

Plot, character and setting

SECTION

4

Welcome, my little friends!

Objective: To explain how writers use figurative and expressive language to create images and atmosphere.

What you need: *Charlie and the Chocolate Factory*, photocopiable page 17, writing materials.

Cross curricular link: Drama

What to do

- Read through Chapter 13 before starting this activity.
- Read the description of Willy Wonka at the beginning of Chapter 14, up to ‘Then show me your Golden Ticket and give me your name. Who’s first?’ Talk about the author’s incredible description of Willy Wonka. Which description tells us about what Mr Wonka looks like, and which one tells us about what his character is like?
- Discuss the simile ‘he was like a squirrel’. What does this simile tell us about how Mr Wonka moves, thinks, and might behave?

- Encourage the children to act in role as Willy Wonka, using the description that they have explored to move and act like him. Ask them to imagine that they can see all five golden ticket winners before them for the first time. As they do this, read out the prompts on photocopiable page 17 to them. Collect their responses and discuss their reasons.

- Now give each child a copy of the photocopiable sheet to complete. Use the completed sheets as part of the plenary. Ask: *What have we learned about Willy Wonka and how he feels about the children?*

Differentiation

For older/more confident learners: Ask children to write similes to describe the children in the book, likening them to appropriate animals.

For younger/less confident learners: Let children give their answers orally (or ask an adult helper to act as scribe for them).

Up the pipe

Objective: To explain how writers use figurative and expressive language to create images and atmosphere.

What you need: *Charlie and the Chocolate Factory*, A3 sheet of paper, writing materials.

What to do

- Read Chapter 17 before doing this activity. The chapter starts with Augustus kneeling at the edge of the riverbank slurping up the chocolate river. Ask: *Do you think this is a good opening image for the chapter? Why?*
- Working in small groups, create a storyboard by drawing six boxes on an A3 sheet of paper to help the children decide which were the most important events in the chapter. Draw an image in each box to represent each event. Ask the children to suggest suitable captions.
- Next, return to the text and mark where each section starts and finishes. Write down the

sentences that begin and end each section. Ask: *How can we tell that a new event is beginning?* Draw attention to the author’s use of dialogue, strong verbs, descriptive language, the language of time, and connectives to move the action on and introduce new events.

- Give each child one part of the story to retell in as much detail as possible. Finally, retell the chapter, section by section, as a group.

Differentiation

For older/more confident learners: Let children use the storyboard to create a more detailed film storyboard for Chapter 17. Remind them of the different types of shots they can use (close-up, point of view, pan in and so on).

For younger/less confident learners: Children can work in pairs, using the storyboard as a prompt to retell the chapter to each other.

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