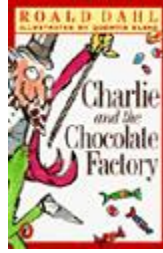


# *Charlie and the Chocolate Factory*

Literature Focus Unit for 4<sup>th</sup> Grade

By Michelle Kiefer



*Charlie and the Chocolate Factory* by Roald Dahl. New York: Puffin Books, 1998.

## Summary:

Charlie Bucket lives with his parents and grandparents in a small run-down house. They are a rather poor family, and nothing very exciting ever happens to them. One day, Charlie learned about a contest that Mr. Willy Wonka was having. He had placed five golden tickets inside the wrappers of the candy that he makes at his factory. The five people who find the wrappers would be able to tour the chocolate factory. Five very different people ended up winning including Mike Teavee, Veruca Salt, Violet Beauregarde, Augustus Gloop, and Charlie. One final winner would end up leaving the factory with more than they could ever have dreamed of.

## Related Materials:

- *Charlie and the Great Glass Elevator* by Roald Dahl New York: Puffin Books, 1972.  
This is the sequel to *Charlie and the Chocolate Factory*. Find out what happens to Charlie when he has the glass elevator to use at the factory.
- *The Chocolate Touch* by Patrick S. Catling New York: William Morrow and Company, 1952.  
John finds a coin, much like Charlie, and trades it in for chocolate. After he eats the one giant piece of chocolate, everything else he eats tastes like chocolate, too.
- *Chocolate Fever* by Robert Kimmel Smith New York: Bantam Doubleday Dell Books, 1972.  
Henry loves chocolate more than anyone in the world. One day he comes down with chocolate fever. Maybe Charlie Bucket should keep this in mind!
- *The Ultimate Candy Book* by Bruce Weinstein New York: William Morrow and Company, 2000.  
This cookbook has over 700 different recipes to make candy. Use this to become the next Willy Wonka or to look up your favorite treat to make.
- *The Cotton Candy Catastrophe at the Texas State Fair* by Dotti Enderle Gretna: Pelican Publishing Company, 2004.  
Jake goes to the Texas State Fair where he wants to buy cotton candy. However,

the cotton candy became out of control and took over the fair. This is just another encounter of candy by a child.

### Goals:

- ↗ Students will take a fiction story and relate it to their life.
- ↗ The students will learn about chocolate and how too much of it can be bad.
- ↗ Students will use creative writing in different activities.
- ↗ The students will learn that movies and books are not alike and will be able to pick out characteristics that make them different.
- ↗ The students will be able to make good descriptions of people after doing a character sketch.

### Strategies:

- ↗ Descriptions of people.
- ↗ Working together in small groups and partners; sharing the workload.
- ↗ Using Venn Diagrams to compare and contrast.
- ↗ Creating poems through song.
- ↗ Developing fluency through reading aloud.

### Standards:

- 4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.
- 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.
- 4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.
- 4.4.3 Write informational pieces with multiple paragraphs that:
  - provide an introductory paragraph.
  - establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
  - include supporting paragraphs with simple facts, details, and explanations.
  - present important ideas or events in sequence or in chronological order.
  - provide details and transitions to link paragraphs.
  - conclude with a paragraph that summarizes the points.
  - use correct indentation at the beginning of paragraphs.
- 4.4.4 Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.
- 4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.
- 4.5.5 Use varied word choices to make writing interesting.
- 4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.

## Unit Plan

### Pre-Reading

Activity: The students will do an author report on Roald Dahl. They will look up information on the web as well as in the library. Included in the report should be other books written by him, where he was born, his family life (if found), and information on his writing. This should be a page long when turned in.

Grouping: Individual

### Reading

Activity: Starting on day 3, the teacher and students will take turns reading chapters in the book. Whatever is not done by the end of the day is homework for the next day.

Grouping: Individual, Whole Class, Partners

### Responding

Activity: The students will create a newspaper headline about the contest with a partner. They will use what they have read to create the headline and a mini article. A picture must be included.

Grouping: Partners

Activity: Watch the old version of *Charlie and the Chocolate Factory*. Write at least half a page of what is similar and different between the book and the movie.

Grouping: Whole class

Activity: Draw your own golden ticket. Create what you think the golden ticket looks like. Does it look like money? Is it a miniature certificate? Be creative in making it, but make sure you include what the golden ticket is for.

Grouping: Individual

Activity: Create a character sketch of one of the characters from the story. Use the descriptions from the book to help you. You may use anyone from Charlie, to Grandpa Joe, to Mike Teavee.

Grouping: Individual

### Exploring

Activity: Learn about the history of chocolate. The teacher will bring in different kinds of chocolate for the students to try. They will learn about where it comes from, how it is made, and the nutritional value it has.

Grouping: Whole class

Activity: Make chocolate! We will make chocolate together as a group.

We will use what we learned from the history of chocolate to make it. We will also be using a recipe from *The Ultimate Candy Book*.

Grouping: Whole class

### Applying

Activity: Use a Venn Diagram to compare your family to Charlie's family based on the first four chapters of the book.

Grouping: Individual

Activity: Create your own candy room. The factory is divided into many different rooms. Create a room that you would like to see in the factory based off of your favorite candy or a candy that doesn't yet exist. This can be written with a picture, a 3-D model, or a poster.

Grouping: Small groups

Activity: After reading about the Oompa Loompa's, create your own song for them to sing. Make sure that it rhymes and makes sense.

Grouping: Individual or partners

### Time Schedule

<b>Day 1</b> Do an author report over Roald Dahl	<b>Day 2</b> Learn about chocolate, where it comes from, how it's made, and it's nutritional value.	<b>Day 3</b> Read chapters 1-4. Use a Venn Diagram to compare your family to Charlie's.	<b>Day 4</b> Read chapters 5-8. Create a newspaper headline about the contest.	<b>Day 5</b> Read chapters 9-12. Draw your own golden ticket.
<b>Day 6</b> Read chapters 13-16. Make chocolate in the classroom.	<b>Day 7</b> Read chapters 17-21. Create your own Oompa Looma song.	<b>Day 8</b> Read chapters 22-27. Create your own candy room.	<b>Day 9</b> Read chapters 28-30. Do a character sketch of one of the characters from the book.	<b>Day 10</b> Watch the movie. Compare and contrast the book to the movie. Which do you like better?

## Assignment Checklist

\_\_\_\_\_ Author Report-Assess by rubric including handwriting, punctuation, grammar, page set-up, correct information, all questions included.

\_\_\_\_\_ Family Venn Diagram-Assess by seeing if put at least 3 examples of differences (will not necessarily have 3 similarities).

\_\_\_\_\_ Newspaper-Asses partner through observing each group. Assess newspaper by handwriting, punctuation, grammar, etc. as well as accuracy of picture and neatness.

\_\_\_\_\_ Golden Ticket-Assess through rubric including neatness, originality, and handwriting.

\_\_\_\_\_ Oompa Loompa Song-Assess through rubric including originality, rhyming, and relevance. Assess partners through observing each group.

\_\_\_\_\_ Candy Room-Assess groups through journals of who did what. Assess project based on rubric including originality, color, handwriting, etc.

\_\_\_\_\_ Character Sketch-Assess through rubric including handwriting, length requirement, punctuation, grammar, spelling, accuracy of characters, descriptions.

\_\_\_\_\_ Movie vs. Book-Assess through rubric including at least half a page, both similarities and differences, handwriting, neatness, etc.