|  |  |  |  |
| --- | --- | --- | --- |
| Reading Lesson Plan | | | |
| Title: Roald Dahl’s *Matilda*: Mr Wormwood, the Great Car Dealer | | | |
| INSTRUCTOR | LEVEL / AGE | STUDENTS | LENGTH |
| Sarah Yoon | Intermediate / Elementary school, grades 5-6 | 17 | 50 mins |
| Materials: Roald Dahl, *Matilda*. “Mr Wormwood, the Great Car Dealer” (attachment) – 17 copies  (Plan B) “Pre-Task: Guiding Questions” (attachment) – printed and cut into 8 copies  “5 W’s and 1 H” – 3 copies, plus extra in case  “Dear Mr Wormwood” – 8 copies, plus extra in case  “Character Chart” – 17 copies, plus extra in case (homework)  9 numbered, colored or lettered balls in an opaque bag | | | |
| Aims:  * To build reading comprehension through an integrated approach (e.g.: making and answering 5 W’s and 1 H comprehension questions) with a focus on fictional character analysis. * To develop character analysis skills by writing a letter to the principal character in the story chapter, i.e.: Mr Wormwood in Roald Dahl’s *Matilda*. * To practice reading written language with correct pronunciation, intonation and stress through listening and speaking in groups. | | | |
| Language Skills: **Reading:** Fictional story chapter, comprehension questions, guiding questions (Pre-Task, plan B)  Listening: Teacher and students reading aloud, teacher instructions, pairwork and group discussion  Speaking: Practicing key words, presenting answers to guiding questions, pairwork and group discussion, activity feedback, answering CCQ  Writing: Writing and answering comprehension questions, writing a letter to Mr Wormwood, character analysis (Post-Task, homework) | | | |
| Language Systems: Phonology: (see Lexis) Students teach each other correct pronunciation, stress and prominence while reading; students practice intonation through reading aloud and listening  Lexis: Pre-taught key words (“second hand,” “telly,” “ignorant,” “speedometer”), context words in the story chapter  Grammar: Story chapter; Q&A comprehension activity; past and future tense in letter-writing task  Discourse: Story chapter (family conversation, fictional narration, argument); correspondence in Task Realization writing task  Functions: Story chapter (conversing, arguing, narrating); corresponding, analyzing, advising in Task Realization writing task; informing in Post-Task homework assignment | | | |
| Assumptions:  * Students have already read the first chapter of *Matilda* either at home or in a previous class. * Students are relatively fluent at extensive reading and have only minor problems reading aloud at a good pace. * Students consider dishonesty and mistreatment (attributes belonging to Mr Wormwood) negative qualities that should be corrected. | | | |
| Anticipated Errors and Solutions: (None) | | | |
| References: Dahl, Roald. “Mr Wormwood, the Great Car Dealer.” *Matilda.* *The BFG, Matilda, George’s Marvellous Medicine*. London: Ted Smart, 1996. 246- 253. Print. | | | |
| Notes: (None) | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Pre-Task | | | |
| Title: Studying key words and answering guiding questions | | Aims:To practice and study pre-taught key words To prepare for the reading task through answering guiding questions To practice group discussion and speaking through pairwork presentation | Materials: 9 numbered, colored or lettered balls in an opaque bag  (Plan B) “Pre-Task: Guiding Questions” (attachment) – 8 copies (1 per pair) |
| Time | Set Up | Students | Teacher |
| 10 mins | Pairs (one trio) | Answer guiding questions in groups (2 mins per question):   1. Do you eat dinner (supper) with your family? What do you usually talk about? 2. Who is the most talkative person in your family? 3. Have you ever met someone who is dishonest? How important is honesty?   Students pick a ball while they are discussing. Students hear that they will present their answers in front of the class.  Students study key words: “second-hand,” “telly,” “ignorant,” “speedometer.”  Students give an example sentence for each key word and get to choose a ball from the opaque bag. The corresponding pair presents their answers to a guiding question of their choice. | Present guiding questions through spoken instructions.  Pre-teach key words. Elicit definitions. Use word-building to teach “telly” and “speedometer.”  For each key word, elicit an example sentence. |
| Notes:  * Cut off after 10 mins. * (Plan B) If the teacher prefers or if her voice is sore, she may choose to print the guiding questions attached and distribute them to each pair to discuss. | | | |

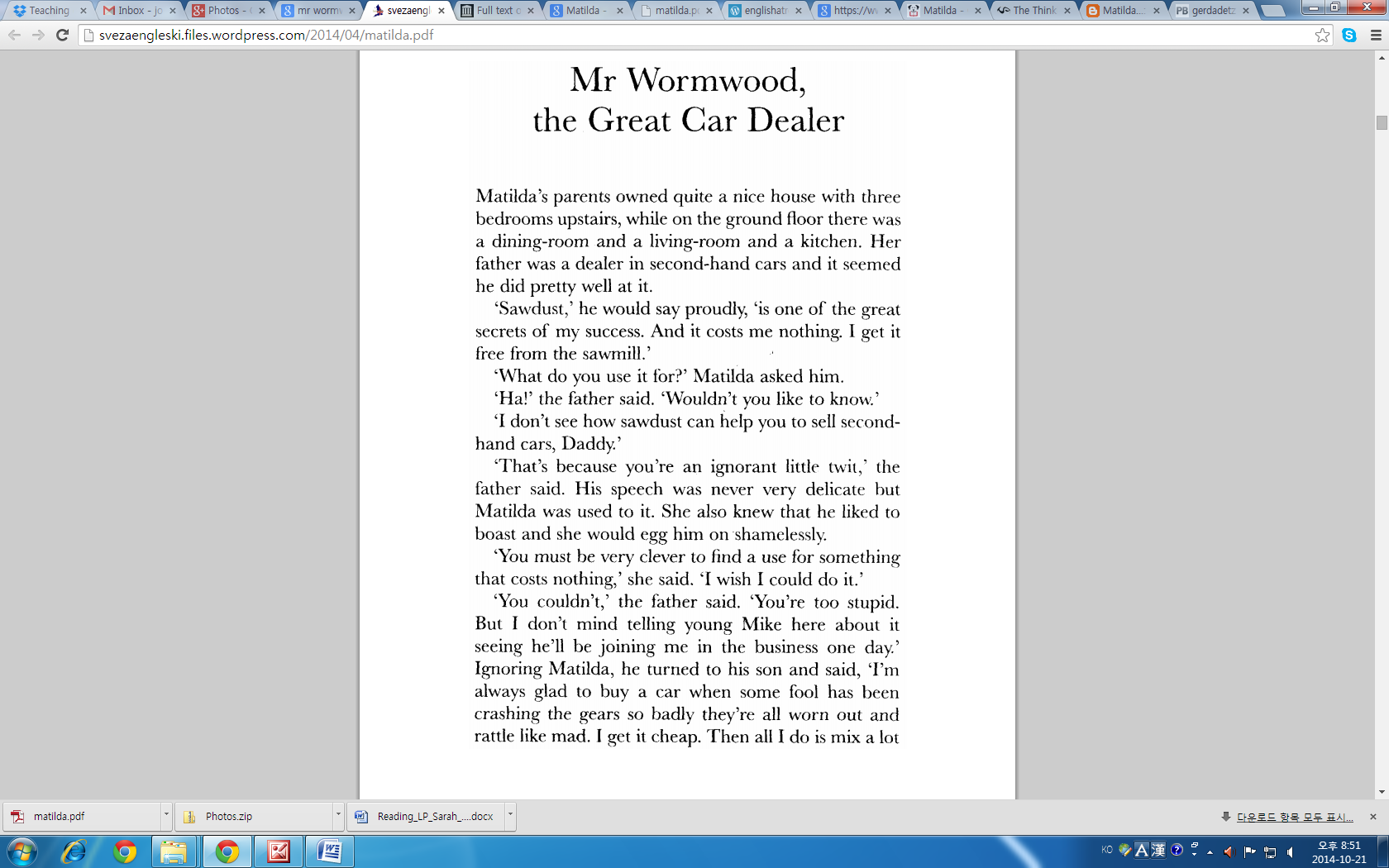
|  |  |  |  |
| --- | --- | --- | --- |
| Task Preparation | | | |
| Title: Reading and devising comprehension questions | | Aims:To prepare for the reading task by discussing and predicting the story based on the chapter titleTo practice reading in groups, while teaching each other correct pronunciation and context words To build reading comprehension through an integrated approach, including 5 W’s and 1 H comprehension questions through group discussion | Materials: “5 W’s and 1 H” – 3 copies, plus extra in case |
| Time | Set Up | Students | Teacher |
| 20 mins | 3 groups of 5-6 | Students predict the content of the family conversation over dinner (British English: supper) from the chapter title, “Mr Wormwood, the Great Car Dealer.”  Students listen to teacher read the first paragraph.  Students answer:   * What kind of house do Matilda and her family live in?   Students continue reading the rest of the chapter aloud in groups. They read in rotation with one paragraph each. Students correct each other’s pronunciation and teach each other unfamiliar words. While reading, they must answer:   * What kind of person is Mr Wormwood? What is the textual evidence?   If a group finishes reading, they may go onto the next task.  CQ questions:  Students must devise five questions based on the 5 W’s (Who, Where, What, Why, When) and 1 H (How) based on the story chapter. They will discuss and write these on a blank sheet of A4 paper to give to another group.  Example (teacher’s reference only):   * **What** are the Wormwoods eating for supper? * **Who** said Matilda is ignorant and stupid? * **How** did Matilda feel at the end of the chapter? * **Where** are the Wormwoods? * **Why** did Matilda say her father was dishonest? * **When** did this take place?   If a group finishes earlier than another group, they make also add OX (true or false) questions.  Example (teacher’s reference only):   * Matilda ate her supper in the dining-room. (False) * Michael is an honest boy. (False) * The second-hand car belonged to an old lady who only used it once a week for shopping. (False) * Mr Wormwood is a second-hand car dealer. (True)   Students answer each other’s comprehension questions in their groups. They must highlight, underline or otherwise mark the relevant passage in the reading handout. | Elicit predictions about the chapter based on the chapter title.  Read the first paragraph of the chapter. Elicit answers to question. Instruct students to read in groups in rotation. Give them a clear purpose what to read for.  When one group finishes, pause the reading task and instruct the class to write 5 W’s and 1 H comprehension questions for another group to answer.  Monitor and give suggestions as students write their comprehension questions.  Switch the questions so that each group gets another’s CQ questions. |
| Notes:  * If the teacher’s voice is sore, she may choose to skip over reading the first paragraph to the class. * Regardless of whether students finish the 5 W’s and 1 H questions, cut off the task and switch the papers for groups to answer no more than 20 mins into the Task Preparation phase. | | | |

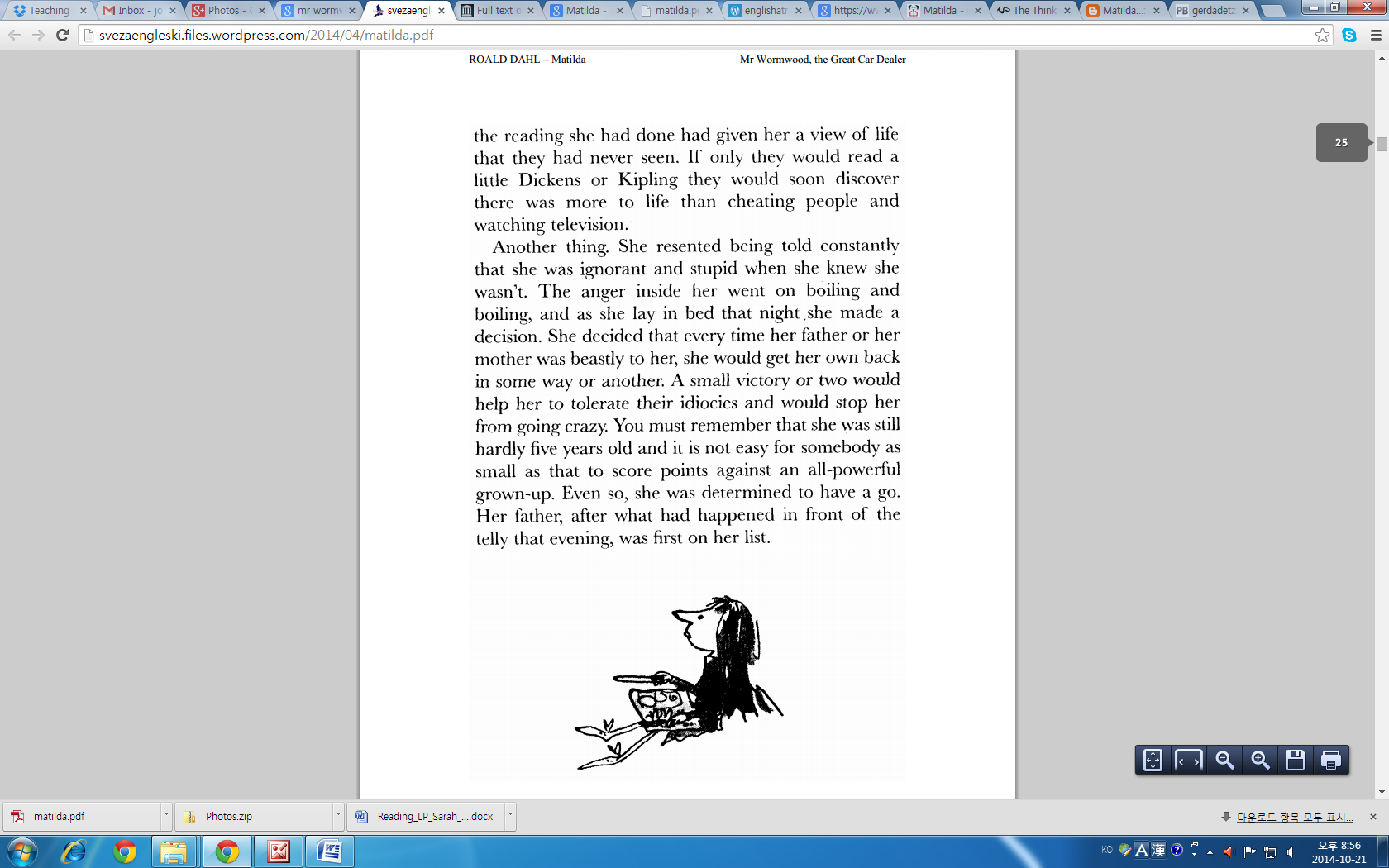
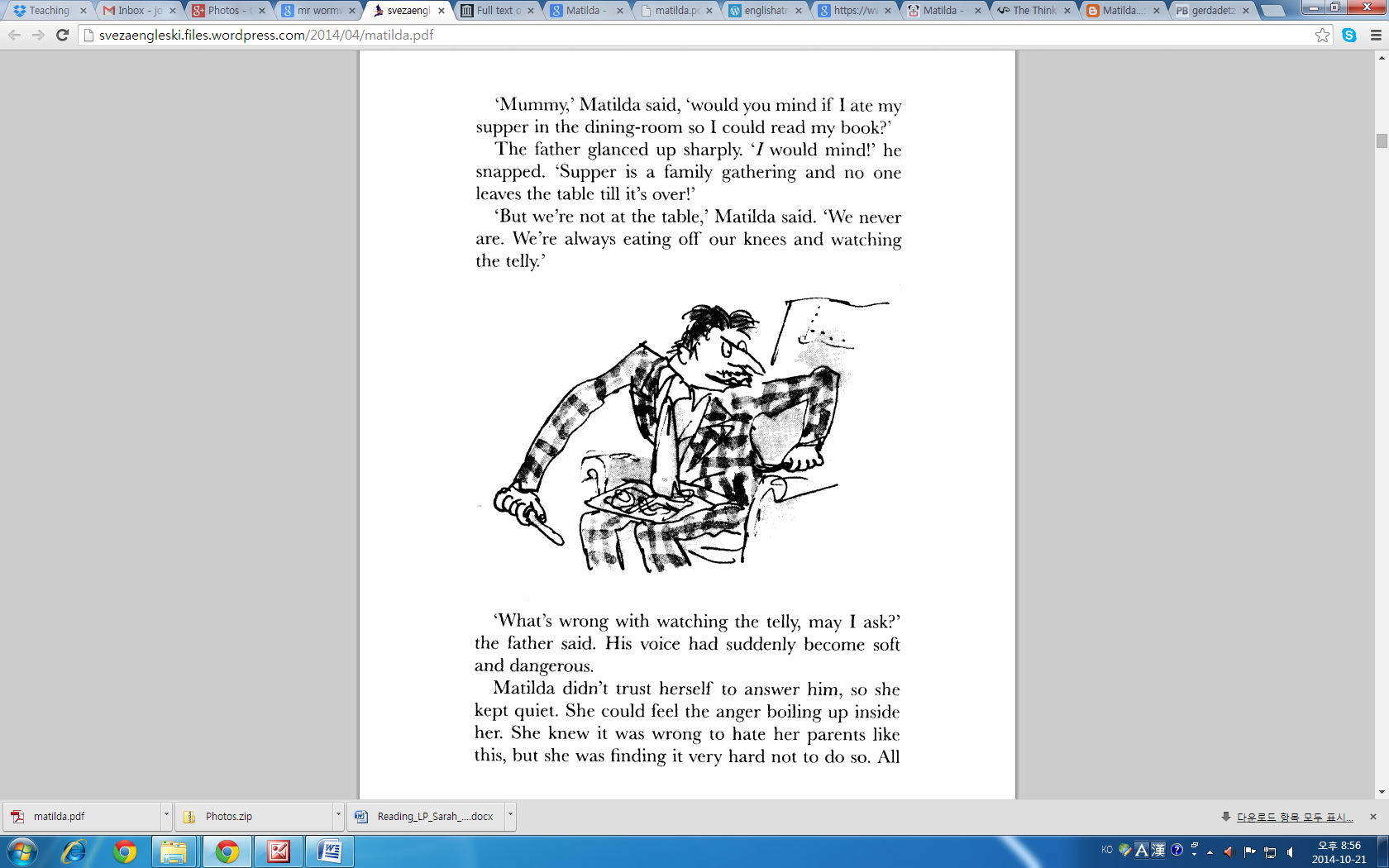
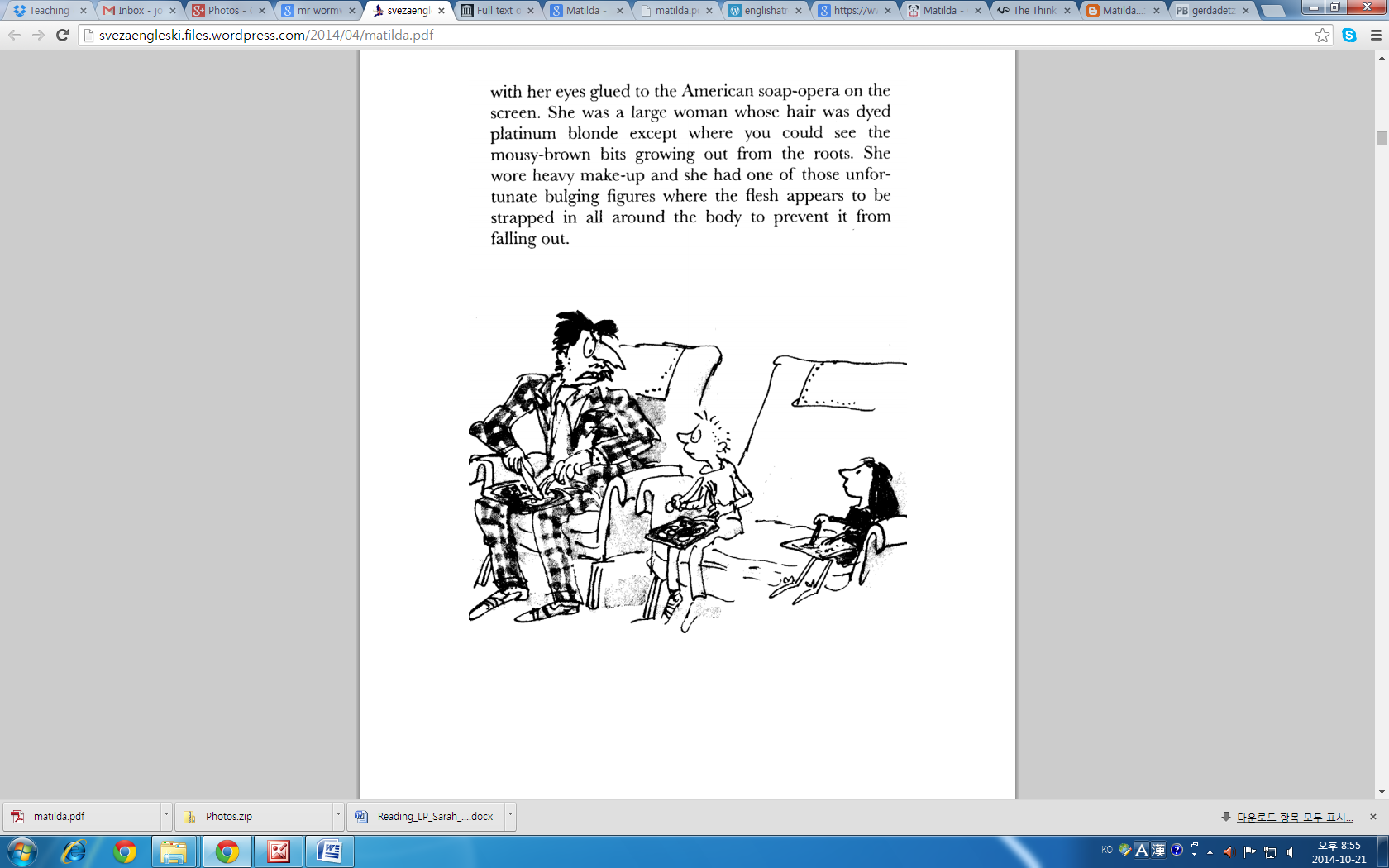
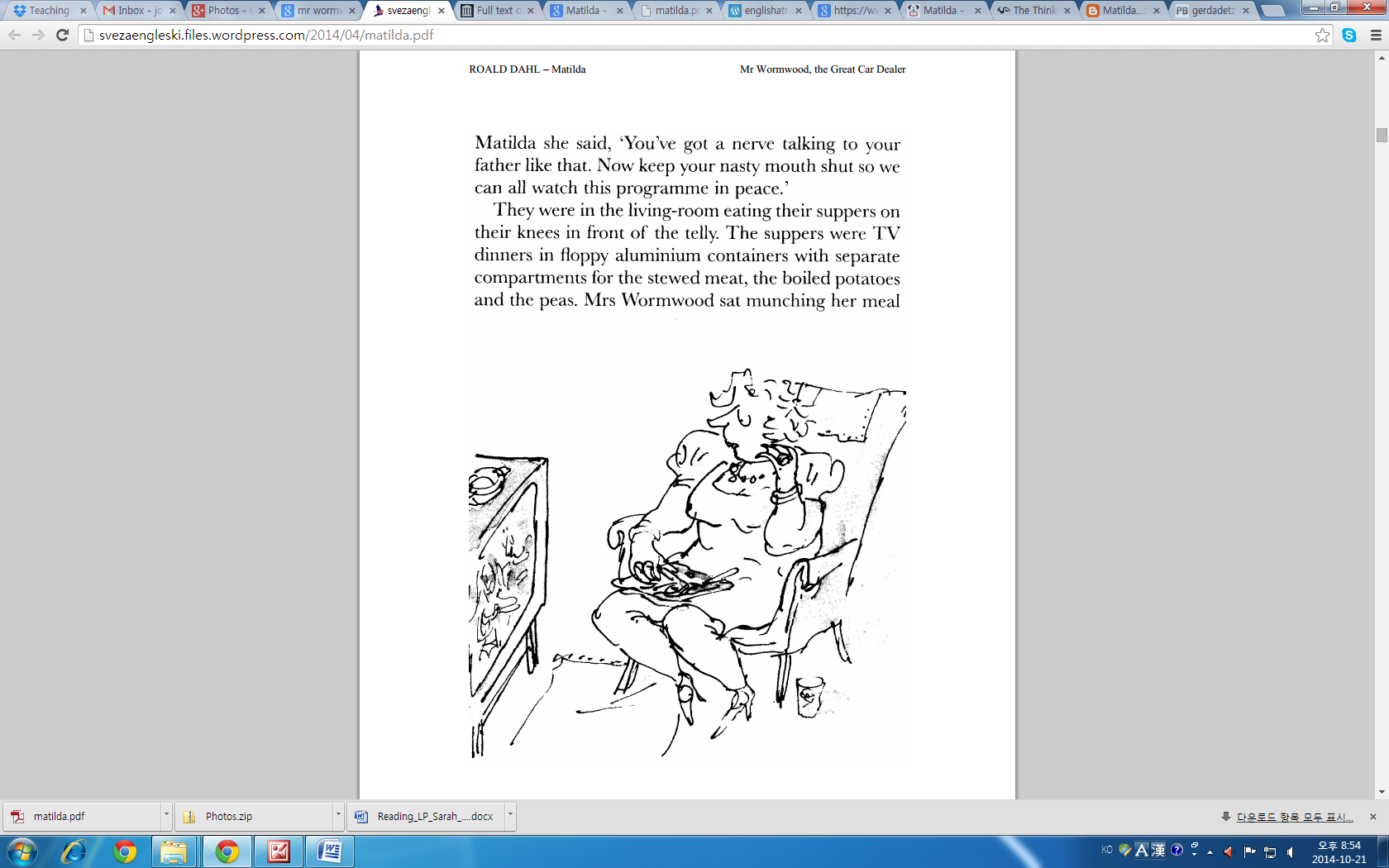
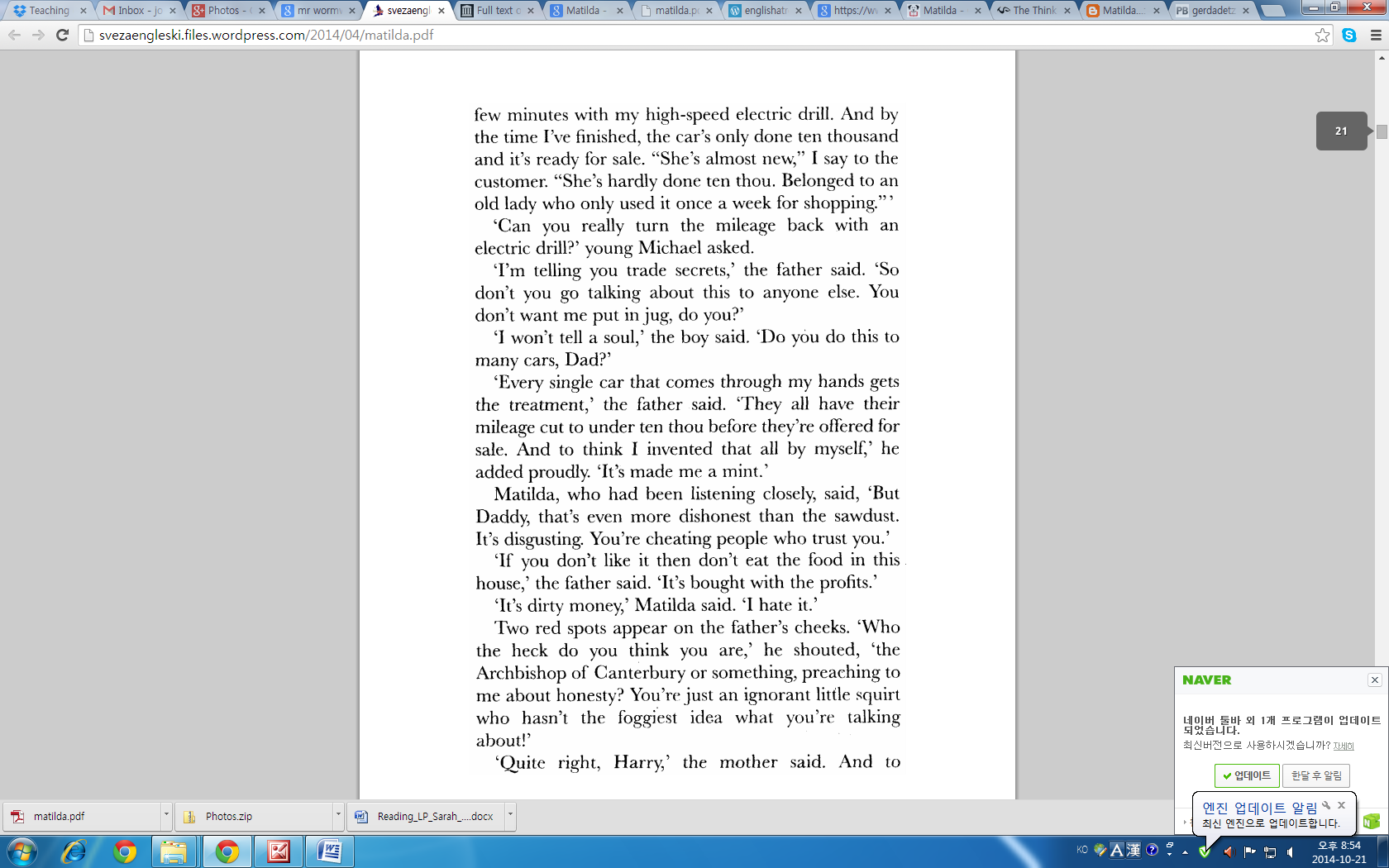
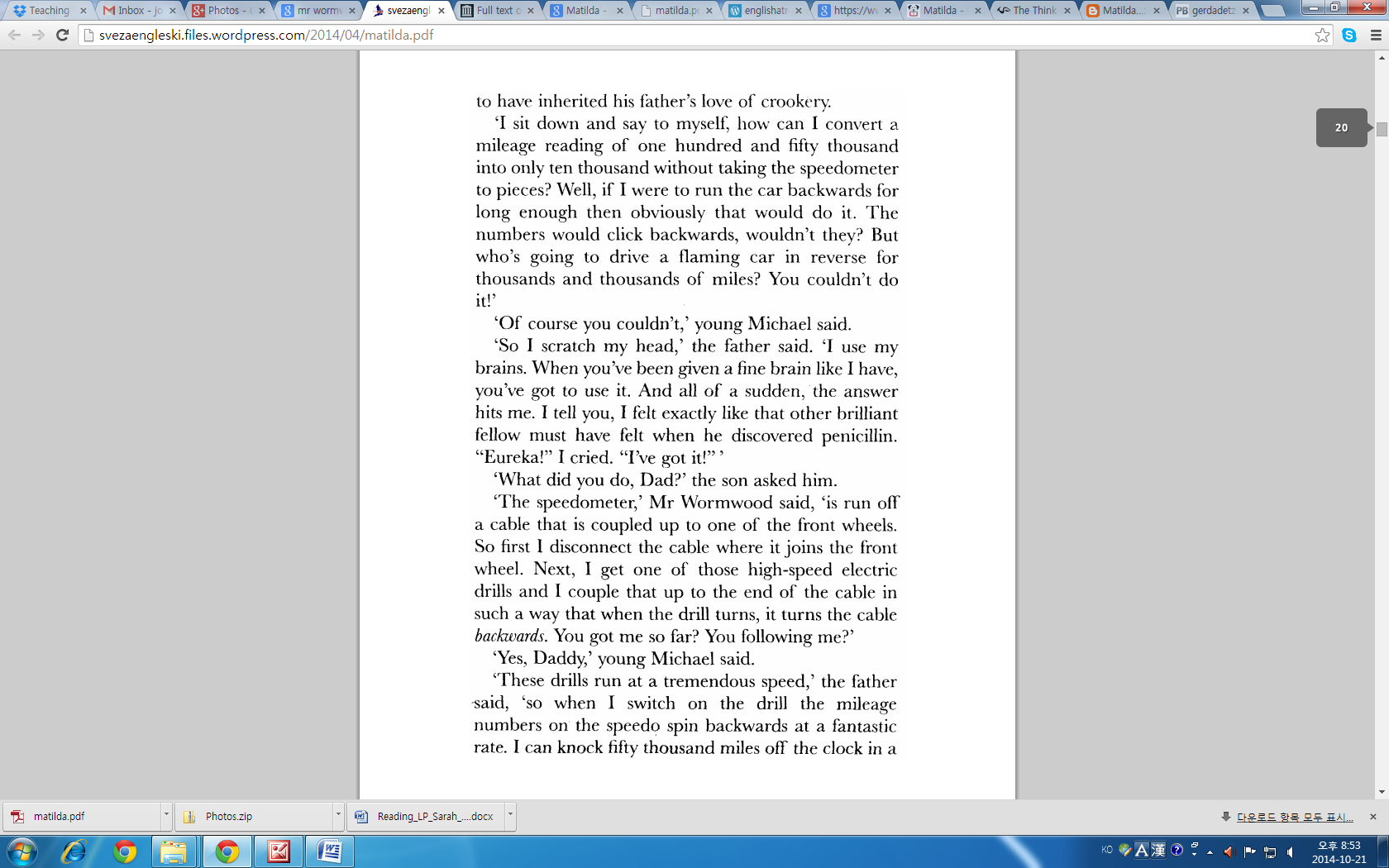
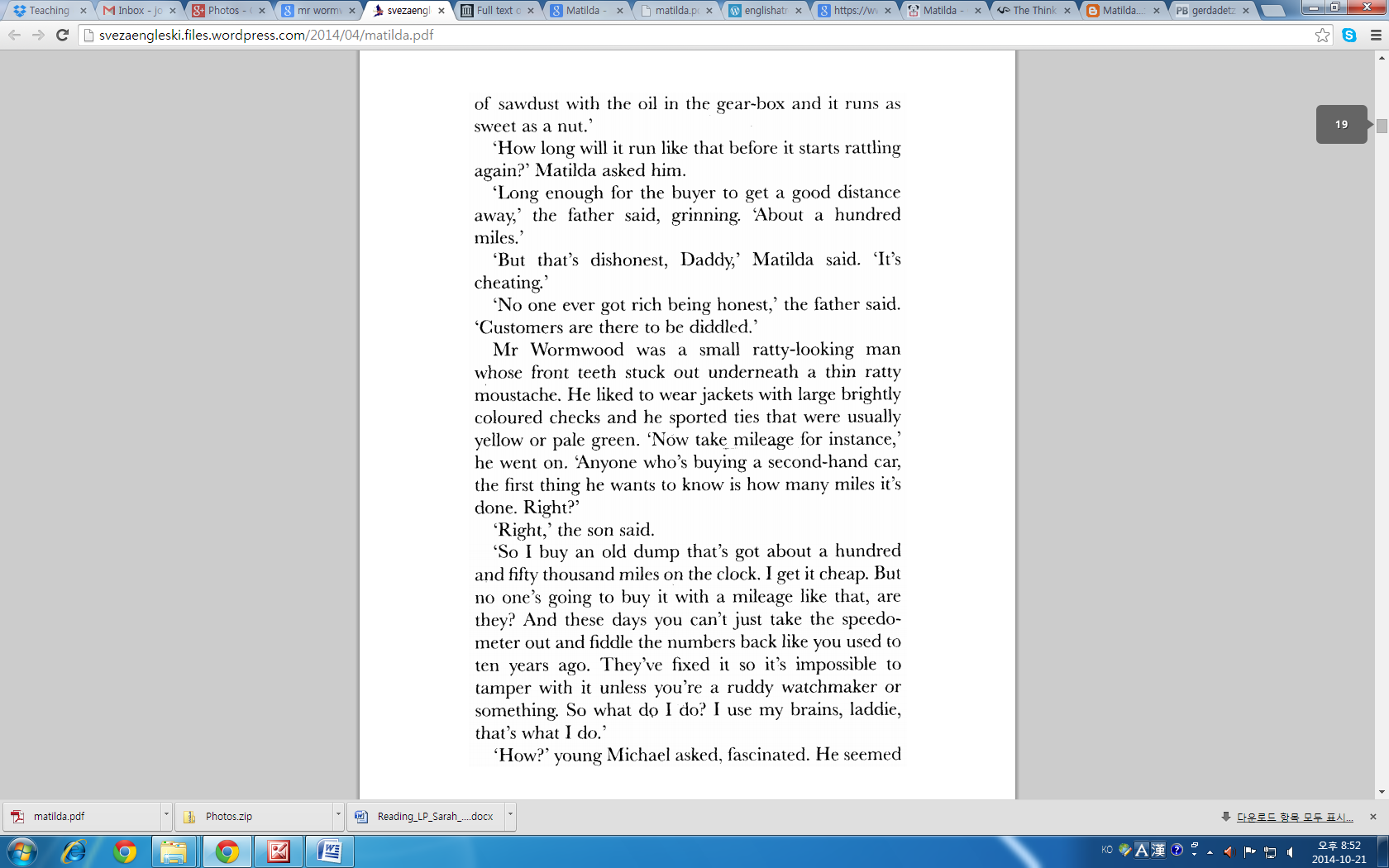
|  |  |  |  |
| --- | --- | --- | --- |
| Task Realization | | | |
| Title: Writing a letter to Mr Wormwood | | Aims:To build reading comprehension and character analysis through a pairwork writing task To practice writing in the function of analyzing, corresponding and advising through the comprehension writing task  To practice interpersonal negotiation skills through pairwork discussion | Materials: “Dear Mr Wormwood” – 8 copies, plus extra in case |
| Time | Set Up | Students | Teacher |
| 15 mins | Pairs (one trio) | Student respond to questions about Mr Wormwood’s character.  Students write a letter to Mr Wormwood in pairs. They should include:   * What they think of him and his morals * What they think of his treatment of Matilda * Explain and advise him how to be a better person   Students will present their writing assignment at the front of class at the beginning of next class.  Students who finish early are free to decorate their letters, as they will be displayed on the classroom walls.  Students hand in their letters to the teacher. | Elicit responses to Mr Wormwood’s character and morals.  Instruct and model the task. Monitor.  Remind students that they will summarize their ideas in the front of class at the beginning of next class.  Collect letters and set to one side. |
| Notes:  * Even if students are not finished with the task, cut off latest 5 mins before the end of class. The teacher may choose to let the students briefly continue their letters before presenting at the beginning of next class. * Regarding the presentation of ideas in the next class, four pairs (total 8-9 students) will present at the front of class and then rotate. This means that pairs will not be standing and moving around each after the other, but that there will be one clear transition from one group of pairs to the other. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Post-Task | | | |
| Title: Giving feedback, answering CCQ and preparing for next class | | Aims:To review and give feedback on the activities, while practicing speaking To review key words (lexis) through answering CCQ questions  To further build character analysis skills through scanning for key points about each character as a homework assignment | Materials: “Character Chart” – 17 copies, plus extra in case |
| Time | Set Up | Students | Teacher |
| 5 mins | Individual | Student briefly give feedback about what they learned through the activities. They do not summarize their reactions to Mr Wormwood – which they will present next class – only what they learned through the tasks.  Students answer CCQ regarding the four key words: “second-hand,” “telly,” “ignorant,” “speedometer.”   * What is second-hand? (A used item that once belonged to someone else.) What is the opposite of second-hand? (A new item.) * What is a telly? Where did the word come from? (Television.) * What does ignorant mean? (Someone who does not know much, who doesn’t have sufficient knowledge.) Do we say someone who has a lot of knowledge is ignorant? (No, someone who lacks knowledge is called ignorant.) * What is a speedometer? (An instrument that indicates the speed of a vehicle.) Where is it usually found? (In cars and other modes of motor transportation.)   Homework:  Students hear that they will have to scan for key points about the four characters in the chapter: Mr Wormwood, Mrs Wormwood, Matilda and Michael. They must include key character traits written in full sentences, based on information in the story chapter. They need write no more than three sentences for each character. | Elicit, listen and respond to feedback.  Elicit answers to CCQ questions about the pre-taught key words.  Instruct and hand out “Post-Task: Character Chart” individually as homework. |
| Notes:  * Depending on time constraints, the teacher may choose to skip over the feedback/review section in this phase. She may also wish to shorten the CCQ section. | | | |

# Worksheets, handouts and lesson materials

**Reading material (from Roald Dahl’s *Matilda*)**

****

****

**Pre-Task: Guiding Questions (1 copy per pair)**

1. Do you eat dinner (supper) with your family? What do you usually talk about?
2. Who is the most talkative person in your family?
3. Have you ever met someone who is dishonest? How important is honesty?
4. Do you eat dinner (supper) with your family? What do you usually talk about?
5. Who is the most talkative person in your family?
6. Have you ever met someone who is dishonest? How important is honesty?

**5 W’s and 1 H**

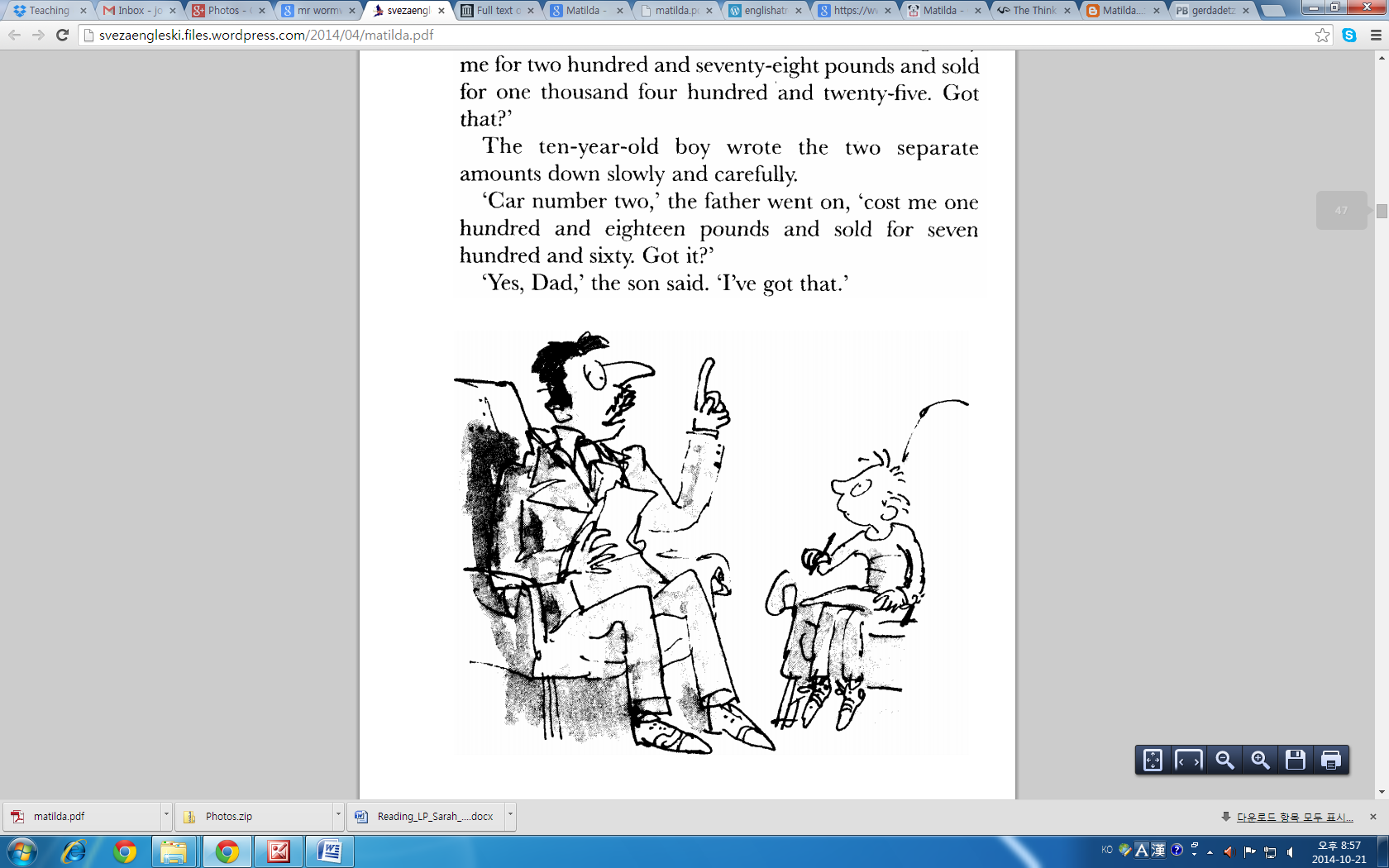
**“Mr Wormwood, the Great Car Dealer”**

**Roald Dahl’s *Matilda***

Complete the Comprehension Questions

* **What**
* **Who**
* **When**
* **Where**
* **Why**
* **How**

**Dear Mr Wormwood**

****

**Character Chart**

Write key points about each character in full sentences based on the story chapter, “Mr Wormwood, the Great Car Dealer.”

|  |  |
| --- | --- |
|  |  |
|  |  |