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| Name of resource: | Charlie and the Chocolate Factory |
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| Age group(s) | Subject(s) |
| 8 to 11 | English |
| Topic | Language Level |
| Charlie and the Chocolate Factory | Intermediate, Advanced |

Description of resource

- ◆ Matching cards
- ◆ Concept map
- ◆ Fortune line (Chapters 1–11)
- ◆ Describing the characters cards (Chapters 1–6)
- ◆ Character matrix
- ◆ Sentence combining sheet (Chapter 10)
- ◆ Sentence combining (characters)
- ◆ Odd one out (pictures)
- ◆ Odd one out writing frame worksheet
- ◆ Golden ticket word detectives cards (Chapter 5)

Preparation needed

You will need:

- ◆ for each group of 2–3 learners: one set of PowerPoint matching cards
- ◆ for each pair of learners: fortune line sheet, concept map, a set of characters cards, character matrix, a set of golden ticket word detectives cards, sentence combining sheet and sentence combining (characters)
- ◆ an A3 copy of the concept map and fortune line if required
- ◆ an A3 copy, or copy on whiteboard, of sentence combining (Chapter 10) and sentence combining (characters).

You will need to:

- ◆ print and copy worksheets as required
- ◆ print PowerPoint as handouts. Choose either two or six to a page, depending on the size of card you would like. Laminate and cut up
- ◆ photocopy the character cards. Laminate and cut up
- ◆ photocopy the golden ticket word detectives cards. Laminate and cut up photocopy odd one out pictures. Laminate if required and cut into strips containing three images.

Curriculum objectives

- ◆ Understand the plot and characters of the book
- ◆ Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language
- ◆ Appreciate our rich and varied literary heritage

- ◆ Write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences

| Language/Literacy objectives | |
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| Functions | Structures |
| Describing | <ul style="list-style-type: none"> ◆ The family were ... / The house was ... ◆ Charlie was excited, curious ... ◆ Augustus/Charlie is very/not very ... |
| Narrating | <ul style="list-style-type: none"> ◆ ... ate/lived/walked/wished/stayed /found/bought ... ◆ Wanted to give/buy ◆ Air rushed in through ... and under ... ◆ Augustus Gloop had eyes which ... |
| Justifying, explaining | <ul style="list-style-type: none"> ◆ I think ... goes with ... because ... ◆ I connected ... and ... because ... ◆ Charlie was very/quite happy / very/quite unhappy ... when ... because ... |
| Vocabulary | |
| <p>factory, grandparents, cabbage soup, fifty pence piece, found, excited, optimistic, curious, thrilled, discouraged, frustrated, happy, envious, dejected, kind, greedy, fun-loving, spoiled, secretive, clever, rich, rude, disobedient, personally, secrets, magic, waved, ferociously, gum, gangsters, guns, machine guns, snowflakes, drifted, steel, gale, freezing, silent, huddled</p> | |

This resource could be used:

- ◆ whole class
- ◆ as differentiation within class
- ◆ one to one or small group

Ideas for using the resource

What to do

- ◆ **Matching cards chapters (1–11)**
 - o Learners work in groups of 2–3 to match the pictures to the statements or play a pairs (Pelmanism) game.
 - o As learners make pairs they read the card and describe the picture, e.g. 'Charlie's family were very poor. They ate cabbage soup every day. This is a bowl of cabbage soup. It doesn't look very nice.'
 - o Learners work together to put the cards in order to tell the story up to the point of Charlie finding the golden ticket
 - o Learners can refer to the cards as they work on the fortune line

◆ Fortune line (Chapters 1–11)

- Introduce the emotions [vocabulary](#) to ensure learners understand all the words.
- Learners work in pairs to decide how happy or sad Charlie was at different points in the story. They record this through colouring in the squares below each visual. *If Charlie was as happy as he could be, they colour in all the squares. If he was as unhappy as he could be, they don't colour in any of the squares.*
- Learners must justify their colouring in, e.g. 'I think Charlie was quite happy when ... because ...'
- They then choose which of the words in the word bank at the bottom of the page best describes how Charlie was feeling at each point of the story and write them into the blue boxes below the pictures.

◆ Concept map

- Lines are drawn between pictures to show connections, e.g. Charlie's grandparents spent all their time in bed so a line could be drawn between the bed and the grandparents.
- Using the A3 copy of the concept map, or the whiteboard, demonstrate what to do. [Model](#) saying why the two pictures are connected (so that learners will also provide their reason). The concept map [scaffolds](#) their using complete sentences.
- After demonstrating a couple of connections, ask learners in the group/class to provide a couple of connections.
- Learners then work in pairs to complete their own copy of the concept map. The concept map could then be used to support learners writing sentences about each connection. These can then be sequenced to create a simple version of the first chapters.

◆ Describing the characters (cards and matrix) (Chapters 1–6)

- [Introduce the key adjectives](#) to ensure learners understand them.
- As a warm up, working in a group, match the word cards to each character. *Ensure learners provide evidence for matching a particular word to a character.*
- Learners complete the [matrix](#) in pairs to determine which characters could be described by each word. They place at least one tick for each word according to how many characters may be described by that word.

◆ **Golden ticket word detectives**

- After reading Chapter 5, write the text of the golden ticket announcement on the whiteboard. Read it aloud with learners.
- Then rub out some of the words. Read it again with the learners as if all the words were still there. Continue rubbing out and reading until there is little or no text left.
- Give each pair a set of cards and explain that learners must reconstruct the (simplified) text.

◆ **Odd one out cards and [writing frame](#) worksheet**

- Learners work in pairs. Each pair chooses a strip and discusses which of the three pictures is the odd one out. They must explain why they think a particular picture is the odd one out. For some of the lines, there may be different answers.
- On the writing frame worksheet learners then work in pairs to create their own odd one out strips, providing the rationale for their choices.

◆ **Sentence combining**

- Read through the first text Sentence combining (Chapter 10) with learners.
- Explain that this text is quite boring and needs to be improved. Use a shared writing approach to [model](#) how sentences could be combined to create more interesting ones.
- Elicit ideas from learners. Point out that there could be different versions created, that there is no one right way to do it.
- Learners work in pairs to write a new up-levelled version of the three remaining texts. Sentence combining (characters).

Other ideas for making the best use of this resource

- Fortune line: Additional emotion words could be added or substituted.

Possible extension activities

- Fortune line: The emotion words could be placed on a continuum to explore the differences in meanings between the words and develop a

more secure understanding of them. They could use a dictionary to support this.

- o The concept map and odd one out activities could be done in the [first language](#).