

# Children's Literature Across the Curriculum Ideas

Created by students at the University of North Carolina Charlotte

**Title:** *Charlie and the Chocolate Factory*

**Author:** Roald Dahl

**Publisher/Copyright:** Penguin, 1964

**Grade:** 3-5

**Summary:** Charlie Bucket and his family are very poor. The only treat that Charlie receives is a single chocolate bar for his birthday each year. This year is special because Willy Wonka, the owner of the largest chocolate factory in the world, hid five golden tickets inside the chocolate bars. The five lucky children who find the tickets will be invited to be his guests at his factory for the day and receive enough chocolate to last a lifetime. With luck on his side, Charlie finds a golden ticket inside a bar of chocolate. The five lucky children encounter many adventures with Willy Wonka inside the chocolate factory. Willy Wonka has many tricks up his sleeve and a special surprise for the child that remains at the end of the day.

## Reading/Writing Connections:

1. Have students preview the book by looking at the title, author description, cover illustrations, and chapter titles to make predictions about the story.
2. Have students answer an anticipation guide based upon issues brought up in the book (i.e.- poverty, greed, pleasures, television viewing, parents, fantasy, chocolate, grandparents, contests, gifts).
3. Have students write to different chocolate companies to find information on their products.
4. Discuss character development and have students compare/contrast the main characters. Ask them to pick a character from a story that they are writing and add rich detail as Dahl has done.

## Vocabulary/Spelling:

abide	absurd	astonish	balmy
beckoned	belching	colossal	despair
despicable	dotty	envious	ferociously
frump	hooligan	intently	morsels
pandemonium	ravenously	rubbish	wretched

## Communication Arts Connection:

1. Have readers' theatre on selected chapters from the story.
2. Have students interview each other pretending to be one of the five children after they found out that they were the winners.
3. After reading the book, watch the film *Willy Wonka and the Chocolate Factory*. Have students compare/contrast the book to the movie.
4. Have students invent a new candy bar in small groups. Then they are to design a wrapper, slogan and advertisement to share with the class.

## Library Connection:

1. Introduce students to other books written by Roald Dahl. Have them select a book that they have not previously read, and form literature circles to read and discuss their books.
2. Have students select a topic discussed in the book and have them research their ideas in small groups. Discuss different ways that students can conduct their research, such as information

books, encyclopedias, the Internet, etc. (Possible topics- nutrition, candy, Roald Dahl, television, squirrels, inventions, fantasy stories, behavior, factories, etc.)

3. Share *Boy*, an autobiography written by Roald Dahl. Work with Media Specialist to introduce students to autobiographies and biographies. Have students select a person that they would like to find more about and read their autobiography or biography. Students should do some type of report on their subject.

### **Social Studies Connection:**

1. Read multicultural myths and legends, which explain how things came to be. Then research the history of chocolate. Have students work in small group to write a legend based upon chocolate and share with the class.
2. Locate materials about the growing of cocoa. Have students research details about the major cocoa producing countries. Have them create maps, charts, and graphs to show: the type of climate; soil; rainfall; amount of land used for growing this product; revenue gained from product; and diversification of chocolate product.
3. Have students interview a parent or grandparent about their family and complete a family tree.
4. Ask students to bring in family recipes using chocolate from their culture and assemble a class cookbook.

### **Science Connections:**

1. Conduct a taste test using different brands of chocolate bars. Take the students through the scientific process by asking which is the most popular chocolate bar in our class.
2. Have students tune their observation and recording skills by logging in a science journal every time they eat junk food. Have them include food, time, place, and feelings to become better aware of their behaviors.
3. Study the food pyramid and the basic food groups. Construct models of good eating habits using all food groups.

### **Math Connection:**

1. Do M&M math. Some activities include sorting, counting, adding, subtracting, multiplying, dividing, graphing, and fractions.
2. Measure different candy bars in small groups. Determine the length, width, height, area, perimeter, and volume.
3. Make a graph based upon students' favorite candy bars.
4. Weigh each candy bar and round each weight to the nearest gram. List the candy bars in order from lightest to the heaviest.

### **Art/Music Connection:**

1. Sing the songs that the Oompa-Loomp as sang at the end of some chapters. Have students make up songs for the remaining characters or for themselves.
2. Illustrate descriptive scenes from the book, such as the inventing room, based upon Dahl's rich description.