

Grade 4 Language Arts Unit Plan

Charlie and The Chocolate Factory

By Roald Dahl

Vocabulary

- Have students create a list of words that give them difficulty while reading
- Use recipes to develop word studies and walls
- Chapter word games such as word scrambles and novel themed word Puzzles/crosswords

Science

- Have students create a chocolate cookbook
- Cook chocolate balls
- Have students develop a healthy eating meal plan based on health and science unit

Mathematics

- Probability lesson With Hershey Kisses
- Calculating volume of the chocolate river
- Measurements and following recipes

Technology

- Chocolate Cyber Hunt online
- Learn about the history of chocolate
- Create a video recorded movie advertising a new candy creation
- Watch the film based on the novel

Social Studies

- Research the method of chocolate manufacturing and processing cocoa beans
- Research the status of living of Charlie in the Novel—poverty
- Research the history of chocolate making

Writing

- Students will write a letter to Mr. Wonka in Attempts to market a New type of candy to Him
- Write an alternate ending to the novel

Reading

- Assign students specific readings for each nights homework.
- Discussion groups
- Reading journals for discussion questions

Arts

- Design a new room for The Chocolate factory
- Use chapter 15
- Finger painting with chocolate pudding
- Create model Oompa-Loompas with clay



Charlie and the Chocolate Factory

THEMATIC UNIT PLANNING CHART

TITLE OF UNIT Charlie and the Chocolate Factory

TIMELINE OF UNIT: 1 week reading

1 week activities

ACTIVITY	PURPOSE	TIMELINE OF ACTIVITY	MATERIALS NEEDED	EVALUATION	SUBJECT INTEGRATION
<p><u>Reading</u> Students will be assigned into discussion groups with varied learners in each group. Each group will be provided with a series of questions to complete together. Ex. Group 1 will be assigned questions 1-5 , group 2 will be assigned questions 6-10, and so on. Within the group each student will be given a number (Bobby is 1 and Jenn is 2, etc.) After the allotted discussion time, students will rotate groups and share their answers with fellow students—idea of scaffolding and cooperative learning</p>	<p>To have students use their comprehension skills to answer the assigned discussion questions based on the chapters assigned for homework. With reading abilities divided amongst the groups, stronger students will be able to assist weaker students. Students also tend to learn better from their peers.</p>	<ul style="list-style-type: none"> •10minutes to work within the discussion groups to answer the questions •2 minutes for travel time between groups •30 minutes for students to share their answers with classmates within their new groups •3 minutes for students to return to their desk 	<ul style="list-style-type: none"> •Pre-assigned groups for the students with varied reading levels •Numbers or colour stickers to assist in the flow of students from their original group to the next •Journal/notebook/ writing paper for students to record their answers 	<ul style="list-style-type: none"> •At the end of each scaffolding session students will hand in their journal/notebook to check for completion and comprehension 	<ul style="list-style-type: none"> •Writing •Speaking (orally presenting their information to peers within their new group)



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<p><u>Arts</u> Based on the students completion of the novel, they will be instructed to construct a room in the chocolate factory that did not exist within the novel. Students will use chapter 15 as a reference. Before students begin illustrating their room they must state its name, what will be created within it, and a descriptive paragraph outlining details for their room. Students will then produce a picture of the room.</p>	<p>Students will use their creativity and artistic abilities to design and produce a floor plan and coloured picture of their new room for the Wonka factory. Based on their comprehension from the novel, they will use descriptive language to justify their addition to the factory.</p>	<ul style="list-style-type: none"> •2 , 40 minute art classes. •<u>Class #1</u> students will brainstorm ideas for their room begin designing their floor plan and coloured picture. •<u>Class#2</u>, students will complete their coloured picture of the room and write a descriptive paragraph about the rooms purpose 	<ul style="list-style-type: none"> •Markers •Pencil crayons •pencils •Large sheets of white paper •Coloured paper to back the finished design •A creative mind 	<ul style="list-style-type: none"> •<u>Coloured picture:</u> Students will be evaluated on their ability to follow directions, use of colour and space, creativity. •<u>Paragraph:</u> Students will be assessed on the vocabulary used within the paragraph, their ability to justify the purpose of their room, proper speech. 	<ul style="list-style-type: none"> •Writing •Math



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<p><u>Writing</u> Students will be instructed to develop a new kind of candy for the Wonka Chocolate factory. Students will then write a letter to Mr. Wonka in attempts to market a new type of candy. Students will be provided with a persuasive letter outline which they must complete before producing the final letter. Within the outline they must state, who they are, why they have created this new candy, a description of the candy, 3 arguments to support their creation, and what they want Mr. Wonka to do. Letters will be submitted for grading.</p>	<p>Students will use their writing skills to develop and market their own candy design. Using the provided outline students will learn about the components of a persuasive letter and how to properly write one. Students will have the opportunity to use their creative skills to imagine their ideal candy .</p>	<ul style="list-style-type: none"> •10 minute introduction on how to write a persuasive letter. Use of a chart outlining the critical elements (which the student will have for their use) •5 minutes of teacher showing an example of their idea for the candy and steps in the letter •10minutes to brainstorm ideas for their marketable candy •25minutes to develop letter •5minutes for peer to edit •10 minutes to develop good copy •Presentation of new candy on the following day 	<ul style="list-style-type: none"> •Chart paper •Permanent markers for chart paper •Handouts for letter outline •Red pens for peer editing •Lined paper •Pencils for rough copy and pen for good copy. 	<ul style="list-style-type: none"> •Students will be evaluated firstly on following the directions of the assignment •students letters will be graded with a persuasive letter writing rubric •Students will also be evaluated on their oral presentation of their candy to the class. 	<ul style="list-style-type: none"> •Oral presentation skills



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<p><u>Science:</u> Students will use a recipe to create a chocolate creation. With the assistance of a teacher and ingredients provided students will follow a set of instructions. To involve each student's creativity, they will have a choice of what candies to add into their chocolate balls. After creating their chocolate concoction, students will be able to eat their creation and feel like a real chocolatier in Willy Wonka's factory.</p>	<p>Since the chocolate chips have to be melted students will use their knowledge of the states of matter to turn a solid into a gas using appropriate heat.</p>	<ul style="list-style-type: none"> •10minutes of preparation of ingredients •5 minutes of instruction •3minutes of transition into groups •5 minutes to melt the chocolate chips •1 minute to stir in condensed milk •3 hours to chill the chocolate •3 minutes to shape chocolate into balls •5 minutes to add their choice of candies onto the outside of their chocolate balls 	<ul style="list-style-type: none"> •3 cups of semi-sweet or white chocolate chips •white chocolate chips •1 can (300ml) of sweetened condensed milk •finely chopped nuts •cocoa powder •Nerds candy •Sour sugar •Hot plates •Metal pot for melting 	<ul style="list-style-type: none"> •Following instructions •Students will get to be creative and add in their own candies to personalize their chocolate •Students will get to eat their chocolate creation 	<p>Math Reading</p>




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<p><u>Mathematics:</u> Students will perform a probability activity related to the “golden ticket” within the novel. Each student will be grouped into tables of 4. Each table will be provided with a paper bag and 1 gold Hershey kiss and 3 silver Hershey kisses. Students will perform their own random drawing for the “golden ticket” and record their results in a tally chart. Each person in the group will draw 5 times (20 draws in total for the group) and compare their results with the class.</p>	<p>Students will use their prior knowledge of probability and apply it to the Golden ticket idea from the book. They will make a personal connection with Charlie as they try to vie for their own “golden ticket”</p>	<p><u>Chapter 5 reading:</u> 5-7 minutes</p> <p><u>Golden Ticket Charting:</u> 3-5 minutes</p> <p><u>Explanation of activity:</u> 2-3 minutes</p> <p><u>Movement into groups/ distribution of materials:</u> 3-5 minutes</p> <p><u>Completion of activity and discussion questions:</u> 25 minutes</p> <p><u>Charting of class results from activity:</u> 10-15 minutes</p>	<ul style="list-style-type: none"> •1 brown paper bag per group •1 golden Hershey kiss per group of 4 students •3 silver Hershey kisses per group of 4 •1 tally chart per group to record the results for the drawings •Chart paper for the teacher to record the class results 	<ul style="list-style-type: none"> •Group cooperation •Organization of data •Displaying data on tally chart •Analysis of results •Completion of discussion questions 	<p>Writing Representing</p> 

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<p><u>Technology:</u> Students will use internet resources to complete a research assignment called a “chocolate cyber hunt”. Students will research the history and process of chocolate making to make a connection to chocolate/candy making today (eg. Cadbury factory in Dundas, Ontario). They will also compare and contrast chocolate making today to that described in the novel by answering a series of questions.</p>	<p>Students will use a technological resource, whether a website or an online encyclopedia to develop their research skills.</p>	<ul style="list-style-type: none"> •2, 40minute periods •Period #1: Students will use the computers in the classroom to begin their research process •Period #2: Students will complete their cyber hunt research and conclude the assignment by answering worksheet questions 	<ul style="list-style-type: none"> •1 computer for each student or pair of students (if limited) •Internet access •Encyclopedia links and website suggestions •1 worksheet per student 	<ul style="list-style-type: none"> •Students will submit their research to the teacher and it will be evaluated for completion and accuracy. •Each student will present 1 interesting finding to the class 	<ul style="list-style-type: none"> •Writing •Oral presentation skills



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<p><u>Vocabulary:</u> Students will keep a journal of challenging or interesting words within their readings. With these words the students will compose a “Chocolate Factory dictionary” as a class. Students will record the word definitions within their reading journal</p>	<p>Students will use a journal to record challenging words to gain a better understanding of the reading as well as expand their vocabulary. Students will compile their findings as a class and learn new words from their peers.</p>	<ul style="list-style-type: none"> •Ongoing throughout the independent reading 	<ul style="list-style-type: none"> •1 workbook/ journal to keep track of vocabulary words •1 large book for creating the classroom “chocolate factory dictionary” 	<ul style="list-style-type: none"> •Students will compile their findings in a personal reading journal. •Each student must contribute to the classroom compilation of vocabulary words 	<ul style="list-style-type: none"> •Reading •writing



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<p><u>Social Studies</u> Students will research living conditions of industrialized cities and their affects on family life and economic status. Students will be given food samples in a role play situation, similar to what Charlie would have eaten in his impoverished lifestyle such as dried beans and cabbage water soup, and at the end of the unit a small piece of chocolate</p>	<p>To have students relate to the harsh living conditions of Charlie in the novel. Relate food and shelter to the students and the advances in technology that are evident today.</p>	<ul style="list-style-type: none"> •2, 40 minute lessons •Lesson#1 → students will research the economic lifestyles of those in industrialized cities(eg Charlie in the novel) •Lesson #2 → students will role play by tasting the various foods that Charlie would have eaten and compare these selections to their own food choices 	<ul style="list-style-type: none"> •Books and internet access for research •Cabbage water soup •Stale bread •Small pieces of chocolate 	<ul style="list-style-type: none"> •Students will be evaluated on their participation in the comparison of food. •Students will also be required to submit a written report based on their research. 	<ul style="list-style-type: none"> •food. and nutrition •Writing •Reading •Oral skills

