

# Charlie and the Chocolate Factory: Activity Plan 3

**Reading Skill:**

Summarise main ideas from more than one paragraph.

I can talk about the story so far and explain the main ideas used.

**Vocabulary and Key Phrases:**

Summarise, review, paragraph, explain, predict.

**Prior Learning:** Children will have read up to Chapter 10.

**Reading Task:** Read Chapters 10-12.

## Reading Questions

Look at the first page of Chapter 10. What is the main effect of this page?

Can you summarise what happens on the first page of Chapter 10? What does this page tell us about Charlie Bucket's family?

What did Charlie find on page 49? Can you summarise the events on this page in chronological order?

Can you predict what is going to happen at the beginning of Chapter 11?

'It's a golden ticket!' Can you summarise page 54 when Charlie finds the golden ticket?

Can you summarise what happened to Grandpa Joe on page 58?

**Deeper Reading:**

What is the most important point on page 55? What does it tell us about the importance of winning the golden ticket?

## Related Activities

**Punctuation and Grammar:** Children look at the use of speech in the text. Children complete [Direct Speech Activity Sheet](#).

**Challenge!** Children write what they think Willy Wonka will say to the children when he meets them. What will the children ask him? Children punctuate the direct speech using inverted commas correctly.

**Comprehension:** Children look at Chapters 11 and 12. How do they know how Charlie is feeling about finding the golden ticket? Children work in your reading group to find evidence to support their answers from the text.

**Challenge!** Can you describe how Charlie's grandparents felt when Charlie told them he had found the golden ticket? Find evidence from the text.

**Imagine:** In groups, children act out the scene in the sweet shop when Charlie goes in to buy a Wonka bar. They play the parts of Charlie, the shopkeeper and others that offer Charlie money for the ticket. Record on a device e.g. a tablet.

**Challenge!** Children act out the scene again. Children freeze the story at key moments to 'thought track' what is happening at these moments.

**Vocabulary:** Roald Dahl uses words like 'Whipple-Scrumptious Fudgemallow Delight' to describe one of Willy Wonka's chocolate bars. Children create a glossary of invented words Roald Dahl uses in 'Charlie and the Chocolate Factory' from the chapters so far.

**Challenge!** Children invent chocolate bar names that would be suitable in the story.

**Read** Read from Chapter 12 to Chapter 14 independently. Write a summary of no more than 30 words for each chapter.

**Challenge!** Children consider how Willy Wonka might be feeling about taking that group of children around his factory? Children explain their answers.

**Describe:** Children complete [Charlie Bucket Character Study Activity Sheet](#). Children describe what he says, how he says it and how he acts.

**Challenge!** Children create a notice for the shopkeeper's sweet shop window summarising what happened in his shop the day that Charlie Bucket found his golden ticket.