




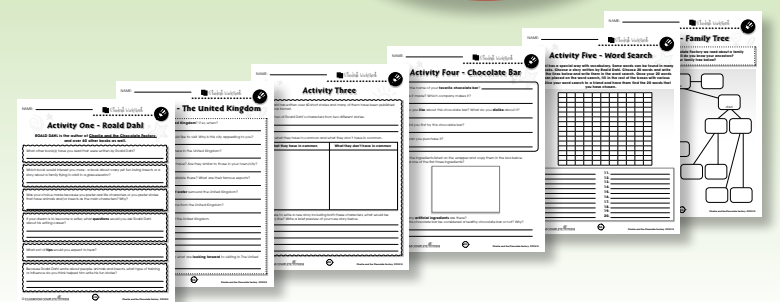
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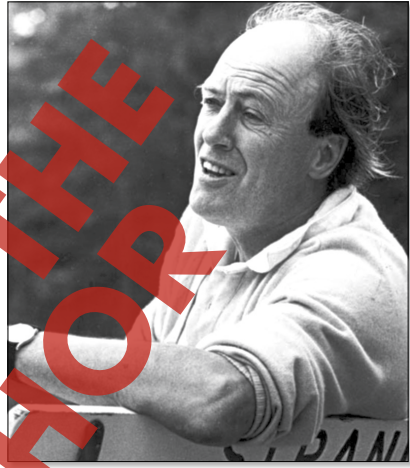
Roald Dahl (1916-1990)

When he finished school, Roald went to work for the Shell Company. This job took him on exciting adventures in East Africa. He took part in safaris.

He saw snakes, crocodiles, the jungle, and he even learned to speak Swahili!

As an adult, Roald had a difficult and challenging life. While in East Africa, he got sick with malaria. He served in the Air Force for a short period during World War Two. One day he was shot down. It took six months and eight operations for him to recover. It was during World War Two that Roald Dahl began to realize that he had the urge to write. He had lived through many exciting experiences during the war, and these were the first stories he wrote about.

Later, when he began telling stories to his own children, he discovered what they wanted to hear and read about. Roald had many creative, unique, and humorous ideas for storylines. These stories, and ones filled with magic and suspense, were what children



wanted to hear. Over the years, he wrote many stories and poems for young people, and won many awards. His unique sense of humor and original ideas for plot and characters can be seen in his novel, James and the Giant Peach, which he wrote in 1961.

Roald Dahl lived in Buckinghamshire, England. He died there in 1990 from an infection.

Did You Know?

- Roald served as a fighter pilot in the Royal Air Force during World War II.
- Roald was good friends with President Franklin Roosevelt and his wife Eleanor.
- The *Gremlins* (1943) was his first children's book and was published by Walt Disney.



Chapters Four to Six

Answer the questions in complete sentences.

1. What type of person do you think Willy Wonka is? List five characteristics (qualities and traits) you predict this chocolate factory owner has.

2. Have you ever shared a secret with someone? What secrets should remain secrets? Which secrets must be shared with someone?

Vocabulary

Circle the word that best matches the meaning of the underlined word in each sentence below.

1. The other chocolate makers had begun to grow jealous of Mr. Wonka and his candies.
a) tired b) envious c) worried d) afraid
2. Then something astounding happened.
a) boring b) calm c) surprising d) blinding
3. But most mysterious of all, were the shadows in the windows of the factory.
a) funny b) loving c) friendliest d) mystifying
4. Open a bar of candy and see a Golden Ticket glistening inside.
a) flashing b) hidden c) showing d) stuck



Chapters Four to Six

Part A

1. Use the words in the box to answer each question.

Augustus Gloop Fickelgruber Foulbody Prodnose Slugworth Veruca Salt

- a) Whose factory also came out with a chewing gum that never lost its flavor? _____
- b) Who invented the machine that could tell if the chocolate contained a Golden Ticket? _____
- c) Who found the first Golden Ticket? _____
- d) Whose factory also made ice cream that wouldn't melt, even in the hot sun? _____
- e) Whose factory made candy balloons? _____
- f) Who found the second Golden Ticket? _____

2. Which answer best describes...

- | | |
|---|---|
| a) how Wonka felt about spies in his factory? | b) how Wonka felt toward his workers? |
| <input type="radio"/> A he was very angry | <input type="radio"/> A he was sad |
| <input type="radio"/> B he was very happy | <input type="radio"/> B he was excited |
| <input type="radio"/> C he was relieved | <input type="radio"/> C he was sorry |
| c) how people felt about Wonka? | d) how Veruca was treated by her parents? |
| <input type="radio"/> A they laughed at him | <input type="radio"/> A she was neglected |
| <input type="radio"/> B they felt sorry for him | <input type="radio"/> B she was spoiled rotten |
| <input type="radio"/> C they didn't notice | <input type="radio"/> C she was not their child |



Chapters Four to Six

Part B

Answer each question with a complete sentence.

1. How would you have chosen five random children to visit your factory?

2. What do you think about Mr. Wonka's idea about the five Golden Tickets?

3. What would be the probable chances that you would get one of those Golden Tickets? What are the odds?

4. Why do you think Mr. Wonka will now open up the factory?

5. What other prizes could he have offered? What would you want to win?

Journal Activity

After reading the experiences of Augustus Gloop and Veruca Salt, how did this make you feel? What emotions do you think Charlie felt? List 8-10 emotions Charlie might have felt. Compare your list with a partner and then select the three best emotions. Write an explanation for each emotion to justify the selection. The explanations can be creative and not related to the book.



Chapters 11 to 15

In **Charlie and the Chocolate Factory**, there is a lot of talk about food. Mr. Wonka went as far as to invent a gum that would replace meals such as breakfast, lunch and dinner.

Create a new candy that would have magical powers. What would the candy/gum be? What kind of powers would the customer have once he or she had eaten this candy? Would it have a special antidote? Illustrate the recipe. What ingredients do you need? What advice could you give a fellow classmate who wants to try your recipe?



Chapters 16 to 20

Charlie and the other guests have met the Oompa-Loompas hard at work in various rooms.

Design the next room to be discovered at Mr. Wonka's Chocolate Factory. What animal (if any) could be found there? Would you have the Oompa-Loompas working there too? How different and creative can your room be?



Word Search

Find all of the words in the Word Search. Words may be horizontal, vertical or even diagonal. A few may even be backwards. Look carefully!

- astonishment
- chocolate
- colossal
- commercial
- conduct
- cottage
- enormous
- factory
- ferociously
- fetch
- fluster
- gangster
- glimpses
- hovering
- hunch
- incinerator
- mischievous
- mysterious
- obstinate
- oompa-loompas
- pandemonium
- peculiar
- scrumptious
- sensational
- splutter
- starving
- suspense
- tantrum
- ticket
- tremendous

a	s	t	o	n	i	s	h	m	e	n	t	a	n	t	r	u	m	
s	d	o	g	l	i	m	p	s	e	s	e	d	h	j	q	i		
c	h	o	c	o	l	a	t	e	n	o	m	o	u	s	j	s		
o	u	l	a	n	o	i	t	a	s	n	e	s	s	a	c	s	c	
m	w	c	o	n	d	u	c	t	p	m	g	g	u	h	c	h		
m	o	o	s	p	l	u	t	r	e	r	a	j	w	r	i			
e	f	l	h	j	k	a	d	e	r	e	n	e	n	k	l	u	e	
r	c	o	r	o	v	l	m	e	n	t	d	a	g	i	e	m	v	
c	a	s	h	i	r	t	t	k	l	o	d	s	m	d	p	o		
i	l	s	c	f	d	s	f	u	a	u	u	h	t	u	g	t	u	
a	a	a	t	n	u	u	f	t	s	p	s	a	e	i	n	i	s	
l	m	l	e	l	y	r	l	a	t	i	t	u	r	n	i	o	u	
q	i	v	f	a	c	t	o	r	y	e	h	h	a	o	r	u	s	
j	t	g	v	s	d	s	u	b	n	a	e	u	a	m	e	s	p	
d	g	n	i	v	r	a	t	s	i	h	g	n	n	e	v	h	e	
n	f	p	e	c	u	l	i	a	r	d	a	c	g	d	o	e	n	
t	i	d	e	s	a	s	g	t	m	h	b	t	h	i	n	h	w	s
i	n	c	i	n	e	r	a	t	o	r	t	n	a	a	o	i	e	
c	a	f	h	f	y	s	a	p	m	o	o	l	a	p	m	o	o	
k	m	w	p	r	o	d	s	c	n	s	c	s	b	e	g	s	a	
e	h	o	b	s	t	i	n	a	t	e	g	l	o	d	o	l	e	
t	u	a	a	l	t	b	y	l	s	u	o	i	c	o	r	e	f	
m	y	s	t	e	r	i	o	u	s	d	r	d	d	f	c	w	d	



Comprehension Quiz

Answer each question in a complete sentence.

- Name the children in the story **Charlie and the Chocolate Factory**.

- What were the people looking for? How would they get them?

- Who was the funniest character in the story? Why?

- What was the biggest problem with the children? Who didn't help with the situation?

- Who were the workers? Where did they come from?

- Who didn't go on the visit at the chocolate factory? Why?



SUBTOTAL: /15

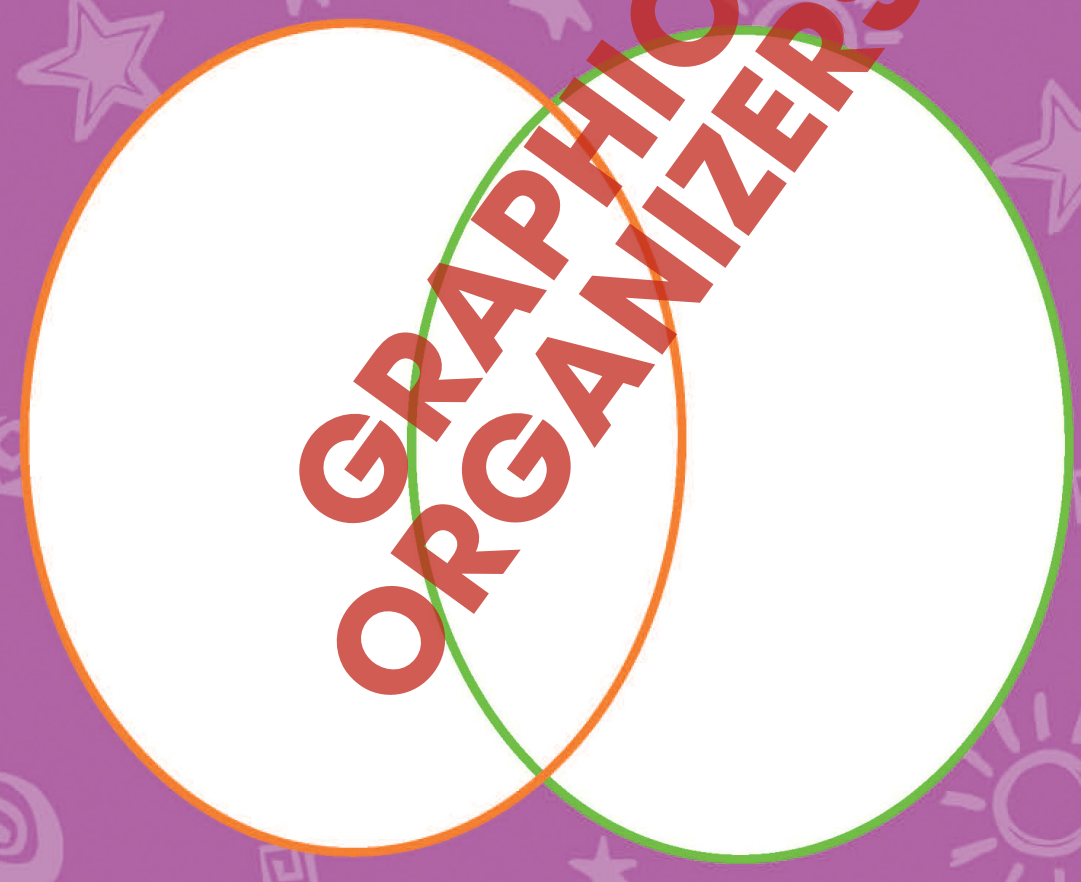
Character Comparison

Use the chart to make comparisons between:

- Yourself and one of the children in **Charlie and the Chocolate Factory**
- Charlie and another main character from Roald Dahl's group of characters
- Charlie in the book with Charlie in the movie

List the traits that are unique to each of you as well as characteristics you have in common.

Character 1: _____ Character 2: _____



NAME: _____

After You Read 



Chapters One to Three

Part B

Answer the questions in complete sentences.

1. Using the same ingredients, what other food combinations can you come up with?

2. Describe in your own words Prince Pondicherry's palace.

3. Why do you think the adults didn't go out and find work?

4. Have you ever visited a chocolate or candy factory? Where? When?

5. Why do you think no one ever noticed people walking in and out of the chocolate factory?



Journal Activity

Go back and reread the passage in the book about Prince Pondicherry writing a letter to Mr. Wonka asking him to build him a colossal chocolate palace. Use pencil crayons, wax crayons, or markers to draw the colossal chocolate palace. What other new treats could you use on your chocolate drawing?

1. Answers will vary

2. Answers will vary

3. Answers will vary but the adults were too old and in the days that the book was written mothers usually stayed home to raise their children

4. Answers will vary

5. Answers will vary

1. Answers will vary

2. Answers will vary. Most secrets should stay secrets unless someone is in danger then you must share it with an adult you trust.

Vocabulary

1. b

2. c

3. d

4. a

1. a) Prodnose

b) Foulbody
c) Augustus Gloop
d) Fickelgruber
e) Slugworth
f) Veruca Salt

2.

a) A b) C

c) B d) B

1. Answers will vary

2. Answers will vary, but it's a good way to sell lots of chocolate

3. Answers will vary

4. Answers will vary

5. Answers will vary



14

15

16



EASY MARKING ANSWER KEY

Charlie and the Chocolate Factory

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.