

Charlie and the Chocolate Factory

Activity Cards 5

Charlie and the Chocolate Factory Activity Cards

Punctuation and Grammar

- Complete the [Adverb Types Activity Sheet](#).
- **Challenge!** Can you write a description of Willy Wonka's Chocolate Factory using a time, place or manner adverb in each sentence? Underline the adverb each time.



Charlie and the Chocolate Factory Activity Cards

Comprehension

- Complete the [Comprehension Activity Sheet](#).
- Go through Chapters 19-22 and collect your five favourite adjectives, expanded noun phrases and events of the story today.



Charlie and the Chocolate Factory Activity Cards

Vocabulary

- Write a list of expanded noun phrases that you could use to improve a character study of Willy Wonka. Draw Mr Wonka in the centre of a page and annotate this with your phrases.
- **Challenge!** Use a thesaurus to try to improve your noun phrases.



Read

- Read chapters 22-25.
- **Challenge!** Choose one of the sweets mentioned in Chapter 25 and, based on the description of the sweet, work out the advantages and disadvantages to this invention.



Imagine

- Design a room that you would like to find in Willy Wonka's Chocolate Factory. What sort of inventions would be found there? Choose the name of the room carefully to fit in with Roald Dahl's naming style in these chapters.
- **Challenge!** Think about the impact of the names that Roald Dahl gives these magical rooms. Consider why these are capitalised, who they are written for and what impression this gives us of the Chocolate Factory and the story overall.

Describe

- Complete the [Willy Wonka Character Study Activity Sheet](#).
- **Challenge!** Create a new outfit for Willy Wonka.
- Use what you know about his clothing already to design him an outfit for a special occasion. Annotate this design and add special features. Remember that the words and phrases used for description in Roald Dahl's books are very important, so make sure you go into the same level of detail in



Reading Task

- Read Chapters 19-22.



Charlie and the Chocolate Factory: Activity Plan 5

Reading Skill:

2a: Explain the meaning of words in context.

I can explain why words and phrases have been used.

Vocabulary and Key Phrases:

Description, adjective, adverb.

Prior Learning: Children will need to have read up to Chapter 19.

Reading Task: Read Chapters 19-22.

Reading Questions

p.103 'This is the most important room in the entire factory.' By writing the line in this way, what effect has the author created?

p.104 What does this sentence tell you about Willy Wonka's mood in the Inventing Room? 'He was hopping about amongst the saucepans and machines like a child among his Christmas presents...'

p.108 Can you find the words and phrases that describe the Great Gum Machine at the beginning of Chapter 20? How do you think Willy Wonka felt about it?

p.108-9 The author uses words like 'boiling and bubbling,' 'hissing and sizzling' and 'clanking and spluttering' to describe the machines in the inventing room. What does this tell us about this place?

Deeper Reading:

How has the author made the character of Willy Wonka feel frustrated? What words has he used to show his annoyance at some of the children's behaviour?

Related Activities

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

Challenge! Children write a description of Willy Wonka's Chocolate Factory using a time, place or manner adverb in each sentence. They underline the adverb each time.

Comprehension: Complete [Comprehension Activity Sheet](#).

Challenge! Children go through Chapters 19-22 and collect their five favourite adjectives, expanded noun phrases and events of the story today.

Imagine: Children design a room that they would like to find in Willy Wonka's Chocolate Factory. What sort of inventions would be found there? Children choose the name of the room carefully to fit in with Roald Dahl's naming style in these chapters.

Challenge! Children think about the impact of the names that Roald Dahl gives these magical rooms. They consider why these are capitalised, who they are written for and what impression this gives us of the Chocolate Factory and the story overall.

Vocabulary: Children write a list of expanded noun phrases that could be used to improve a character study of Willy Wonka.

Challenge! Children use a thesaurus to improve upon some of the vocabulary in their phrases.

Read: Read from Chapter 22-25.

Challenge! Children choose one of the sweets mentioned in Chapter 25 and, based on the description of the sweet, work out the advantages and disadvantages to this invention.

Describe: Children complete the [Willy Wonka Character Study Activity Sheet](#).

Challenge! Children create a new outfit for Willy Wonka. They use previous descriptions of his clothing to design him an outfit for a special occasion. Children annotate this design and add special features, using the language style of the author as much as possible.

Adverbs

An adverb is a word or phrase that usually describes a verb. Adverbs can describe how things happen, the timing of something or the place where something happens.

Time - **Yesterday** we walked to school.

How (manner) - The motorbike sped **quickly** down the road.

Place - It was wet **outside** because it had been raining.

Part A

Use the adverbs from the box below to complete these sentences.

1. We looked _____ for the lost teddy.
2. The dog ran _____ after the cat.
3. We played football on the field _____ .
4. Grandma _____ buys sweets for us from the shop.
5. _____ it will be my birthday.
6. I promise I will find my jumper _____ !
7. My jumper is _____ in the back garden.
8. The fox jumped _____ over the wall.

speedily

everywhere

often

outside

quickly

yesterday

soon

eventually

Now write three sentences of your own using adverbs for time.

1. _____

2. _____

3. _____

Adverbs

Part B

Can you identify what sort of adverb has been used in each of the following sentences? Are they time, place or manner adverbs? Underline the adverb and write T, P or M above it.

1. He has travelled everywhere in the United States of America.
2. The girl ran quickly after the ball.
3. We walked to the shops last week.
4. James often fixes my computer problems.
5. Soon the holidays will arrive.
6. Your favourite programme will be on eventually.
7. The weather is beautiful outside.
8. The boy wrote his story speedily.

★ Challenge Task ★

Can you write a description of Willy Wonka's Chocolate Factory using a time, place or manner adverb in each sentence? Underline the adverb each time.

For example: The children walked speedily down the corridor towards The Inventing Room.

Adverbs Answers

Part A

Use the adverbs from the box below to complete these sentences.

1. We looked everywhere for the lost teddy.
2. The dog ran speedily/quickly after the cat.
3. We played football on the field yesterday.
4. Grandma often buys sweets for us from the shop.
5. Soon it will be my birthday.
6. I promise I will find my jumper eventually!
7. My jumper is outside in the back garden.
8. The fox jumped quickly/speedily over the wall.

Part B

1. He has travelled everywhere in the United States of America. **Place**
2. The girl ran quickly after the ball. **Manner**
3. We walked to the shops last week. **Time**
4. James often fixes my computer problems. **Time**
5. Soon the holidays will arrive. **Time**
6. Your favourite programme will be on eventually. **Manner**
7. The weather is beautiful outside. **Place**
8. The boy wrote his story speedily. **Manner**

★ Challenge Task ★

Can you write a description of Willy Wonka's Chocolate Factory using a time, place or Manner adverb in each sentence? Underline the adverb each time.

Example answer:

The children walked speedily down the corridor towards The Inventing Room. Charlie had often dreamt of being in this place. Now he could not believe his eyes!

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.

Character Study

Part A

Use description from the book and the character traits ideas box to help you write a character study of Willie Wonka. You may need to look back at Chapter 14, from earlier on in the book to complete this.

Appearance:

What Mr Wonka says and how he says it:

What Mr Wonka does:



Character Traits Ideas

| | | | | | |
|-------------|-------------|----------|----------|----------|---------|
| wise | angry | brave | loyal | bossy | moody |
| proud | calm | gentle | evil | lazy | mean |
| responsible | sensible | exciting | lonely | generous | kind |
| inventive | fair | funny | polite | silly | nasty |
| cheerful | fun-loving | caring | cowardly | selfish | clever |
| cunning | adventurous | boastful | jolly | serious | helpful |

Character Study

Part B

Would you like to meet Willy Wonka? Give three different reasons for your decisions. Give reasons and explain the reasons.

I would/would not to meet Willy Wonka because _____

Design an ideal partner for Willy Wonka. Draw a picture and label them.

★ Challenge Task ★

Create a new outfit for Willy Wonka. Use what you know about his clothing already to design him an outfit for a special occasion. Annotate this design and add special features. Remember that the words and phrases used for description in Roald Dahl's books are very important, so make sure you go into the same level of detail in your notes.

Character Study Answers

Part A

Appearance:

Mr Wonka is described at the beginning of Chapter 14.

What Mr Wonka says and how he says it:

He is quick, jerky and excitable when he talks. He is described as being like a squirrel in his gestures and movements in Chapter 14. His voice is high and he skips or dances as he moves.

What Mr Wonka does:

- *He is excited to meet the children who have won the competition.*
- *He tries to warn the children against any dangers e.g. the untested gum, and is sad when Violet does not listen.*
- *He shouts and squawks his instructions because he is energetic and excited.*

Part B

I would like to meet this character because:

1. *He is so mysterious in the factory sweet-making experiments that he supervises.*
2. *He is full of fun, imagination and excitement all the time – he never seems to tire.*
3. *He seems to love children because he is thrilled to meet them and take them on the tour of the factory.*

Comprehension

Part A

1. What was special about the Everlasting Gobstoppers?

2. What would happen to you if you ate Hair Toffee?

3. What was special about the gum Willy Wonka produced?

4. What happened to Violet Beauregarde when she ate the gum?

5. What did Willy Wonka tell the Oompa Loompas to do with Violet?



Comprehension

Part B

1. Why did Willy Wonka insist there was no touching, meddling or tasting when they entered the Inventing Room?

2. Can you describe in your own words how the Inventing Room looked based on the description in the book?

3. Choose words and phrases to prove that Mike Teavee was not impressed with the gum machine.

4. Find evidence to show how Willy Wonka felt when Violet turned into a blueberry.

5. Look for evidence of how the other children left on the tour were feeling when they saw Violet turn into a blueberry.

★ ★ Challenge Task ★ ★

Go through the chapters read today. Collect your five favourite adjectives, your five favourite expanded noun phrases and your five favourite events of the story today.

Comprehension Answers

Part A

1. What was special about the Everlasting Gobstoppers?
 - *The Everlasting Gobstopper was special because you could keep sucking it and it would never get any smaller.*
2. What would happen to you if you ate Hair Toffee?
 - *If you ate Hair Toffee, you would grow new hair on top of your head and a beard and a moustache.*
3. What was special about the gum Willy Wonka produced?
 - *The gum was special because it was like a three course dinner of flavours.*
4. What happened to Violet Beauregarde when she ate the gum?
 - *Violet turned blue and purple and swelled up like a blueberry.*
5. What did Willy Wonka tell the Oompa Loompas to do with Violet?
 - *Willy Wonka told the Oompa Loompas to take Violet to the juicing room and squeeze her.*

Part B

1. Why did Willy Wonka insist there was no touching, meddling or tasting when they entered the Inventing Room?
 - *Willy Wonka felt the inventing room was the most important room in the whole factory and all his secret new inventions were in there so he didn't want anyone ruining things. No one else had been allowed in the inventing room before.*
2. Can you describe in your own words how the Inventing Room looked based on the description in the book?
 - *Example answer: The most important room in the whole of the Chocolate Factory was the Inventing Room. It held all of Wonka's most important experiments and secrets. It was a large room, creating many gloopy and steamy noises. Machines beeped and bubbled whilst saucepans boiled and bubbled away relentlessly. It was as furiously busy as a witch's kitchen.*
3. Choose words and phrases to prove that Mike Teavee not impressed with the Great Gum Machine.
 - *Mike Teavee wasn't impressed with the Great Gum Machine because the machine only produced what looked like a small, grey piece of gum. 'You mean that's all?' questions Mike Teavee in Chapter 20, as he looks at the gum that Wonka has produced from the machine.*
4. Find evidence to show how Willy Wonka felt when Violet turned into a blueberry.
 - *Example answer: I think Willy Wonka felt satisfied that it would teach Violet a lesson as he explains, "I told you I hadn't got it quite right". He did warn the girl not to eat the gum.*
5. Look for evidence of how the other children left on the tour were feeling when they saw Violet turn into a blueberry.
 - *Example answer: Charlie Bucket is very worried about what might have happened to Violet at the beginning of Chapter 22, whereas Veruca Salt and Mike Teavee don't seem concerned at all about what happened.*

Reading Questions: Prompt Sheet

Charlie and the Chocolate Factory by Roald Dahl

Reading Questions and Answers

p.103 'This is the most important room in the entire factory.' (Page 103) By writing the line in this way what effect has the author created?

- Example answer: The author has emphasised the importance of the Inventing Room.

p.104 What does this sentence tell you about Willy Wonka's mood in the Inventing Room? 'He was hopping about amongst the saucepans and machines like a child among his Christmas presents...'

- Example answer: This tells us that he loved being in there. He was very excited.

p.108 Can you find the words and phrases that describe the Great Gum Machine at the beginning of Chapter 20? How do you think Willy Wonka felt about it?

- Example answer: On pages 108 and 109, at the beginning of Chapter 20 there is a description of the Great Gum Machine. He felt very proud of it.

p.108-9 The author uses words like 'boiling and bubbling,' 'hissing and sizzling' and 'clanking and spluttering' to describe the machines in the inventing room. What does this tell us about this place?

- Example answer: This tells us that there is lots going on. It is a busy place.

Deeper Reading

How has the author made the character of Willy Wonka feel frustrated? What words has he used to show his annoyance at some of the children's behaviour?

- Example answer: The author has Willy shouting instructions at the children, using lots of exclamation marks. He is described as 'wringing his hands' in Chapter 21. He then begins to get fed up of Mike Teavee mumbling as the children admire the edible wallpaper.



description

adjective

adverb

description

adjective

adverb