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# Roald Dahl (1916-1990)

**R**oald Dahl is regarded as one of the finest children's authors in the English language.

Many of his novels, such as Charlie and the Chocolate Factory, Danny the Champion of the World and James and the Giant Peach are now classics of this genre.

Shortly before his death the top five selling children's books in Great Britain were all authored by Dahl. Matilda is one of his most original and finest creations - one of the few Dahl stories which feature a female protagonist.

Roald Dahl was born in Llandaff, Wales, in 1916 to Norwegian immigrants. When his father died, Roald was only four years old, yet despite this tragic event, Roald claimed his childhood to be happy and eventful. Roald was not a particularly good student, but he was a very good athlete.



When World War II broke out he joined the Royal Air Force and was badly injured when he crashed his fighter plane during a dangerous mission.

Dahl married the actress **Patricia Neal** in 1953. Together they had five children but were divorced after thirty years of marriage. He began his writing career as a short story writer, and didn't write his first children's novel until 1961 - James and Giant Peach. This was followed by several bestsellers, including Matilda (1988) - one of his last books.

Roald Dahl passed away in 1990 at the age of 74. In Great Britain, the anniversary of Dahl's birthday on 13 September has recently become widely celebrated as **Roald Dahl Day**.

### Did You Know?

- Roald served as a fighter pilot in the Royal Air Force during World War II.
- Roald was good friends with President Franklin Roosevelt and his wife Eleanor.
- The Gremlins (1943) was his first children's book and was published Walt Disney - The Gremlins.



# Chapter Eleven to Twelve

Answer the questions in complete sentences.

1. It is said that everybody loves an underdog. What is meant by an **underdog**?  
\_\_\_\_\_
2. From your own experience, do you think it is true that people do love an underdog? Defend your answer.  
\_\_\_\_\_

### Vocabulary

Choose a word from the list to complete each definition.

apprehension	obvious	perseveres	peculiar	crafty
wary	highwayman	shriveled	exploit	formidable

1. When something is *as plain as the nose on your face*, it is quite \_\_\_\_\_.
2. To be suspicious of someone or something is to be \_\_\_\_\_.
3. To be filled with stress is to be filled with \_\_\_\_\_.
4. A \_\_\_\_\_ is a thief.
5. Someone who is shrunk up quite a bit is \_\_\_\_\_.
6. Someone who is \_\_\_\_\_ is probably a sly person.
7. If a thing is odd it is \_\_\_\_\_.
8. When you don't give up easily, you are said to be one who \_\_\_\_\_.
9. Someone who uses a person or situation to his/her own purposes is probably someone who likes to \_\_\_\_\_.
10. An opponent who is tough and resourceful is no doubt a \_\_\_\_\_ foe.



# Chapter Eleven to Twelve

### Part A

1. **Circle T** if the statement is **TRUE** or **F** if it is **FALSE**.
  - T F a) Matilda believed Trunchbull's secret was never doing things by halves.
  - T F b) Matilda also believed that the headmistress was mad.
  - T F c) Trunchbull told Bruce that if he didn't eat a piece of the chocolate cake he would be insulting the cook.
  - T F d) Many of the children thought the cake had been filled with pepper or castor-oil.
  - T F e) From the very beginning Matilda knew that Bruce could eat the whole cake without any trouble.
  - T F f) Bruce finally passed out after the headmistress broke a platter over his head.
2. **Number the events from 1 to 6 in the order they occurred in the chapters.**
  - \_\_\_\_\_ a) The students all give Bruce a standing ovation.
  - \_\_\_\_\_ b) The cook presents Bruce Bogtrotter with a huge chocolate cake.
  - \_\_\_\_\_ c) Bruce Bogtrotter is called to the front during Assembly.
  - \_\_\_\_\_ d) Trunchbull breaks a platter over Bruce's head.
  - \_\_\_\_\_ e) Bruce Bogtrotter is accused of stealing a slice of Trunchbull's chocolate cake.
  - \_\_\_\_\_ f) Bruce cuts into the cake and eats his first slice.



# Chapter Eleven to Twelve

### Part B

Answer each question with a complete sentence.

1. Do you believe that Bruce stole the piece of cake? Do you have any evidence to support your answer?  
\_\_\_\_\_
2. What responsibility was Lavender given for Trunchbull's first visit to their classroom?  
\_\_\_\_\_
3. Which two students inspired Lavender to come up with her *brilliant plot*?  
\_\_\_\_\_
4. Describe what Lavender did to get back at Trunchbull.  
\_\_\_\_\_
5. What had Rupert Entwistle told Lavender about newts? Do you believe this to be true?  
\_\_\_\_\_
6. Predict what you think will happen next.  
\_\_\_\_\_

### Journal Activity

Imagine you are Lavender. Just before Miss Trunchbull joins her class, Miss Honey gives the students an opportunity to make an entry in their personal journals. What might Lavender write in her journal at that moment?





### Chapters 9 to 12: A Comic Strip

This activity is especially for students with an artistic flair or who love comic books! It can be done for events included in Chapters 9 – 12, or from Chapters 1 to 12. The first step is to decide on the length of your comic strip (6 to 12 frames is suggested); next consider what events you will include. You may wish to highlight a brief incident (i.e. Trunchbull forcing Bruce Bogtrotter to eat the chocolate cake), or encompass the highlights of the novel to this point. You may even want to provide an alternate ending to your scene.

A quick sketch of the comic strip can first be accomplished in a storyboard format before a final, good copy is attempted. The strip should include a title, dialog, and color. It should be neat and imaginative.



### Chapters 13 to 16: Poor Old Newt

Lavender plays a rather successful trick on Miss Trunchbull in this section – at the expense not only of the headmistress, but a poor, innocent newt as well. Fortunately for both creatures they end up none the worse for wear – the newt being returned to his home in the pond at the end of the day.

In the whole adventure of the newt we don't really learn whether this little creature might in fact make for a good pet. Perhaps one day in the future every family will wish to have a newt for a household pet – who knows?

Your task is to do an investigation of the newt. From your research uncover five interesting things about this delightful and misunderstood little fellow. As a concluding statement, determine (in your opinion) whether it would make for a good household pet – and why you came to that conclusion.



### Word Search

Find the 15 words from the Word Box in the Word Search Puzzle. The words are in a straight line, but can be forwards, backwards, or even diagonal.

Agatha	Honey	parrot	sarcasm
arithmetic	maniac	platinum	Trunchbull
cottage	Matilda	repulsive	Wormwood
difficulty	miracle	revolting	

h	w	p	q	w	e	g	n	i	t	o	v	e	r	
a	o	s	a	d	f	g	h	j	k	l	q	w	e	
z	r	n	x	r	c	v	b	n	u	m	s	d	f	g
q	m	w	e	e	r	r	m	a	n	i	a	c	r	t
a	w	s	d	y	f	o	g	h	c	h	j	k	l	t
c	o	t	t	a	g	e	t	r	h	e	w	q	a	s
d	o	f	g	h	j	k	l	k	b	j	h	g	f	s
p	d	s	d	i	t	f	i	c	u	l	t	y	f	a
m	l	s	d	t	g	h	j	k	l	l	u	y	g	r
i	m	a	t	i	l	d	a	w	l	e	r	a	t	c
r	p	o	l	i	u	y	t	r	e	w	t	s	d	a
a	l	k	j	i	h	g	f	d	s	h	s	a	z	s
c	x	c	v	b	n	b	n	m	a	k	j	h	g	m
l	s	d	r	e	p	u	l	s	i	v	e	s	f	d
e	s	d	c	i	t	e	m	h	t	i	r	a	d	f



### Comprehension Quiz

Answer each question in a complete sentence.

- What did Mr. Wormwood do for a living?  
\_\_\_\_\_
- Describe one of the three tricks that Matilda played on her parents.  
\_\_\_\_\_
- Why did Matilda play these tricks on her parents?  
\_\_\_\_\_
- Why did Miss Honey visit Matilda's parents after school?  
\_\_\_\_\_
- What did Trunchbull make Bruce Bogtrotter do at Assembly?  
\_\_\_\_\_
- Describe the trick that Lavender played on Miss Trunchbull?  
\_\_\_\_\_
- Describe the "first miracle" that Matilda performed.  
\_\_\_\_\_

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2

2

2

2

2

2

2

SUBTOTAL: /14

### Describing Wheel

Choose a subject dealt with in *Matilda* (i.e. used cars, newts, parrots, famous authors, magic tricks, Olympics, England). Place the name of the subject in the center of the wheel and add describing words about your topic between the spokes. You may have to do some research on your chosen topic to come up with some good describing words.



NAME: \_\_\_\_\_

After You Read 



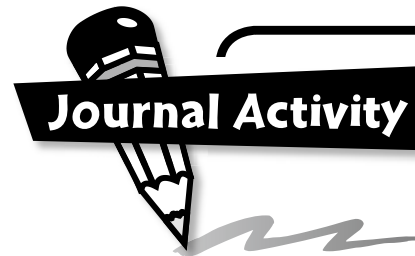
# Chapters Nine to Ten

## Part B

Answer each question with a complete sentence.

1. What was one thing that Miss Honey found astonishing about Matilda's parents?  
\_\_\_\_\_
2. What was **ironic** about Mrs. Wormwood telling Miss Honey, "You chose books. I chose looks" ?  
\_\_\_\_\_
3. Describe how Matilda got along with the other children in her class.  
\_\_\_\_\_
4. Why didn't the parents of the children in Matilda's school complain about Trunchbull?  
\_\_\_\_\_
5. Describe **The Chokey**. Why was it so feared among the students?  
\_\_\_\_\_
6. Describe one of the tricks that Hortensia played on Trunchbull.  
\_\_\_\_\_

# EASY MARKING



### Journal Activity

Imagine you are one of the following students and write a journal entry describing what happened to you as described in the last chapter: Amanda Thripp, Julius Rottwinkle, or Hortensia.



**1.**  
They had no idea how gifted Matilda was.

**2.**  
Mrs. Wormwood wasn't very good looking.

**3.**  
She got along well with them all.

**4.**  
\_\_\_\_\_ were afraid of \_\_\_\_\_ and they found it hard to believe their children's stories.

**5.**  
It was a small closet into which children were put for punishment.

**6.**  
She put syrup on her chair and itching powder in her shorts.



**1.**  
Answers will vary

**2.**  
Answers will vary

### Vocabulary

1. obvious
2. wary
3. apprehension
4. highwayman
5. shriveled
6. crafty
7. peculiar
8. perseveres
9. exploit
10. formidable

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**1.**  
a) **T**

b) **F**

c) **T**

d) **T**

e) **F**

f) **F**

**2.**

a) **5**

b) **3**

c) **1**

d) **6**

e) **2**

f) **4**

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**1.**  
Answers will vary. He did acknowledge to Trunchbull that her cake was very good.

**2.**  
Bringing a jug of water an a clean empty glass.

**3.**  
Hortensia and Matilda.

**4.**  
She put a newt in the water jug.

**5.**  
If you chopped off a newt's tail it would grow another newt ten times as big.

**6.**  
Answers will vary.

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- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.