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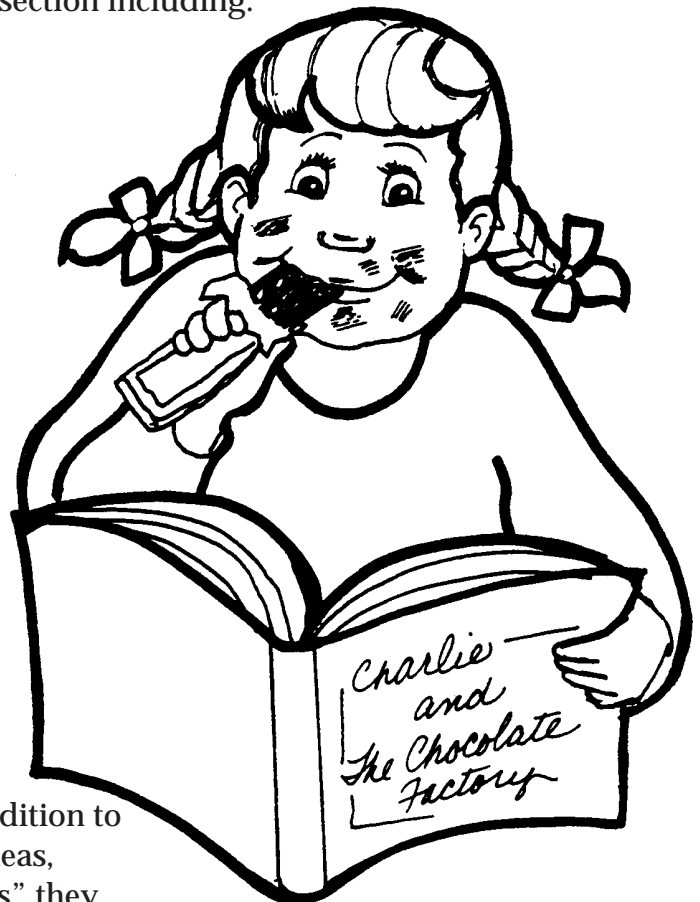
Introduction

A good book can touch our lives like a good friend. Within its pages are words and characters that can inspire us to achieve our highest ideals. We can turn to it for companionship, recreation, comfort, and guidance. It also gives us a cherished story to hold in our hearts forever.

In *Literature Units*, great care has been taken to select books that are sure to become good friends!

Teachers who use this literature unit will find the following features to supplement their own valuable ideas.

- A Sample Lesson Plan
- Pre-reading Activities
- A Biographical Sketch and Picture of the Author
- A Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study, with each section including:
 - *quizzes*
 - *hands-on projects*
 - *co-operative learning activities*
 - *cross-curriculum connections*
 - *extensions into the reader's own life*
- Post-reading Activities
- Book Report Ideas
- Research Ideas
- A Culminating Activity
- Three Different Options for Unit Tests
- Bibliography
- Answer Key



We are confident this unit will be a valuable addition to your planning, and hope that as you use our ideas, your students will increase the circle of “friends” they can have in books!

Charlie and the Chocolate Factory

by Roald Dahl

(Penguin, 1964; 1988)

Charlie Bucket and his family are very poor. They barely have enough money to put food on the table. Things are even worse now that Mr. Bucket has lost his job at the toothpaste factory. The only happiness Charlie has is in the one single chocolate bar he receives every year on his birthday. This year's bar will be even more important, because it could be the bar with the golden ticket.

Willy Wonka, the owner of the largest chocolate factory in the world, has decided to have a contest. He has hidden five golden tickets inside the chocolate bars. The five lucky people who find the tickets will be invited to be his guests at his factory for the day. In addition, they will receive enough chocolate to last them a lifetime.

Charlie is anxious to open his chocolate bar on his birthday. He desperately hopes to find a golden ticket inside. Charlie's entire family is distraught when there is no golden ticket inside. However, a few days later, luck is on Charlie's side. He finds a one dollar note in the street. Although he feels guilty, he buys two chocolate bars. Inside the second one is a golden ticket.

Charlie and Grandpa Joe, along with four other children, visit the Wonka factory. Mr. Wonka is delighted to have them all there. However, he warns them that his factory is like a well-run machine and they should not touch anything without permission. Only Charlie Bucket heeds Willy Wonka's advice. The other four children get into terrible predicaments after doing things they were told not to do. Only Charlie Bucket is well behaved throughout the entire visit.

At the end of the day, Charlie and Grandpa Joe are the only ones still with Mr. Wonka. Then Willy Wonka confesses he is getting old and, therefore, designed the contest to find someone to take over the factory for him. He is so impressed with Charlie that he offers him the factory. Charlie is delighted. Mr. Wonka takes Charlie and Grandpa Joe in his great glass elevator to Charlie's house to get the rest of the family. They are all shocked when the elevator crashes through the roof of the house, and Mr. Wonka announces they are all moving to the factory where they will live happily ever after and never be hungry again.

Vocabulary Activity Ideas

You can help your students learn and retain the vocabulary in *Charlie and the Chocolate Factory* by providing them with interesting vocabulary activities. Here are a few ideas to try.

- Challenge your students to a **Vocabulary Bee!** This is similar to a spelling bee, but in addition to spelling each word correctly, the game participants must correctly define the words as well.
- As a group activity, have students work together to create an **Illustrated Dictionary** of the vocabulary words.
- Play **20 Clues** with the entire class. In this game, one student selects a vocabulary word and gives clues about this word, one by one, until someone in the class can guess the word.
- Play **Vocabulary Charades**. In this game, vocabulary words are acted out.
- Encourage students to keep a **Vocabulary Journal** where they can list words they are unfamiliar with, but did not appear on the vocabulary list.
- Have students locate the vocabulary words in the story. Then proceed to have them guess the meanings by using **Context Clues**.
- Challenge students to find Synonyms or Antonyms for the vocabulary words from within the story.
- Play **Vocabulary Concentration**. The goal of this game is to match vocabulary words with their definitions. Divide the class into groups of 2-5 students. Have the students make two sets of cards the same size and color. On one set have them write the vocabulary words. On the second set have them write the definitions. All cards are mixed together and placed face down on the table. A player picks two cards. If the pair matches the word with its definition, the player keeps the cards and takes another turn. If the cards don't match, they are returned to their places face down on the table, and another player takes a turn. Players must concentrate to remember the locations of the words and their definitions. The game continues until all matches have been made.
- Ask your students to make their own **Crossword Puzzles** or **Wordsearch Puzzles** using the vocabulary words from the story. Have them exchange work and solve the puzzle. When completed, the authors can correct the work.
- Use the words and definitions to play **Bingo**. Fold an A4 sheet of paper into 16 squares. Have students randomly write the words chosen for this activity in each space. The caller reads a definition and the players mark the correct word. Markers can be pieces of cut index cards, beans, or buttons. The first person to cover a row, column, or diagonal calls out Bingo and is the winner.
- Find the sentence in the book with the vocabulary word. Copy it. Rewrite the sentence by **Substituting a Synonym** which would make sense.
- Play **Hangman** using the definition as a clue. This might be a good activity to be played with partners.

Consumer Correspondence

Many companies are willing to send information about their products if you simply write to them and ask. In fact, some companies have a specific department designated to handle customer services. Below are addresses for companies that produce products in which the chief ingredient is chocolate. Choose one of the companies and write a business letter to ask any questions you or your classmates may have about the product. Once you have mailed your letter you can expect to receive a response within six to eight weeks.

Follow the business letter format below or use the format given to you by your teacher.

	your address
	date
	<i>(skip line)</i>
company address	
<i>(skip line)</i>	
Dear _____:	
<i>(skip line)</i>	
body of letter	
<i>(skip line between paragraphs)</i>	
 <i>(skip line before closing)</i>	
	Sincerely,
	<i>(your signature)</i>
	your name

Addresses: Ballantyne Chocolates
Head Office
295 Grant Street
South Melbourne
Victoria 3205

Capri Confectionery
1/4 Reid Street
Bayswater
Victoria 3153

Cadbury Confectionery
Confectionery Sales and Production
323 Canterbury Road
Ringwood
Victoria 3134

Nestlé Confectionery Ltd
28 Transport Drive
Somerton
Victoria 3062

NOTE: Address letters to *Attention: Customer Services*

Writing a Fantasy Story

(Part One: Setting)

Charlie and the Chocolate Factory is an excellent example of a fantasy story. As part of this unit of study, you and your classmates will be working in groups to write your own fantasy stories. This project will take place in three parts. In the first part, your group will determine the setting of the story. In studying Roald Dahl’s use of descriptive language in writing about the chocolate factory you will learn to become more descriptive in your own writing. Be sure to save all your work from this section to use later in the unit.

Read the example below. In your group, discuss the reactions to Dahl’s descriptions of the factory.

“It wasn’t simply an ordinary enormous chocolate factory, either. It was the largest and most famous in the whole world! It was Wonka’s factory, owned by a man called Mr. Willy Wonka, the greatest inventor and maker of chocolate that there has ever been. And what a tremendous, marvellous place it was! It had huge iron gates leading into it, and a high wall surrounding it, and smoke belching from its chimneys, and strange whizzing sounds coming from deep inside it. And outside the walls, for half a mile around in every direction, the air was scented with the heavy rich smell of melting chocolate!”

Think about the setting of your fantasy story.

Where will your story take place? _____

When you picture the setting in your mind, what does it look like? _____

List some adjectives (describing words) you could use when describing the setting of the story.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____