

# Charlie and the Chocolate Factory: Activity Plan 1

**Reading Skill:**

2e: Predict what might happen from details stated and implied.

I can predict what the book might be about.

**Vocabulary and Key Phrases:**

Predict, prediction, justify, evidence.

**Prior Learning:** New text.

**Reading Task:** Look at the front and back cover, read the first two chapters.

## Reading Questions

Using the front cover, can you make a list of things you can see?

Who is on the front cover? How might these details give us clues about the content of the book?

p.4 Where is the story set? Why did the author choose this setting? How does this affect what happens in the story?

Based on what you know about Charlie Bucket, what do you think will happen next to him?

Have you read any other books by this author? Are there any familiar themes/characters/settings to the story we are reading? Predict how the story might end.

**Deeper Reading:**

How is the character like someone that you know? How do you predict that this person would react to this situation? How does that affect how you think this character might respond?

Who do you think this book might appeal to, based on what you have read so far? Justify your opinion.

How do you predict that Charlie and his family will change their behaviour in the future? Give evidence for your ideas.

## Related Activities

**Punctuation and Grammar:** Children use the [Prepositions Activity Sheet](#) to practise using prepositions correctly in sentences.

**Challenge!** Write five sentences using prepositions to describe Charlie Bucket's house from Chapter 1.

**Comprehension:** Children complete the [KTW Chart Activity Sheet](#).

**Challenge!** Children look at the sentences in the 'What I Think' section and add the conjunction 'because' to explain their reasoning.

**Draw:** Children draw a thought bubble for Charlie. In the thought bubble they draw all of the delicious Willy Wonka sweets at the end of Chapter 2, as described by Grandpa Joe. Children predict other types of magical sweets by drawing and labelling them in their thought bubbles.

**Challenge!** Children write a diary entry, as Charlie. What is Charlie's reaction to the description of Mr Willy Wonka?

**Vocabulary:** Charlie's grandparents are described in Chapter 1 using similes e.g. 'as shrivelled as prunes' and 'as bony as skeletons.' Children should use their own similes to describe the characters of Charlie and Willy Wonka. They should draw pictures of the characters and annotate them using their simile ideas.

**Challenge!** Can they use similes to describe some of the other characters in the story so far?

**Question:** Children think of five questions to ask Grandpa Joe. They attempt possible answers he might give.

**Challenge!** Children split a whiteboard into two by drawing a line down the middle. On the left side they write the title 'Facts I know' and on the right they write 'A Question I Could Ask Is...'. Children use Chapters 1 and 2 to complete this.

**Research:** Children research other books by the same author. They consider any familiar themes/characters/settings to the story they are reading. How do they predict this story might end?

**Challenge!** Children design a 'recipe' for creating Roald Dahl stories.