

Charlie and the Chocolate Factory by Roald Dahl

Week 1 (3 week unit)

Intro: As part our topic Considerate Consumers, we're going to be learning about Fairtrade, with a particular focus on the production of chocolate.

There aren't many suitable stories about Fairtrade chocolate so Charlie and the Chocolate Factory is the next best thing! And you all know how much Miss Rapley likes thinking about chocolate... 😊

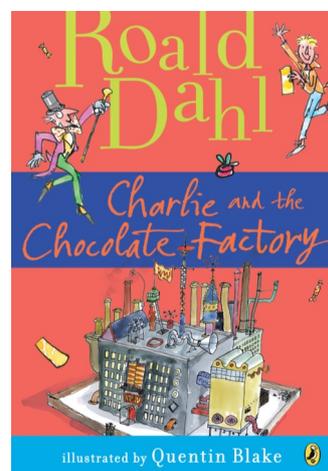
Getting a copy of the text.

Having a copy of the book is **not essential** for the activities in the unit. However, reading it along side would be really enjoyable and put everything in context.

If you already have a copy of the book in the house, great! Make a start on reading it (or having it read to you if it is a bit tricky for you to read by yourself).

If you don't have a copy, there are a few options:

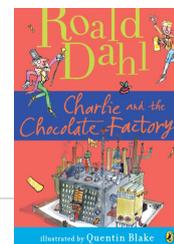
- There are a few copies at the SLS library (Link on Home Learning page) in e-book form. You were sent your log-in details back in March via email. If you can't find them, get in touch. These are loaned out like real books, so if other people get them first, they might not show as available.
- There are a few copies in various forms (eg e-book / audiobook) at the main Shropshire E-library if you are a ticket holder. Look it up on the council E-library page.
- There are various readings of the story (both extracts and the whole text) on Youtube. Make sure an adult helps you search for them to make sure what you find is suitable.
- If you are an Amazon user, I believe the audio version is available free on Audible, and for a small cost on Kindle.
- If you'd like your own paper copy, you could order it online. Local bookshops such as Booka in Oswestry are operating online and will post books to you for a small charge.



Task	Learning Objective	Activity / Success Criteria
1	<p>PART ONE: WALT: read the first chapter of our story.</p> <p>PART TWO: WALT: study a character description</p>	<p><u>Read the first chapter</u> of the story. It is available online at Extract Charlie And The Chocolate Factory By Roald Dahl (penguin.co.uk)</p> <p>If it is a bit tricky for you, ask an adult to read some bits to you. Enjoy the story and let your mind travel into Charlie Bucket's life. Read it several times if you have to, to make sure you fully understand it. Stop and discuss vocabulary that you are not sure of. It sets the scene well for the rest of the book.</p> <p>As our story continues, we meet four more children who win a Golden Ticket to tour the chocolate factory. One of those children is Augustus Gloop.</p> <p><u>Read the extract</u> (See Resources below) about him at least twice. Highlight the parts of the text that tell you most about how he looks.</p> <p>Do you think Roald Dahl wanted us to have a positive or negative opinion of Augustus Gloop? <u>Circle these words</u> within the text: flabby, bulged, monstrous, greedy. They are not very nice words to describe someone!</p> <p>Take each word in turn and think about its meaning. Can you use these words correctly in your own sentences? <u>Write your sentences down.</u></p> <p><u>Draw a picture</u> of how he looks 'in your mind's eye'. <u>Label the features</u> that make your picture unmistakably Augustus Gloop.</p>

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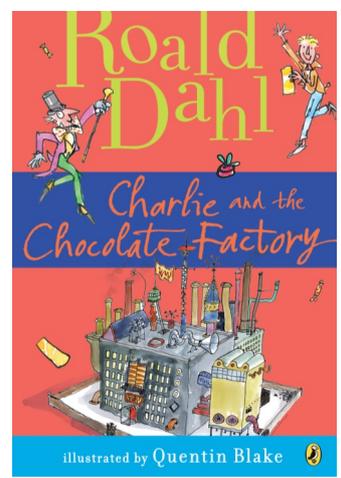
Week 1 (3 week unit)



Task	Learning Objective	Activity / Success Criteria
4	To recognise how authors use a name to tell us about a character	<p>Can you remember the names of the children we have already met in the story?</p> <p>In literature, writers often use names to help the reader quickly form an idea of a character's personality, and Roald Dahl often used names to create an impression of a character.</p> <p>Think of the name Augustus Gloop. What is gloop? How does this fit with his character of rather a fat, greedy boy?</p> <p>Violet Beauregarde is an interesting one. The name 'Beauregarde' has been made up of two French words meaning 'pleasant' and 'look'. Perhaps Roald Dahl wanted us to think she was a pretty little girl but had contrasting, slightly disgusting habits.</p> <p>We are going to create our own characters, starting with a name. Discuss the meaning of the surname words on the resource sheet so that you are clear what they all mean.</p> <p>Have a go at mixing up some of the first names and surnames on the resource sheet to create some character names. What sort of characters do these names create in your mind?</p> <p>Choose two names that conjure up contrasting characters in your mind. If you don't like any of the ones on the sheet, can you come up with your own using a similar system? We're going to work on developing these.</p> <p>Split a piece of landscape A4 paper in half. On one half, draw your first character. On the other half, draw your second character.</p> <p>Label their physical features (eg enormous hands with fingers like sausages). Add notes about their habits and behaviours (good or bad!) underneath.</p> <p>In today's lesson, I have:</p> <ul style="list-style-type: none"> <input type="checkbox"/> chosen names for my characters <input type="checkbox"/> drawn my characters based on clues in their names (if there are any) and my own ideas. <input type="checkbox"/> labelled my characters' features using descriptive language including alliteration and similes. <input type="checkbox"/> added notes about their behaviour and habits
5.	<p>WALT: write descriptions of my characters based upon their physical appearances, habits and behaviour.</p> <p>I'd love to see this piece of work!. Send it to me via the Submit work form online (A photo of your work is fine).</p>	<p>Think about the two characters that you developed yesterday. You drew pictures of them and labelled their features. Hopefully you used a bit of alliteration and some similes, too! You also started to think about what behaviours and habits your characters had.</p> <p>Today you're going to write a description for each character, using full sentences.</p> <p>In today's writing I have:</p> <ul style="list-style-type: none"> <input type="checkbox"/> for each of my characters, written a description using full sentences (CL, FS). <input type="checkbox"/> had a go at using alliteration at least once per character. <input type="checkbox"/> had a go at using a simile at least once per character. <input type="checkbox"/> used alliteration and similes effectively in various places.

Red is for everybody. Green is a little bit harder (accessible to some Y2 and most of Y3)

Purple is a bit more of a challenge (for some Y3s).



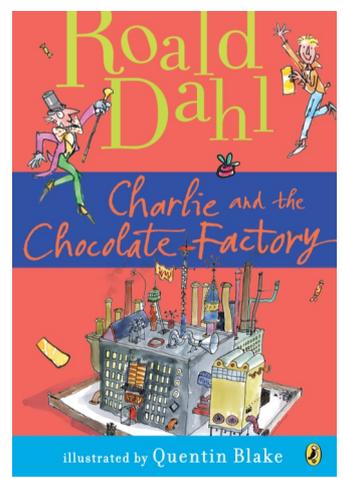
Extract: Description of Augustus Gloop

THE FIRST TWO FINDERS (CHAPTER 6, PAGE 26)

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: Description of Violet Beauregarde.

TWO MORE GOLDEN TICKETS FOUND (CHAPTER 8, PAGE 36-38) ...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."



FIRST NAME CARDS

HORATIO

ELIZA

CECIL

ALBERT

CLARINDA

EZRA

MARGARET

HERMIONE

BERNARD

ADA

SURNAME CARDS

SOURGRAPE

CHUMP

SMARTYPANTS

HONEYBEE

TITTLTATTLE

WANTALOT

LULLABY

GRUBSTER

KINDLY

LIGHTFINGER