

## Matilda - The First Miracle

Lesson  
plan

### Overview

#### Learning objective

- To develop descriptive writing skills.

#### Learning outcome

- To produce a piece of creative writing on a special power using descriptive language techniques.

#### Book reference

- Chapters 14 and 15: The First Miracle and The Second Miracle.

#### Cross-curricular link

- Literacy, Personal, Social, Health and Citizenship Education.

#### Resources

- Imagination.



### Starter

- In groups, discuss these questions:
  - If you could have a special power, what would it be?
  - What would you be able to do?
  - When could you use it?
  - How could you use your special power to help people?
  - How can you discover your special power?
- Groups feedback ideas.
- Pairs or individuals come up and mime a special power without speaking. The rest of the class can guess what the power is.



### Main teaching activity

- Read chapter 14, The First Miracle, and chapter 15, The Second Miracle, to the class.

### Group or independent activity

- As a class, close-read this description of Matilda's special power:

“ And now, quite slowly, there began to creep over Matilda a most extraordinary and peculiar feeling. The feeling was mostly in the eyes. A kind of electricity seemed to be gathering inside them. A sense of power was brewing in those eyes of hers, a feeling of great strength was settling itself deep inside her eyes. But there was also another feeling which was something else altogether, and which she could not understand. It was like flashes of lightning. Little waves of lightning seemed to be flashing out of her eyes. Her eyeballs were beginning to get hot, as though vast energy was building up somewhere inside them. It was an amazing sensation. She kept her eyes steadily on the glass, and now the power was concentrating itself in one small part of each eye and growing stronger and stronger and it felt as though millions of tiny little invisible arms with hands on them were shooting out of her eyes towards the glass she was staring at.

- As a class, identify features of the description, including use of repetition, adjectives and superlatives, verbs, imagery and similes.
- Independently, the children write a description of the sensation as a special power takes hold. What does it feel like? Try to include the features of descriptive writing above.

### Plenary

- Individuals read out their pieces of creative writing.

### Other activities

- Draw a picture or make a storyboard showing your special power taking hold.
- Roleplay a scene in which you have a special power.
- Hold a debate with the following motion: Should Matilda use her power to get her own back on Miss Trunchbull? The class take sides for or against and put their arguments forward.
- Write Miss Honey's diary entry for the day, explaining her reflections on what has happened. How does she feel about Matilda's special power? How does she feel about Miss Trunchbull and life in Crunchem Primary School?

