These read-along resources include extracts, Literacy and PSHE learning objectives, lesson plans and fun activity sheets!

MARVELLOUS THEMES INCLUDING:

- IDENTITY
- BEHAVIOURS
- REWARDING POSITIVE BEHAVIOUR

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BOOK THEMES:
• Identity

LESSON OBJECTIVES:
• Understanding how names can shape identity
• Building a picture of a character using descriptive language

THINGS YOU MAY NEED FOR THIS LESSON:
Pencils, sketch pads and interactive whiteboards.
See page 42

PREPARATION:

Resource 1: WHAT’S IN A NAME? comprises two sets of cards: a set of first names and a set of surnames. There are also some blank cards if you want to give children the chance to make some suggestions of their own. Photocopy enough sets of both to enable all children to be given a first name card and a surname card; the cards will form the name of their character. They will also need a copy of resource 2: DAHLICIOUS DESCRIPTIONS.

STARTER ACTIVITY: INTRODUCING AUGUSTUS GLOOP

Read aloud the first extract to the class, in which we are introduced to the first Golden Ticket winner, Augustus Gloop. Ask the children to close their eyes and listen carefully to the description. Give out paper and pencils and ask children to listen to the extract again, then to sketch an image of the boy based upon Roald Dahl’s description. Ask children to compare their sketch with a partner - they should end up with similar drawings. Why is this? Display the extract on the interactive whiteboard and ask children which words and phrases are the most effective and which features of language Roald Dahl has used to build an image of Augustus. Draw out the fact that the author’s use of clever and descriptive similes paints a very clear picture in the reader’s mind.

MAIN TASK: WHAT’S IN A NAME?

1. Now the children have a clear idea of what Augustus Gloop looks like, ask them to consider his name. Why do they think Roald Dahl chose it? Does it suit Augustus? Why? Give children the second winner’s name: Veruca Salt. What associations do they make? What do the children think Veruca might be like?

Continued . . .
2. Read extract three, in which we meet Violet Beauregarde for the first time. This extract is a little about Violet's appearance but much more about her habits and behaviour. What do children think of Violet? Explain that the name 'Beauregarde' has been made up of two French words meaning 'pleasant' and 'look'. Do children think Dahl has done this on purpose? Why?

3. Explain that names are an important part of a person's identity and that Roald Dahl often used names to create an impression of a character. Explain that children are going to create their own character, starting with a name.

4. Give each child a first name and a surname card from resource 1. WHAT'S IN A NAME? Discuss any unfamiliar words – the children may not know the expression 'light-fingered' for example. Ask some children to share their character name with the rest of the class – there should be a variety of combinations and some should raise a giggle or two!

5. Now give pairs of children a couple of minutes to come up with one or two suggestions as to habits, behaviours or physical features which the new characters may display. Ask children to share their best ideas and make a list on the board. Why these habits and behaviours? Did the names help form their ideas? Which behaviours might go with which names? Ask children to choose a behaviour or habit for their character.

DEVELOPING THE ACTIVITY: DAHLICIOUS DESCRIPTIONS

Now children have a name and a behaviour, they should be starting to build a picture of their character in their mind. Remind children of Dahl's use of similes to describe Augustus Gloop. Can children apply a simile to their own character? Children should now be ready to develop their character! Resource 2 prompts children to first make notes to describe their character, then to finish by using the notes to write a more detailed description, including similes.

PLENARY:

Invite one or two confident children to read aloud their descriptions and ask the rest of the class to close their eyes and listen. Do they have a clear picture of the character in their minds? Which words or phrases do they think are the most effective? Do children think they could draw the character? You may even want to ask them to do so and display a whole new set of Dahlicious characters for future inspiration!
EXTRACT ONE

from Chapter six: The First Two Finders (91 words)

The very next day, the first Golden Ticket was found. The finder was a boy called Augustus Gloop, and Mr Bucket’s evening newspaper carried a large picture of him on the front page. The picture showed a nine-year-old boy who was so enormously fat he looked as though he had been blown up with a powerful pump. Great flabby folds of fat bulged out from every part of his body, and his face was like a monstrous ball of dough with two small greedy currant eyes peering out upon the world.
...the third ticket was found by a Miss Violet Beauregarde. There was great excitement in the Beauregarde household when our reporter arrived to interview the lucky young lady – cameras were clicking and flashbulbs were flashing and people were pushing and jostling and trying to get a bit closer to the famous girl. And the famous girl was standing on a chair in the living room waving the Golden Ticket madly at arm’s length as though she were flagging a taxi. She was talking very fast and very loudly to everyone, but it was not easy to hear all that she said because she was chewing so ferociously on a piece of gum at the same time.

“I’m a gum chewer, normally,” she shouted, “but when I heard about these ticket things of Mr Wonka’s, I gave up gum and started on chocolate bars in the hope of striking lucky. Now, of course, I’m back on gum. I just adore gum. I can’t do without it. I munch it all day except for a few minutes at meal times when I take it out and stick it behind my ear for safekeeping. To tell you the truth, I simply wouldn’t feel comfortable if I didn’t have that little wedge of gum to chew on every moment of the day, I really wouldn’t. My mother says it’s not ladylike and it looks ugly to see a girl’s jaws going up and down like mine do all the time, but I don’t agree. And who’s she to criticize, anyway, because, if you ask me, I’d say that her jaws are going up and down almost as much as mine are just from yelling at me every minute of the day.”
### What’s in a Name?

#### First Name Cards

<table>
<thead>
<tr>
<th>Cecil</th>
<th>Eliza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarinda</td>
<td>Albert</td>
</tr>
<tr>
<td>Margaret</td>
<td>Ezra</td>
</tr>
<tr>
<td>Bernard</td>
<td>Hermione</td>
</tr>
<tr>
<td></td>
<td>Ada</td>
</tr>
</tbody>
</table>

#### Surname Cards

<table>
<thead>
<tr>
<th>Sourgrape</th>
<th>Chump</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squareyes</td>
<td>Honeybee</td>
</tr>
<tr>
<td>Tittletattle</td>
<td>Wantalot</td>
</tr>
<tr>
<td>Lullaby</td>
<td>Grubster</td>
</tr>
<tr>
<td>Kindly</td>
<td>Lightfinger</td>
</tr>
</tbody>
</table>
Roald Dahl’s wonderful descriptions help us to build very clear pictures of his characters in our minds. Now you have a name for your character, you should be starting to build a picture of them. Use the prompts below to make some notes.

<table>
<thead>
<tr>
<th>My character’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPEARANCE:</th>
<th>HABIT OR BEHAVIOUR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Are they tall or short? Overweight or skinny? Smiley or miserable?)</td>
<td>(Are they cheerful or bad-tempered? A whinger? A loyal friend?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A simile to describe my character’s appearance:</th>
<th>A simile to describe my character’s behaviour:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now use your notes to write a paragraph describing your character as vividly as possible.

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________________________________________________________________________
HOW MANY HAVE YOU READ?

MORE THAN 5 WHOOPSY-SPLUNKERS! You've got some reading to do!
MORE THAN 10 More tremendous things await – keep turning those pages
ALL OF THEM? Whoopee! Which was your favourite?
LESSON PLAN 1

704660 YPO Premium Skin Tone Colouring Pencils £1.30 pack of 12
117803 YPO Student Sketch Pads, A4 £14.00 pack of 10
D86025 SMART 6065 Interactive Flat Panel £2,557

LESSON PLAN 2

881988 Oxford Primary Dictionary £10.99
802786 YPO Write & Wipe Boards £9.99 pack of 30
702161 Staedtler Noris Colouring Pencils £1.45 pack of 12
137014 White Card £2.75 100 sheets
31336X School Scissor Class Pack £10.95 pack of 32
716472 YPO Glue Sticks £3.79 pack of 10
118532 Tissue Paper Sheets £11.00 480 sheets
130214 A4 Cellulose Film Sheets £1.99 48 sheets

LESSON PLAN 3

878383 Feelings and Emotion Cards £14.99 50 cards
802786 YPO Write & Wipe Boards £9.99 pack of 30
800708 Traffic Lights Dry Wipe Poster and Fans £14.99
706930 YPO Premium Handwriting Pens Black £4.50 pack of 30
790110 Rexel Academy A3 Laminator £102.33
749044 Laminating Pouches Gloss A3 150 Micron £10.24 pack of 100
748994 Laminating Pouches Gloss A4 150 Micron £5.09 pack of 100
710857 A3 Card Carriers £6.34 pack of 10
710849 A4 Card Carriers £3.17 pack of 10

LESSON PLAN 4

31336X School Scissors Class Pack £10.95 pack of 32
878405 Storyteller’s Hat £18.99

LESSON PLAN 5

13127X Silvine Pressboard Pocket Notebook £12.35 pack of 12
717576 YPO Stick Pens Black £2.35 pack of 50
878502 Talking Tins £7.49

LESSON PLAN 6

114162 Newsprint 49gsm £6.25 500 sheets
717576 YPO Stick Pens Black £2.35 pack of 50
71058X 5/10/20/30mm Stencil Kit £1.20 pack of 4
D68465 I Can Write Stories £6.99
708945 Staedtler triplus® Fineliners £5.10 pack of 10

OTHER USEFUL RESOURCES

876094 Roald Dahl Dictionary £11.99
876019 BrainBox Roald Dahl £8.99

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