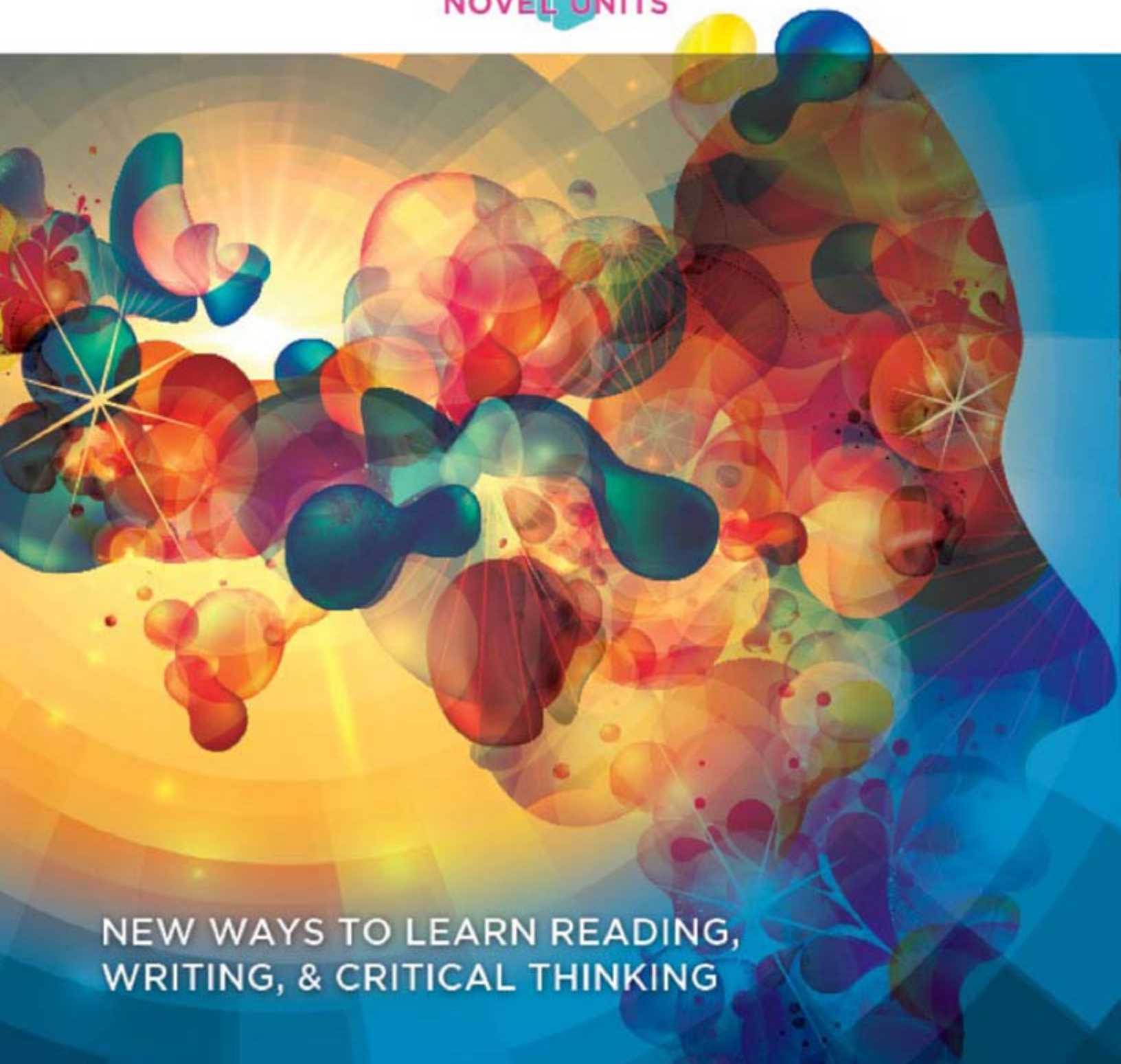


Student Packet

Grades 3–4

Charlie and the Chocolate Factory

Roald Dahl



**NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING**



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CHARLIE AND THE CHOCOLATE FACTORY

by
Roald Dahl

Student Packet

Written by
Jean Jamieson

Contains masters for:

- 1 Prereading Activity
- 11 Vocabulary Activities
- 1 Study Guide
- 3 Creative Writing Activities
- 2 Mathematics Activities
- 2 Vocabulary Review Activities
- 1 Story Review Activity
- 3 Extra Credit Activities
- 3 Comprehension Quizzes
- 1 Unit Exam (2 levels, 3 sections)

PLUS

- Detailed Answer Key

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Note

The Puffin Books paperback edition of the book published by the Penguin group was used to prepare this guide. The page references may differ in other editions

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

ISBN 978-60878-379-3

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Publisher Information

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Vocabulary Review—Synonym or Antonym?

Directions: Match the synonym or antonym in the comparison with a listed vocabulary word.

colossal 15
ravenously 44
enraptured 64

dotty 25
perplex 56
bustled 66

revolting 27
fluster 57
dumfounded 70

rummaging 40
pandemonium 58
delectable 71

Example: UP is to DOWN as HOT is to COLD.

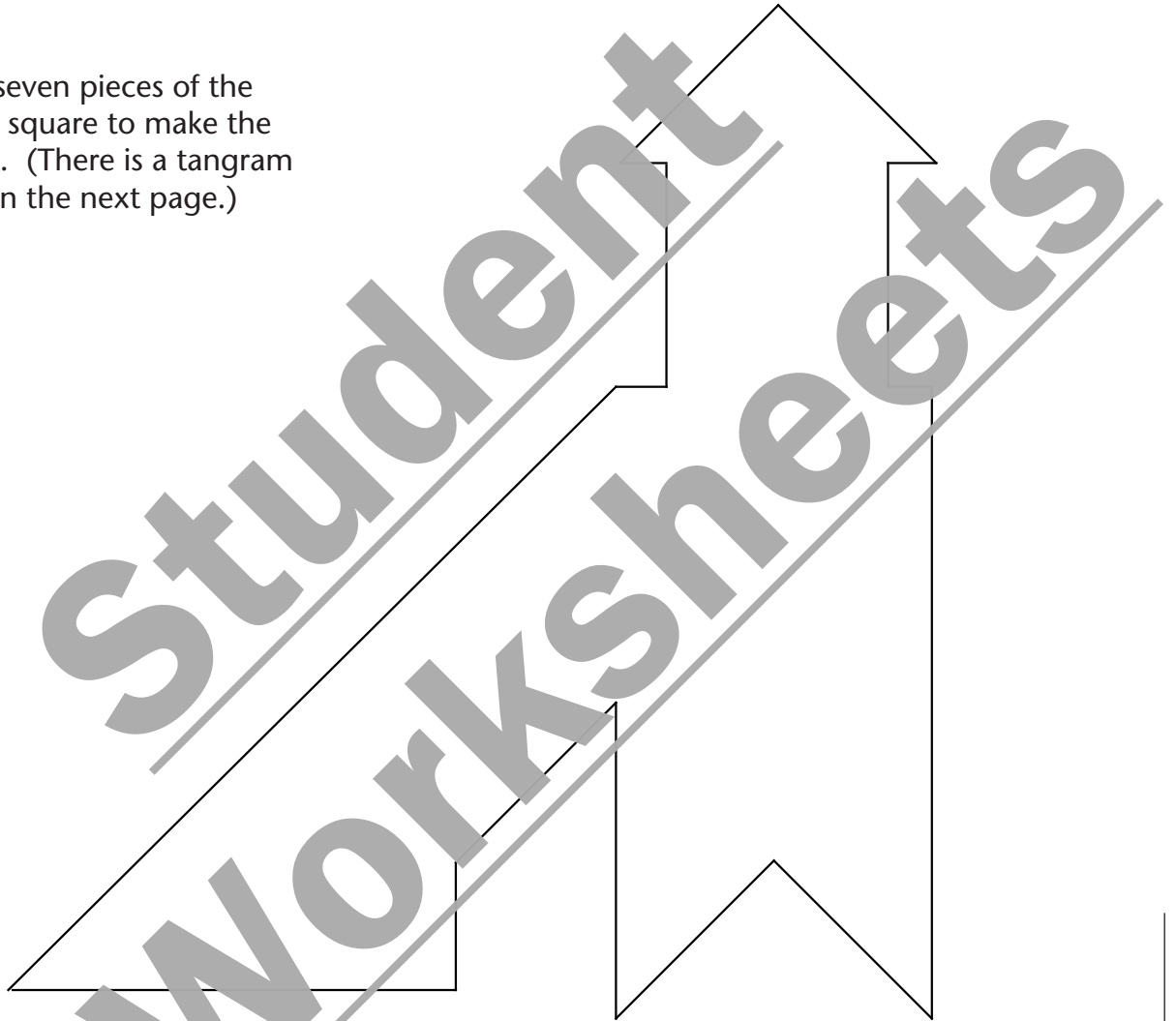
1. QUIET is to LOUD as _____ is to TIMID.
2. BETTER is to WORSE as _____ is to ORDER.
3. SAD is to FORLORN as _____ is to ECCENTRIC.
4. CURIOUS is to INQUISITIVE as _____ is to HURRIED.
5. TRIVIAL is to IMPORTANT as _____ is to OFFENDED.
6. WEIRD is to ODD as _____ is to DISGUSTING.
7. DREARY is to PLEASANT as _____ is to ENLIGHTEN.
8. STAY is to REMAIN as _____ is to AGITATE.
9. PRAISE is to COMPLIMENT as _____ is to ASTOUNDED.
10. GROTESQUE is to UGLY as _____ is to INSATIABLY.
11. DUBIOUS is to DOUBTFUL as _____ is to DELICIOUS.
12. SQUANDERED is to SAVED as _____ is to ORGANIZING.

Name _____

The Machine

"There were doors every twenty paces or so along the corridor now, and they all had something written on them, and strange clanking noises were coming from behind several of them, and delicious smells came wafting through the keyholes, and sometimes little jets of colored steam shot out from the cracks underneath." (page 110)

Use the seven pieces of the tangram square to make the machine. (There is a tangram square on the next page.)



After The Machine is made with the seven tangram pieces, cut the above outline out and paste it on to a large sheet of paper. Embellish and add on to this outline to transform it into a **Wonderful Willy Wonka** confectionery machine. What will it produce? Name the machine. Make a caption that tells what it will do.

