

Charlie and the Chocolate Factory

TABLE OF CONTENTS

For the Teacher:

Introduction	2
Suggestions for Using the Unit	2
Class or Group Activities	4
Rubric for Evaluation	7
Summary of Skills Taught	8
Evaluation Sheets	9
Student Tracking Sheets	12
Venn Diagram	14
Plot Synopsis	15

Work Sheets:

Reading & Comprehension:

Chapters 1 - 3	16
Chapters 4 - 7	17
Chapters 8 - 10	18
Chapters 11 -13	19
Chapters 14 - 16	20
Chapters 17 & 18	21
Chapters 19 - 21	21
Chapters 22 - 24	22
Chapters 25 - 27	23
Chapters 28 - 30	24

True or False Sheets	26
-----------------------------	----

Activity Cards:

Vocabulary	36
Grammar & Punctuation	43
Creative Writing	53
Elements of the Novel	58
Integrated Studies	64

Answer Key:

Reading & Comprehension Activities	69
True or False Sheets	71
Activity Cards:	
Vocabulary	72
Grammar & Punctuation	73

2. Students can work in groups to create large murals. Stress that the figures in the picture should be large. The murals can be done in paint, pastel or cut and paste, or any combination of these.

The murals can be done in several different ways:

- a) If the whole class has read or had the novel read to them, they can be divided into several groups, and each group can illustrate a different part of the story. The completed murals can then be displayed, in sequence, in the classroom, hallway or library.
 - b) A group of students who have read the novel can make a mural showing their favorite part of the story.
 - c) Each student can illustrate part of the novel they have read on a sheet of 10½" by 8" paper. These can then be cut out and pasted on a large sheet of mural paper to create a montage.
3. Dramatization:
 - a) Groups of students can dramatize part of the novel and present it to the class.
Allow time for an adequate rehearsal. Props and costumes make these presentations more interesting.
Group activities can be evaluated by the members of the group. A peer evaluation form has been included for your convenience.
 - b) When the whole class has read the novel, or had it read to them, divide the class into groups of five or six. Discuss with the class the main events of the novel and list them on the blackboard or chart paper. Each group selects one of the events to dramatize. After rehearsal, the groups perform their dramatizations in sequence, to tell the whole story.
 4. Students can give an oral review of the novel.
To make these more interesting, the student is to take the part of one of the characters from the novel and give the review from that character's point of view. Encourage the students to add costumes and simple props.

Charlie and the Chocolate Factory by Roald Dahl

Chapters 1 to 3

A. Vocabulary

*Make sure you understand the meaning of these words before you read.
Look them up in a dictionary if necessary.*

drafts margarine starve torture expose tremendous
winkled extraordinary absurd colossal

B. Read Chapters 1 to 3.

C. Understanding the Novel

*Answer the following questions in complete sentences.
Refer to the novel if you cannot remember the answer.*

1. How many people live in the Bucket's house? Who are they?
2. What do the Buckets eat?
3. What candy bars did Mr. Wonka invent?
4. Mr. Wonka built something for Prince Pondicherry. What was it?
5. Explain what is so unusual about Mr. Wonka's factory.

D. Thinking About the Novel

These questions ask you for your opinion and ideas, therefore there is no right or wrong answer. However, you must make sure that you give reasons for your answer.

1. This novel is a *fantasy*.
How would you know this from what you have already read?
2. Which of Mr. Wonka's unusual candy would you like to eat?
Why did you choose this one?

Chapters 8 to 10

True or False?

Read each statement, then decide if it is True or False.

1. Violet Beauregarde liked gum more than chocolate. _____
2. Violet won the third Golden Ticket. _____
3. Mike Teavee watched television a great deal. _____
4. Mike was very polite to people who asked him questions. _____
5. Gangster programs were Mike's favorites. _____
6. Grandpa Joe had a ten cent piece hidden away. _____
7. He gave it to Charlie to buy a candy bar. _____
8. Inside the candy bar was a Golden Ticket. _____
9. Charlie and Grandpa Joe laughed when they saw the candy bar. _____
10. The cold weather made life easier for the Bucket family. _____
11. The factory where Mr. Bucket worked closed down. _____
12. The cold weather made everyone feel less hungry. _____
13. The whole family began to starve. _____
14. Charlie did not go outside to play at recess. _____
15. Charlie found a quarter in the snow. _____
16. Charlie found a dollar bill in the snow. _____
17. Charlie took the dollar bill home and gave it to his mother. _____
18. Charlie decided to buy one candy bar and eat it immediately. _____

Elements of the Novel
Activity Card 10

Literary Devices

Authors use many different *literary devices* to make their stories interesting and exciting.

Think about each of the following literary devices and give examples of each from the novel.

Conflict - a struggle between two groups or characters.

Foreshadowing - events that take place are suggested *before* they happen.

Hyperbole - a description or statement that is an exaggeration.

Suspense - writing that makes you want to know what will happen next.

Integrated Activities
Activity Card 1

Chocolate is the most important ingredient in Mr. Wonka's factory.

Chocolate comes from cacao beans.

Use the resources available to you to research cacao beans.

Find out where and how they are grown, and how they are made into chocolate.

Present your findings in the form of an essay.

You may find this website helpful:

[http://www.cacaoweb.net/cocoa and chocolate.html](http://www.cacaoweb.net/cocoa_and_chocolate.html)

**Creative Writing
Activity Card 7**

This novel has been turned into two movies.

This meant that the narrative had to be turned into a script.

Choose one of the events in the novel and rewrite it in the form of a script for a play.

You must give your characters stage directions.

These tell them where to move, who to look at while speaking, and how to deliver their lines (quietly, angrily, etc.).

Include a list of characters for your play.

**Creative Writing
Activity Card 8**

You are writing a review of this book for a literary magazine.

Your review should include a brief synopsis of the story, your opinion of the writing (level of suspense, interest, characterization, plot, etc.), and a recommendation regarding the type of reader who would most enjoy the book.

You may criticize aspects of the novel, but if you do this you should also suggest how the novel might be improved.