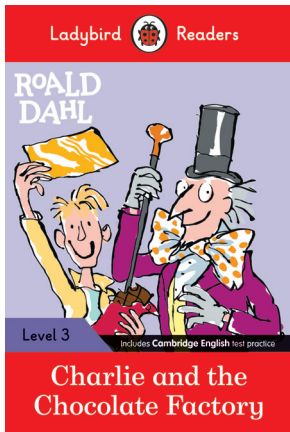


### Lesson Plan



Charlie wants to find a Golden Ticket inside a chocolate bar. Then, he can visit Mr Wonka's famous chocolate factory.

CEFR Level A1+  
YLE Movers  
Text type: modern story  
Word count: 599  
Lexile measure: 490L

## Lesson objectives

### Vocabulary focus

Adjectives: *best, golden, last, rich, thin*

Verbs: *fall, move, visit, win*

Prepositions: *about, from, in, in front of, inside, into, near, on, past, with*

General: *chocolate bar, coin, factory, gate, nut, squirrel, trash, world*

### Grammar focus

Past simple: *liked/didn't like*

Prepositions

### Reading skills

Identifying a sequence of events

### Cross-curricular connections

Art (design a chocolate bar)

Music (song)

Social studies (rich and poor, helping family)

### Resources

Reader

Audio (UK/US) tracks 1, 2, 3

Flashcard download 1–16

### Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading**, and 10 minutes for **After reading**. Additional time can be used for further activities.

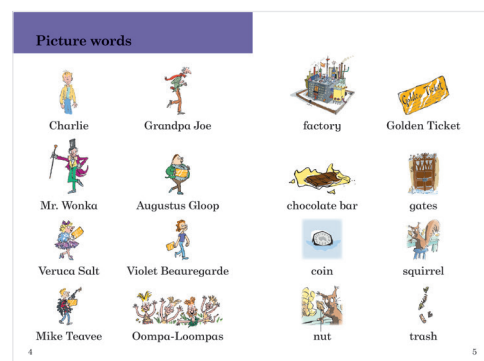
## Lesson plan

### Before reading

Show the children the cover of the Reader but hide the title. Point to Charlie and ask questions, for example: *Does this boy look happy? What has he got in his hands?* Explain that he is holding a very special kind of ticket, a Golden Ticket. Reveal the title, and make sure the children understand the meaning of factory. Explain that this story is about a chocolate factory, then ask: *What other things are made in factories?* Elicit some examples like cars, TVs and clothes, and make a list. Introduce the boy as Charlie, and the man as Mr. Wonka, the owner of the chocolate factory.

Explain that Roald Dahl is the name of the writer of the story, and that he wrote lots of stories for children. Ask the children if they have read any of his other stories, and if they liked them.

Ask the children to look at Reader pages 4–5 and introduce the characters and other vocabulary.



Encourage the children to repeat the names of the characters as they will probably find them challenging. Ask questions to help the children differentiate between the various characters: *Which pictures show children? Which boy has a yellow coat? How many Oompa Loompas are there?* Make statements and ask the children to tell you if they are true or false, for example: *Charlie is wearing a hat. The Oompa Loompas look happy.* Award points for correct answers.

**During reading**

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. Every few pages, stop and check the children’s understanding of the sequence of events. Encourage them to answer questions using the past simple affirmative and negative forms. For example, after Reader pages 12–13, ask: *Did Charlie find the first Golden Ticket? No, he didn’t. Who found it? Augustus Gloop. Did Augustus eat a lot of chocolate? Yes, he did.* Make sure the children understand the ending of the story. Ask: *What did Charlie’s grandma ask him? What did Charlie show her?*



Read out or play the recording of the text again, this time focussing on prepositions. Display some prepositions in the story, for example: *about, from, in, in front of, inside, into, near, on, past, with.* From time to time, stop and ask questions to illustrate and elicit different prepositions.

For example, after Reader pages 30–31, ask: *What happened to Augustus Gloop?* and elicit: *He fell into the river.* Ask: *How did the families travel on the river?* and elicit *In a big boat.*



**After reading**

Divide the class into two teams—A and B. Play a game of *Guess who*. Ask a child from Team A to be a character in the story and make one or two statements about him/her for the other team to guess, if possible without referring to their books. For example, for Mike Teavee, the child could say: *I love TV. I want to go into a TV.* For Veruca Salt, they could say: *I found the second Golden Ticket. My father is rich. He bought all the chocolate bars in town.* Award points for correct answers.

Talk more about the characters and events in the story. Ask: *Do you like this story? Do you like Charlie? Do you feel sad about the other children? Why/why not?*

The children can do the following Reader activities to reinforce the sequence of events and practice the past simple:

- 5, 6 (Audio track 2), 7, 8, 12, 15

Play the song (Audio track 3) on Reader page 63. Encourage the children to listen and join in. Divide the class into two groups. Each group can sing a verse, and both groups can sing the chorus.

## Differentiation

### Extra support

Before the children do the Reader activities, hold up Flashcards 1–16 in random order. Ask the children to find the parts of the story about the character or thing on the Flashcard, and to tell you what happened and why he/she/it was important.

### Extension

Fast finishers can design a new kind of chocolate bar. They can think about its shape, size and color of wrapping, and draw a picture. They can write two or three sentences, for example: *It's small and thin. There are nuts inside. It has golden paper.* Alternatively, they can design a new kind of ice cream.