

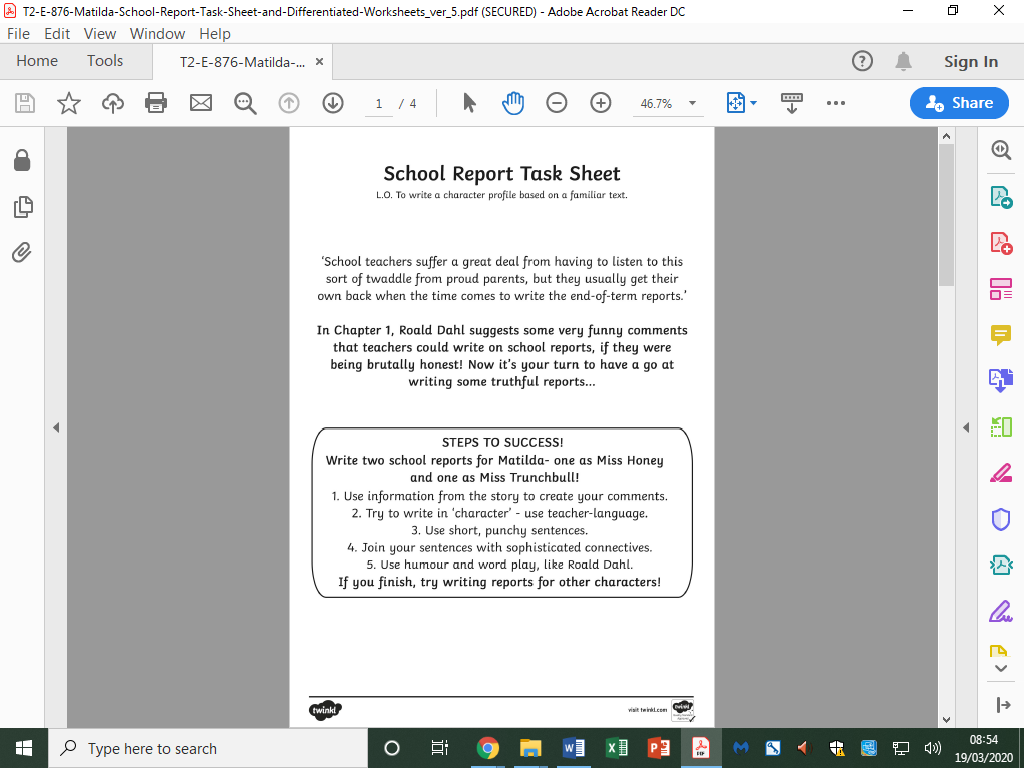
Year 3 Matilda

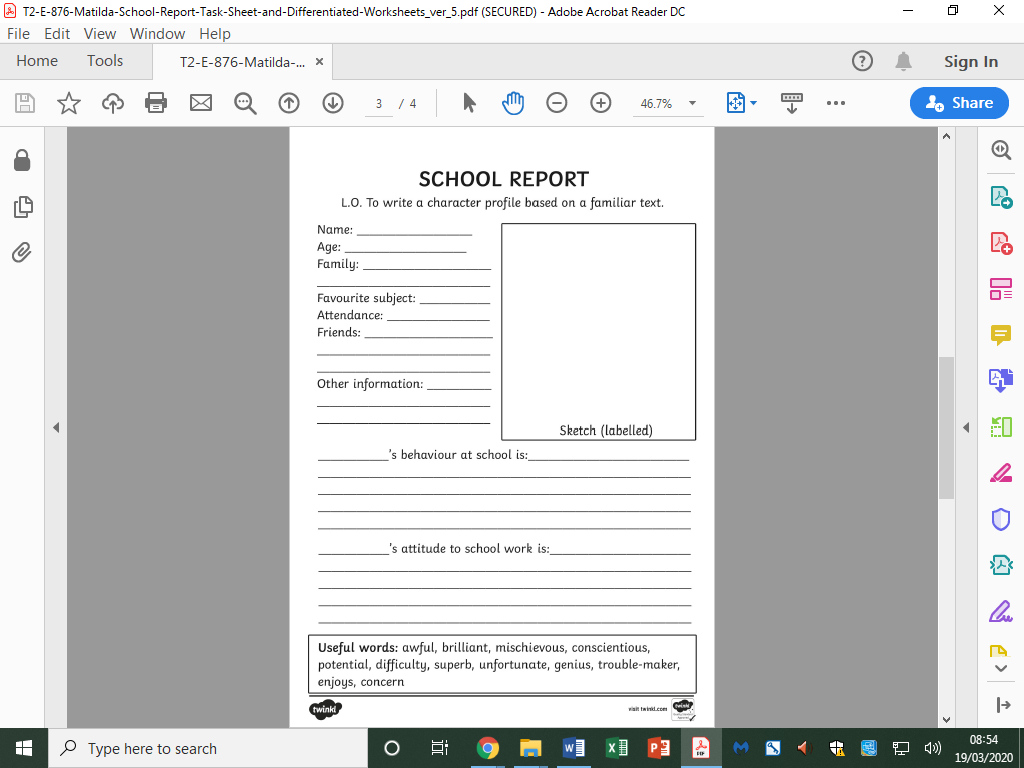
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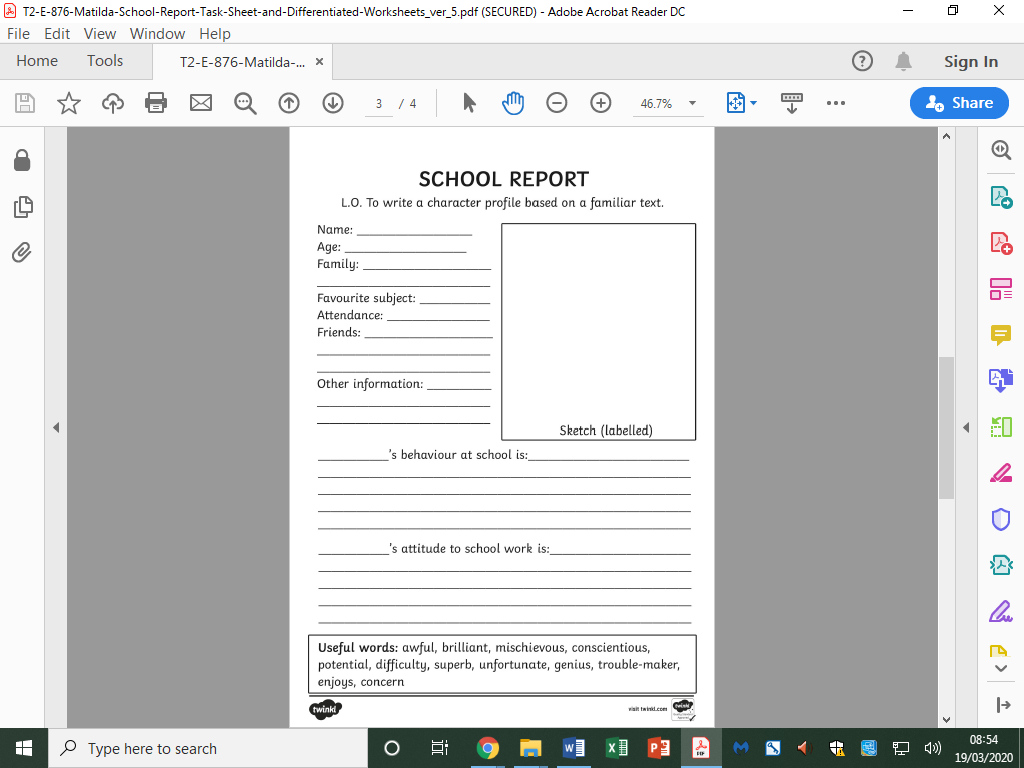
Make a prediction about what this book is going to be about.

Think about:

* Who is Matilda?
* What is she doing?
* What might happen in this story?
* What do you think some problems might be in the story?







**Chapter 1 & 2**

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| 1. What is the librarian’s name? |
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| 1. What is the first adult book that Matilda reads? |
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| 1. How will a fine writer always make you feel? |
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| 1. Where did Matilda go with Rudyard Kipling? |
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| 1. What is Mr Wormwood’s secret? |
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| 1. Which parts of the opening make you want to read on? |
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| 1. What language is used to show that Mr Wormwood is ‘dishonest’? |
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| 1. How do you think Roald Dahl feels about people who watch a lot of TV? |
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| 1. Whose viewpoint is this story told from? How do you know? |
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| 1. What genre of story do you think this is going to be? |
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| 1. Collect words to describe Matilda. |
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| 1. Write 5 super similes to describe Matilda. |
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| 1. Predict what Matilda’s revenge on her father will be. |
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**Chapters 3 & 4**

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| 1. Why does Mrs Wormwood turn pink? |
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| 1. What makes Mr Wormwood angry in chapter 4? |
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| 1. What book is Matilda reading? |
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| 1. Who is Chopper and what does he say? |
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| 1. Why does Matilda have to take care with timing her tricks? |
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| 1. What do we learn about Mr and Mrs Wormwood’s relationship? |
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| 1. What lesson do you think Matilda’s family learn? |
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| 1. Does this build up make you want to read more? |
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| 1. How is language used to show Mr Wormwood’s fury? |
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| 1. What does Fred say is ‘pretty marvellous’ and why? |
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| 1. Can you find evidence to prove that Matilda is a good actor? |
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| 1. Collect examples of powerful verbs and write some of your own |
| sentences using them. |
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| 1. Design your own trick. |
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**Chapters 5 & 6**

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| 1. What colour is Mr Wormwood’s jacket? |
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| 1. What is Mr Wormwood’s total profit? |
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| 1. What does the family eat in chapter 5? |
|  |
| 1. What is Mr Wormwood’s hair lotion called? |
|  |
| 1. What does Michael have for breakfast? |
|  |
| 1. Why does Mr Wormwood talk to his son about business, not his |
| daughter? |
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| 1. What do you think Mrs Wormwood thinks of Mr Wormwood? How do you |
| know? |
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| 1. Is ‘foulness’ a good word to describe Mr Wormwood’s behaviour? Why? |
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| 1. What is the purpose of Mr Wormwood’s noise and clatter? |
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| 1. Whose side do you think the reader is on? Why? |
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| 1. Is Matilda right to punish her parents? Give 3 reasons. |
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| 1. Use bullet points to record the main steps of the plan. |
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| 1. If you were Matilda’s friend, how would you feel about what is |
| happening? |
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**Chapters 7 & 8**

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| 1. How many children are in Matilda’s class? | |
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| 1. Who does Miss Honey lie to and why? | |
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| 1. Who taught Matilda to read? | |
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| 1. What does Mr Wormwood tell Miss Trunchbull about Matilda? | |
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| 1. Would you like to have Miss Trunchbull as your headteacher? Explain | |
| why. | |
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| 1. Why do you think each chapter is named after a teacher? | |
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| 1. Find a simile to describe Miss Trunchbull. | |
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| 1. What advice does Miss Honey give her class? | |
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| 1. Why does Miss Honey feel ‘wildly excited’? | |
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| 1. Draw a detailed and labelled sketch of Miss Trunchbull. | 1. Draw a detailed and labelled sketch of Miss Honey |
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| 1. Miss Honey wants to help Matilda. Make a plan for her, | |
| explaining exactly what she must do. | |
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**Chapters 9 & 10**

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| 1. What do Matilda’s parents call Miss Honey? |
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| 1. Why does Hortensia call Matilda a liar? |
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| 1. What did Miss Trunchbull do in the Olympics? |
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| 1. How do Matilda’s parents feel about Miss Trunchbull? |
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| 1. Why are Matilda and Lavender friends? |
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| 1. Why does Mrs Wormwood think Matilda is wasting her time reading? |
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| 1. Is ‘war’ a good way to describe Matilda’s school? Why? |
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| 1. What was the purpose of Chapter 9? |
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| 1. Do you think all of Hortensia’s stories are true? Why? |
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| 1. Find powerful verbs and look up their meanings. |
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| 1. Write 2 similes to describe each of the main characters. |
| Matilda - |
|  |
| Miss Honey - |
|  |
| Miss Trunchbull - |
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| 1. Summarise the story so far in 10 bullet points. |
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**Chapters 11 & 12**

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| 1. What is Bruce’s crime? |
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| 1. What is Bruce’s punishment? |
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| 1. What time will Miss Trunchbull teach the class? |
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| 1. Describe a newt. |
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| 1. Where does Lavender keep the newt? Why? |
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| 1. How do the children feel as they watch Bruce eat the cake? |
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| 1. How do you feel when you read Lavender’s plan? Why? |
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| 1. Why does Lavender keep her plan a secret? |
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| 1. How does Miss Trunchbull describe Bruce Bogtrotter and what effect |
| does this have? |
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| 1. Write a cheer to support Bruce. |
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| 1. Draw a character sketch of Lavender. |
|  |
| 1. Write a possible ending for this story. What will happen to Matilda |
| and Miss Trunchbull? |
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**Chapters 13 & 14**

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| 1. What does Miss Trunchbull ask Nigel to spell? |
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| 1. How does Miss Honey teach spelling>? |
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| 1. What was quite an extraordinary sight? |
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| 1. Which headmaster does Miss Trunchbull admire? |
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| 1. What made Miss Trunchbull especially furious? |
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| 1. How do you think Matilda felt when she managed to tip over the water? |
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| 1. Is ‘hypnotised’ a good word to describe the class? Why? |
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| 1. Does Miss Honey’s attitude remind you of anyone you know? Who? |
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|  |
| 1. How does Roald Dahl’s writing make you feel? |
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| 1. Write 5 questions of your own about the story. |
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| 1. Choose 5 verbs and 5 adjectives to describe Miss Trunchbull. |
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| 1. Choose your favourite descriptive phrase and explain why you have |
| chosen it. |
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**Chapters 15 & 16**

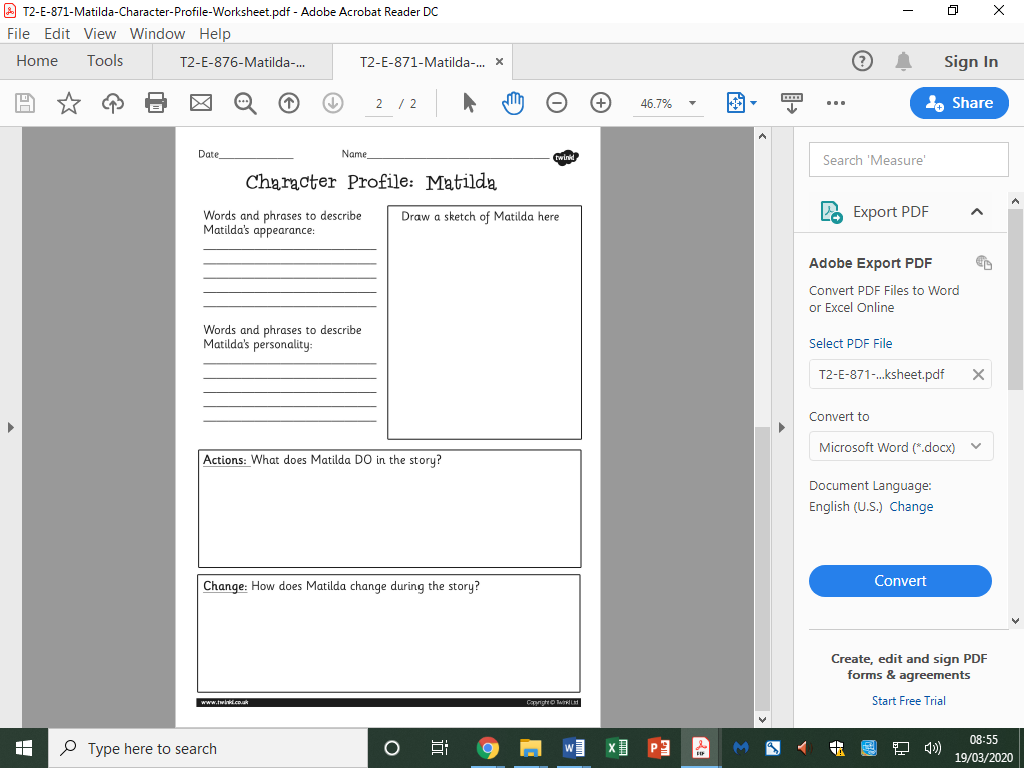
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| 1. Whose mouth drops open in shock? Why does it drop open? |
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| 1. Describe how Matilda uses her powers. |
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| 1. Where does Miss Honey live? |
|  |
| 1. How does Matilda feel when she moves the glass? |
|  |
|  |
|  |
| 1. How does Miss Honey feel when she sees Matilda do it? |
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|  |
| 1. How does Matilda feel when she sees Miss Honey’s house? |
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|  |
| 1. How do we find out Miss Honey is poor? |
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| 1. Why does Roald Dahl describe Miss Honey as a ‘wise old bird’? |
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| 1. What is your opinion of the way Miss Honey lives? |
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| 1. How could Matilda test her powers? Design an experiment to see |
| what she can do. |
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| 1. Draw a detailed and labelled sketch of Miss Honey’s cottage. |
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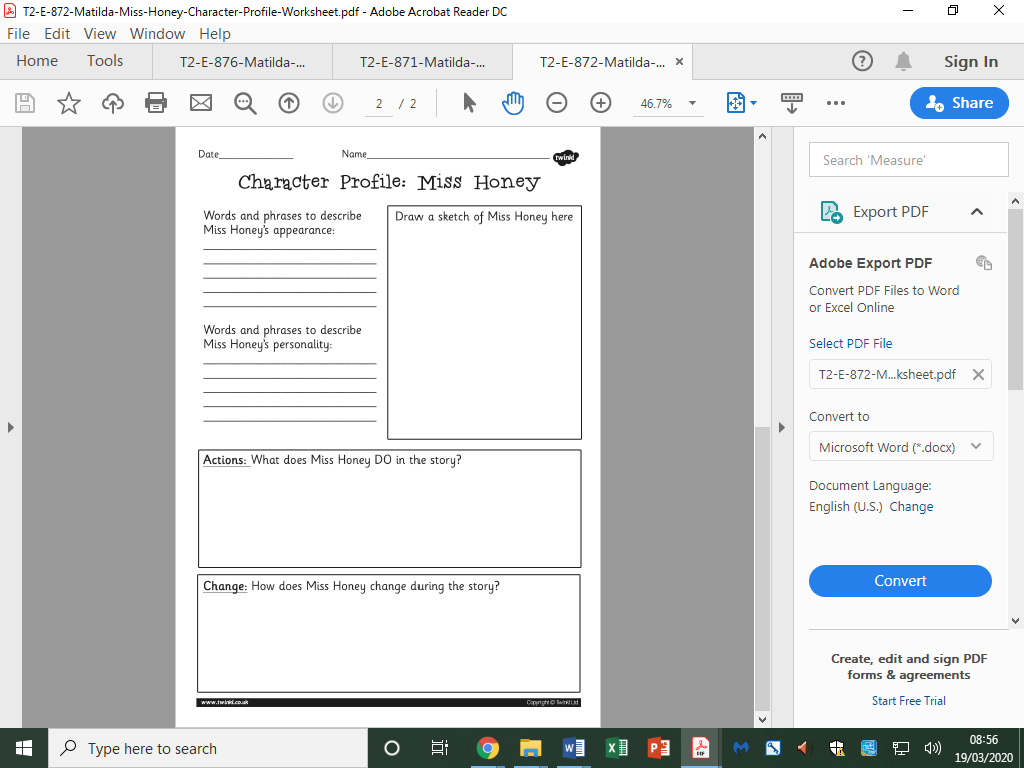
**Chapters 17 & 18**

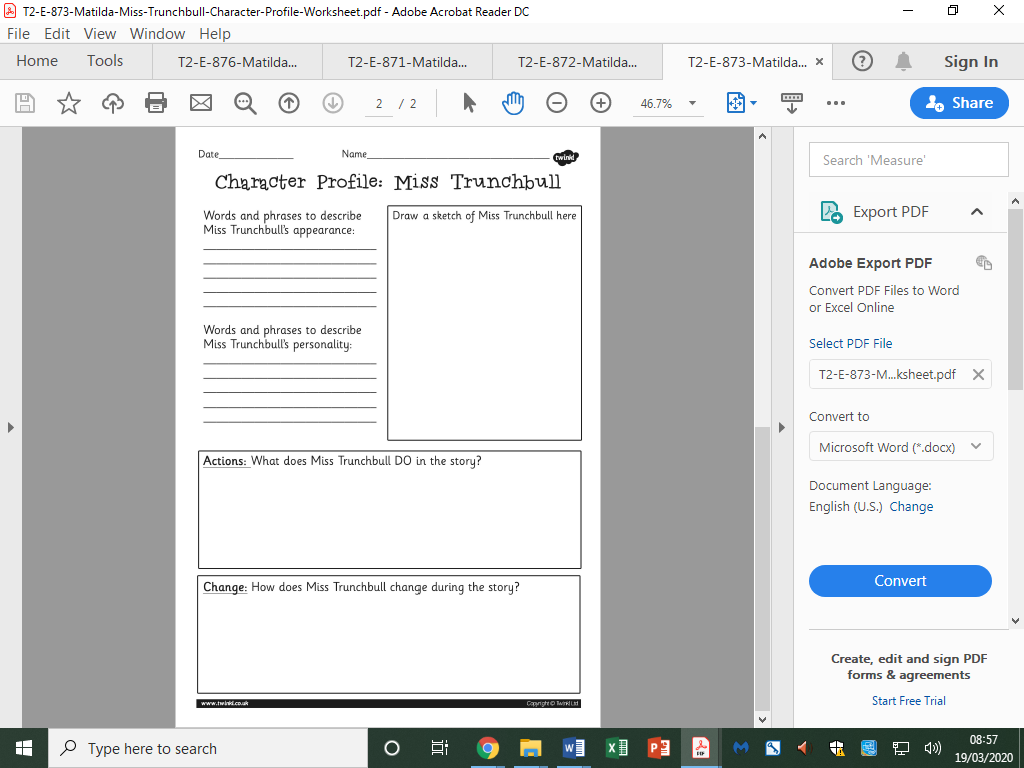
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| 1. Where did Miss Honey study? |
|  |
| 1. How much money does Miss Honey live on? |
|  |
| 1. How did Miss Honey find her cottage? |
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|  |
| 1. What questions does Matilda ask? |
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|  |
| 1. How does Matilda feel when she finds out who Miss Honey’s aunt is? |
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| 1. Why do you thin Miss Honey’s aunt treated her so appallingly? |
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| 1. How would you describe the ending of chapter 18? Why? |
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| 1. Design and action plan to help Miss Honey. What would you do? |
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| 1. Design a treat for Miss Honey to cheer her up after her awful |
| experiences. |
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| 1. Write down 5 open-ended questions that you would like to ask Miss |
| Honey. |
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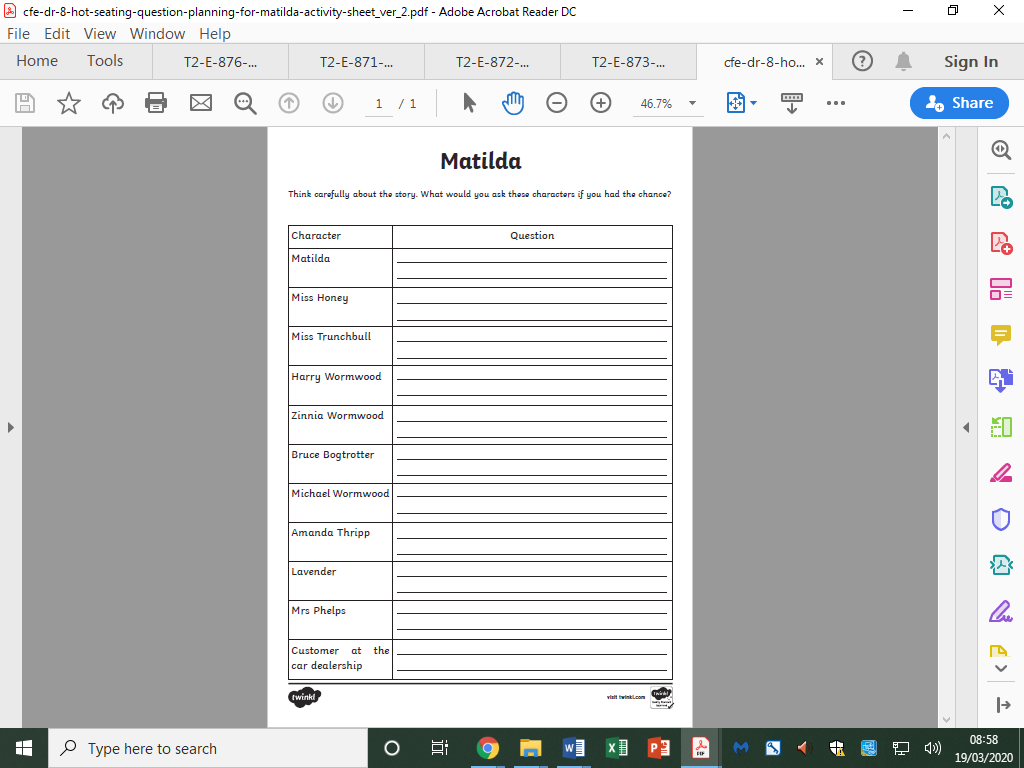
**Chapters 19, 20 & 21**

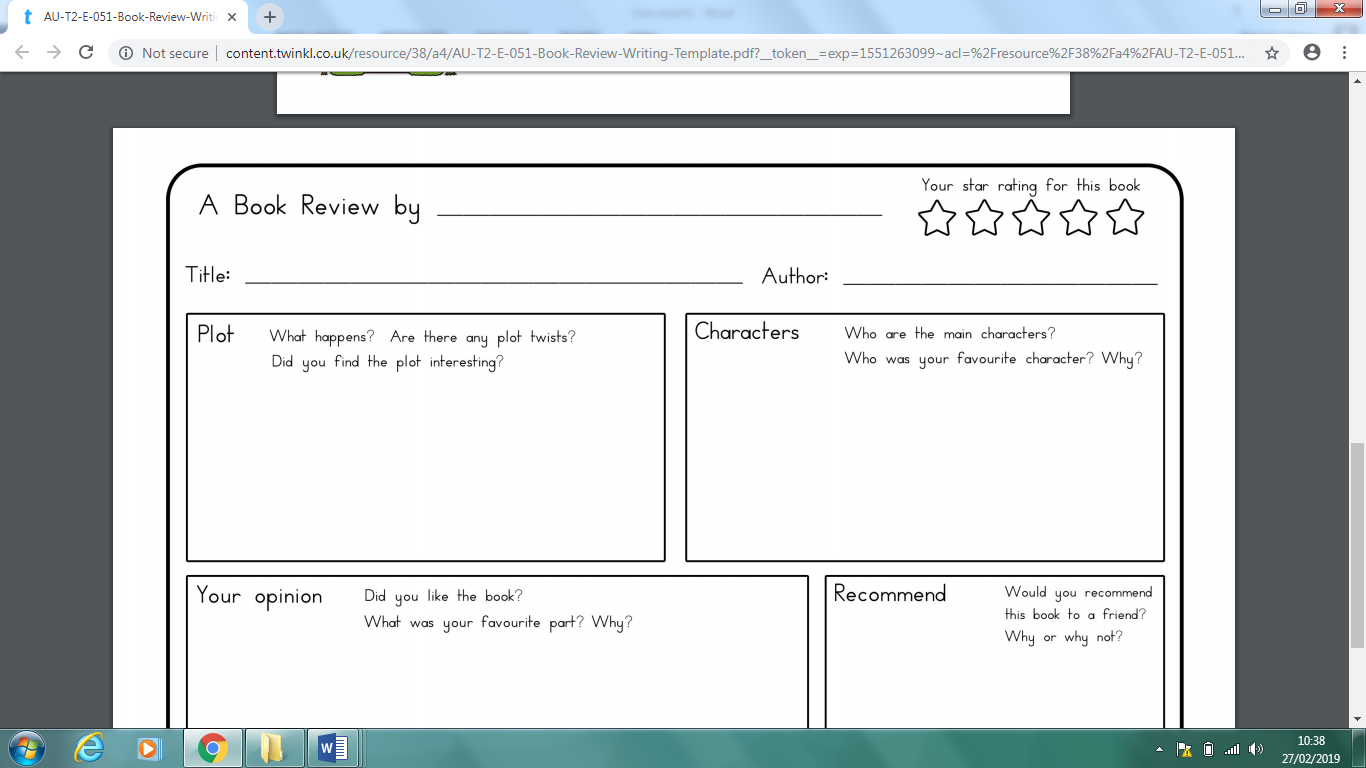
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| 1. Who notices the chalk moving first? |
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| 1. What document appears after Miss Trunchbull’s disappearance? What |
| does it say? |
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| 1. Who is the new head teacher? |
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| 1. Why is it impossible to be bored with Matilda? |
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| 1. Why is Matilda so keen to help? |
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| 1. Why do you think that Matilda’s powers disappeared? |
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| 1. Why do Matilda’s parents agree that she can stay with Miss Honey? |
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| 1. Do you think the words Matilda writes on the blackboard are well |
| chosen? Why? |
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| 1. If you could change anything about this story what would it be? |
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| 1. What happens next to Miss Trunchbull? |
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| 1. Write an alternative ending. Happy, sad or a twist. |
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**Plot** – What happens in the story? Are there any plot twists? Did you find the plot interesting?

**Characters** – Who are the main characters? Who was your favourite character? Why?

**Recommend** – Would you recommend this book to a friend? Why or why not?

**Your opinion** – Did you like the book? What was your favourite part? Why?

**Vocabulary** – What new vocabulary have you learnt? Which is your favourite piece?