

# Charlie & the Chocolate Factory

## Reading Guide

by Janna Shaw

For the book by Roald Dahl



LOGOS PRESS  
Elementary Literature Series

*“A Christian literature program is one in which the students are taught to read great literature and to think while they read, as Christians. As they do, our children must be taught to appreciate a finely-crafted sentence to the glory of God. As Christians, we are people of the word, and consequently, we should be people of words. We should understand words and use them well.”* - Logos Curriculum Guide

*“Literature exists to teach what is useful, to honor what deserves honor, to appreciate what is delightful. The useful, honorable and delightful things are superior to it: it exists for their sake; its own use, honor, or delightfulness is derivative from theirs.”* - C.S. Lewis

## Overview

At Logos Press, our desire is for the students to love the truth, the goodness, and the beauty in great literature, and in this learning, to be encouraged in their faithfulness to God. In order to do this, the teacher must also be faithful, and love the literature. If the teacher loves the literature, then the students will love the literature as well.

## Suggestions for Use

At this educational level, a good rule of thumb is to assign up to twenty pages per day. If possible, consider reading aloud together for part of the reading assignment. On the fifth day the students will finish the reading assignment on their own and take a comprehension quiz. This encourages the students to be accountable, and gives me the opportunity to assess comprehension.)

Before beginning any new book, pre-read the book together--perusing the front and back covers, making predictions about the story line and setting. On the inside pages search for the author, illustrator, publisher, and copyright date. Then turn to the table of contents and ask the students questions they should be able to deduce or predict from the list of chapter titles.

The students have one comprehension sheet (front and back), ten vocabulary words with original sentences, and one vocabulary quiz per week. Vocabulary sentences should be descriptive and clearly show an understanding of the meaning of the word. Occasionally there will be a puzzle or other activity included. Comprehension questions and vocabulary sentences are graded based on content, restating the question, and correct grammar. If you are grading, you can use a five point scale, awarding one point each for: restating the question, beginning with a capital letter, and ending with the proper end mark. The students receive two points for having the correct answer. Although 3<sup>rd</sup> and 4<sup>th</sup> graders are in the grammar stage, in addition to literal questions, we include questions which require students to make inferences and evaluations as well.

Included in this guide are teacher lesson plans for each book. Lesson plans are built around the book *The Seven Laws of Teaching*, by John Milton Gregory. Each law is paraphrased and noted in italics throughout the lesson plan, helping to keep these laws in the forefront of your mind. Answer keys are included in the back of the book to help you get started.

# **Charlie and the Chocolate Factory**

by Roald Dahl

# Charlie and the Chocolate Factory

Pre-Reading

## *Before Opening the Book*

Complete the following information:

AUTHOR: \_\_\_\_\_

ILLUSTRATOR: \_\_\_\_\_

PUBLISHER: \_\_\_\_\_

COPYRIGHT (When was this book written?): \_\_\_\_\_

This book is an example of : (circle one)

FICTION

NON-FICTION

POETRY

BIOGRAPHY

For the following chapters, list the title and the page number where you would find the chapter.

Chapter	Title	Page
2	_____	_____
9	_____	_____
17	_____	_____
25	_____	_____

Use the table of contents to discover the following:

	Chapter
In what chapter might you discover who finds the first golden ticket?	_____
Which chapter might tell you about the workers in the factory?	_____
What chapter might be about the end of Violet?	_____

## 4<sup>th</sup> Grade — Literature

Lesson Plan: *Charlie & the Chocolate Factory, Chapters 1-10*

**OBJECTIVE:** *The teacher knows the truth or lesson...*

**SWBAT:** Pre-read book (back), finding title, author, copyright, etc.

Make predictions regarding contents of book.

Identify good and bad behavior and habits of characters introduced.

<p><b>SUPPLIES:</b> For each student:</p> <ol style="list-style-type: none"> <li>1. 1 book</li> <li>2. Vocab lists</li> <li>3. Comprehension questions</li> <li>4. Quizzes</li> </ol> <p>Mon: Ch 1-2 Tues: Ch 3-4 Wed: Ch 5-6 Thurs: Ch 7-8 Fri: Ch 9-10</p> <p>Worksheet—work on for two days Vocab quiz-Fri.</p>	<p><b>INTRODUCTION:</b> <i>The learner attends with interest...</i></p> <ul style="list-style-type: none"> <li>•Have you ever made candy?</li> <li>•Have you ever been to a candy factory, or any kind of factory?</li> <li>•Have you ever been very cold and hungry?</li> <li>•Have you ever been cold and hungry in your own house?</li> </ul>
	<p><b>REVIEW:</b> <i>Unknown is explained in terms of the known...</i></p> <ul style="list-style-type: none"> <li>•Do you remember how to pre-read a book? What kinds of things do we look for? Author, title, summary, publisher, copyright, illustrator.</li> <li>•Who is the author of this book? What do you think this book is about?</li> <li>•Who do you think the main character is? Find the copyright date and publisher.</li> <li>•Turn to the page after the table of contents—This is the character page.</li> <li>•Have different students say a name and description—Do you think the names might say something about each character? What?</li> </ul>
	<p><b>LESSON:</b> <i>The language used as a medium must be common to both...</i> Hand out vocab list—discuss each word together. We are going to read the first chapter together, then continue in smaller groups. Pay attention to the author’s descriptions, especially of each character. Do this.</p> <p><b>Chapter 1-2</b></p> <ul style="list-style-type: none"> <li>•Discuss p.5, the description of the poor family. Do the students comprehend what this would be like?</li> <li>•P. 8 How does the family feel about each other? (Kind, love each other) How do the students treat their own family members?</li> <li>•p. 12 <i>dotty</i>...discuss this.</li> <li>•Describe <b>Augustus</b>. What is his hobby?</li> </ul> <p><b>Chapter 3-6</b></p> <ul style="list-style-type: none"> <li>•What was <b>Veruca</b> like? What does it mean to spoil someone? What is significant about her name? Veruca Salt</li> <li>•Predict: What do you think the secret workers look like? Draw. 10 min.</li> </ul> <p><b>Chapter 7-10</b></p> <ul style="list-style-type: none"> <li>•What does Grandpa hope Charlie can do with the money he gives him? Does this happen?</li> <li>•Similes-review. The wind was like a knife on his cheek.</li> </ul>
<p><b>REMINDERS:</b> e.g. Make vocab crossword</p>	<p><b>ASSESSMENT:</b> <i>Require student to reproduce in own language...</i></p> <ul style="list-style-type: none"> <li>•Students will answer pre-reading questions orally.</li> <li>•Teacher will visit each reading group, listening for fluid reading.</li> <li>•Draw one of the first 4 ticket finders. Try to show his/her character through your drawing.</li> </ul> <p style="text-align: right;"><i>Lesson plan continued on next page</i></p>

<p><b>SUMMARY:</b> Charlie is desperately hungry and cold, but content with his family. His one happiness each year is the chocolate bar he receives on his birthday. At the end of Ch 10, he has found one dollar.</p>	<p><b>TEST AND PROOF:</b> <i>Re-view, Re-think, Re-know, Re-produce:</i></p> <ul style="list-style-type: none"><li>•What kind of boy is Charlie? Who are his family members?</li><li>•What do we know so far?</li></ul> <p><b>PREVIEW:</b> Next week we will find out what Charlie does with his money. What would <u>you</u> do with it?</p>
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# Charlie and the Chocolate Factory

## Vocabulary List 1

Study the following words carefully. You will be quizzed on Friday.

1. colossal      *adj.*    awesomely large
2. absurd        *adj.*    ridiculous
3. infantile     *adj.*    babyish
4. pandemonium *n.*     wild lawlessness or uproar
5. beckon        *v.*     call, or motion over
6. perplex       *v.*     to confuse, puzzle
7. ravenously   *adj.*    extremely hungry
8. gale          *n.*     very strong wind. A forceful outburst: *gales of laughter.*
9. fluster        *v.*     upset, disturb
10. despicable   *adj.*    detestable, awful

\_\_\_/20 points

Name \_\_\_\_\_

Date: \_\_\_\_\_

## Charlie and the Chocolate Factory

### Vocabulary Quiz 1

Write the number of the vocabulary word next to the correct definition.

- |                |       |                            |
|----------------|-------|----------------------------|
| 1. colossal    | _____ | ridiculous                 |
| 2. absurd      | _____ | call, or motion over       |
| 3. infantile   | _____ | detestable, awful          |
| 4. pandemonium | _____ | awesomely large            |
| 5. beckon      | _____ | wild lawlessness or uproar |
| 6. perplex     | _____ | extremely hungry           |
| 7. ravenously  | _____ | to confuse, puzzle         |
| 8. gale        | _____ | upset, disturb             |
| 9. fluster     | _____ | a very strong wind.        |
| 10. despicable | _____ | babyish                    |

Sentence 1: Choose two vocabulary words from the list above and write a sentence using those two words. Use neat cursive handwriting and underline the vocabulary words.

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Sentence 2: Choose two different vocabulary words from the list above and write a sentence using those two words. Use neat cursive handwriting and underline the vocabulary words.

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Name \_\_\_\_\_

Date: \_\_\_\_\_

# Charlie and the Chocolate Factory

## Comprehension Questions

Chapters 1-10

1. How are you able to tell that Charlie's family is very poor? (pg. 5)

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2. Each year for his birthday, Charlie received one \_\_\_\_\_.

3. Although Grandpa is delicate and weak like many extremely old people, he becomes eager and as excited as a young boy when he is with Charlie. This is because he \_\_\_\_\_ his \_\_\_\_\_ very much.

4. List the first four ticket finders: Write one word to describe each child on the line next to the name.

_____	--	_____
_____	--	_____
_____	--	_____
_____	--	_____

5. Why does Charlie walk slowly to school and stay inside during recess? \_\_\_\_\_

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6. Think of a time when you have been very hungry. Did you have as much as Charlie? Did you have less? How long did your hunger last? Did you whine and complain about it? Did Charlie? **Be prepared to talk about this in class.**

## 4<sup>th</sup> Grade—Literature

Lesson Plan: *Charlie & the Chocolate Factory, Chapters 11-20*

**OBJECTIVE:** *The teacher knows the truth or lesson...*

**SWBAT:** Continue to make predictions regarding contents of book.  
Compare/Contrast the 4 children with Charlie.

<p><b>SUPPLIES:</b> For each student:</p> <ol style="list-style-type: none"> <li>1. 1 book</li> <li>2. Vocab lists</li> <li>3. Comprehension questions</li> <li>4. Quizzes</li> </ol> <p><b>GENERAL PLAN:</b> Mon: Ch 11-12 Vocab Sheet Tues: Ch 13-14 Wed: Ch.15-16 Thurs: Ch 17-18 Character sheet, crossword, simile worksheet. Fri: Ch 19-20 Vocab quiz</p> <p>p. 37 The wind was like a knife on his cheek. p.46 Charlie rushed in on them like a hurricane. p.49 dancing around like a dervish in his striped pajamas. p.56 like a skeleton. p.59 His voice was high and flutey. How could we change this to a simile? p.62 The place was like a giant rabbit warren. p.72 lapping up the chocolate like a dog.</p>	<p><b>INTRODUCTION:</b> <i>The learner attends with interest...</i> Philippians 2:3-4, 4:8, Ephesians 4:31-32, I Peter 3:4</p> <hr/> <p><b>REVIEW:</b> <i>Unknown is explained in term of the known...</i> We have met 4 of the loveliest children I have ever heard about ☺ Do you remember their names? Think for a minute. What are they like? Are they really lovely? What does the Bible say about it? (see above)</p> <p>Now, do you think any of these children are lovely?</p> <hr/> <p><b>LESSON:</b> <i>The language used as a medium must be common to both...</i></p> <p><b>Chapters 11-12</b> It was hard to put the book down last week. Let's dive right in to chapter 11.</p> <ul style="list-style-type: none"> <li>•How did Charlie get the last golden ticket? Discuss.</li> <li>•Who helps Charlie with the crowd?</li> <li>•Do you know what it means to 'pull someone's leg'?</li> <li>•Without further delay, let's read chapter 12.</li> </ul> <p>Grandpa Joe goes bonkers, leaping out of bed like a dervish. Mr. Bucket reads the ticket aloud to the whole family. What is something promised that the whole family needs and will enjoy? What kind of preparations do they make to visit the factory?</p> <p><b>Chapters 13-14</b> How was Charlie's behavior different from the other four while waiting at the factory gates? How do you line up for recess, etc.? Who do they see?</p> <p><b>Chapters 15-16</b></p> <ul style="list-style-type: none"> <li>•Prereading: What is a cacao bean? Have you ever eaten a caterpillar? What if that was the only thing you had to eat?...</li> <li>•The nerve center of the factory is the _____. What funny creatures do they see?</li> <li>•What was the Oompa-Loompa life like before Mr. Wonka found them? What was their favorite thing to eat?</li> <li>•How do Veruca and Augustus behave?</li> </ul> <p><b>Chapters 17-18</b> Prereading: Do you obey your parents? Do you obey other rules of adults, school, stores, etc? Are there consequences for disobeying?</p> <ul style="list-style-type: none"> <li>•Augustus gets sucked up the pipe, so for now he and his parents are out of our story.</li> </ul>
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*Lesson plan continued on next page*

<p>p.74 shooting up the pipe like a torpedo. Up he shot again like a bullet in the barrel of a gun.</p>	<ul style="list-style-type: none"> <li>•Is he safe? How do you know? (sin of greed and disobedience)</li> <li>Note the different rooms they pass while in a pink boat on a chocolate river.</li> <li>Tomorrow we will read about the most important room in the place.</li> </ul> <p><b>Chapters 19-20</b> Prereading: What is the name of the chapter? Why do you think this would be a very important room? Discuss the idea of the factory needing new ideas all the time. The children are warned not to touch a thing.</p> <p>Predict: What do you think Violet will do? What will happen to her? Will she obey?</p>
<p>SUMMARY: The children have visited the Chocolate Room, and the Inventing Room. They have also met the Oompa-Loompas and lost Augustus—through his sin of greed.</p>	<p>ASSESSMENT: <i>Require student to reproduce in own language...</i></p> <ul style="list-style-type: none"> <li>•Students will complete simile worksheet (after discussion), crossword puzzle, and character sheet. Turn all in.</li> </ul> <p>TEST AND PROOF: <i>Re-view, Re-think, Re-know, Re-produce:</i></p> <ul style="list-style-type: none"> <li>•How have our characters behaved so far? What sin has been displayed?</li> <li>•Do you have a favorite scene?</li> <li>•Preview:</li> </ul> <p>Next week we will find out what happens to the 4 remaining children.</p>

# Charlie and the Chocolate Factory

## Vocabulary List 2

Study the following words carefully. You will be quizzed on Friday. Remember to continue to study the words on vocabulary list #1 as well.

- |               |              |                       |
|---------------|--------------|-----------------------|
| 1. delectable | <i>adj.</i>  | delicious             |
| 2. scrambled  | <i>v.</i>    | struggle, clamber     |
| 3. brigade    | <i>n.</i>    | troop                 |
| 4. escort     | <i>v.</i>    | go with, accompany    |
| 5. shriek     | <i>v.</i>    | scream                |
| 6. journey    | <i>v.</i>    | go on a trip          |
| 7. despair    | <i>n.</i>    | sadness, hopelessness |
| 8. wretched   | <i>adj.</i>  | unhappy, miserable    |
| 9. astonish   | <i>v.</i>    | surprise, amaze       |
| 10. perch     | <i>v./n.</i> | rest, seat            |