

Charlie and the Chocolate Factory Dream Chocolate Bar

Overview

Learning objective

- To explore descriptive and persuasive language.

Learning outcome

- To create a design for chocolate or sweet that would make Willy Wonka proud.

Book reference

- Pre-reading up to chapter 22.

Cross-curricular link

- Food Technology, Literacy.

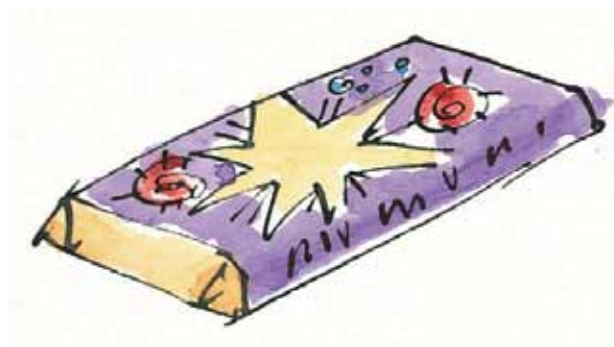
Resources

- Card sort sheets.



Starter

- Working in pairs, the children tell each other their favourite sweet or chocolate bar and what their dream chocolate bar would look like or taste like. Individuals feed back their ideas to the rest of the class.



Main teaching activity

- Look at some of the fantabulous inventions from *Charlie and the Chocolate Factory*. For example, use this quote from Chapter 2:

“ Mr Willy Wonka can make marshmallows that taste of violets, and rich caramels that change colour every ten seconds as you suck them, and little feathery sweets that melt away deliciously the moment you put them between your lips. He can make chewing-gum that never loses its taste, and sugar balloons that you can blow up to enormous sizes before you pop them with a pin and gobble them up. And, by a most secret method, he can make lovely blue birds’ eggs with black spots on them, and when you put one of these in your mouth, it gradually gets smaller and smaller until suddenly there is nothing left except a tiny little pink sugary baby bird sitting on the tip of your tongue.



Roald Dahl®

Charlie and the Chocolate Factory - Dream Chocolate Bar cont.

- Match the sweet to the description, for example:

Stickjaw	For cold days
Luminous lollies	Suck them and you spit in six different colours
Exploding sweets	Wriggle delightfully in your tummy after swallowing
Wriggle sweets	When you hold it in your hand, you taste it in your mouth
Rainbow drops	For eating in bed at night
Hot ice creams	For talkative parents
Magic hand-fudge	For your enemies

- Show the children the name of the chocolate bar that contains the golden ticket: Whipple-scrumptious Fudgemallow Delight.
- In pairs the children discuss the following questions: what ingredients might the chocolate bar have? How might Roald Dahl have created this name? What other words is it similar to?
- Look at Roald Dahl's use of adjectives and superlatives in this quotation:

“It’s a stick of gum! It’s a stick of the most *amazing* and *fabulous* and *sensational* gum in the world!”

- Introduce an exercise entitled Thesaurus Race: the children are in teams. One thesaurus is allowed per team. Say a word, for example, “delicious.” The first team to find similar words in the thesaurus wins a point for their team. In this way the class build a list of superlatives, adjectives and words containing sensory description.
- Model how to create Roald Dahl's gobblefunk language by combining parts of different adjectives. For example, sensabulous is created by mixing the words sensational and fabulous.

Charlie and the Chocolate Factory - Dream Chocolate Bar cont.

Group or independent activity

• Groups design their own chocolate or sweet, using these guidelines:

- Who is it for? A goodie, a baddie, your friend, your teacher?
- What happens when it is eaten?

- What ingredients does it contain?
- What is the name? (the name should reflect the above information and should therefore be created at the end).

Plenary

• Groups present their ideas to the rest of the class.

Other activities

- Write a slogan for the product using more gobblefunk language.
- Create a TV advert for the product using gobblefunk language.
- Design a wrapper or poster for the product using gobblefunk language.
- Write a poem about the product.

- Write a newchapter for *Charlie and the Chocolate Factory* showing what happens to a character eating the product.
- Write a newspaper report on the incident of the character eating the product.
- Write a rhyme for the Oompa Loompas to sing about the unfortunate or fortunate person who ate the chocolate.
- Make the design from play dough or other craft materials.

