

CHARLIE AND THE GREAT GLASS ELEVATOR

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UNIT OVERVIEW

Charlie and the Great Glass Elevator

OVERVIEW

This novel study provides teachers with a highly structured format for teaching language arts as students develop a love for reading longer materials like novels. Various areas such as reading comprehension, vocabulary development, spelling, grammar, and writing are all entwined in this integrated approach. Activities for each chapter grouping are divided into three main sections:

1) Chapter Questions

For each group of chapters there are a number of thought-provoking questions that require students to write in complete sentences. Reading comprehension is key as students must read and understand the entire passage in order to answer the questions.

2) Language & Vocabulary

Each chapter grouping contains a number of activities dealing with skills including: alliteration, contractions, alphabetizing, verbs, syllables, face similes, compound words, similes, double letter spelling, word pyramids, synonyms, antonyms and fanciful vocabulary.

3) Writing & Creativity

This section gives students the opportunity to apply what they have learned about language and grammar skills through creative tasks and exercises. Activities such as brainstorming, poetry writing, and a character sketch will generate student enthusiasm for writing and creative thinking.

Tips for Teachers

When using an integrated novel study program, it is the responsibility of the teacher to:

- a) Review all the materials within the novel study.
- b) Read the novel before the student.
- c) Select only those activities pertinent to the students' specific program and ability.
- d) Correct and follow up on all assignments given.
- e) Teach any new concepts introduced in the novel study before assigning it.

Teaching using a variety of reading approaches seems to work best. One proven method is for the teacher to read the book out loud to the entire class the first time, stopping after a chapter or two. To answer the questions, students will have to reread the passage on their own. Having students read sections silently by themselves, out loud with partners or in small groups are all possible variations to keep student interest high.

One way to gain a measure of the effectiveness of the novel study and to gauge student interest is to instruct students *not* to read ahead on their own. Basic reverse psychology dictates that students will invariably be slouching down into their desks to sneak in a chapter while the teacher knowingly turns a blind eye.

Teachers can photocopy entire booklets for each student or only the portions that they wish to use. One method of reducing this large amount of photocopying is to have students write down chapter questions and answers in their notebooks.

Teachers are free to pick and choose assignments as they see fit and to add any additional lessons or worksheets which they have developed.

CHAPTERS 1 – 5

Writing and Creativity

B. Create Your Own Vita-Plus Pill:

When Mr. Wonka created his Vita-Wonk pill, he was good enough to state the ingredients, cooking instructions, and what his secret main substance was (chocolate). Now you have the opportunity to make your own pill. This pill will produce a special change in each individual who takes it.

Instructions for your new creation:

- a) Name the special change that will occur.
- b) Ingredients: You must select one item from each of the following categories: fruits, vegetables, birds, trees, and animals.
- c) State “which” part of each item selected will go into the cauldron.
- d) List the steps required and the amount of time the process will take before the actual formation of the small round pills.
- e) Design a bottle which will contain these pills.
- f) Create a label to go on the bottle, and make sure to list the dosage instructions.

a. Change which will occur to those who take the pill: _____

b. Selected item from each of the following categories:

fruit _____ vegetable _____ bird _____

tree _____ animal _____

c. Draw a cauldron and illustrate and label each part of each item you place in the cauldron.



CHAPTERS 16 – 20

Questions

A. Answer each question in one or two complete sentences.

1. How did Mr. Wonka intend to search for Grandma? _____

2. Describe what it was like when the Elevator stopped and Mr. Wonka and Charlie stepped out at their destination.

3. "I don't like it here at all," Charlie whispered. If you were Charlie, explain how you would have felt and describe what strange and exciting things you might have wanted to see and do in Minusland.

4. Why was it so difficult to find Grandma at first? _____

5. Why were the Gnoolies such a "concern" to Mr. Wonka and Charlie? _____

6. Mr. Wonka had told Charlie that Grandma could have received a slight overdose of mist spray. Did this pose any danger for her survival? Explain.

7. What is a dendrochronologist? _____

8. What important question did Mr. Wonka have to ask Grandma Georgina before he could start the youth renewal process?

CHAPTERS 16 – 20

Questions

9. Which event in history helped Grandma remember approximately when she was born?

10. After all the changes that took place in Grandma Georgina, which characteristic remained the same?

11. Which members of the crew still had confidence in Mr. Wonka regarding what to do with Aunt Josephine, Grandpa George and Grandma Georgina?

12. What is the big difference between Wonka-Vite and Vit-Wonka when it comes to the reaction time period?

13. What kind of success did Mr. Wonka and Charlie have? _____

14. What important message did Mr. Wonka receive from the Oompa-Loompa? _____

15. How did the crew of the Great Glass Elevator react when everyone heard the news from Mr. Wonka?

16. Why did the three elderly grandparents decide to leave the bed and look for some real clothes?

CHAPTERS 16 – 20

Language and Vocabulary

C. Fanciful Vocabulary of Willy Wonka and the Grandmas: Mr. Willy Wonka, Grandma Georgina, and Grandma Josephine loved using fanciful (made-up) words to express their ideas and feelings. Listed below are some of their newly created words that were probably spoken for the first time. Locate these words (pages given) and explain what you think they might mean.

1. "...their teeth will splinter like spillikins!" (p. 76) _____

2. "Bunkum!" said Mr. Wonka. (p. 81) _____

3. "...my dear old muddleheaded mugwump," (p. 142) _____

4. "...of devilish dumpery..." (p. 151) _____

5. "...or he'll lixivate the lot of us!" (p. 21) _____

6. "...hotter than a fizzgig." (p. 85) _____

7. "He footles around." (p. 4) _____

8. "...made of re-inscorched steel." (p. 76) _____
