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# ROALD DAHL

## CHARLIE AND THE CHOCOLATE FACTORY

### LESSON PLANS

Bring  
Charlie and the  
Chocolate Factory  
to life in your  
classroom!



**YPO**

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partner of Roald  
Dahl education  
resources.



## LESSON PLAN 1:

**BOOK THEME:** Identity

**LITERACY OBJECTIVE:** Building a picture of a character using descriptive language

**PSHE OBJECTIVE:** Understanding how names can shape identity

**EXTRACT USED:** from Chapter 6 'The First Two Finders' and Chapter 8 'Two More Golden Tickets Found'

## LESSON PLAN 2:

**BOOK THEME:** Masters of Invention

**LITERACY OBJECTIVE:** Using descriptive and persuasive language

**PSHE OBJECTIVE:** Expressing views and listening to others

**EXTRACT USED:** from Chapter 2 'Mr Wonka's Factory' and Chapter 19 'The Inventing Room - Everlasting Gobstoppers and Hair Toffee'

## LESSON PLAN 3:

**BOOK THEME:** Behaviours

**LITERACY OBJECTIVE:** Finding evidence in the text to support answers

**PSHE OBJECTIVE:** Identifying 'good' and 'poor' behaviours. Beginning to identify strategies to manage challenging behaviours

**EXTRACT USED:** from Chapter 21 'Goodbye Violet' and Chapter 24 'Veruca in the Nut Room'

## LESSON PLAN 4:

**BOOK THEME:** The dangers of television

**LITERACY OBJECTIVE:** Finding evidence in the text to support answers

**PSHE OBJECTIVE:** Expressing opinions. Considering both sides of an argument and respecting the opinions of others

**EXTRACT USED:** from Chapter 27 'Mike Teavee is Sent by Television'

## LESSON PLAN 5:

**BOOK THEME:** Rich and poor

**LITERACY OBJECTIVE:** Drawing inference from the text and justifying this with evidence. Writing from a different perspective

**PSHE OBJECTIVE:** Empathising with others

**EXTRACT USED:** from Chapter 1 'Here Comes Charlie' and Chapter 6 'The First Two Finders'

## LESSON PLAN 6:

**BOOK THEME:** Rewarding positive behaviour

**LITERACY OBJECTIVE:** Editing and improving work by using synonyms and wow words. Writing a newspaper article, including the features of the genre.

**PSHE OBJECTIVE:** Considering the impact of positive behaviour

**EXTRACT USED:** from Chapter 30 'Charlie's Chocolate Factory'

- **ACTIVITY SHEETS X 2**
- **ROALD DAHL READING LIST**
- **THINGS YOU MAY NEED FOR THESE LESSON PLANS**





### BOOK THEMES:

- Identity

### LESSON OBJECTIVES:

- Understanding how names can shape identity
- Building a picture of a character using descriptive language

### THINGS YOU MAY NEED FOR THIS LESSON:

Pencils, sketch pads and interactive whiteboards.  
See page 42



### PREPARATION:

**RESOURCE 1: WHAT'S IN A NAME?** comprises two sets of cards: a set of first names and a set of surnames. There are also some blank cards if you want to give children the chance to make some suggestions of their own. Photocopy enough sets of both to enable all children to be given a first name card and a surname card; the cards will form the name of their character. They will also need a copy of **RESOURCE 2: DAHLICIOUS DESCRIPTIONS**

### STARTER ACTIVITY: INTRODUCING AUGUSTUS GLOOP

Read aloud the first extract to the class, in which we are introduced to the first Golden Ticket winner, Augustus Gloop. Ask the children to close their eyes and listen carefully to the description. Give out paper and pencils and ask children to listen to the extract again, then to sketch an image of the boy based upon Roald Dahl's description. Ask children to compare their sketch with a partner - they should end up with similar drawings. Why is this? Display the extract on the interactive whiteboard and ask children which words and phrases are the most effective and which features of language Roald Dahl has used to build an image of Augustus. Draw out the fact that the author's use of clever and descriptive similes paints a very clear picture in the reader's mind.

### MAIN TASK: WHAT'S IN A NAME?

1. Now the children have a clear idea of what Augustus Gloop looks like, ask them to consider his name. Why do they think Roald Dahl chose it? Does it suit Augustus? Why? Give children the second winner's name: Veruca Salt. What associations do they make? What do the children think Veruca might be like?

Continued...



2. Read extract three, in which we meet Violet Beauregarde for the first time. This extract is a little about Violet's appearance but much more about her habits and behaviour. What do children think of Violet? Explain that the name 'Beauregarde' has been made up of two French words meaning 'pleasant' and 'look'. Do children think Dahl has done this on purpose? Why?

3. Explain that names are an important part of a person's identity and that Roald Dahl often used names to create an impression of a character. Explain that children are going to create their own character, starting with a name.

4. Give each child a first name and a surname card from **RESOURCE 1.WHAT'S IN A NAME?**

Discuss any unfamiliar words – the children may not know the expression 'light-fingered' for example. Ask some children to share their character name with the rest of the class – there should be a variety of combinations and some should raise a giggle or two!

5. Now give pairs of children a couple of minutes to come up with one or two suggestions as to habits, behaviours or physical features which the new characters may display. Ask children to share their best ideas and make a list on the board. Why these habits and behaviours? Did the names help form their ideas? Which behaviours might go with which names? Ask children to choose a behaviour or habit for their character.

## DEVELOPING THE ACTIVITY: DAHLICIOUS DESCRIPTIONS

Now children have a name and a behaviour, they should be starting to build a picture of their character in their mind. Remind children of Dahl's use of similes to describe Augustus Gloop. Can children apply a simile to their own character? Children should now be ready to develop their character! **RESOURCE 2** prompts children to first make notes to describe their character, then to finish by using the notes to write a more detailed description, including similes.

### PLENARY:

Invite one or two confident children to read aloud their descriptions and ask the rest of the class to close their eyes and listen. Do they have a clear picture of the character in their minds? Which words or phrases do they think are the most effective? Do children think they could draw the character? You may even want to ask them to do so and display a whole new set of Dahlicious characters for future inspiration!



## EXTRACT ONE

*from Chapter six: The First Two Finders (91 words)*

The very next day, the first Golden Ticket was found. The finder was a boy called Augustus Gloop, and Mr Bucket's evening newspaper carried a large picture of him on the front page. The picture showed a nine-year-old boy who was so enormously fat he looked as though he had been blown up with a powerful pump. Great flabby folds of fat bulged out from every part of his body, and his face was like a monstrous ball of dough with two small greedy currant eyes peering out upon the world.





## EXTRACT TWO

*from Chapter eight: Two More Golden Tickets Found (287 words)*

...the third ticket was found by a Miss Violet Beauregarde. There was great excitement in the Beauregarde household when our reporter arrived to interview the lucky young lady – cameras were clicking and flashbulbs were flashing and people were pushing and jostling and trying to get a bit closer to the famous girl. And the famous girl was standing on a chair in the living room waving the Golden Ticket madly at arm's length as though she were flagging a taxi. She was talking very fast and very loudly to everyone, but it was not easy to hear all that she said because she was chewing so ferociously on a piece of gum at the same time.

"I'm a gum chewer, normally," she shouted, "but when I heard about these ticket things of Mr Wonka's, I gave up gum and started on chocolate bars in the hope of striking lucky. *Now*, of course, I'm back on gum. I just *adore* gum. I can't do without it. I munch it all day except for a few minutes at meal times when I take it out and stick it behind my ear for safekeeping. To tell you the truth, I simply wouldn't feel *comfortable* if I didn't have that little wedge of gum to chew on every moment of the day, I really wouldn't. My mother says it's not ladylike and it looks ugly to see a girl's jaws going up and down like mine do all the time, but I don't agree. And who's she to criticize, anyway, because, if you ask me, I'd say that *her* jaws are going up and down almost as much as mine are just from *yelling* at me every minute of the day."



# WHAT'S IN A NAME?



## FIRST NAME CARDS

**Horatio**

**Eliza**

**Cecil**

**Albert**

**Clarinda**

**Ezra**

**Margaret**

**Hermione**

**Bernard**

**Ada**

## SURNAME CARDS

**Sourgrape**

**Chump**

**Squareyes**

**Honeybee**

**Tittletattle**

**Wantalot**

**Lullaby**

**Grubster**

**Kindly**

**Lightfinger**

# DAHLICIOUS DESCRIPTIONS



Roald Dahl's wonderful descriptions help us to build very clear pictures of his characters in our minds. Now you have a name for your character, you should be starting to build a picture of them. **Use the prompts below to make some notes.**

<b>My character's name:</b>	
<b>APPEARANCE:</b> (Are they tall or short? Overweight or skinny? Smiley or miserable?)	<b>HABIT OR BEHAVIOUR:</b> (Are they cheerful or bad-tempered? A whinger? A loyal friend?)
<b>A simile to describe my character's appearance:</b>	<b>A simile to describe my character's behaviour:</b>

Now use your notes to write a paragraph describing your character as vividly as possible.

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### BOOK THEMES:

- Masters of Invention

### LESSON OBJECTIVES:

- Using descriptive and persuasive language
- Expressing views and listening to others

### THINGS YOU MAY NEED FOR THIS LESSON:

Whiteboards, colouring pencils, scissors and glue sticks. See page 42



### PREPARATION:

You may want to have some examples of eye-catching packaging available to show the children. You will also need to provide children with a copy of **RESOURCE 1: WHICH WORDS WILL WOW?**, **RESOURCE 2: PERSUASIVE PACKAGING** and **RESOURCE 3: SWEET PERSUASION**.

It is worth noting that, if you choose to develop the activity as outlined below, you may need to allow more than one lesson.

### STARTER ACTIVITY: FANTASTIC INVENTIONS

Read aloud the first extract and list Willy Wonka's inventions. Ask children to discuss with a partner which one they would choose to eat and why. Now explain that children have two or three minutes to try to come up with a name for the invention they have chosen.

Share ideas and ask the children which names they thought were the best. What made these names stand out more than others? Discuss the fact that the best names are those which are particularly descriptive and appealing, and which might include powerful adjectives or even alliteration. Of course, Roald Dahl was a master of inventing names; those children who are familiar with his work might like to give some examples!

### MAIN ACTIVITY: CREATIVE CANDY

Read extract two.

Children are to imagine they are applying for a job as a sweet inventor in Willy Wonka's Chocolate Factory. They're going to have to be very imaginative to come up with a sweet that is interesting enough for Mr Wonka!

Continued...



Children's first job is to work in pairs to decide upon the sweet they want to invent. As a starting point, consider Willy Wonka's ideas. What do children notice? Draw out the fact that Willy Wonka's sweets have a special feature. They either contain a surprise or they perform a function. Therefore, the children's sweets will have to do the same!

Children will first have to decide what function their sweet will perform. Ask the class for suggestions and make two lists on your whiteboard. You may want to give them some ideas to get them going, e.g a sweet to make people more confident, a sweet to turn bullies' tongues black, a sweet to make people listen when people are talking.

Once children have decided upon their sweet's function they need to give it a name and a description. Encourage children to consider what might appeal to Willy Wonka and potential customers. Of course, this will depend on their sweet's function!. Use **RESOURCE 1: WHICH WORDS WILL WOW?** to get children thinking about persuasive words and how they might combine them to create a name.

### DEVELOPING THE ACTIVITY: POWERS OF PERSUASION

Now children have a name, a function and some descriptive vocabulary for their sweet, they should be ready to design their packaging. Discuss the features of good packaging: it has to be eye-catching, to feature the name of the product and be practical. You may like to have some examples to show them. Invite children to design their packaging using **RESOURCE 2: PERSUASIVE PACKAGING**.

Time for children to write the final presentation and persuade Willy Wonka to give them a job! Provide children with **RESOURCE 3: SWEET PERSUASION** - a writing frame to help scaffold their notes before writing their short presentation. Remind them of the powerful nouns, verbs and adjectives they listed earlier and which they could include in their presentation, explaining that the presentation needs to be 'punchy' - i.e short, snappy and, above all, persuasive!

### PLENARY:

Ask children to present to the class. Remind them of the importance of looking at their audience and speaking clearly. Once the class have listened to the presentations they should take a vote. Who should Willy Wonka hire? Ask children to explain their reasons. Make a display of the most persuasive words and phrases from all the presentations.



## EXTRACT ONE

*from Chapter two: Mr Willy Wonka's Factory (349 words)*

"Oh, what a man he is, this Mr Willy Wonka!" cried Grandpa Joe. "Did you know, for example, that he has himself invented more than two hundred new kinds of chocolate bars, each with a different centre, each far sweeter and creamier and more delicious than anything the other chocolate factories can make!"

"Perfectly true!" cried Grandma Josephine. "And he sends them to *all* the four corners of the earth! Isn't that so, Grandpa Joe?"

"It is, my dear, it is. And to all the kings and presidents of the world as well. But it isn't only chocolate bars that he makes. Oh, dear me, no! He has some really *fantastic* inventions up his sleeve, Mr Willy Wonka has! Did you know that he has invented a way of making chocolate ice-cream so that it stays cold for hours and hours without being in the refrigerator? You can even leave it lying in the sun all morning on a hot day and it won't go runny!"

"But that's *impossible*!" said little Charlie, staring at his grandfather.

"Of course it's impossible!" cried Grandpa Joe. "It's completely *absurd*! But Mr Willy Wonka has done it!"

"Quite right!" the others agreed, nodding their heads. "Mr Wonka has done it."

"And then again," Grandpa Joe went on speaking very slowly now so that Charlie wouldn't miss a word, "Mr Willy Wonka can make marshmallows that taste of violets, and rich caramels that change colour every ten seconds as you suck them, and little feathery sweets that melt away deliciously the moment you put them between your lips. He can make chewing-gum that never loses its taste, and sugar balloons that you can blow up to enormous sizes before you pop them with a pin and gobble them up. And, by a most secret method, he can make lovely blue birds' eggs with black spots on them, and when you put one of these in your mouth, it gradually gets smaller and smaller until suddenly there is nothing left except a tiny little pink sugary baby bird sitting on the tip of your tongue."





## EXTRACT TWO

*from Chapter 19: The Inventing Room – Everlasting Gobstoppers and Hair Toffee (243 words)*

“Everlasting gobstoppers! cried Mr Wonka proudly. “They’re completely new! I’m inventing them for children who have very little pocket money. You can put an Everlasting Gobstopper in your mouth and you can suck it and suck it and suck it and suck it and it will *never* get any smaller!”

“It’s like gum!” cried Violet Beauregarde.

“It is *not* like gum,” Mr Wonka said. “Gum is for chewing, and if you tried chewing one of these gobstoppers her you’d break your teeth off! And they never get any smaller! They never disappear! NEVER! At least I don’t think they do. There’s one of them being tested this very moment in the Testing Room next door. An Oompa-Loompa is sucking it. He’s been sucking it for very nearly a year now without stopping, and it’s still just as good as ever!

“Now, over here,” Mr Wonka went on, skipping excitedly across the room to the opposite wall, “over here I am inventing a completely new line in toffees!” He stopped beside a large saucepan. The saucepan was full of a thick gooey purplish treacle, boiling and bubbling. By standing on his toes, little Charlie could just see inside it.

“That’s Hair Toffee!” cried Mr Wonka. “You eat just one tiny bit of that, and in exactly half an hour a brand-new luscious thick silky beautiful crop of hair will start growing all over the top of your head! And a moustache! And a beard!”





# WHICH WORDS WILL WOW?



A good product needs a catchy name! Start by thinking about what function your sweet will perform (what job it will do), and which words will help convey this message. Below are some words which you may find helpful. Sort them into the correct word class, then add some of your own.

FIZZY TASTY *flavour* Juicy MELT FOUL  
MELT POP BLAST DELICIOUS GAG

Nouns	Verbs	Adjectives

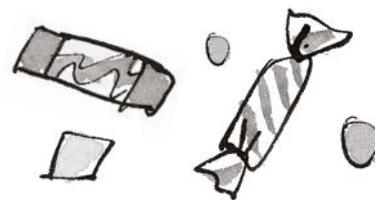
Roald Dahl was a master of inventing new words. Try combining some of these descriptive words to create a name for your sweet e.g. Fizzblasters, Gagjuice.

MY SWEET WILL BE CALLED: .....

# PERSUASIVE PACKAGING



An inventive product like yours deserves some exciting packaging! Sketch your packaging below. Make sure the name is clear and the design is eye-catching. Remember to include tempting verbs and adjectives!



# SWEET PERSUASION



Time to present your sweet to Mr Wonka! Write a short presentation about your sweet to persuade Willy Wonka to hire you as his new inventor. Use the table below to make some notes first.



Name of my sweet:	
My sweet's particular function:	
Reason people will buy my sweet:	
Some powerful verbs and adjectives to describe my sweet:	
A bold statement or claim about my sweet to finish:	

Now write your presentation. Remember, Willy Wonka is very busy so he won't listen for long! Keep your presentation to five sentences or less.

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### BOOK THEMES:

- Behaviours

### LESSON OBJECTIVES:

- Identifying 'good' and 'poor' behaviours
- Beginning to identify strategies to manage challenging behaviours
- Finding evidence in the text to support answers

### THINGS YOU MAY NEED FOR THIS LESSON:

Pens, laminator and whiteboards. See page 42

### PREPARATION:

Prepare enough sets of **RESOURCE 1: STICKY SITUATIONS** to give pairs of children a set of scenario cards and two good choice / poor choice cards each. The scenario cards cite examples of situations which children may encounter at school.

### STARTER ACTIVITY:

Read extract one. How would children describe Violet's behaviour? Draw out the fact that she is rude, spoilt and disobedient. Ask children to identify evidence in the text of these behaviours; what exactly does Violet do that is wrong?

Read extract two and ask the same question. Draw out the fact that Veruca is indulged and rude. Again, ask children to identify exactly where in the text we can find this evidence.

### MAIN ACTIVITY:

Ask children to discuss with a partner examples of poor behaviour they exhibit or observe at school: running in corridors, copying someone's work, refusing to share and so on. (It is important to stress here that this is not an opportunity to 'name and shame', but a chance to consider their own behaviours!) Ask them to jot it on a mini-whiteboard to share with the class. Do children have similar experiences?

Choose a scenario to discuss and give children two or three minutes to come up with two ways of handling the situation – one which they consider to be a good choice and one which they consider to be a poor choice.

Invite pairs to share their ideas, without stating which one is the 'good' choice and which is the poor. Ask others to give a thumbs up or a thumbs down for each option. Why is one a better choice than the other?

Continued ...





### DEVELOPING THE ACTIVITY: STICKY SITUATIONS

Give pairs of children a set of scenario cards and two good choice / poor choice cards each. Children should begin by sorting the scenario cards into two sets: those which they consider to be serious problems and those which are less so.

Next, ask pairs to pick two scenarios: one from each set of cards. For each scenario, they should decide on two ways of handling the situation: one 'good' choice of action and one which they consider to be a poor course of action. (It is worth pointing out that 'telling an adult' is not always the best course of action; sometimes children should sort out situations themselves!) Using the blank 'good choice' and 'poor choice' cards, ask children to write out their strategies for both scenarios.

Ask children to read aloud a set of actions but not to mention which scenario they wrote them for. Then ask the other members of the class to identify:

- a) which scenario they might have written them for
- b) the 'good' choice of action
- c) whether the problem is serious or less so.

### PLENARY:

Back to Violet and Veruca! How would children deal with the kinds of behaviour displayed by Violet Beauregarde and Veruca Salt? Take suggestions and then a vote!



## EXTRACT ONE

*from Chapter twenty one: Goodbye Violet (177 words)*

“Just so long as it’s gum,” shouted Violet Beauregarde, “just so long as it’s a piece of gum and I can chew it, then *that’s* for me!” And quickly she took her own world-record piece of chewing-gum out of her mouth and stuck it behind her left ear. “Come on, Mr Wonka,” she said, “hand over this magic gum of yours and we’ll see if the thing works.”

“Now, Violet,” said Mrs Beauregarde, her mother; “don’t let’s do anything silly, Violet.”

“I want the gum!” Violet said obstinately. “What’s so silly?”

“I would rather you didn’t take it,” Mr Wonka told her gently. “You see, I haven’t got it *quite right* yet. There are still one or two things...”

“Oh, to blazes with that!” said Violet, and suddenly, before Mr Wonka could stop her, she shot out a fat hand and grabbed a stick of gum out of the little drawer and popped it into her mouth. At once, her huge, well-trained jaws started chewing away on it like a pair of tongs.

“Don’t!” said Mr Wonka.





## EXTRACT TWO

*From Chapter twenty four: Veruca in the Nut Room (123 words)*

“Hey, Mummy!” shouted Veruca Salt suddenly. “I’ve decided I want a squirrel! Get me one of those squirrels!”

“Don’t be silly, sweetheart, said Mrs Salt. “These all belong to Mr Wonka.”

“I don’t care about that!” shouted Veruca. “I want one. All I’ve *got* at home is two dogs and four cats and six bunny rabbits and two parakeets and three canaries and a green parrot and a turtle and a bowl of goldfish and a cage of white mice and a silly old hamster! I want a *squirrel*!”

“All right, my pet,” Mrs Salt said soothingly. “Mummy’ll get you a squirrel just as soon as she possibly can.”

“But I don’t want *any* old squirrel!” Veruca shouted. “I want a *trained* squirrel!”



# STICKY SITUATIONS

## SCENARIO CARDS



<b>Your classmate won't let you join their game.</b>	<b>You see someone take something from your teacher's drawer.</b>
<b>Your friend refuses to lend you their ruler.</b>	<b>Your friend keeps calling someone names behind their back.</b>
<b>The person sitting next to you always copies your work.</b>	<b>You see someone in the playground dropping litter.</b>
<b>One of your friends always cheats in your games.</b>	<b>A child in your class keeps calling you names.</b>
<b>A classmate laughs when you get something wrong.</b>	<b>Your friend is in tears because they are being bullied by an older child.</b>
<b>Your friend keeps lying to your teacher.</b>	<b>Someone knocks you over by accident.</b>



# STICKY SITUATIONS

## ACTION CARDS



Good choice of action	Poor choice of action
Good choice of action	Poor choice of action



### BOOK THEMES:

- The dangers of television

### LESSON OBJECTIVES:

- Expressing opinions
- Considering both sides of an argument and respecting the opinions of others
- Finding evidence in the text to support answers

### THINGS YOU MAY NEED FOR THIS LESSON:

Scissors and storyteller's hat. See page 42



### PREPARATION:

Photocopy and cut up enough of **RESOURCE 1: TV OR NOT TV? CHARACTER CARDS** to enable each member of the class to have a card each. You will also need to provide each child with a copy of the question sheet.

### STARTER ACTIVITY:

Read extract one, from the Oompa-Loompas song about Mike Teavee. What is their advice? To whom? Why?

### MAIN ACTIVITY: TV OR NOT TV?

Does anyone in the class agree with the Oompa-Loompas? (It is unlikely that anyone will wholeheartedly agree but you never know!) Does anyone agree in part? Give children two or three minutes to think of one reason for television and one reason against it. Share ideas and make a list on the board.

### DEVELOPING THE ACTIVITY:

Explain that you are going to have a class debate. First, we must establish the rules of the debate. What suggestions do children have? (For example, one person speaks at a time, you must raise your hand to speak.) Choose someone to control the debate.

Continued...



Explain that the difference with this debate is that children are not going to represent themselves or even their own opinions, necessarily. Give out the cards in **RESOURCE 1: TV OR NOT TV? CHARACTER CARDS**. Children's first job is to decide whether their character is for TV or against TV! Next, they must draft their argument. Give them some time to discuss ideas with a partner and write their notes on **RESOURCE 2: TV OR NOT TV? THAT IS THE QUESTION!** They may want to refer to the list compiled earlier for support.

Now you are ready to stage your debate!

Once over, discuss the debate. Did everyone stick to the rules and listen to one another? Did anyone change their opinion on hearing another's point of view? Who do children think presented the strongest argument?

### EXTENSION ACTIVITY:

The Oompa-Loompas are very clear that, much to their disgust, reading seems to be a thing of the past. Let's imagine there is a call to get rid of books altogether. Invite children to write a short, persuasive piece presenting one side of the argument: they should either be for getting rid of books or against it.

### PLENARY:

Go around the class asking children to come up with one suggestion each for an activity that doesn't involve screen time. Challenge them to see how many of these they can do over the coming week!



## EXTRACT ONE

*From Chapter twenty seven:  
Mike Teavee is Sent by Television  
(300 words)*

*"The most important thing we've learned,  
So far as children are concerned,  
Is never, NEVER, NEVER let  
Them near your television set –  
Or better still, just don't install  
The idiotic thing at all.  
In almost every house we've been,  
We've watched them gaping at the screen.  
They loll and slop and lounge about,  
And stare until their eyes pop out.  
(Last week in someone's place we saw  
A dozen eyeball on the floor.)  
They sit and stare and stare and sit  
Until they're hypnotized by it,  
Until they're absolutely drunk  
With all that shocking ghastly junk.  
Oh yes, we know it keeps them still,  
They don't climb out the window sill,  
They never fight or kick or punch,  
They leave you free to cook the lunch  
And wash the dishes in the sink –  
But did you ever stop to think,  
To wonder just exactly what  
This does to your beloved tot?  
**IT ROTTS THE SENSES IN THE HEAD!  
IT KILLS IMAGINATION DEAD!  
IT CLOGS AND CLUTTERS UP THE  
MIND!  
IT MAKES A CHILD SO DULL AND  
BLIND  
HE CAN NO LONGER UNDERSTAND  
A FANTASY, A FAIRYLAND!  
HIS BRAIN BECOMES AS SOFT AS  
CHEESE!  
HIS POWERS OF THINKING RUST***

*AND FREEZE!  
HE CANNOT THINK – HE ONLY SEES!  
"All right!" you'll cry. "All right!" you'll  
say,  
"But if we take the set away,  
What shall we do to entertain  
Our darling children! Please explain!"  
We'll answer this by asking you,  
"What used the darling ones to do?  
How used they keep themselves contented  
Before this monster was invented?"  
Have you forgotten? Don't you know?  
We'll say it very loud and slow:  
**THEY ...USED ... TO ... READ!**  
They'd READ and READ,  
And READ and READ, and then proceed  
TO READ some more. Great Scott!  
Gadzooks!  
One half their lives was reading books!*







**You are  
Mike Teavee!**

**You are Mike  
Teavee's parents.**

**You are a  
children's author.**

**One of your parents  
is a publisher.**

**You are a reporter  
for the BBC.**

**You run a  
newspaper.**

**You are an  
optician.**

**You are a  
teacher.**

**You are the owner of  
an electricals store.**

**You work in a library.**

**You are an average  
9 year old!**

**You are a  
busy parent.**

# TV OR NOT TV? - THAT IS THE QUESTION!



Once you have been given your CHARACTER CARD, answer the questions below to prepare for the debate.

Which character are you?

.....

Do you think your character is for TV or against TV?

.....

Why? Make a note of the reasons your character has the opinion they do. Remember, you are going to use these in your debate so you need to develop your answers as fully as you can.

1) .....

.....

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2) .....

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3) .....

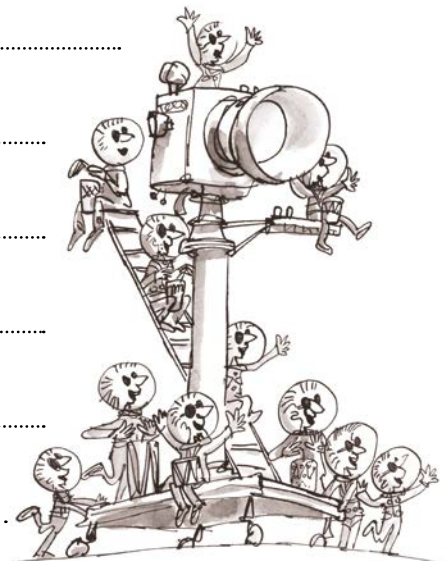
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### BOOK THEMES:

- Rich and poor

### LESSON OBJECTIVES:

- Drawing inference from the text and to justifying this with evidence
- Writing from a different perspective
- Empathising with others

### THINGS YOU MAY NEED FOR THIS LESSON:

Pocket notebook and pens. See page 42



### PREPARATION:

Half the class will need a copy of **RESOURCE 1: AN INSIGHTFUL INTERVIEW** and the other half will need a copy of **RESOURCE 2: THE PEANUT SHELLER**.

### STARTER ACTIVITY:

Read extract one. Wow! What self-restraint! Why do they think Charlie makes his chocolate last so long? Draw out the fact that Charlie's family is very poor. How do we infer this?

Now give children copies of extract two (or share it on the IWB) and ask them what we infer about the Salt family from the text. Can they underline the evidence?

### MAIN ACTIVITY:

Now let's consider another character in Veruca's father's story: the woman in his peanut factory who found the Golden Ticket. Divide the class in half and explain that half of the class will play the role of the factory worker and the other half a reporter who wants the woman's side of the story.

The reporters should complete **RESOURCE 1: AN INSIGHTFUL INTERVIEW**, which asks them to decide which questions they would pose.

The factory women should complete **RESOURCE 2: THE PEANUT SHELLER**, which asks them to write a diary extract from the week of the ticket hunt.

Continued...



### DEVELOPING THE ACTIVITY:

Time for some role play! Now the reporters have their questions and the factory workers have considered their feelings, the interview can take place! Put a reporter with a factory worker and let them pose their questions. What does the listener learn about the woman? Compare the responses. Do they differ? You could film or record the interviews too!

### PLENARY:

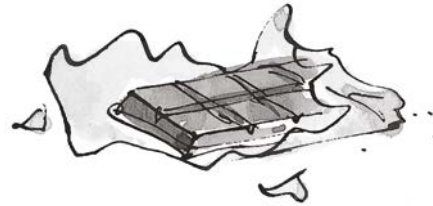
How do the experiences of Veruca and Charlie differ? How do children think Veruca would behave if she were given just one bar of chocolate for her birthday? In pairs, invite children to role play, with one child as Veruca and the other as her father.



## EXTRACT ONE

*From Chapter one: Here comes Charlie (194 words)*

Only once a year, on his birthday, did Charlie Bucket ever get to taste a bit of chocolate. The whole family saved up their money for that special occasion, and when the great day arrived, Charlie was always presented with one small chocolate bar to eat all by himself. And each time he received it, on those marvellous birthday mornings, he would place it carefully in a small wooden box that he owned, and treasure it as though it were a bar of solid gold; and for the next few days, he would allow himself only to look at it, but never to touch it. Then at last, when he could stand it no longer, he would peel back a *tiny* bit of the paper wrapping at one corner to expose a *tiny* bit of chocolate, and then he would take a *tiny* nibble – just enough to allow the lovely sweet taste to spread out slowly over his tongue. The next day, he would take another tiny nibble, and so on, and so on. And in this way, Charlie would make his sixpenny bar of birthday chocolate last him for more than a month.







## EXTRACT TWO

*From Chapter six: The First Two Finders (178 words)*

Veruca's father, Mr Salt, had eagerly explained to the newspapermen exactly how the ticket was found. "You see, boys," he had said, "as soon as my little girl told me that she simply *had* to have one of those Golden Tickets, I went out into town and started buying up all the Wonka bars I could lay my hands on. *Thousands* of them, I must have bought. *Hundreds* of thousands! Then I had them loaded on to trucks and sent directly to my own factory. I'm in the peanut business, you see, and I've got about a hundred women working for me over at my place, shelling peanuts for roasting and salting. That's what they do all day long, those women, they sit there shelling peanuts. So I says to them, "Okay girls," I says, "from now on, you can stop shelling peanuts and start shelling the wrappers off these chocolate bars instead!" And they did. I had every worker in the place yanking the paper off those bars of chocolate full speed ahead from morning till night."



# AN INSIGHTFUL INTERVIEW



You have arranged an interview with the Golden Ticket finder in Mr Salt's peanut factory. Which questions should you ask to find out how she really feels?

Write them below and remember to include questions which explore:

- her working conditions,
- her feelings about her job
- her feelings about her employer
- how she felt at the moment she found the ticket

1) .....

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2) .....

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3) .....

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4) .....

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5) .....

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6) .....

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# THE PEANUT SHELLER



You are the factory worker who finds the Golden Ticket! But how do you really feel? Excited? Resentful? Write a diary of the four days you spend looking for the ticket. Remember to include:

- how you feel about your job
- how you feel about the Salt family
- how you feel when you find the ticket.

**Day One:**

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**Day Two:**

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**Day Three:**

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**Day Four:**

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### BOOK THEMES:

- Rewarding positive behaviour

### LESSON OBJECTIVES:

- Considering the impact of positive behaviour
- Editing and improving work by using synonyms and wow words
- Writing a newspaper article, including the features of the genre

### THINGS YOU MAY NEED FOR THIS LESSON:

Stencils, pens and newsprint paper. See page 42



### PREPARATION:

Each child will need a copy of **RESOURCE 1: ACE REPORTING**. You might also make some copies of **RESOURCE 2: AN ALTERNATIVE ARTICLE** for those children requiring an extension or challenge activity.

### STARTER ACTIVITY:

Read extract one. What a surprise! Why do children think Charlie was given the factory and not one of the other children? What examples can children think of where they have been rewarded for positive behaviour? How is positive behaviour rewarded at school?

### MAIN ACTIVITY: ACE REPORTING

Children are going to write a newspaper article based on Charlie's story. First, they must identify the features of writing for a newspaper. Give out **RESOURCE 1: ACE REPORTING**. Begin by asking children to identify the main features of a newspaper: headline, opening paragraph, quote and caption. Next, consider the article itself. Whilst it includes all the right features, does it really grab the reader's attention? Does it have an exciting headline? Does it contain lots of information? Does it give the reactions of the people involved? The answers should be no!

Continued...



### DEVELOPING THE ACTIVITY:

Now children have seen what a dull and poorly written newspaper report looks like, it's time to try writing their own! Refer back to the previous discussion and remind children of the importance of an attention-grabbing headline and powerful language. The template included in resource 1 guides children through the process.

### EXTENSION ACTIVITY:

Some children may prefer to write an article from a different perspective; possibly from the perspective of one of the 'losers'. **RESOURCE 2: AN ALTERNATIVE ARTICLE** provides children with a number of headlines they can use (and improve) to write an article presenting a different point of view. It is worth noting that this activity will require knowledge of the book in its entirety and is not based just upon the extract.

### PLENARY:

Re-read extract one. How must Charlie have felt? Make a collection of all the wow adjectives children can come up with to describe his feelings.





## EXTRACT ONE

*From Chapter thirty: Charlie's Chocolate Factory (181 words)*

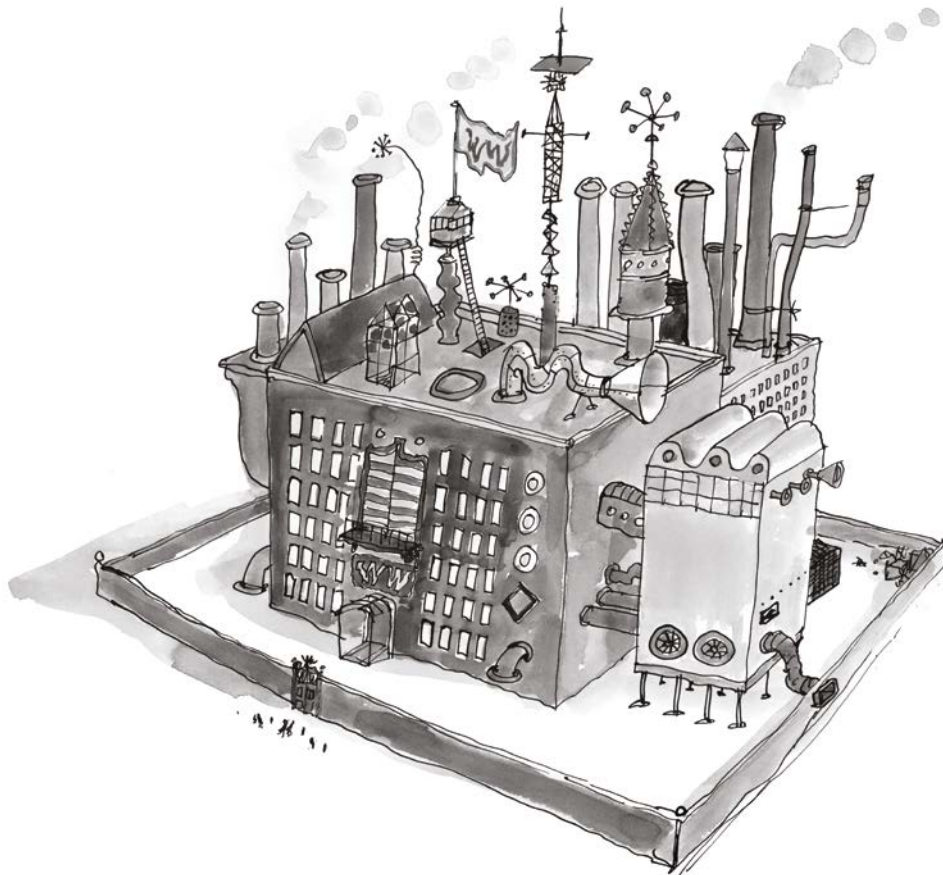
The great glass lift was now hovering high over the town. Inside the lift stood Mr Wonka, Grandpa Joe and little Charlie.

"How I love my chocolate factory," said Mr Wonka, gazing down. Then he paused, and then he turned around and looked at Charlie with a most serious expression on his face.

"Do *you* love it too, Charlie?" he asked.

"Oh yes," cried Charlie, "I think it's the most wonderful place in the whole world!"

"I am very pleased to hear you say that," said Mr Wonka, looking more serious than ever. He went on staring at Charlie. "Yes," he said, "I am very pleased indeed to hear you say that. And now I shall tell you why." Mr Wonka cocked his head to one side and all at once the tiny twinkling wrinkles of a smile appeared around the corners of his eyes, and he said, "You see, my dear boy, I have decided to make you a present of the whole place. As soon as you are old enough to run it, the entire factory will become yours."





Consider this newspaper article. Warning: it may not be the most exciting one you've ever read!

First, let's identify some of the features. Underline the headline in blue. Underline the opening sentence in red. Underline the quote in green. Underline the caption in orange.

TOP NEWS		
www.topnews.co.uk	best-selling newspaper	1st Febuary
Boy gets factory		
<p>Yesterday, Charlie Bucket, a boy living in the same town as Willy Wonka's Chocolate Factory, was given the factory as a present by Mr Wonka.</p> <p>Charlie was one of five Golden Ticket winners. He found his ticket the day before the opening of the factory to the competition winners.</p> <p>When Mr Wonka was asked about his decision, he replied, "I decided to invite five children to the factory, and the one I liked best at the end of the day would be the winner!"</p>		
	Charlie Bucket, factory winner	
	<p>Charlie's family are pleased. They are moving into the factory.</p>	

Now consider the language. This reporter hasn't tried very hard to include wow words! Circle any words or phrases you could improve with more effective synonyms or powerful verbs and adjectives.



You know how NOT to do it, so now it's your turn!

NAME OF NEWSPAPER		
newspaper website	best-selling newspaper	Date
Attention-grabbing headline		
Opening paragraph: Who? What?	Picture	
Second paragraph: Where? When?		
Third paragraph: more information. How did it happen?	Caption	
Fourth paragraph: How have people reacted?	Fifth paragraph: What happens now?	
Remember to include at least one quote!		

# AN ALTERNATIVE ARTICLE



**IT'S A TRAVESTY!**

**WONKA GOES MAD!**

**SINISTER GOINGS-ON  
INSIDE FACTORY**

**SWEET FACTORY  
MADE ME BITTER**

**HORROR OF FOUR  
GOLDEN TICKET  
WINNERS**

**THEY HAD IT  
COMING**

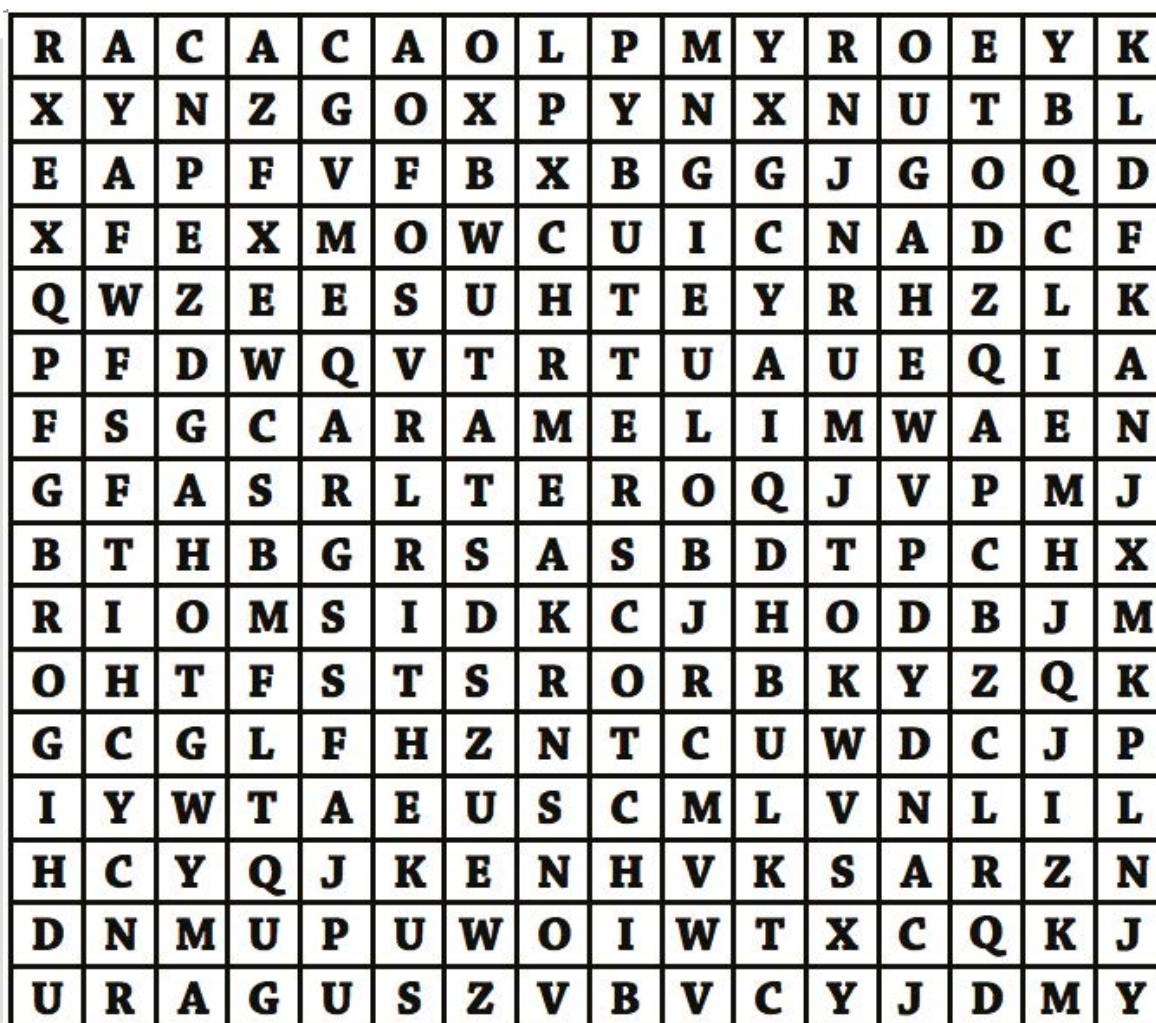
**WONKA PAYS  
WORKERS WITH  
COCOA BEANS**

**I SOLD HIM  
WINNING TICKET**

# WILLY WONKA'S PICK 'N' MIX



Which of **WILLY WONKA'S** *wonderful ingredients* isn't in the wordsearch because greedy **AUGUSTUS GLOOP** has eaten it all!



CACAO  
CHOCOLATE  
NUT

CARAMEL  
CANDY  
TOFFEE

CREAM  
SUGAR  
BUTTERSCOTCH

**AUGUSTUS GLOOP** *has eaten all the*

.....





# THE INVENTING ROOM



“This is the **most** important room in the *entire factory*!” he said, “All my **most** secret **NEW** inventions are cooking and simmering in here!”

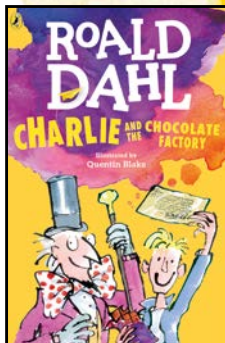
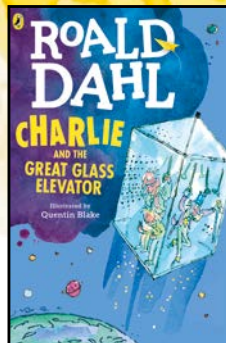
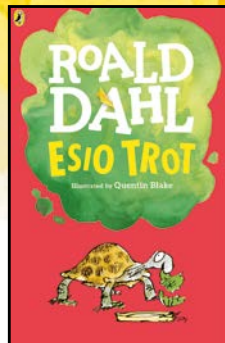
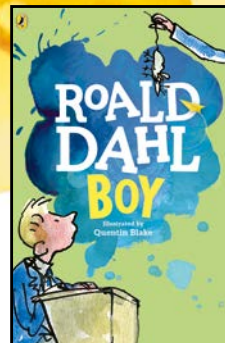
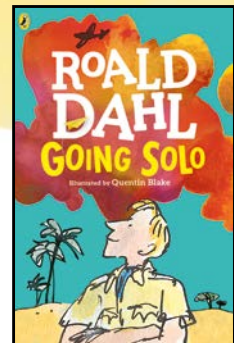
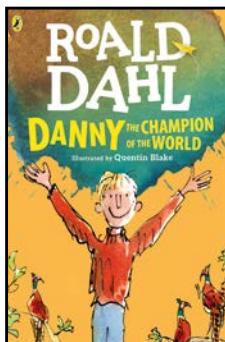
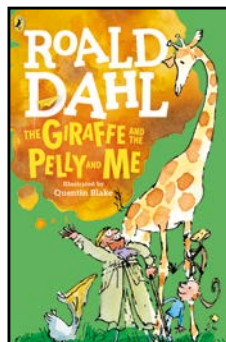
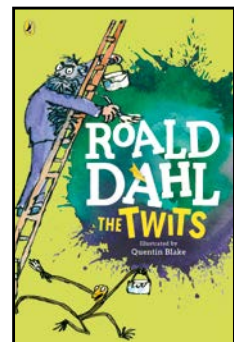
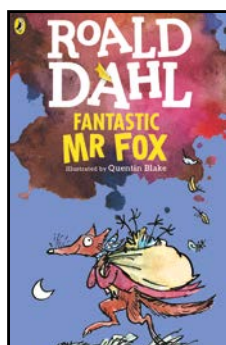
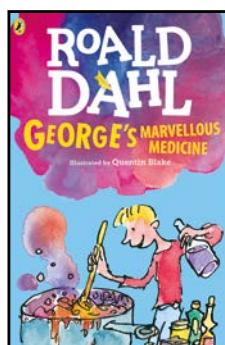
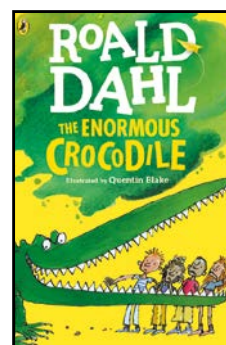
Imagine if you were an extraordinary inventor like **Mr Willy Wonka**! What would you invent, hot ice-cream for cold days, hair toffee or even an everlasting gobstopper? Draw a picture and describe your new creation!

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# HOW MANY HAVE YOU READ?

☐☐☐☐☐☐☐☐☐☐☐☐☐☐

**MORE THAN 5** WHOOPSY-SPLUNKERS! You've got some reading to do!

**MORE THAN 10** More tremendous things await - keep turning those pages

**ALL OF THEM?** Whoopee! Which was your favourite?



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## LESSON PLAN 2

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**802786 YPO Write & Wipe**

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**728292 YPO Colouring Pencils**

£1.45 pack of 24

**137014 White Card** £2.75 100 sheets

**31336X School Scissor Class**

Pack £11.35 pack of 32

**716472 YPO Glue Sticks** £3.79 pack of 10

**118532 Tissue Paper Sheets** £11.00 480 sheets

**130214 A4 Cellulose Film Sheets** £1.99 48 sheets

## LESSON PLAN 3

**878383 Feelings and Emotion**

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**800708 Traffic Lights Dry Wipe**

Poster and Fans £14.99

**706930 YPO Premium Handwriting**

Pens Black £4.50 pack of 30

**790110 Rexel Academy A3 Laminator** £103.50

**749044 Laminating Pouches Gloss A3**

150 Micron £9.95 pack of 100

**748994 Laminating Pouches Gloss**

A4 150 Micron £5.09 pack of 100

**710857 A3 Card Carriers** £6.34 pack of 10

**710849 A4 Card Carriers** £3.17 pack of 10

## LESSON PLAN 4

**31336X School Scissors Class**

Pack £11.35 pack of 32

**878405 Storyteller's Hat** £18.99

## LESSON PLAN 5

**13127X Silvine Pressboard Pocket**

Notebook £12.35 pack of 12

**717576 YPO Stick Pens Black** £2.35 pack of 50

**878502 Talking Tins** £7.49

## LESSON PLAN 6

**114162 Newsprint**

49gsm £6.70 500 sheets

**717576 YPO Stick Pens Black**

£2.35 pack of 50

**71058X 5/10/20/30mm Stencil**

Kit £1.26 pack of 4

**D68465 I Can Write Stories** £12.99

**704180 Colourworld Fineliners**

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## OTHER USEFUL RESOURCES

**876094 Roald Dahl Dictionary** £11.99

**876019 BrainBox Roald Dahl** £8.99

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