



Matilda, By Roald Dahl

Below are some ideas to use after specific chapters in the novel *Matilda*.

A Honey of a Teacher (Chapter 7)

In Chapter 7, Matilda makes up a very clever limerick about Miss Honey. Review the form of a limerick. Remind students that the first, second, and fifth lines rhyme, as do the third and fourth lines. A limerick should also make sense and be humorous. Find and read other examples of limericks. Then have your students make up limerick about their teacher – you! In a separate file on the AlphaSmart, have them write a limerick about Matilda.

A Regimented Classroom (Chapter 13)

Miss Trunchbull’s classroom management style is truly regimented. Ask students what they think of having to stand to give answers, or addressing all adults as “sir” or “ma’am.” What would they think if their teacher pointed, yelled, ranted, and raved while calling their classmates outlandish names? For an interesting writing assignment, have students write paragraphs that compare and contrast their own classroom with that of Miss Trunchbull’s. Then read aloud *Miss Nelson is Missing* by Harry Allard – another story that features a memorable character, substitute teacher Viola Swamp. Have students compare Miss Swamp to Miss Trunchbull.

Miracle #1 – (Chapter 14)

In Chapter 14, Matilda’s magical power allows her to move objects without touching them. As students to imagine what they would do if they had such a power for one day. How would they use that power? How would they use it if they were Matilda? Have each student write a paragraph describing his miracle. Print it out and cut a thought bubble around it. Post them on a bulletin board.

Journal Writing Ideas –While reading the novel, keep a journal in one of the files on the AlphaSmart. Here are some of the topics you might use:

- What would you do if you were blessed with Matilda’s super-intelligence?
- Make up spelling rhymes to go with your spelling words, like the one Miss Honey taught her students to help them learn the word *difficulty*.
- After reading Chapter 19, predict what you think Matilda might do with her special powers.
- Compare Mr. And Mrs. Wormwood’s values about children, education, business, TV-watching, and family to your own family’s values.

(Mailbox, 97-98 Yearbook, p.204-206)

Fudge-A-Mania by Judy Blume

Grammar Review (Chapter 5)

Review a variety of language arts skills with this scavenger-hunt activity. Challenge each student to find the items listed within the first five chapters of Fudge-A-Mania. In their AlphaSmart file, they can list the number, along with the word or sentence they found and the page and paragraph where they found it. Award a small treat, such as a piece of fudge, to the student or group that finds the most items.

1) A sentence that uses two different capitalization rules 2) a hyphenated word 3) a contraction 4) an abbreviation 5) a declarative sentence 6) an interrogative sentence 7) an imperative sentence 8) an exclamatory sentence 9) a sentence that includes a prepositional phrase 10) a sentence that uses a compound subject 11) a sentence that contains both a singular and a plural noun 12) a sentence that contains a proper noun 13) a word that has a prefix 14) a word that has a suffix 15) a sentence with a linking verb.

Writing a personal narrative (Chapter 10)

Poor Sheila! First she gets a phone call saying that her friend Mouse Ellis has chicken pox and can't come to Maine for the summer. Then Peter burps while she's crying. And finally Tootsie shoots oatmeal across the table right onto Sheila's face! It was definitely starting out to be "one of those days." Everyone has them – as your student will probably agree! After reading this chapter, help students sharpen their personal narrative skills by asking each child to list details about the last time she had "one of those day." Store that list in File 1 of the AlphaSmart. Then, have her write and share a personal narrative that being "It turned out to be one of those days!" At the end of your sharing session, have the class vote to pick the story that described the worst of the bad days. Award that child a special prize or call privilege. Then give each child who successfully completed the assignment a small treat – maybe one to save for the next time she has one of those days!

Creative Thinking (Chapter 11)

Gag, yuck! Peter unwillingly becomes a member of the I.S.A.F. Club (I Swallowed a Fly Club) while riding his bicycle. Find out how many of your students are eligible for membership in this special club. Then challenge each student to create his own unique club and an acronym for it. Have them type and print out an explanation of their club. Next, cut and glue the printout onto a sheet of construction paper shaped like a badge. Then have students poll the class to see if other classmates could join his 'club.' Example: I.B.A.B. (I Broke a Bone Club) I was climbing the tree in my backyard when my foot slipped. I landed a trip to the hospital with a broken arm.

(Mailbox, 97-98 Yearbook, 228-230)