

Chapter 1: Mr. Wonka Goes Too Far
Chapter 2: Space Hotel "U.S.A."

❖ **Quickwrite:** What do you imagine it would be like to go into space?

❖ **Vocabulary:** Fill in the blanks.

1. The dark clouds looked _____ as they loomed threateningly, warning of an impending storm.
2. The excited dog _____ tried to pull the rope out of my hands, as we played tug-of-war together.
3. When the lady realized she had won a large sum of money, she looked absolutely _____.



❖ **True or False:** Mark T for True and F for False.

1. Mr. Wonka flies the elevator very high. _____
2. Charlie tells Grandpa Joe he is scared. _____
3. Grandma Georgina tries to stop Mr. Wonka. _____
4. The elevator orbits around the earth at 200 miles per hour. _____

❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. Explain why Mr. Wonka believes they must go very high before they go back down.

2. Describe how Charlie and his family feel as the elevator goes higher and higher. Would you feel the same or different?

3. In detail, explain what the Space Hotel is. Would you like to stay at this hotel? Why or why not?

❖ **Beyond:** Create an advertisement below for Space Hotel U.S.A.

Features student work for every 2 chapters:

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 3 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Three Comprehension & Analysis Written Response Questions.
- Beyond-Creative activities.

ONE EVENT: Three Points of View

Read the story event from Chapters 3-4 listed below. Then, use the following graphic organizer to write about the emotions and actions of Charlie, Grandma Josephine, and the President.

CHARACTERS' POINTS OF VIEW

Charlie's Emotions	Charlie's Actions

STORY EVENT

The great glass elevator to the Space Hotel USA.

Point of View: **POINT OF VIEW**

POINT OF VIEW—the perspective from which a story is told.

FIRST PERSON—when a character narrates a story using the words I, me, my, and mine.

Imagine that you are one of the people that sees the great glass elevator orbiting in space below. Write in the first person, and describe what you see, what you think, and how you feel.

Chapters 3-4
RL.3.GR.4.GR.5.GR.6.G

Common Core codes are listed on the bottom of each activity.

Chapters 2-4
RL.3.GR.4.GR.5.GR.6.G

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How To Make A MINUS A PLUS

What do Mr. Wonka and Charlie have to do to make Grandma Georgina back into a Plus? Write the steps they must follow below. Illustrate each step in the boxes.

First, _____

CAUSE AND EFFECT

In the boxes on the left, read about three events from Chapters 1-2. In the boxes to the right, write about an event that each of these events caused.

Story Events

Grandma Josephine grabs Mr. Wonka and prevents him from entering the elevator.



The elevator goes into orbit.



American astronauts see the elevator in orbit.

Effects

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Chapters 1-2
RL.3.GR.4.GR.5.GR.6.G

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20 Reading Response Activities:

- Focuses include figurative language, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

Vocabulary Words and Definitions

Chapters	Page #	Word	Definition
1-2	9	frantically	desperately
	9	flabbergasted	bewildered, astounded
	16	sinister	ominous
3-4	21	hovering	hanging suspended in the air
	25	riveted	held firmly
	34	tensely	nervously, anxiously
5-6	36	trespassing	entering or invading a space illegally
	36	petrified	frightened, paralyzed with horror
	43	cross	
7-8	49	dumbfounded	
	55	vast	
	58	triumphant	
9-10	66	gleefully	
	67	ghastly	
	69	dawdling	
11-12	81	bellowed	
	85	gaping	
	88	stunned	
13-14	98	ecstatic	
	101	scrawny	
	104	evaporated	
15-16	121	hustle	
	123	quarry	
	128	eerie	
17-18	130	alibical	
	139	enthralled	
	145	cantankerous	
19-20	154	gallant	
	156	sprinting	
	158	comidors	

Page numbers are for 2007 DuPon Books edition

4. Choose the best synonym for flabbergasted below.

- astonished
- bored
- wishing
- embarrassed

5. Choose the best antonym for sinister below.

- innocent
- threatening
- beautiful
- filthy

6. Choose the word that best completes the following sentence.

The strange light _____ on the horizon was declared to be a UFO.

- flabbergasted
- riveted
- hovering
- trespassing

7. Below, write about a time that you or someone you know was _____.

8. Below, write about three things someone might do if he/she _____.

9. Complete the following sentence with a reasonable answer.

I was cross because _____.

10. Use at least two of your vocabulary words in the situation below.



Charlie and the Great Glass Elevator
Vocabulary Review #1: CHAPTERS 1-6

frantically hovering trespassing

flabbergasted

sinister tensely cross

Word	Definition
frantically	
sinister	
hovering	
petrified	

1. Using a dictionary, or your notes, complete the table below.

2. Complete the graphic organizer below for the word in the middle.

Synonyms	Antonyms
tensely	
Part of Speech	Illustration

3. Write a sentence containing the word riveted below. Then illustrate your sentence.

Word: frantically	Definition: desperately
Word: flabbergasted	Definition: bewildered; astounded
Word: hovering	Definition: ominous
Word: tensely	Definition: hanging suspended in the air

frantically
(adverb)
desperately

flabbergasted
(verb)
bewildered;
astounded

sinister

hovering
(verb) hanging
suspended
in the air

tensely
(adjective)
nervously,
anxiously

riveting

petrified
(adjective)
frightened;
paralyzed
with horror

Vocabulary Focus:

- Three challenge words chosen for every 2 chapters
- Complete Vocabulary List comes with and without definitions
- Vocabulary Reviews to use throughout the study
- Vocabulary Word Wall Cards in full color
- Vocabulary Flashcards

Chapter 1: Mr. Wonka Goes Too Far
Chapter 2: Space Hotel "U.S.A."

(page 1)

- ❖ **Quickwrite:** Answers will vary.
- ❖ **Vocabulary:**
 1. sinister
 2. Ironically
 3. Flabbergasted
- ❖ **True or False:**
 1. T
 2. T
 3. F
 4. F
 5. T

(page 2)

- ❖ **Comprehension and Analysis:**
 1. Mr. Wonka believes they must have enough money to build the Space Hotel.
 2. Charlie and his Family Feel terrible wonder if Mr. Wonka is crazy was in that situation. (Answer: Yes)
 3. The Space Hotel is an invention capsule that contains 500 hours and many other luxuries. It can walk around normally. It is an adventure to be in space.

About the Student Chapter Packet

The student work for every 2 chapters contains 5 parts:

1. **Quickwrite**-A great option is to have the students free-write here BEFORE reading the chapters. This gets their minds warmed up and thinking in the direction that the chapters will take them. This also helps them to connect the concepts in the story to themselves.
2. **Vocabulary**-You may choose to do this before or after the reading. I prefer to very quickly do this with the students beforehand, and then tell the students to keep an eye out for the new words we have learned as we read.
3. **T/F, Sequencing, or Multiple Choice**-I set is included for every 2 chapters.
4. **Comprehension and Analysis**-You will find that these questions are at all levels of Bloom's Taxonomy, so are optimal for differentiation if needed. Use them all or choose just a couple for your students to complete.
5. **Beyond-The Beyond** activities are a mix of fun activities, including art, graphic organizers, and text-to-self connections. They require the students to use their imaginations, and some upper-level thinking. You might even choose to use these as an option for early finishers.

Table of Contents
Student Chapter Packet

Resource	Pages
About the Student Chapter Packet	ii
Student Chapter Packet Cover	1-2
Chapters 1-2	13-14
Chapters 3-4	15-16
Chapters 5-6	17-18
Chapters 7-8	19-20
Chapters 9-10	21-22
Chapters 11-12	23-24
Chapters 13-14	25-26
Chapters 15-16	27-28
Chapters 17-18	29-30
Chapters 19-20	31-32
Student Chapter Packet Answer Key	33-42

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Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages for each section
- Student reference bookmarks
- All answer keys

Student Chapter Packet
Charlie and the Great Glass Elevator

By Roald Dahl



Name _____

Charlie and the Great Glass Elevator
Reference Bookmark

Plot

A boy and his Family have an amazing adventure in outer space and beyond with Mr. Willy Wonka.

Setting

Most of the story takes place in outer space, in the elevator, and at the chocolate factory.

Characters

- Charlie Bucket-the hero.
- Willy Wonka-the quirky former owner of Charlie's chocolate factory.
- Grandpa Joe-Charlie's adventurous grandpa.
- Grandpa Josephine-Charlie's cranky grandma.
- Grandpa George-Charlie's other grandpa.
- Grandpa Georgina-Charlie's other grandpa.
- Mr. and Mrs. Bucket-Charlie's parents.



Charlie and the Great Glass Elevator
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TABLE OF CONTENTS: READING RESPONSE ACTIVITIES

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		70	Activity Packet Cover	
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	71	Lesson Exploration •Answer key on page 99	Use after finishing the novel
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	72	Cause and Effect Version 1 •Answer Key on page 100	1-2
		73	Cause and Effect Version 2 •Answer Key on page 101	5-8
		74	A Problem: The Vermicious Knids •Answer key on page 102	7-8
		75	Obstacles •Answer key on page 103	2-8
		76	How to Make a Minus a Plus •Answer key on page 104	15-17
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	77-78	Character Analysis Poster (in color and b/w)	Use throughout the novel.
		79	Character Analysis Wheel •Answer key on page 105	Use throughout the novel.
		80	Wanted: Dangerous Vermicious Knids on the loose! •Answer key on page 106	7-8
		81	Wanted: Deadly Gnooles out to harm you! •Answer key on page 106	17
		82	Character Interactions	any
		83	Character Response Analysis •Answer key on page 107	7-10
Setting	RL 3.3/RL 4.3/RL 5.3/RL 6.3	84	Character Comparison	any
		85-86	Setting Poster (in color and b/w)	Use throughout the novel.
		87	Setting: The Five Senses	any
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	88	Setting Snapshot	any
		89-90	Figurative Language Poster (in color and b/w)	Use throughout the novel.
		91-92	Figurative Language •Answer key on page 108	1-3
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	93	Figurative Language Types	any
		94	Point of View: UFO Sighting •Answer key on page 110	any
Connecting Text with Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	95	One Event: Three Points of View •Answer key on page 111	3-4
		96	Book vs. Movie	Use after finishing the novel and movie.
Reading Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	97	Reading Strategy Reflections	any
		98	Culminating Project Options	Use after finishing the novel.
		99-111	Answers provided for: • Lesson Exploration • Cause and Effect Versions 1-2 • A Problem: The Vermicious Knids • Obstacles • How to Make a Minus a Plus • Character Analysis Wheel • Wanted Posters • Character Response Analysis • Figurative Language • Point of View: UFO Sighting • One Event: Three Points of View	

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Charlie and the Great Glass Elevator: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included. It does not mean you must use every single thing with every single student.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Review	Assessments	Reading Response Activities (to be used with specific chapters)	Other Reading Response Activities
1-2	frantically flabbergasted sister			To use with Chapters 1-2: Cause and Effect Version 1	
3	hovering wheeled	Vocabulary Review #1: Chapters 1-6	Assessment #1: Chapters 1-6	To use with Chapters 1-3: Figurative Language	
5-6	trespassing petrified cross			To use with Chapters 2-8: Obstacles	
7-8	dumbfounded vast triumphant			To use with Chapters 3-4: One Event: Three Points of View	To use with any chapter: • Character Interactions • Setting: The Five Senses • Setting Snapshot • Figurative Language Types • Point of View: UFO Sighting • Reading Strategy: Predictions
9-10	gleefully ghastly dawdling	Vocabulary Review #2: Chapters 7-14	Assessment #2: Chapters 7-14	To use with Chapters 7-8: Wanted Dangerous Vermicious Knids on the loose!	To use throughout the novel: • Character Analysis Anchor Poster • Character Analysis Wheels • Figurative Language Anchor Poster
11-12	bellowed gaping stunned			To use with Chapters 7-8: A Problem: The Vermicious Knids	
13-14	ecstatic scrawny evaporated			To use with Chapters 7-10: Character Response Analysis	
15-16	hustle quarry eerie	Vocabulary Review #3: Chapters 15-20	Assessment #3: Chapters 15-20	To use with Chapters 15-17: How to Make a Minus a Plus	
17-18	diabolical enthralled cantankerous		Final Vocabulary Assessment	To use with Chapter 17: Wanted: Deadly Gnooles out to harm you!	
19-20	gallant sprinting corridors				To use after finishing the novel: • Lesson Explorations • Book vs. Movie • Culminating Project Options

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A Closer Look:

- Focus Standards listed for all activities
- Detailed Unit Map lays it all out for you in a quick and easy snapshot

Name _____

Culminating Project Choices

Now that you have completed the book, choose one of the final projects to do below!

1. **SEQUEL:** Write a sequel to *Charlie and the Great Glass Elevator*. What happens to Mr. Wonka, Charlie, and Charlie's Family?
2. **WHO'S THE AUTHOR?:** Use the Internet to do research about the author, Roald Dahl. Write a biography about him. Make sure to include a Works Cited page.
3. **DEAR DIARY:** Choose a character in the book. Write about the events in the book from their point of view, in the form of several diary entries.
4. **PLANET PROJECT:** Choose a planet in the Milky Way Galaxy. Do research about the planet, and then present your findings in a creative way. For example, you may create a poster, a brochure, or a Power Point presentation about it.
5. **PLAYWRIGHT:** Choose your favorite scene(s) from *Charlie and the Great Glass Elevator*. Write it in the form of a play. Either record it to show to the class, or perform it in front of the class!
6. **BOARD GAME:** Create a board game which is themed around *Charlie and the Great Glass Elevator*. Be creative!
7. **NEWS INTERVIEW:** Imagine you are a news interviewer that is interviewing one of the characters from *Charlie and the Great Glass Elevator*. Write a script for it. With a partner, either record it to show to the class, or perform it in front of the class!
8. **ALIEN IMAGINATION:** Imagine that aliens exist. What do you think they might be like? Make an artistic representation of your imagined alien. You may paint it, draw it, or create it on the computer. Then, write an essay all about your alien, detailing its habitat, family life, hobbies, diet, and any other information you believe is important about it.
9. **MOVIE POSTER:** Design a movie poster advertising *Charlie and the Great Glass Elevator*.
10. **CHARACTER ART:** Create sculptures, puppets, or models of the characters using any material you choose. You could use a combination of paper, rocks, clay, poster board, old toys, sticks, or anything else you can think of!

My Choice: _____

My Grade: _____

Comments: _____



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Character Analysis

KEY IDEA: Examine characters in multiple ways to understand them!

THINK ABOUT:

- Their words and actions
- Their interactions with others
- Their reactions to major events
- How they are like or unlike others
- How they are like or unlike you
- How they change over time
- How their point of view and opinions change



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Setting

KEY IDEA: Authors describe the setting to give context to the story. Picturing the setting deepens your comprehension and exercises your imagination.

- SETTING—time and place.

IMAGERY—written descriptions that put pictures in your minds.



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Figurative Language

KEY IDEA: Determine the meanings of figurative language to help you better comprehend the text.

- SIMILE—a comparison between two things using the words “like” or “as.”
- METAPHOR—a comparison between two things without using the words “like” or “as.”
- IDIOM—an expression with a non-literal meaning.
- HYPERBOLE—an exaggeration.
- PERSONIFICATION—giving human-like attributes to something non-human.
- IMAGERY—written descriptions that put a picture in the reader's mind.



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Additional Resources:

- Culminating Project Options for students to complete after the novel
- Decorative Anchor Posters that complement included activities

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8. The hungry baby cried _____ for her milk.
- tensely
 - dumbfounded
 - gleefully
 - frantically
9. The _____ mountain took many days for us to climb.
- vast
 - quarry
 - sinister
 - cantankerous
10. The teacher was very _____ to find out that her students had misbehaved for the substitute teacher, and she gave everyone a lunch detention.
- riveted
 - petrified
 - cross
 - ghastly

9. Who is Miss Tibbs?
- The President's pet cat
 - The Vice President
 - The Chief Financial Advisor
 - The Chief Spy
10. How does the President respond to Mr. Wonka's speech in an "alien" language?
- He plans to blow up the Space Hotel.
 - He threatens Mr. Wonka and his friends.
 - He invites Mr. Wonka and his friends to the White House.
 - He demands that they leave the Space Hotel.

❖ PART 3: COMPREHENSION & ANALYSIS WRITTEN RESPONSE
Answer the following questions in complete sentences.

Describe Mr. Wonka by naming two of his character traits. Support your answers.

❖ PART 3: SENTENCE COMPLETION
Choose three words from the list below and use each of the chosen words in a sentence.

flabbergasted
stunned

- _____
- _____
- _____

❖ PART 1: MATCHING

Draw lines that match the words on the left with their proper definitions on the right.

- | | |
|---------------|---------------------------------|
| 1. hovering | A. roared, yelled loudly |
| 2. scrawny | B. hanging suspended in the air |
| 3. bellowed | C. disappeared |
| 4. evaporated | D. spooky |
| 5. eerie | E. skinny |



❖ PART 2: MULTIPLE CHOICE

Choose the word that best fits the blank in the sentences below. Circle the word, then write it in the blank.

6. The children were _____ so much that the whole family was very late for the concert.
- stunned
 - dawdling
 - enthralled
 - sprinting
7. My parents were _____ to hear that I was one of the top students in the class.
- cross
 - petrified
 - ecstatic
 - scrawny

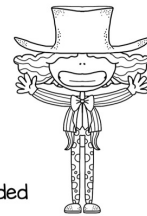
Charlie and the Great Glass Elevator

Final Vocabulary Assessment #1: Chapters 1-6

❖ PART 1: VOCABULARY MATCHING

Draw lines that match the words on the left with their proper definitions on the right.

- | | |
|------------------|---|
| 1. flabbergasted | A. held firmly |
| 2. trespassing | B. bewildered, astounded |
| 3. riveted | C. desperately |
| 4. frantically | D. frightened, paralyzed with horror |
| 5. hovering | E. entering or invading a space illegally |
| 6. petrified | F. hanging suspended in the air |



❖ PART 2: COMPREHENSION MULTIPLE CHOICE

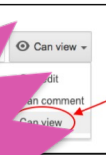
Choose the best answer for each question below.

7. Why does the Great Glass Elevator go too far?
- Grandma Josephine doesn't allow Mr. Wonka to push a button.
 - Mr. Wonka wants to go and visit Jupiter.
 - Grandpa Joe is angry.
 - Charlie really likes to go.
8. The Chief Spy says the Great Glass Elevator is dangerous because _____.
- The Russian spies are following it.
 - The Japanese spies are following it.
 - Mr. Hilton is following it.
 - Mr. Marriot is following it.

ASSESSMENTS included:

- 3 Comprehension and Vocabulary Tests
 - Test #1: Chapters 1-6
 - Test #2: Chapters 7-14
 - Test #3: Chapters 15-20
- Final Vocabulary Test

7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a dropdown menu on the right-hand side where you type the e-mail addresses. "Can Edit" will likely be the default selection. You can change it.



Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

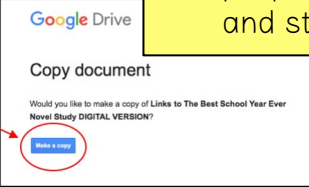
8. Students can click on the link to access the digital version of this resource.

You will need Internet access and a Google™ account (which is free).

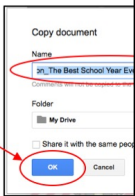
2. Click on the blue link below. You will be prompted to make a copy of the Google™ document that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screens are only. The text may differ, but it will look otherwise the same.)

Digital Version: Charlotte's Web Activities

Click here first!



A box will pop up like the one below. Students can change their choice, so that it is not confusing when they share their documents. It will be saved into their own Google™ Drives.

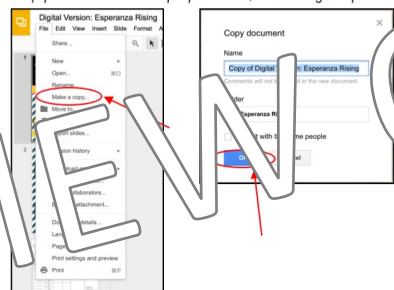


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

3. If you completed Step 2 correctly, the document just transferred to your Google account. It will contain the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.



9. Students will be able to access the content, type in text boxes, and students make to their files will be automatically saved.

10. Students may share with you their works in progress and/or finished.

11. Don't forget that you do have the option to print any of the printer-friendly, while the Google™ Drive version has a lot more handy if they are printed. Many teachers love that I offer both and end up using both versions.

12. There are places where students are required to draw or illustrate on tablets, this is easy to do. However, if they are working on a computer, the "Insert" dropdown menu in Google™ Drive to draw pictures.

4. You will decide how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

5. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

6. Once you're ready, share the document with your students. Open the document you want to share and click on the "Share" button.

- ✓ Eye-catching **digital version** contains full-color, interactive adaptations of all resources.
- ✓ Works for **distance learning**. Students can access the digital version from **home OR school**. Teachers and students can easily send this back and forth using Google™ Drive or Google™ Classroom!
- ✓ Excellent for **school OR homeschool**. No-prep and *so easy* for teachers, parents, and students to follow!

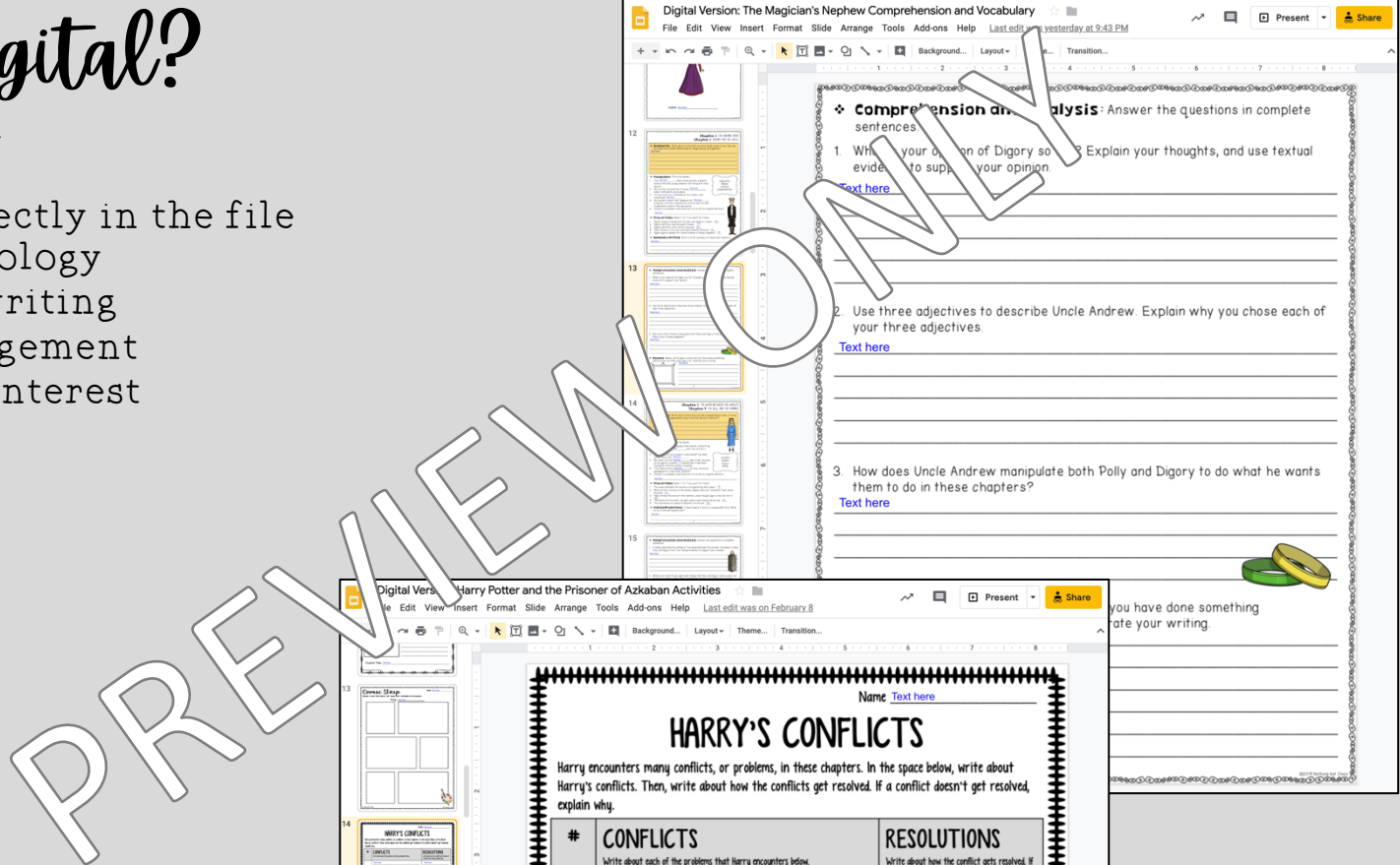
PREVIEW ONLY

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color



More about the GOOGLE™ Version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

Chapter 1: Mr. Wonka Goes Too Far

Chapter 2: Space Hotel "U.S.A."

❖ Quickwrite: What do you imagine it would be like to go into space?

❖ Vocabulary: Fill in the blanks.

1. The dark clouds looked _____ at the gloomed threateningly, warning of an impending storm.
2. The excited boy _____ tried to pull the rope out of my hands, as we played tug-of-war together.
3. When the lady realized she had won a large sum of money, she looked absolutely _____.

frantically
flabbergasted
sinister



❖ True or False: Mark T for True and F for False.

1. Mr. Wonka flies the elevator very high. _____
2. Charlie tells Grandpa Joe he is scared. _____
3. Grandma Georgina tries to stop Mr. Wonka. _____
4. The elevator orbits around the earth at 200 miles per hour. _____
5. People that see the elevator think it contains a bomb. _____

❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. Explain why Mr. Wonka believes they must go very high before they go back down.

2. Describe how Charlie and his family feel as the elevator goes higher and higher. Would you feel the same or different?

3. In detail explain what the Space Hotel is. Would you like to stay at this hotel? Why or why not?

❖ **Beyond:** Create an advertisement below for Space Hotel U.S.A.


Name _____

CAUSE AND EFFECT

In the boxes on the left, read about three events from Chapters 1–2. In the boxes to the right, write about an effect that each of these events caused.

Story Events

Grandma Josephine grabs Mr. Wonka and prevents him from controlling the elevator.

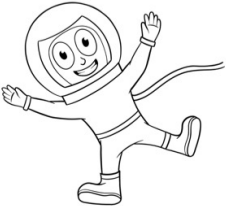


Effects

The elevator goes into orbit.



American astronauts see the elevator in orbit.



PREVIEW ONLY