa* (armoire) on page 33, *puntiagudo* (pointed) on page 104, *sabelotodo* (know-it-all) on page 97, and *todopoderoso* (all powerful) on page 31.
- Explain to students that some words have related meanings, but they are not really synonyms. These words have shades of meanings (*matices de significado*). Point out the word *anhelar* in the vocabulary section and compare it with *desear*. Explain that *desear* means to want or wish something, whereas *anhelar* means to have a heartfelt desire. Help students see how *anhelar* conveys a stronger desire than *desear*. Ask student pairs to analyze the shades of meanings these words convey: *cansado* (tired) – *extenuado* (exhausted); *pequeño* (small) – *ínfimo* (negligible); *ruido* (noise) – *estruendo* (racket). Then have students act out these words to help them understand the difference in meanings.
- Form two teams and play “Password.” Give a word from the vocabulary list to be guessed (the “password”) to one of the players, and then he or she gives a one-phrase clue to a partner from the same team who must attempt to guess the word. Alternate between the two teams.

READING

PRE-READING

- ▶ Discuss with students things they would like to be able to do. Ask: *Imagínense que tuvieran poderes y habilidades especiales. ¿Qué les gustaría poder hacer?* (Imagine you had special powers and abilities. What would you like to be able to do?) *¿Cómo creen que los tratarían las personas que están a su alrededor? ¿Creen que los entenderían?* (How do you think people around you would treat you? Do you think they would understand you?)
- ▶ Ask students to read the title and the table of contents, and to look at the illustrations. Then have them set a purpose for reading. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Esperan divertirse al leer este libro?* (Do you expect to have fun reading this book?)

READING

- ▶ Explain that this book is about an extraordinary girl. Discuss how this story has some features of tall tales, even though it is not a traditional tall tale. Share with students some of the characteristics of tall tales (e.g., larger-than-life characters, a plot that stretches the truth, exaggerated events), and encourage them to look for these features as they read. Then do a read-aloud of “La lectora de libros” (pp. 11–23) to familiarize students with the text. Ask: *¿Qué detalles indican que el señor y la señora Wormwood no son buenos padres?* (What details tell you that Mr. and Mrs. Wormwood are not good parents?) *¿Qué detalles indican que Matilda no era una niña común y corriente?* (What details tell you that Matilda was not an ordinary girl?) *¿Les parece posible lo que hace Matilda? Justifiquen su respuesta.* (Do you think what Matilda does is possible? Justify your answer.) *Vuelvan a leer el final de la página 23. ¿Qué le proporcionan los libros a Matilda?* (Read the end of page 23 again. What do books offer Matilda?)
- ▶ Explain that hyperbole (*hipérbole*) is an exaggeration. Writers use hyperbole to create a strong impression in the reader or to emphasize something. Do a read-aloud of pages 111–114, and lead a discussion about hyperbole afterward. Ask these or similar questions: *¿Cómo describe el autor a la señorita Trunchbull físicamente? ¿Es una exageración? ¿Por qué?* (How does the author describe Miss Trunchbull’s appearance? Is that an exaggeration? Why?) *¿Qué hizo la señorita Trunchbull con Amanda? ¿Es eso hipérbole? Justifiquen su respuesta.* (What did Miss Trunchbull do with Amanda? Is that hyperbole? Justify your answer.)
- ▶ Instruct students to read each chapter independently. Provide them with index cards and have them take notes of main events of the chapter and list any words or phrases whose meaning they cannot determine. After students finish reading each chapter, have a class discussion about the chapter. Ask these or similar questions: *¿Cuáles fueron los sucesos principales de este capítulo?* (What were the main events in this chapter?) *¿Cuál es la idea principal del capítulo? ¿Por qué creen eso? Den ejemplos del texto.* (What is the main idea of this chapter? Why do you think that? Provide examples from the text.) *Resuman brevemente el capítulo.* (Summarize the chapter briefly.)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Have students answer these or similar comprehension questions with short phrases or incomplete sentences: *Menciona una trastada que le hizo Matilda a su padre.* (Tell a prank Matilda played on her father.) *¿Qué animalito asustó a la señorita Trunchbull? ¿Cómo reaccionó?* (What little animal scared Miss Trunchbull? How did she react?) *¿Qué poderes tiene Matilda? ¿Cómo los usó al final del libro?* (What powers does Matilda have? How did she use them at the end of the book?)

AT-LEVEL STUDENTS

- Encourage students to make inferences based on the text, using short sentences. Ask these or similar questions: *¿Qué es lo más importante para los padres de Matilda? ¿Y para Matilda? Cita evidencias del texto.* (What are the most important things for Matilda's parents? And for Matilda? Cite text evidence.) *Compara y contrasta el método de enseñanza de la señorita Honey y de la señorita Trunchbull. ¿Cuál crees que es más efectivo? ¿Por qué?* (Compare and contrast Miss Honey's and Miss Trunchbull's teaching methods. Which one do you think is more effective? Why?) *¿Te sorprendió el final? ¿Por qué?* (Did the end surprise you? Why?)

ABOVE-LEVEL STUDENTS

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask these or similar questions: *¿Qué indica sobre Matilda su estrategia: "Cuando a uno lo atacan, [...] lo único sensato es contraatacar" (p. 44)?* (What does her strategy tell you about Matilda: "The only sensible thing to do when you are attacked is to counter-attack"?) *Describe la relación entre Matilda y la señorita Honey. ¿Es una relación común? Justifica tu respuesta.* (Describe the relationship between Matilda and Miss Honey. Is this kind of relationship common? Justify your answer.)

POST-READING

- ▶ Explain that authors provide characters with traits to make them interesting. This is called characterization (*caracterización*). The reader can discover these traits by making inferences about what the characters' actions and words reveal about them. Ask: *¿Qué les dice acerca de los padres de Matilda el hecho de que se olvidaran de matricular a su hija a tiempo en la escuela (p. 69)?* (What does the fact that Matilda's parents forgot to register her for school on time tell you about them?) *¿Qué indica esto sobre Matilda: "A Matilda le resultaba fácil entablar amistad con otros niños. Caía bien a todos los de su grupo." (p. 101)?* (What does this show about Matilda: "It was easy for Matilda to make friends with other children. Her classmates liked her.")
- ▶ Brainstorm character trait words with students and write a list on the board (e.g., *amigable, apacible, arrogante, cobarde, cruel, deshonesto, fanfarrón, inteligente, perezoso, tímido, valiente*). Next, divide the class into small groups and assign one of these characters to each group: *Matilda, la Srta. Honey, la Srta. Trunchbull, el Sr. Wormwood, la Sra. Wormwood, Lavender*. Provide each group with a character analysis chart (Graphic Organizer #1) and have students answer these questions about their assigned character: *¿Cómo es físicamente?* (What does he/she look like?) *¿Qué tipo de cosas hace?* (What kinds of things does he/she do?) *¿Cómo es su personalidad?* (What is his/her personality like?) Then ask groups to share their charts with the class and justify their answers with examples. ✓



▶ CONNECTION WITH CONTENT AREAS: LANGUAGE ARTS, SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Divide the class into small groups and have each group come up with a tall tale about one of the characters in the book. Encourage students to use their character analysis charts and the book to create an outline of the character, describing his/her personality, tastes, most distinguishing traits, etc. Then, using their outline as a guide, ask students to work collaboratively in their groups to create a story. Remind students of some of the features of tall tales (e.g., exaggeration, larger-than-life characters, unbelievable events). Allow for rehearsal time and then call on groups to tell their stories to the class. Encourage students to use body language to convey the exaggeration and excitement of the story. ✓
- ▶ Matilda loves books and reads a wide assortment of literary works. Have students work with a classmate to research one of the authors Matilda read. To avoid duplication, assign each pair of students a different author (e.g., Charles Dickens, Jane Austen, Charlotte Brontë, Thomas Hardy, Rudyard Kipling, John Steinbeck, Joseph Conrad, C. S. Lewis). Direct students to suitable reference materials for their research and require them to list their sources. Provide students with construction paper and have them create a poster with a biographical profile of their assigned author. Encourage students to include images of the author and his or her works, as well as some famous quotes. Then invite students to present their author to the class.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write a response to literature essay about the book. First, help them write the thesis statement they believe best expresses the theme of the story. Then, encourage students to create an outline before they begin writing. Suggest this structure: Paragraph 1: a brief summary of the story, ending with a statement stating the theme of the story; Paragraph 2: a description and analysis of Matilda at the beginning of the story; Paragraph 3: a description of other important characters in the book and their interactions and relationship with Matilda; Paragraph 4: a description and analysis of Matilda at the end of the story; Paragraph 5: a conclusion summarizing the main points and restating the thesis. Ask students to include evidence from the text to support their analyses. If students quote the author's words as direct evidence, remind them to use quotation marks. Guide and support the students through the writing process. As students revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. ✓



Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre _____

Vocabulario

A Completa las oraciones con la palabra correcta.

insólito

perplejo

acceder

apacible

menospreciar

1. Los padres de Matilda accedieron a dejarla con la Srta. Honey.
2. El chico se quedó perplejo al ver el pastel gigante.
3. Es insólito que una niña de cinco años lea libros tan complejos.
4. El Sr. Wormwood menospreciaba a las personas que estudiaban.
5. La Srta. Honey era una persona amable y apacible.

B Elige la palabra que expresa el matiz de significado adecuado.

1. Después de hacer la tarea, ella estaba un poco extenuada / cansada.
2. Matilda deseaba / anhelaba con todas sus fuerzas vivir con la Srta. Honey.
3. Había una pequeña / ínfima salamandra en la jarra de agua.
4. Ella hizo un estrépito / ruido terrible cuando rompió los platos.

C Fíjate en el prefijo y marca C (cierto) o F (falso).

1. Si hay **desconcierto**, hay orden y claridad.
2. Una persona **intratable** es antipática.
3. Algo que **resuena** no se oye.
4. Cuando se **subestima** algo, no se valora.

C

F

Corrige las oraciones falsas.

Si hay desconcierto hay desorden y confusión.

Algo que resuena se oye fuerte o retumba.



Nombre _____

Comprensión lectora

A Contesta.

1. Explica: "Al ser muy pequeña y muy joven, el único poder que tenía Matilda sobre cualquiera de su familia era el cerebro". (pág. 51)
Possible answer: Matilda no podía defenderse con la fuerza física y como no era adulta, tenía que hacer lo que le decían. Solo podía defenderse usando su ingenio.
2. ¿Por qué cree Matilda que todos los libros para niños deben tener pasajes cómicos? ¿Qué opinas tú? Justifica tu opinión.
Porque los niños no son tan serios como las personas mayores y les gusta reírse.
Answers will vary.
3. ¿Qué se infiere que le hizo la Srta. Trunchbull al padre de la Srta. Honey?
Possible answer: Se infiere que la Srta. Trunchbull mató al padre de la Srta. Honey.
4. ¿Por qué se van los padres de Matilda a España? ¿Qué indica sobre ellos el hecho de que dejaran a Matilda con la Srta. Honey?
Possible answer: Huyen porque el padre de Matilda vendía coches robados y la policía lo descubrió. Indica que su hija no les importa, que no son unos buenos padres.

B Explica qué indican estas acciones sobre la personalidad de cada personaje.

Matilda

"La mente maravillosamente aguda de Matilda ya estaba trabajando, tramando otro castigo adecuado para su odioso padre". (pág. 44)

"Matilda miró directamente a los ojos airados de aquella gigantesca mujer enfurecida y dijo con toda calma: Yo no me he movido de mi pupitre". (pág. 158)

PERSONALIDAD DE MATILDA

Possible answer:
inteligente, traviesa,
valiente, confía
en sí misma

Sr. Wormwood

—¡Agárralos con las manos en la masa!
El padre no se movió. Al parecer no tenía ninguna prisa por salir y convertirse en un héroe. (pág. 48)

—Un buen pelo —le encantaba decir— significa que hay un buen cerebro debajo. (pág. 60)

PERSONALIDAD DEL SR. WORMWOOD

Possible answer:
cobarde, presumido,
superficial, fanfarrón

C Identifica las hipérbolos.

1. "¡Voy a hacer salchichas con su piel, ya lo verás!" (pág. 149)
2. "¡Eres una fábrica andante de gérmenes!" (pág. 138)
3. "¡No puedo, no puedo comer más!" (pág. 126)



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C	F
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Corrige las oraciones falsas.



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**PERSONALIDAD DE
MATILDA**

**Sr.
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Matilda