

A Guide for Using

# *Charlie and the Chocolate Factory*

in the Classroom

*Based on the novel written by Roald Dahl*

*This guide written by Concetta Doti Ryan  
and illustrated by Sue Fullam and Blanca Apodaca*



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# Introduction

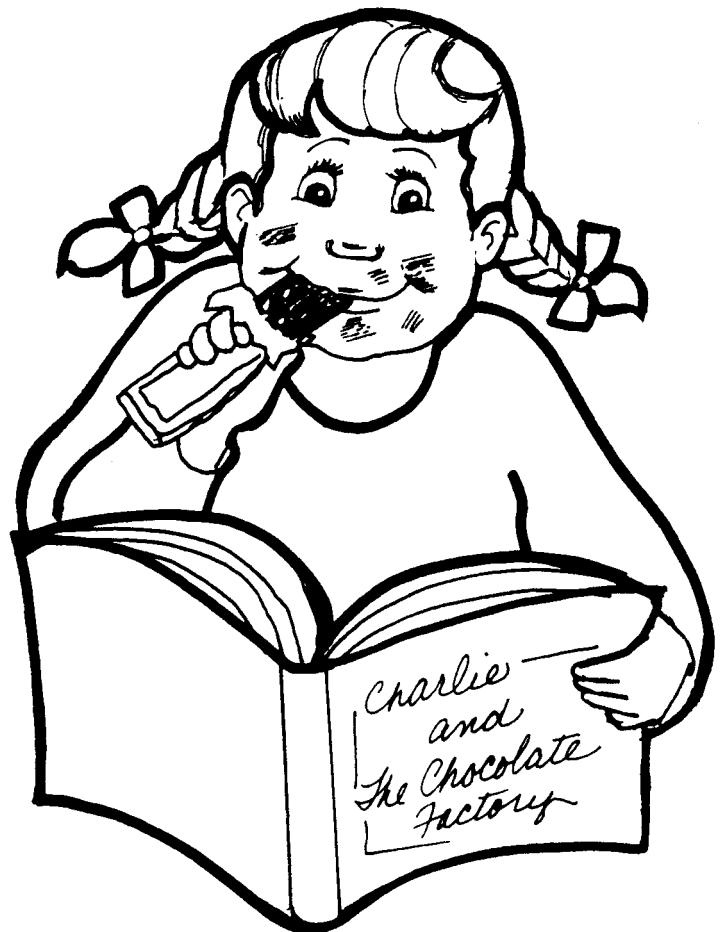
A good book can touch our lives like a good friend. Within its pages are words and characters that can inspire us to achieve our highest ideals. We can turn to it for companionship, recreation, comfort, and guidance. It also gives us a cherished story to hold in our hearts forever.

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*
  - *cooperative 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!



# 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 papers and work the puzzle. When completed, the authors can correct the papers.
- ❑ Use the words and definitions to play **Bingo**. Fold an 8½" x 11" (22 cm x 28 cm) 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 raisins. 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 in partners.

# Quiz Time!

1. On the back of this paper, write a one-paragraph summary of the major events in each of the chapters of this section.

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2. Why can't Charlie's family afford to buy enough food or a larger, more comfortable house?

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3. In spite of the difficult living situation, what tortures Charlie more than anything else?

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4. Describe several of Willy Wonka's inventions. Which is your favorite? Why?

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5. What happens to the house that Willy Wonka made for Prince Pondicherry?

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6. What does Grandpa Joe think is odd about Willy Wonka's factory?

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7. Why did Willy Wonka decide to close down his factory for a while?

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8. Do you think that any of Willy Wonka's inventions could actually be created? Why or why not?

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9. Describe the type of family Charlie has. Are they close? Do they get along?

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10. Charlie's favorite food is chocolate. What is your favorite and why do you like it so much?