

Charlie and the Chocolate Factory

Activity Cards 4

Charlie and the Chocolate Factory Activity Cards

Punctuation and Grammar

- Complete the [Progressive Verbs Activity Sheet](#).
- **Challenge!** Can you use the description of The Chocolate Room to write some past and present progressive sentences based on Charlie's view?



Charlie and the Chocolate Factory Activity Cards

Comprehension

- Answer the following question: How do we know how Charlie felt about going to meet Willy Wonka and seeing the Chocolate Factory? Work as a group on a big piece of paper to find evidence from the text. Look at his actions or what he or others have said.
- **Challenge!** Can you write a letter from Charlie to Willy Wonka explaining how you are feeling about going to see the Chocolate Factory and what you are hoping to see?

Charlie and the Chocolate Factory Activity Cards

Vocabulary

- Complete the [Prefixes Activity Sheet](#).
- **Challenge!** Can you create a game of snap using some prefix cards and some root word cards?



Research

- The story was inspired by Roald Dahl's experience of chocolate companies during his schooldays. Cadbury would often send test packages to the schoolchildren in exchange for their opinions on the new products. Research the history of Cadbury's chocolate factory which now forms part of Cadbury World. Find out 5 facts about the company.
- **Challenge!** What would you do to attract visitors to a Willy Wonka room at a chocolate factory like Cadbury's?



Map

- Create a map of the inside of the Chocolate Factory. Use Chapter 14 to help you, then use your imagination for the rest, including the names of the different rooms.
- **Challenge!** Write a welcome speech for a tour guide working at the factory. What could the guide say about Willy Wonka?



Read

- Read Chapters 17-19.
- **Challenge!** Create an annotated story map to show the events that happen throughout these chapters.



Reading Task

- Read Chapters 14-16.



Charlie and the Chocolate Factory: Activity Plan 4

Reading Skill:

2d: Explain and justify inferences with evidence from the text.

I can explain a characters' feelings, thoughts and motives from their actions.

Vocabulary and Key Phrases:

Motives, infer, inference.

Prior Learning: Children will have read up to Chapter 14.

Reading Task: Read Chapters 14-16.

Reading Questions

p.70 What makes you think that Willy Wonka was 'an extraordinary little man'? Which words give you that impression?

p.71 What actions show that Willy Wonka was excited to show the children round his factory?

p.71 How do you feel about Willy Wonka when the children first meet him at The Chocolate Factory? Can you explain why?

p.72 What do you think Charlie thinks of Willy Wonka? How do you know?

p.71-82 What do you imagine Willy Wonka thinks of the other children? How do you know?

Can you choose one of the characters and say how they felt about going to see the Chocolate Factory? How do you know?

What does 'don't you let go of my hand Charlie,' said by Grandpa Joe on page 75, tell you how Grandpa Joe was feeling at this time?

Deeper Reading:

How does the author portray the other children that are visiting the Chocolate Factory? What words and phrases does the author use to describe them and why do you think the author chose them?

Related Activities

Punctuation and Grammar: Children complete the [Progressive Verbs Activity Sheet](#).

Challenge! Children use the description of The Chocolate Room to write some past and present progressive sentences based on Charlie's view.

Vocabulary: Children complete the [Prefixes Activity Sheet](#).

Challenge! Create a game of snap using some prefix cards and some root word cards.

Comprehension: Children answer the following question: How do we know how Charlie felt about going to meet Willy Wonka and seeing the Chocolate Factory?

Children work as a group on a big piece of paper to find evidence from the text. Children look at his actions or what he or others have said.

Challenge! Can children write a letter from Charlie to Willy Wonka explaining how they are feeling about going to see the Chocolate Factory and what they are hoping to see?

Research: The story was inspired by Roald Dahl's experience of chocolate companies during his schooldays. Cadbury would often send test packages to the school children in exchange for their opinions on the new products. Research the history of Cadbury's Chocolate factory which now forms part of Cadbury World. Find out 5 facts about the company.

Challenge! What would you do to attract visitors to a Willy Wonka room at a chocolate factory like Cadbury's?

Map: Using Chapter 14, the children map a floor plan of the Chocolate Factory. They will be able to map some of the paths through the factory, but they will need to use their imaginations for the names of the rooms and any missing information.

Challenge! Children write a welcome speech for a tour guide working at the factory. Children consider what the guide could say about Willy Wonka.

Read: Children read Chapters 17-19.

Challenge! Children create an annotated story map to show the events that happen throughout these chapters.

Chapter Summary

Charlie and the Chocolate Factory by Roald Dahl

Chapter 1

We are introduced to some of the characters in the story, including the main character Charlie and the people he lives with. We also learn how poor Charlie's family is as their house only has two rooms and one bed. We learn that Charlie loves chocolate and they live within sight of Wonka's Chocolate Factory.

Chapter 2

In this chapter, Grandpa Joe tells Charlie stories about Willy Wonka and his chocolate factory.

Chapter 3

This chapter begins with Charlie being told a story about Willy Wonka and an Indian prince who wanted a palace built entirely out of chocolate. Grandpa Joe also tells Charlie that you never see any workers coming in or out of the factory.

Chapter 4

In this chapter, Grandpa Joe tells Charlie that Mr Wonka had told all the workers to leave his factory because spies were stealing some of his secret recipes. The factory was shut for months then reopened but no one knows who is working there now. We learn at the end of the chapter that the factory is going to be opened at last to a lucky few.

Chapter 5

This chapter begins with a newspaper article telling readers that five children who find a golden ticket in a Wonka chocolate bar will have a personal tour of the factory and enough chocolate and sweets to last a lifetime. Grandpa George points out that Charlie would never get one as they can only afford to buy him a chocolate bar once a year on his birthday.

Chapter 6

Chapter six tells us about the first two winners of the golden ticket, Augustus Gloop and Veruca Salt.

Chapter 7

It's Charlie's birthday so he gets a bar of Wonka chocolate. He doesn't find a golden ticket.

Chapter 8

This chapter tells us about two more golden tickets that have been found by Violet Beauregarde and Mike Teavee.

Chapter 9

Grandpa Joe decides to take a gamble and use some savings to buy Charlie another chocolate bar but there is no golden ticket inside.

Chapter 10

Mr Bucket, Charlie's dad, lost his job at the toothpaste factory and the family became really cold and hungry. One afternoon, as Charlie was walking home, he spotted fifty pence and decided to buy one bar of chocolate and give the rest of the money to his mother.

Chapter 11

The chapter begins with Charlie entering the sweet shop to buy a bar of chocolate. He ate one then couldn't resist buying another. This bar had a golden ticket inside.

Chapter 12

Charlie rushes home to tell his family the wonderful news. He reads the letter from Mr Wonka. Charlie's dad decides Grandpa Joe should go with him.

Chapter 13

Charlie and Grandpa Joe head to the chocolate factory. There were crowds of people there including the other four children with the golden tickets with their parents. They waited for Mr Wonka.

Chapter 14

Mr Wonka appears and the children introduce themselves. They enter the factory. They head underground to the Chocolate Room.

Chapter 15

They all enter the chocolate room. They spot the little people and Mr Wonka tells them they are called Oompa-Loompas.

Chapter 16

Mr Wonka begins by telling the children that the Oompa-Loompas are from Loompaland and how they had a horrible life until he asked them to work in his factory. Veruca Salt and Augustus Gloop show an unpleasant side to themselves.

Chapter 17

This chapter begins with Mr Wonka telling Augustus not to drink the chocolate. He comes to a sticky end.

Chapter 18

The next part of the adventure sees the children going for a ride down the chocolate river by boat. Veruca insists she wants a boat like this.

Chapter 19

This chapter begins with everyone getting off the boat and entering the Inventing room - the most important room in the factory. They are warned by Mr Wonka not to touch or taste anything. Here they experience everlasting gobstoppers and hair-toffee.

Chapter 20

The children are shown a gigantic machine in the inventing room that makes gum.

Chapter 21

Mr Wonka introduces the gum as a meal in itself. The gum has different flavours of different foods. Violet Beauregarde grabbed a piece of gum although Mr Wonka warned her that it wasn't ready to eat.

Chapter 22

They all followed Mr Wonka back along the pink corridors past rooms labelled with different inventions on them.

Chapter 23

They continue past rooms with 'square sweets that look round' and hear the Oompa Loompas laughing after drinking Butterscotch and Buttergin.

Chapter 24

They passed a room called The Nut Room where squirrels were used to take the nuts out of walnuts. They are warned by Mr Wonka not to go in but Veruca Salt entered the room. She comes to a sticky end.

Chapter 25

As they continued their tour, Mike Teavee says he is tired and wants to watch television. They went in a glass lift with lots of different buttons that could take them to different rooms. Mike Teavee spotted a television room and after an exciting ride in the glass elevator they came to the Television Chocolate Room.

Chapter 26

This chapter starts with Mr Wonka telling them about Television Chocolate.

Chapter 27

At the beginning of the chapter, Mike Teavee wants to know if you could send a person in the same way. Mr Wonka warned him not to but Mike Teavee ignored him and comes to a sticky end.

Chapter 28

Charlie is the only child left. Mr Wonka congratulates him. He takes them in his glass lift. Charlie wonders about the button that says 'up and out.' Mr Wonka presses it and they go right through the factory roof and up into the sky.

Chapter 29

At the beginning of the chapter they are still in the glass lift and they can see the other children going home from the factory. They are all ok but maybe have been taught a lesson.

Chapter 30

Willy Wonka tells Charlie that he can have the factory when he is old enough. He tells Charlie he wants to leave it to a child who is good and who he can tell all his sweet making secrets to. Charlie realises that was why Mr Wonka gave out the golden tickets. They take the lift to Charlie's family home, crash into it and collect the rest of the family to take them back to the factory.

Prefixes

Prefixes are letters you can add to the beginning of words to make new longer words and to change their meanings.

grace - disgrace

comfortable - uncomfortable

Part A

Using the words in the box below, add the correct prefix to make a new word, then put the new word into a sentence.

trust - distrust

I distrust my brother because I think he will try to eat my sweets when I am not looking.

marine	view	comfortable
happy	fair	historic
like	turn	appear
cycle	behave	try

Choose the correct prefix.

dis-	pre-	mis-
bi-	re-	sub-
un-	de-	

Prefixes

Part B

Can you add a prefix **and** a suffix to 'avoid' to make a new, longer word?

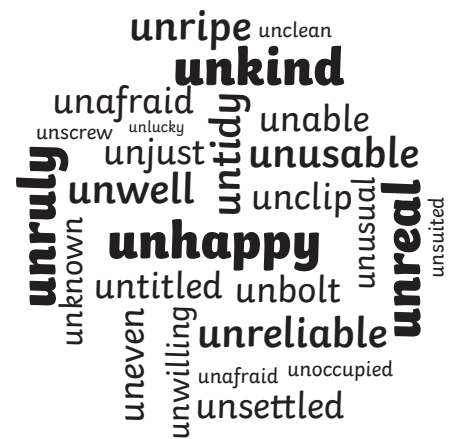
_____ avoid _____

Can you add a prefix **and** a suffix to 'grace' to make a new, longer word?

_____ grace _____

Put both words into their own sentences.

Create a suffix word cloud using the prefix dis-.



★ Challenge Task ★

Create a game of snap using some prefix cards and some root word cards. Once made, the player who notices two cards in a row to create a new word can shout 'snap'!

Prefixes Answers

Part A

dislike disappear

prehistoric preview

misbehave

bicycle

recycle retry return

submarine

unhappy unfair uncomfortable

Part B

Can you add a prefix and a suffix to avoid to make a new longer word? *unavoidable*

Can you add a prefix and a suffix to grace to make a new longer word? *disgraceful*

Progressive Verbs

Verb tenses tell us when action took place in the past, present or future.

The present progressive tense describes actions that are happening now

The past progressive tense describes actions that have taken place in the past over a period of time.

Part B

Read the sentences below and decide whether they are written in the present progressive tense or the past progressive tense.

1. Lewis was playing football with his friends in the park. _____
2. They are playing football in the back garden. _____
3. Sam was laughing about the joke his friend told him earlier. _____
4. Sarah was riding her pony around the field. _____
5. The children are colouring their pictures in carefully. _____
6. Tom was laughing at his dog as he ran around the park. _____
7. I am enjoying my lunch of sausages and mash. _____
8. The children are riding their bikes home from school. _____

Can you write a sentence of your own in the present progressive tense and one in the past progressive tense? Ask a partner to tell you the verb tenses you have used.

Progressive Verbs

Part B

Can you write some sentences of your own to describe what has happened in the story so far?

Write your verbs in the past progressive tense.

★ Challenge Task ★

Using the description of The Chocolate Room, write some past progressive sentences in a paragraph, based on Charlie's view.

Progressive Verbs Answers

KS1 Body Text.

Part A

Lewis was playing football with his friends in the park. *Past progressive*

They are playing football in the back garden. *Present progressive*

Sam was laughing about the joke his friend told him earlier. *Past progressive*

Sarah was riding her pony around the field. *Past progressive*

The children are colouring their pictures in carefully. *Present progressive*

Tom was laughing at his dog as he ran around the park. *Past progressive*

I am enjoying my lunch of sausages and mash. *Present progressive*

The children are riding their bikes home from school. *Present progressive*

Part B

Example answer:

Charlie was hoping for a golden ticket.

★ Challenge Task ★

Using the description of The Chocolate Room, write some past progressive sentences in a paragraph, based on Charlie's view.

Example answer:

The children were looking at a valley of chocolate. A great brown river of chocolate was running through the hills. Water was curling and rolling off the cliff and was creating a splash of spray. Glass pipes were dangling down from the ceiling. They were sucking up chocolaty water from the river. The liquid was flowing and bubbling. Also trees were growing along the riverbank.

Reading Questions: Prompt Sheet

Charlie and the Chocolate Factory by Roald Dahl

Reading Questions and Answers

p.70 What makes you think that Willy Wonka was 'an extraordinary little man?' Which words give you that impression?

- Example answer: The description given of how Willy Wonka looks gives you the impression he is an extraordinary little man. His clothes are unique, bright and colourful. He is also described as looking like a 'clever old squirrel' which is a small animal.

p.71 What actions show that Willy Wonka was excited to show the children round his factory?

- Example answer: At the top of page 71, it describes how he moved and how he spoke to the children, which gave you the impression he was excited.

p.71 How do you feel about Willy Wonka when the children first meet him at The Chocolate Factory? Can you explain why?

- Example answer: I think he seems like a very interesting and fun character. I would like to meet him.

p.72 What do you think Charlie thinks of Willy Wonka? How do you know?

- Example answer: He may be in awe of him. He spoke nervously when he met Willy Wonka.

p.71-82 What do you imagine Willy Wonka thinks of the other children? How do you know?

- Example answer: At first he was excited to meet them but he finds their behaviour annoying. Examples in conversations between Willy Wonka and the children.

Can you choose one of the characters and say how they felt about going to see the Chocolate Factory? How do you know?

- Example answer: Augustus Gloop was excited and impatient to see the factory and find out about Willy Wonka's secret workers.

What does 'don't you let go of my hand Charlie' said by Grandpa Joe on page 75 tell you how Grandpa Joe was feeling at this time?

- Example answer: Grandpa Joe was feeling apprehensive, anxious or unsure.

Deeper Reading

How does the author portray the other children that are visiting the Chocolate Factory? What words and phrases does the author use to describe them and why do you think the author chose them?

- Example answer: Augustus Gloop is described as impatient and greedy. P.73. 'All in good time dear boy! Be patient!' p.80 'everybody bent down and picked one blade of grass- everybody that is, except Augustus Gloop, who took a big handful.'



motives

infer

inference

motives

infer

inference