

Name \_\_\_\_\_

## Author's Biography

Research the author of the story. Write a title, draw an illustration and write a biography below. Be sure to include a list of works cited at the bottom.

Works Cited:

Name \_\_\_\_\_

## CHARACTER RESPONSES

Below, write about 3 events or challenges in the story. Then, write about a chosen character's response to each event or challenge. Finally, write what that reaction tells you about the character.

Event or Challenge	Character Response	What this tells me

Name \_\_\_\_\_

## My Book Cover

Design your own book cover of *Matilda* below!

Name \_\_\_\_\_

## My BOOK Review

Would you recommend this book? Write about the book, and explain why you like or dislike it. Include a title, picture, and text.

Name \_\_\_\_\_

## MYSTERY THOUGHTS

Read each thought bubble. From the list of characters, determine whose point of view each thought represents. Write your best guesses on the lines inside each bubble. Some may have more than one correct answer, and some answers may be used more than once.

Miss Honey      Matilda      Michael  
Mr. Wormwood   Mrs. Wormwood   Miss Trunchbul

I believe children need love and a good education.

I hate children. They are miserable, horrible creatures put on this earth to torment me.

Teacher Instructions

### Who Said It? Character Quotes

- Give each student a set of Character Cards and Character Card Backs.
- Have the students use the text to complete the Character Card Backs for each character.
- Have the students draw and label the characters on the Character Card Fronts.
- Have the students use the text to complete the Character Card Backs for each character.

Teacher Instructions

### Umbrella Themes

- This activity can be done as an individual activity, but is great for group work.
- Discuss and brainstorm major themes in the story. I have included a poster with some themes, and your class can add on to these ideas.
- On the page entitled "Umbrella Themes," have the students brainstorm lessons that characters and/or readers learned that are related to the major themes in the story. The students write their ideas in the raindrops below the umbrella. You may even want to make two-sided copies of these pages, so each group or student can work with two major themes.
- Upon revising, editing, and teacher approval, give each group or student the large umbrella and large raindrops, so that they may publish their work.
- Students use the large umbrella and large raindrops to design and create their final product.
- Use all of the different themes and lessons to make a really cool bulletin board!

Theme Poster      Umbrella Themes page      Sample answer page

For final publication      For final publication

Name \_\_\_\_\_

## MAIN Event

What are the main events in the chapter you just read? Draw a picture for each, and write accompanying text. Give the chapter a different title that you think fits!

First, \_\_\_\_\_

Next, \_\_\_\_\_

Last, \_\_\_\_\_

Chapter Title: \_\_\_\_\_

TEACHER INSTRUCTIONS

### Character Cards

- Give each student a set of Character Cards and Character Card Backs. It is preferable to copy them onto cardstock or thicker paper.
- Have the students use the text to complete the Character Card Backs for each character.
- Have the students draw and label the characters on the Character Card Fronts.
- Have the students use the text to complete the Character Card Backs for each character.

Name \_\_\_\_\_

## One Event: Three Points of View

Chapter 20: The Third Miracle

Character Views

Matilda's Emotions	Matilda's Actions

Story Event

Matilda uses chalk to write a message to Miss Trunchbul, making her believe that Magnus the ghost is speaking to her.

Miss Honey's Emotions	Miss Honey's Actions

Miss Trunchbul's Emotions	Miss Trunchbul's Actions

Agatha this is Magnus

Common Core codes are listed on the bottom of each activity.

**31 Reading Response Activities:**

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

## Figurative Language

**KEY IDEA:** Determine the meanings of figurative language to help you better visualize the text.

- **Simile**—a comparison between two things using the words "like" or "as."
- **Metaphor**—a comparison between two things without using the words "like" or "as."
- **Idiom**—an expression with a non-literal meaning.
- **Personification**—giving human-like attributes to something non-human.
- **Hyperbole**—an exaggeration.
- **Imagery**—written description that puts a picture in the reader's mind.



## PLOT

**KEY IDEA: UNDERSTAND THE PLOT TO SEE HOW THE STORY UNFOLDS.**

- **Plot**—the events of the story.
- **Conflict**—the struggles or problems in a story.
- **Obstacles**—what gets in the way of a character's goal.
- **Causes**—events that make other events occur.
- **Effects**—events that occur as a result of other events.



## CHARACTER ANALYSIS

**KEY IDEA: EXAMINE CHARACTERS IN MULTIPLE WAYS TO UNDERSTAND THEM.**

*Think about...*

- Their words and actions
- Their interactions with others
- Their reactions to major events
- How they are like or unlike others
- How they are like or unlike you
- How and why they change
- Their points of view and opinions



## THEME

**KEY IDEA: REFLECT ON STORIES TO LEARN FROM THEM.**

- **Theme**—the underlying major meanings in a story.
- **Lesson**—what the character(s) and/or reader learn through a story.

*Think about...*

- What the characters learn
- What you learn
- How the story relates to your life



## POINT OF VIEW

**KEY IDEA: Different perspectives affect how the story is told.**

- **First person**—a character in the story is telling the story. The reader knows this character's thoughts.
  - Clues: I, me, my
- **Third person**—a narrator outside of the story is telling the story. The reader is an outsider looking in at the action.
  - Clues: he, she, they
- **Third person limited**—a narrator outside of the story is telling the story. The reader knows what ONE character is thinking and feeling.
  - Clues: he, she, they

### LITERARY ANALYSIS ANCHOR POSTERS INCLUDED:

- Posters complement included activities
- Use for direct instruction and then display
- Available in both color and black/white

## Culminating Project Choices

Name \_\_\_\_\_

Now that you have completed *Matilda*, choose one of these Final projects to complete.

- SEQUEL:** Write a sequel to the book. What happens after the ending?
- AUTHOR REPORT:** Research all about one of Matilda's favorite authors. Write a research report about him or her.
- SUPERPOWER STORY:** Imagine that you have Matilda's superpower of moving objects with your eyes. Write a story about it.
- PLAYWRIGHT:** Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to show to the class, or perform it in front of the class!
- BOARD GAME:** Create a board game which is themed around *Matilda*. Be as creative!
- NEWS INTERVIEW:** Imagine you are a news reporter that is interviewing the characters from the novel. Write a script for it. With a friend, record it to show to the class, or perform it in front of the class!
- DEAR DIARY:** Choose a character from the story, and write a diary entry from his or her point of view, in the form of a letter. Be sure to write it in the first person.
- MOVIE POSTER:** Design a movie poster advertising a movie based on *Matilda*.
- CHARACTER ART:** Create sculptures, puppets, or models of the characters from the novel using any material you choose. You could use a combination of clay, poster board, old toys, sticks, or anything you can think of.
- ENGLAND BROCHURE:** Create a travel brochure describing England and the setting of this story.

My Choice: \_\_\_\_\_

My Grade: \_\_\_\_\_

Comments: \_\_\_\_\_

## ACTIVITY PACKET

# Matilda

By *Ronald Dahl*



Name \_\_\_\_\_

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### TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use
		3	Activity Packet Cover	
Theme	RL.3.2/RL.4.2/RL.5.2/RL.6.2	4-5	Theme Anchor Posters	Use after finishing the novel.
		6-11	Umbrella's Theme	Use after finishing the novel.
		12-13	Plot Anchor Posters	
Plot	RL.3.3/RL.4.3/RL.5.3/RL.6.3	14	Character Cards	any
		15	Character Cards	any
		17	A Good Conflict	Use throughout the novel.
		18	Character Cards	any
		19	Character Cards	any
		21	Character Analysis Anchor Posters	any
		22	Character Analysis Wheel	any
		23	Character Interactions	any
		24	Character Responses	any
		25	Stand Off!	any
Character Analysis	RL.3.3/RL.4.3/RL.5.3	26-28	Character Cards	Use throughout the novel.
		29	Character Comparison	any
		30	You vs. Character	any
		31-32	Figurative Language Anchor Posters	any
		33-36	Figurative Language Smiles	1-10
Figurative Language	RL.3.4/RL.4.4/RL.5.4/RL.6.4	37	Figurative Language	any
		38	Idioms	1-11
		39-40	Personification	any
		41-42	Setting Using Imagery	any
		43-48	My Figurative Language Acrostic Poem	Use throughout the novel, or after finishing the novel.
Point of View	RL.3.6/RL.4.6/RL.5.6/RL.6.6	49-50	Point of View Anchor Posters	any
		51	One Event Three Points of View Version 1	any
		52-53	One Event Three Points of View Version 2	11
		54-55	One Event Three Points of View Version 3	20
		56-59	Mystery Thoughts	1-9
		60-62	Who Said It? & Character Quotes	Use after finishing the novel.
		63	Dear Diary	any
		64	Dear Diary	Use after finishing the novel.
Connecting Text with Visuals				
Opinion Writing				
Informational Writing				

### Additional Resources:

- Culminating Project Choices for the end of the book
- Detailed Table of Contents tells you when to use what
- Activity Packet Cover Page

# Instructions

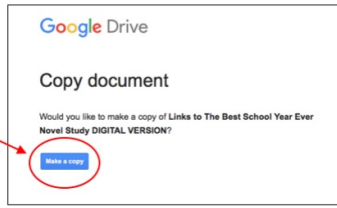
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

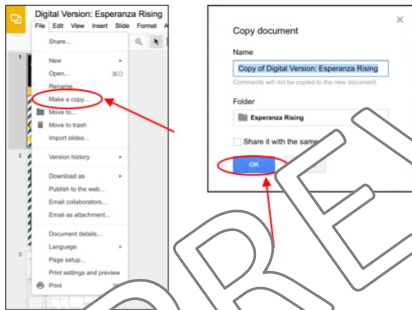
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

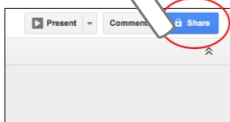


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

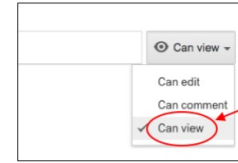


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

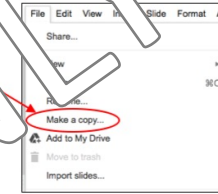


\*Note: Sharing with students can also be done through Google™ Classroom.\*

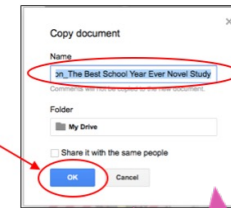
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, and click text boxes, draw figures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress and finished documents.

10. Don't forget that you do have the option to print the documents in black and white and color. The color versions are most handy if they are printed. Many teachers prefer to use both versions and end up using both versions.

11. There are places where students are not allowed to use their iPads or tablets, this is easy to do. However, if you are in a classroom where iPads or tablets are used, you can use the "Insert" dropdown menu in Google™ Docs to insert a link to the document.

Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

## BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

# Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW

## MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was on February 8

Background... Layout Theme... Transition...

Name [Text here](#)

## HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

#	CONFLICTS	RESOLUTIONS
1	<a href="#">Text here</a>	<a href="#">Text here</a>
2	<a href="#">Text here</a>	<a href="#">Text here</a>
3	<a href="#">Text here</a>	<a href="#">Text here</a>
4	<a href="#">Text here</a>	<a href="#">Text here</a>

Write about each of the problems that Harry encounters below.

Write about how the conflict gets resolved. If it doesn't get resolved, explain why.

RL 3.3/RL 4.3/RL 5.3/RL 6.3

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