

Unit name: <i>Matilda</i> text study	EAL level: C1	Year level: 7 & 8	Duration: 4-6 weeks
<p>Topic focus</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • read a novel with support. • participate in shared reading activities. 	<p>Victorian Curriculum F-10 EAL</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • exchange information in oral interactions (VCEALC550) • read with understanding a range of simple texts (VCEALC570) • participate in shared or modelled writing activities (VCEALA593) • attempt paragraphs and topic sentences (VCEALL598) 	<p>Victorian Curriculum F-10 Capabilities</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • use feedback from the teacher to improve (VCPSCSE035) • use learning strategies that best meet the requirements of a task (VCCCTM041) 	
<p>Topic-specific vocabulary</p> <ul style="list-style-type: none"> • adjectives of appearance (tall, slim, beautiful...) • adjectives of personality (sympathetic, mean, greedy...) • important vocabulary in the story (magic, library, ghost, principal...) 	<p>Linguistic structures and features</p> <ul style="list-style-type: none"> • present simple tense • noun groups (a clever young girl who reads difficult books...) • connectives (for example, also...) 	<p>Summative assessment</p> <ul style="list-style-type: none"> • written character description 	

Teaching and learning activities

Learning intentions do not necessarily correspond to single lessons.

Building the context or field

Learning intention: We are learning to make predictions about a text.

Success criteria: I can predict what will happen in *Matilda*.

Teaching and learning activities:

- Introduce the novel. Orient students to parts of the book (front and back cover, title, author, blurb etc) and identify the title and author. Use *think, pair, share* to discuss what the story might be about based on the front cover.
- Explain what a prediction is and why it is important to predict when we read. For example:
 - Predictions help us to think about what we are going to read and what we think we will happen. It helps our brain prepare for reading something new.
 - We use clues from the story, like the title and pictures to make guesses or predictions.
- Students explore the room to discover characters and clues about the novel (place these objects and pictures of the characters around the classroom before the lesson):
 - Mr and Mrs Wormwood: tube of superglue and a hat
 - Matilda: a library book
 - Miss Honey: some chalk
 - Miss Trunchbull: toy lizard and a glass of water
- Model sentence structures for making predictions using future simple tense. *I think Matilda will... I think Mr and Mrs Wormwood are going to...*
- Students make predictions about the text using the [Making predictions](#) student worksheet. Collect the worksheets to assess students' ability to make predictions and provide feedback on students' writing.

Learning intention: We are learning to locate specific information from videos and articles.

Success criteria: I can locate specific information about the author Roald Dahl.

Teaching and learning activities:

- Provide students time during class to act on their feedback from the predictions activity. For example, students can reflect on mistakes in their writing using the following table:

I wrote	I should write	I learned
I think Matilda will reads a lot	I think Matilda will read a lot	Use the normal (infinitive) form of the verb after a modal verb like “will”

Encourage students to complete the final column in their home language if they find that more helpful.

- Watch the [BTN video](#) as a class 2-3 times. First students listen for overall understanding. Second, try to identify important information about Roald Dahl and take notes using mini whiteboards. Third, teacher can pause the video to support with note taking. Students discuss/compare notes in small groups and share with the class what they have learned about Roald Dahl.
- Read the ‘[About the Author](#)’ biography as a class and locate specific information to answer comprehension questions. Circulate while students are working and collect their work at the end to assess their ability to locate specific information when they read. Use this information to plan your approach for reading the novel. For example, students who found this task difficult may need more scaffolding and individualised support to answer comprehension questions about the novel, while students who found this task easy could engage with the text using Literature Circles (see below).

Learning intention: We are learning to read a novel for understanding.

Success criteria: I can answer questions about each chapter of *Matilda*.

Teaching and learning activities:

- Read the novel one chapter at a time and complete the [Matilda text study chapter questions](#). It is not necessary to read aloud every word in class: the teacher might just select key passages instead.
- Intersperse the comprehension questions with short writing and speaking activities that allow students to connect their own experiences with the text. For example, “Matilda loves to read. What do you love to do?” or “Matilda gets revenge on her parents. Is it good to get revenge on someone who hurt you? Why or why not?”
- For chapters 1-3, read as a whole class and model how to highlight key words in the comprehension questions to locate answers in the text and how to discuss ideas in a group to support understanding. Use images on PPTs and scenes from the film to support with understanding of main events. Students add new words to their vocabulary book after each chapter.
- For chapters 4-9, students work in small groups to read aloud and answer questions. Use [Literature Circles](#) where appropriate. Encourage students to discuss the text in home language where possible to consolidate their understanding.
- After reading the novel, check students’ understanding of the overall story by writing key events from the novel on the board or on a PPT. Students work in pairs to put the sentences in the right order. More advanced students could write their own summary of the novel.

Learning intention: We are learning about adjectives or personality and appearance.

Success criteria: I can use adjectives to describe characters in *Matilda*.

Teaching and learning activities:

- Students choose one character to describe and write an uncoached draft (an un-scaffolded piece of writing). Use students' uncoached drafts to determine the focus areas for the teaching of the model text.
- Introduce the concept of personality and appearance adjectives by displaying a photo of a famous person who everyone would know. Ask students to brainstorm words about this person, and then group the adjectives into two groups: personality and appearance.
- Students sort [character adjectives](#) into personality and appearance adjectives. Students practising writing simple sentences on the mini whiteboards describing the characters from the novel using the new adjectives. Depending on students' familiarity with adjectives introduced, they may also need to complete activities such as cutting words into syllables and look, say, cover, write, check spelling practice.

Learning intention: We are learning to build simple sentences.

Success criteria: I can write sentences in present simple tense about *Matilda*. I can use short and long noun groups in my sentences.

Teaching and learning activities:

- Revise the adjectives learned in the previous lesson/s through a quiz, game, or short writing activity.
- Students complete the [Using present simple tense](#) worksheet.
- Cut out the sentences in the [sentence building activity](#) keeping the extended noun groups intact. Ask students to make sentences about the four main characters. Then, for each noun group, identify the main noun with the students and cut into the different parts (pointer, describer, classifier, qualifier etc.) to complete the [noun group chart](#).
- Check students' understanding of noun group word order by writing jumbled noun groups on the board (for example, **teacher / kind / who adopts Matilda / primary school / a**). Students unjumble the noun groups and use them to write sentences (Miss Honey is **a kind primary school teacher who adopts Matilda**).

Learning intention: We are learning what a good description looks like.

Success Criteria: I can put the paragraphs of a sample description in the right order. I can identify noun groups/present simple tense/text connectives in a sample description. I can use the rubric to assess character descriptions.

- Review the present simple/noun groups work from previous lessons.
- Introduce students to the [Matilda character description assessment task](#).
- Look at the [sample character description](#) and complete deconstruction activities. These might include cutting up the paragraphs and putting them in order looking at topic sentences and connective clues, identifying noun groups and present simple tense and underlining text connectives.
- Share the [assessment rubric](#) with students. Explain the purpose and structure and explicitly teach key vocabulary. Model how to use the rubric to assess the sample character description.
- Provide three examples of short character descriptions: a low, medium, and high. Students work in pairs to put them in the right order and assess them against the rubric. Circulate while students are working and ask them to explain their decisions. Use this evidence to gauge how well students understand the assessment criteria.

Guided practice (or joint construction)	<p>Learning intention: We are learning to write a description.</p> <p>Success criteria: I can construct paragraphs about Mrs Wormwood.</p> <p>Teaching and learning activities:</p> <ul style="list-style-type: none"> • Plan a description of Mrs Wormwood as a class using the character description plan. • As a class, jointly construct the introduction and appearance sections, using the language features learned. • Introduce paragraph writing using the Writing strong paragraphs worksheet. • Give students cut up sentences from paragraph 2 of the model text (refer to Paragraph jumble), Ask them to identify the different sentence types and put them in order. • Students then work in small groups using to construct paragraphs about Mrs Wormwood based on the class planning sheet. • Using the groups' paragraphs, complete the joint construction as a class.
Independent construction	<p>Learning intention: We are learning to write a description.</p> <p>Success criteria: I can plan my character description. I can write a character description independently. I can assess my work.</p> <p>Teaching and learning activities:</p> <ul style="list-style-type: none"> • Review the character description assessment task. • Students complete the character description plan and write their character description independently for assessment. • Students self-assess their writing using the assessment rubric prior to submission. • After assessment, students should be given an opportunity to revise their character description based on teacher feedback.

References

Sample character description

Mr Wormwood

Mr Wormwood is Matilda's father. However, he isn't a very good parent because he treats his children differently. He is also a dishonest car salesman.

Mr Wormwood is a short man who looks like a rat. He has short black hair and a thin moustache. He always wears bright, colourful jackets, a tie and a hat.

Mr Wormwood is a dishonest and greedy person who lies about the cars he sells. For example, he buys cheap cars with old gearboxes and then mixes sawdust in the oil. This makes the car drive well so he can sell it. In addition, he tells Matilda, "nobody gets rich by being honest." This shows he is dishonest and greedy.

Furthermore, Mr Wormwood is bad-tempered and rude. He doesn't like Matilda and he doesn't think she is clever. This is shown when he shouts at Matilda and calls her "a stupid little girl." It is also evident when he rips the pages from her library book and tells her to find something useful to do. His attitude towards Matilda shows he is a bad-tempered and rude person who doesn't care about his daughter.

Making predictions

Task One: **Look at the front cover of our book.**

1. What is the **title** of this story?

2. Who is the **author**?

Task Two: **Look around our classroom. What clues can you find? Write or draw notes.**

Task Three: **Each picture or object tells you about the characters (people) and events** from our text study this term. Can you make a prediction about what might happen? **Describe** in your **own words** what you think this story will be about.

I think this story will be about _____

About the author

Task One: Read the biography of Roald Dahl. Highlight and discuss new words.

Roald Dahl is one of the most popular children's authors of all time. He started writing children's books in 1943 and continued writing for the rest of his life.

Roald Dahl was born in Wales in the United Kingdom on September 13th, 1916. His father died when he was only three years old, so he was raised by his mother. She used to tell Roald lots of imaginative stories during his childhood. When Roald became a father himself, he started telling his own children stories. He would sit with them after they were in bed and make up lots of different stories about interesting characters. Eventually, he wrote these stories down and they were made into books for children all around the world to enjoy. Some of Dahl's most famous books include *James and the Giant Peach*, *Charles and the Chocolate Factory*, *Fantastic Mr Fox* and *The Witches*. Some of his books have been made into movies. *Matilda* has even been made into a musical performance!

Roald Dahl died on November 23rd 1990. He will live on through his wonderful stories, which will be enjoyed by children for many years to come.

Task Two: Answer the comprehension questions using the information from your reading.

1. What happened in these years?

1916	
1943	
1990	

2. Why do you think Roald Dahl loved children's stories?

3. What did Roald Dahl do once his children were in bed?

4. *He will live on through his wonderful stories...* What do you think 'live on' means?

Task Three: Write synonyms (word with the same meaning) for each of the following adjectives:

popular	
imaginative	
interesting	
famous	
wonderful	

Matilda text study chapter questions

Chapters 1-3

Task One: Answer the comprehension questions. Use Chapters 1-3 to help you.

Chapter One: The Reader of Books

1. Who are the people in the Wormwood family?

2. What could Matilda do at the age of 3?

3. Who is Mrs Phelps?

4. Where does Matilda go to read?

5. **True or false?**

Mr and Mrs Wormwood are good parents	true/false
Matilda is very clever	true/false
There are lots of books in Matilda's house	true/false
Matilda loves the library	true/false

Chapter Two: Mr Wormwood

1. **Tick the things that Mr Wormwood does.**

He buys good cars.	
He buys cars with old gearboxes.	
He mixes sawdust into the oil in the gearbox.	
He drives cars backwards for thousands of miles.	
He uses a drill to turn car clocks back to 10, 000.	
He is always honest with his customers.	

2. Why is Mr Wormwood angry with Matilda?

3. Why is Matilda angry with Mr Wormwood?

Chapter Three: Ghosts and Glue

1. Why can't Mr Wormwood take his hat off?

2. Cross out the incorrect words to make the sentences true.

Matilda *bought / borrowed* a parrot to scare her parents.

Matilda put the parrot *behind / in front* of a cupboard in the dining-room.

Mrs Wormwood thought it was *a ghost / robbers* when she heard the parrot say "hello, hello, hello."

Matilda's parents were very *scared / brave* because they thought there was a ghost in their house.

Mr and Mrs Wormwood were *polite / rude* to Matilda for about a week after she tricked them.

Matilda / Michael answered Mr Wormwood's question about money first.

Task Two: Use the words from the box to finish the summary.

Matilda	sawdust	television	clever	ghost	angry
newspapers	honest	punish	robbers	cupboard	glue
hello hello hello	scared	nice	gearbox	head	parrot

Matilda is a very _____ girl. When she was 3 years old, she could already read _____ . Unfortunately, her parents are not very _____. They don't like _____ very much. Mr Wormwood is a car salesman and he isn't _____. He mixes oil with _____ and puts it into the old _____ of the car. He loves _____. He gets _____ when Matilda reads books. Matilda doesn't like her dad and wants to _____ him because he isn't very nice to her. First of all she puts _____ on his hat so it sticks to his _____ all day! Then she borrows a _____ from Fred. It can speak! She hides it in the _____ and when her family are watching TV it says " _____ _____". Mr and Mrs Wormwood are very _____. They think it is a _____ or _____!

Matilda text study

Chapters 4-6

Task One: Answer the comprehension questions. Use Chapters 4-6 to help you.

Chapter Four: Miss Honey

1. What is the name of Matilda's school?

2. Who is Miss Trunchbull?

3. How many children are in Matilda's class? _____

4. Why was Miss Honey feeling strange?

Chapter Five: Miss Trunchbull

1. **The following sentences are all incorrect. Find the mistakes in each one.**

- a. Miss Trunchbull describes Matilda as being a "clean, oily little thing".
- b. Miss Honey wants to put Matilda in a class with 13-year-olds.
- c. Miss Honey went to the Wormwood's house after 9pm so that Matilda would be awake.
- d. Mr and Mrs Wormwood are reading books together.
- e. Miss Honey's name is Julia Honey.
- f. Mrs Wormwood said a pretty face is more important than television.
- g. Miss Honey tells Matilda's parents that she will be probably be ready for university in three or four years from now.

2. **What do you think of Matilda's parents?**

Chapter Six: The Chocolate Cake

1. What is the chokey?

2. What does Miss Trunchbull do to Amanda Thrripp?

3. Why did Miss Trunchbull punish Bruce Bogtrotter?

4. What did Lavender catch in the river?

5. Join the sentence parts to complete Miss Trunchbull's school rules.

- | | |
|--------------------|----------------------------------|
| You must not have | • a glass of water on her table. |
| You must not eat | • until she speaks to you. |
| You must not speak | • when you answer her questions. |
| You must stand up | • her chocolate cake. |
| You must put | • long hair. |

Task Two: Use the words from the box to finish the summary.

school	cake	eat	surprised	Honey	love	stole
forgot	clever	newt	rude	television	parents	angry
principal	surprised	long hair	glass	students	love	television

Matilda went to _____ when she was five and a half because her parents _____ to send her. Miss Trunchbull was the _____ at her new school. She is very scary. She doesn't like _____. Miss Trunchbull thought that Bruce Bogtrotter _____ her piece of _____. She made him _____ it all in front of all the _____. She was very _____ and _____ when he ate it all!

Matilda's teacher's name is Miss _____. All the students _____ her. When Miss Honey sees that Matilda can read and do maths, she is very _____. Miss Honey goes to tell Miss Trunchbull that Matilda is very _____ but Miss Trunchbull doesn't believe her. Miss Honey decides to visit Matilda's _____. They are very _____

and are angry because they are watching _____. She realises that Matilda's parents love _____ more than they love Matilda.

Matilda's friend Lavender found a _____ in the river and put in into Miss Trunchbull's _____.

Matilda text study

Chapters 7-9

Task One: Answer the comprehension questions. Use Chapters 7-9 to help you.

Chapter Seven: Matilda's Eyes

1. Put these events from chapter seven in order.

1	Miss Trunchbull lifts Rupert up by his hair because he can't multiply two by seven.
	The children say that Miss Trunchbull knocked the glass of water over.
	Matilda pushes the glass of water over with her eyes.
	Miss Trunchbull lifts Eric up by his ears because he can't spell 'what'.
	Miss Trunchbull screamed when she sees the newt in her glass of water.
	Miss Trunchbull thinks that Matilda put the newt in her glass of water.
	Miss Trunchbull thinks Mr Wormwood is a dishonest man.

2. What joke does Lavender play on Miss Trunchbull?

3. Why is Matilda angry with Miss Trunchbull?

4. What magical power does Matilda have?

Chapter Eight: Miss Honey's Story

1. The following sentences about Miss Honey are all incorrect. Find the mistakes in each one.

- Miss Honey's mother died when she was three.
- Her father was a teacher.
- Her uncle came to live with and her father.
- Her aunt was kind.
- Miss Honey's aunt did all the cooking and cleaning.
- Miss Honey gives half her money from teaching to her aunt.
- Her aunt gives her 10 pounds every week.
- Miss Honey lives in her father's big house.

2. How did Miss Honey's father die? _____


3. Why is Miss Honey's father's death a mystery?

4. Who lives in Miss Honey's father's house now? Why?

5. Who is Miss Honey's aunt?

Chapter Nine: An Unpleasant Surprise for Miss Trunchbull

1. What did Matilda practise after school?

2. What did the chalk write on the blackboard?


3. Who is Agatha?

4. Who is Jenny?

5. Who does Miss Trunchbull think is writing on the whiteboard?
a) Matilda b) Miss Honey c) A ghost of Miss Honey's father.

5. What happened to Miss Trunchbull when she saw the writing on the blackboard?

6. Where does Miss Honey move to?

7. Where are Matilda's family going? Why?

8. Where does Matilda want to live?

9. How do you think each character feels at the end of the story? Give a reason for your answer.

Matilda	Miss Honey
Miss Trunchbull	Mr Wormwood

Character adjectives

polite	rude
clever	selfish
kind	brave
thoughtful	dishonest
greedy	short
tall	mean
sympathetic	unpleasant
compassionate	beautiful

handsome	large
intimidating	pretty
slim	cruel
athletic	powerful

Using present simple tense

1. Change the verbs in brackets to the correct form.

Look at a picture of Mr Wormwood	Mr Wormwood (be) _____ Matilda's father and he (be) _____ a car salesman. He (be) _____ a dishonest and greedy man. He (be not) _____ a good parent because he (treat) _____ his children differently. He (be) _____ rude and mean to Matilda. He (have) _____ short, dark hair and he (wear) _____ colourful jackets and a hat.
Look at a picture of Ms Trunchbull	Ms Trunchbull (have) _____ a short temper so she often (get) _____ angry. When she (be) _____ angry, she (do) _____ terrible things to the children at Crunchem Hall. For example, she (pick) _____ children up by their hair and (swing) _____ them around or she (make) _____ them eat a whole cake. Ms Trunchbull (wear) _____ a long, brown coat. She (be) _____ a very tall, large, intimidating woman.

2. Answer the questions using the correct form.

Look at a picture of Miss Honey	Who is <u>Miss Honey</u> ? Miss Honey _____. What does <u>she</u> look like? She _____. What does <u>she</u> wear ? She _____. Who does <u>she</u> help ? She _____. What kind of person is Miss Honey? Miss Honey _____. _____
---------------------------------	---

3. Write your own sentences to describe Matilda. Think carefully about your verb form.

Look at a picture of Matilda	_____ _____ _____
------------------------------	-------------------------

Sentence building activity

Matilda is

a clever young girl who reads difficult books.

Matilda loves to read

difficult books without pictures.

Ms Trunchbull is

a cruel school principal with a short temper.

Ms Trunchbull is

a large woman with strong muscles.

Miss Honey is

a beautiful teacher who always smiles.

Miss Honey is

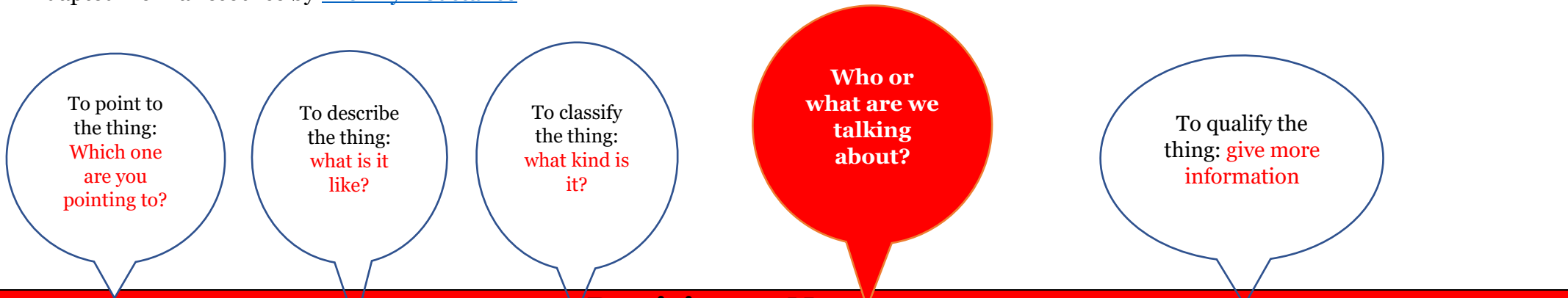
a compassionate teacher who works at Crunchem Hall.

Mr Wormwood is
a short man who looks like a rat.

Mr Wormwood is
a dishonest car salesman who lies to his
customers.

Noun group chart

Adapted from a resource by [Bronwyn Custance](#)



Participant: Noun group				
Pointer	Describer	Classifier	Thing (Noun)	Qualifier

***Matilda* character description assessment task**

Topic: Describe one of the characters from *Matilda*

Purpose: To explain the character, their appearance and their personality

Audience: Other students

Length: 150 to 200 words

Writing Guide

First: Read the topic, purpose and audience carefully, identify key words and make sure you understand what and why you are writing and who you are writing for.

Second: Choose the character you want to write about. Brainstorm ideas for this character. What do they look like? What kind of person are they? What do they do in the story?

Third: Plan your writing using key words

Then: Write your first draft. Use your plan to write strong sentences. Organise your description using paragraphs.

Finally: Revise and edit your writing. How can you make your writing stronger? Check carefully for spelling, punctuation and grammar. Type your final copy and add pictures.

Final Checklist – did you...

- describe the character's appearance and personality with examples from the book?
- write paragraphs with one clear idea?
- use present simple tense to describe your character?
- check your work carefully?

Assessment rubric (how you will be marked)

	1	2	3	4
Planning <ul style="list-style-type: none"> - brainstorms ideas and examples - uses key words to make a plan 	Little planning on template given.	Some planning on template given.	Some planning on template given.	Detailed planning on template given.
	Sentences used for planning	Key words and sentences used for planning	Mainly key words used for planning	Key words used for planning
Content and ideas <ul style="list-style-type: none"> - describes who the character is - describes the appearance of the character - describes the personality of the character - uses examples from the book to support ideas 	Little description of character. Few or no examples included.	Describes character with some detail and includes examples from the book although these may not be relevant to personality traits.	Describes character with some detail. Examples are connected to chosen personality traits. Deep thinking attempted.	Describes character with lots of detail. Examples are well integrated and support main personality traits. Deep thinking shown.
	Writes phrases and some simple sentences to express ideas.	Writes simple sentences to express ideas.	Writes simple and compound sentences to express ideas.	Writes a range of different sentence types to express ideas.
Organisation <ul style="list-style-type: none"> - writes sentences with one clear idea - structures work with paragraphs 	Paragraphs not used.	Attempts to use paragraphs, but ideas not grouped systematically	Some use of paragraphs with a clear focus	Ideas grouped systematically to create cohesive paragraphs
	Inconsistent use of present simple tense verbs.	Forms some present simple tense verbs correctly	Forms most present simple tense verbs correctly	Consistently forms present simple tense verbs correctly
Grammar and Vocabulary <ul style="list-style-type: none"> - uses present simple tense - uses personality and appearance adjectives - uses noun groups to describe characters - writes sentences with correct word order - uses connectives to join sentences 	Tries to write sentences but may be missing key elements	Writes some sentences correctly (who, verb, what)	Adds detail to sentences (when, where, why and how) Uses simple connective words (and, but)	Uses connective words in sentences to join key ideas (e.g., because, when, so)
	Little use of noun groups to describe character.	Uses noun groups to describe character.	Choose relevant vocabulary to create noun groups.	Chooses a wide range of relevant vocabulary to create noun groups.
	Presentation <ul style="list-style-type: none"> - has a title - chooses an easy to read font and size 12 for description - uses images effectively 	Presentation elements followed but may distract from description.	Presentation elements followed but images may not be relevant to description.	Presentation elements followed with relevant images chosen to support description.

Character description plan

Draw a quick picture of the character

Who is this character? Why are they important in the book?

What does this character look like? What adjectives describe their **appearance**?

How does this person behave or act? What does this show you about their **personality**?

Personality Adjective:

Example from the book:

Personality Adjective:

Example from the book:

Personality Adjective:

Example from the book:

Personality Adjective:

Example from the book:

Writing strong paragraphs

What is a paragraph?

A paragraph is a group of sentences about one clear idea. It is usually 3-5 sentences long. We use paragraphs to structure our writing and make it clear and easy to read.

How do I write a strong paragraph?

A paragraph has **three** parts.

1. It has a **topic sentence**. This shows what the paragraph is about or tells the **main idea**.
2. It has **supporting sentences**. These **give details** and information about the main idea.
3. It has a **concluding sentence**. This **ends** the paragraph by connecting to the main idea.

Example Paragraph One:

Mr Wormwood is a dishonest and greedy person who lies about the cars he sells.

For example, he buys cheap cars with old gearboxes and then mixes sawdust in the

oil. This makes the car drive well so he can sell it. In addition, he tells Matilda,

“nobody gets rich by being honest.” This shows he is dishonest and greedy.

Example Paragraph Two:	
Topic sentence	
Supporting detail 1:	
Supporting detail 2:	
Concluding sentence	

Group paragraph

Copy your group paragraph on the lines below. Highlight the topic sentence, supporting sentences and concluding sentence.

Furthermore, Mr Wormwood is bad-tempered and rude.

He doesn't like Matilda and he doesn't think she is clever.

This is shown when he shouts at Matilda and calls her “a stupid little girl.”

It is also evident when he rips the pages from her library book and tells her to find something useful to do.

His attitude towards Matilda shows he is a bad-tempered and rude person who doesn't care about his daughter.

Acknowledgement

This version of Matilda Text study is based on the work of Kimberley Smith