

# Guided Reading Lesson Plan (Levels M-Z)

Title: \_\_\_\_\_ Matilda \_\_\_\_\_ Level: R ISBN: \_\_\_\_\_ Publisher: \_\_\_\_\_ Puffin \_\_\_\_\_  
Assignment: Chapter 1-3

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Book Overview: Matilda has awful parents who treat her unkindly. Every time her parents behavior poorly she plays a trick on them to teach them a lesson. Her only supporters are the librarian and her teacher, Miss Honey. Miss Honey and Matilda help each other with their situations and end up living together in the end of the story.

Chapter 1-3: The reader finds out that Matilda has awful parents who really don't care much about her. They leave her home all alone during the day. Matilda discovers a love for reading and ventures off to the library every day, reading all of the children's books in the library. Matilda's parents do not like her reading, and would rather her watch the T.V. Her father is a dishonest used car salesman who cheats people. Matilda decides her father must be punished for his dishonest behavior and puts superglue to the brim of his hat.

Words/Text Layout:

\*New or important words (V) Pg 2 twaddle – talk in a silly manner

Pg 4 extraordinary – beyond what is usual

Pg 7 devouring – absorb or engross

Pg 29 skulking - feeling defeated

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Good readers go beyond the text to interpret characters thoughts and feelings. As you read today look for examples of Matilda's feelings in different situations. List 2 examples of Matilda's feelings and what causes the feelings, in your Reader's notebooks.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. What were Matilda's parents like? Use evidence from the text to support your answer.
2. Why do you think Matilda loves reading so much? Use evidence from the text to support your answer.
3. What does Mr. Wormwood do at his car garage that makes Matilda angry?
4. How did Matilda get back at her father?
5. How does Mr. Wormwood solve his problem at the end of chapter three?

Writing Connection (optional):

Would you be able to live with parents like Matilda's? Why or why not? If you had to, what would you do differently than Matilda?

# Guided Reading Lesson Plan (Levels M-Z)

Title: Matilda Level: R ISBN: \_\_\_\_\_ Publisher: Puffin  
Assignment: Chapter 4-6

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapter 4-6: Matilda plays a trick on her father to teach him a lesson for tearing up her library book. She hides a parrot up the chimney so the family thinks their house is haunted. Her father was teaching an arithmetic problem to her older brother and Matilda was able to answer the question correctly. Her father accused her of cheating. To teach him a lesson she mixes platinum blonde hair coloring into his hair gel and turns his hair blonde.

Words/Text Layout:

\*New or important words (V) Pg 32 chastened – to inflict suffering

Pg 35 devising – to plan

Pg 41 brandishing – to shake or wave as a weapon

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Good readers go beyond the text to interpret characters thoughts and feelings. In today's text Matilda and her father both will experience many different feelings and emotions. Make a list as you read in your reader's notebooks of the different emotions they feel and what causes them to feel that way.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. After the superglue episode, Mr. Wormwood temporarily stopped boasting and bullying Matilda, why do you think he stopped? (Inferring)

2. Matilda's father was so angry she was reading, that he took her book and tore out the pages. Why do you think his upset him so much?

3. What is Matilda's reaction to her father destroying her book? Why is this unusual?

4. How did Matilda get back at her father for destroying her library book?

5. Why does Matilda dye her father's hair platinum blonde?

6. Why do you think the narrator refer to Mr. and Mrs. Wormwood as "the father" and "the mother"?

Writing Connection (optional):

What effect do you think the events of these chapters will have on Mr. Wormwood and the remainder of this story? Use evidence from the text to support your inferences.

# Guided Reading Lesson Plan (Levels M-Z)

Title: Matilda Level: R ISBN: \_\_\_\_\_ Publisher: Puffin  
Assignment: Chapter 7-9

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapter 7-9: Matilda starts school at 5.5 years old. Her teacher, Miss Honey, finds out rather quickly that Matilda is brilliant. Miss Honey asked the Head Mistress, Miss Trunchbull, if Matilda can be moved up to a higher class that will challenge her. Miss Trunchbull says that Matilda's dad warned her of Matilda's bad behavior and she was rotten. Miss Trunchbull makes Matilda stay in Miss Honey's class anyways. Miss Honey visits Matilda's parents and soon realizes they are ignorant and do not want a brilliant daughter, but instead wants a daughter to look pretty so she can grow up and find a man to marry.

Words/Text Layout:

\*New or important words (V) Pg 69 prodigy- a person, especially a child or young person, having extraordinary talent or ability

Pg 76 formidable- causing fear, apprehension, or dread

Pg 77 obstinate- difficult

Pg 88 resolutely- firmness or determination

Pg 93 delinquent- difficult or unruly, misbehaved

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers think about the characters as they read. They infer character traits as they read. Today as you read focus on Miss Honey. How would you describe her? What evidence do you have to support your thinking? In your reader's notebooks, write character traits that describe Miss Honey, and the evidence you have to support your ideas.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. What do you think of Miss Trunchbull after reading chapter 7? Use evidence from the text to support your answer.
2. Why do you think Miss Honey hardly ever smiles? (Inference)
3. What does Miss Trunchbull think of Matilda's father?
4. Why did Miss Honey go to Miss Trunchbull's office?
5. What was Miss Trunchbull's reaction?
6. Why are Matilda's parents not excited about learning Matilda is brilliant?

Writing Connection (optional):

At the end of chapter 8, The Trunchbull, Miss Honey says she knows she must find a way to help Matilda in the end. How do you think Miss Honey will help Matilda? What traits does Miss Honey possess that might help Matilda? Use evidence from the text to support your answer.

# Guided Reading Lesson Plan (Levels M-Z)

Title: Matilda Level: R ISBN: \_\_\_\_\_ Publisher: Puffin

Assignment: Chapter 10-12

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapter 10-12: Matilda makes a new friend, Lavender. The two girls meet a senior girl at recess who tells them horror stories for Miss Trunchbull. The girls soon witness all the horrible things Miss Trunchbull does to students.

Words/Text Layout:

\*New or important words (V) Pg 95 nymph- a baby insect

Pg 98 regale- to entertain or delight

Pg 118 bemused- bewilder or confuse

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

As readers read, they think about the characters and how those characters are changing as the story progresses. Think back to the beginning when we first met Matilda. How has she changed? What seems to be causing those changes? In your reader's notebooks, write about the ways (more than one) Matilda has changed and what caused those changes in her.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. What stories does Hortensia tell Matilda and Lavender at recess?
2. What happens to Amanda Thrupp at recess? Why does this happen?
3. Miss Trunch made Bruce eat a whole cake by himself. Why do you think Miss Trunchbull would make this his punishment?
4. Do you think Bruce learned a lesson? Why or why not?
5. Lavender takes on the role of getting Miss Trunchbull's water and jug every day, why?
6. Why does Miss Trunchbull think of Matilda's father?

Writing Connection (optional):

Do you think Miss Honey is changing? Why or why not? As the story progresses how do you see Miss Honey changing?

# Guided Reading Lesson Plan (Levels M-Z)

Title: Matilda Level: R ISBN: \_\_\_\_\_ Publisher: Puffin

Assignment: Chapter 13-15

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapter 13-15: Matilda's class finds out that every Thursday Miss Trunchbull will teach for an hour in place of Miss Honey. Miss Trunchbull quizzes over various skills. Matilda witnesses more cruel punishment to other students who didn't know how to spell a word or know their times tables. Matilda learns she has a special power to move things with her mind. The only person she tells is Miss Honey.

Words/Text Layout:

\*New or important words (V) Pg 169 transfigured- to change the outward appearance or form  
Pg 169 seraphic- like or of

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

Good readers are able to make inferences about their characters based on the little information the author gives them. Today during your reading I want you to make inferences about Miss Trunchbull and why she behaves the way she does. You must have evidence to support your thinking.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. What is the first thing Miss Trunchbull does when she enters Matilda's classroom?
2. Why did Nigel have to stand in the corner on one leg?
3. Why is Miss Honey's class so good at spelling?
4. What does Miss Trunchbull think of this method to learning spelling words?
5. Miss Trunchbull thinks Matilda put the newt in her water, why?
6. Matilda discovers a special talent she has, what is it?

Writing Connection (optional):

If you had Matilda's special talent, what would you do with it? Why?

# Guided Reading Lesson Plan (Levels M-Z)

Title: Matilda Level: R ISBN: \_\_\_\_\_ Publisher: Puffin

Assignment: Chapter 16-18

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapter 16-18: The reader learns that Miss Honey is very poor and lives in a tiny cottage, that isn't really a house. Miss Honey tells Matilda her story. Her mother died when she was two. Her father died when she was five, and she suspects her aunt had something to do with his death. Her aunt took everything that should have been hers and kept it for herself. Her aunt took her wages and was very cruel to her since she was a young child. After Matilda hears about Miss Honey's childhood and her aunt be Miss Trunchbull, she no longer cares about her special gift. She is plotting something in her head to help Miss Honey.

Words/Text Layout:

\*New or important words (V) Pg 174 precocious- amazing intelligence early on

Pg 181 primus- little camping stove

Pg petrified- scared

Pg snippet- small piece

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Good readers think about the characters as they read. They make inferences about the characters traits as they read. Today as you read focus on Miss Honey. How would you describe her? What evidence do you have to support your thinking? In your readers notebooks, write traits that describe Miss Honey, and the evidence you have to support your ideas.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. Matilda is wildly excited about her special gift, what are Miss Honey's thoughts about her gift? Why do you think Miss Honey feels this way?
2. What does Miss Honey's cottage look like?
3. What was Miss Honey's childhood like? Give at least 3 important events that happened to her growing up.
4. Who is Miss Honey's aunt? What does Matilda think about this?
5. What makes Matilda not want to practice her special gift at the end of chapter 18?
6. Make an inference. What do you think Matilda is planning on doing to help Miss Honey?

Writing Connection (optional):

In these chapters the reader learns so much more about Miss Honey. Compare and Contrast Miss Honey situation with Matilda's home life situation.

# Guided Reading Lesson Plan (Levels M-Z)

Title: Matilda Level: R ISBN: \_\_\_\_\_ Publisher: Puffin

Assignment: Chapter 19-21

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapter 19-21: Matilda practices her skill of moving things with her eyes to help Miss Honey get her house back, her father's fortune back and Miss Trunchbull out of her life forever. Matilda's father is in trouble with the law and decides to up and move their family to Spain. Matilda wants to stay with Miss Honey and chooses not to go with her family to Spain. Her mother and father think Spain would be easier without Matilda so they decide to let her stay with Miss Honey.

Words/Text Layout:

\*New or important words (V) Pg 206 ethereal- delicate or refined

Pg 211 impertinent- rude or uncivil

Pg 216 halibut- a type of fish

Pg 216 elated- happy

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers pay attention to big ideas in the text to help them summarize and understand the text. As you read today pay attention to the big ideas of the three chapters. List 1-2 big ideas from each chapter. Then tell what you think the big idea from the book is. What lesson or idea does the author want you to take away from his book?

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. What does Matilda's practice session look like? How does she practice?

2. What happens after Matilda practices for an hour?

3. When Miss Trunchbull comes in to teacher Miss Honey's classroom, what happens?

4. What happens to Miss Trunchbull?

5. What happens to Miss Honey?

6. Why are Matilda's parents fleeing to Spain?

7. Did you like the end of this story? Why or why not?

Writing Connection (optional):

What lesson did you learn from this book? How can you apply this lesson in real life? Be ready to share your writing.

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