

Plot, character and setting

SECTION

4

Loompaland

Objective: To identify and summarise information from a text.

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

What to do

- Review what the children already know about the mysterious and tiny Oompa-Loompas. Collect this information on a group mind map.
- Read the first two pages of Chapter 16 until ‘happens to be *the thing* from which all chocolate is made.’ Return to the mind map and add any new information the children have discovered.
- Next, sort the information on the mind map into categories – about Oompa-Loompas, enemies of the Oompa-Loompas and Loompaland.

- Working in pairs, ask the children to describe what they think the different animals might look like, how they might move and what they might do to the Oompa-Loompas when they catch them.
- Read the rest of the chapter and then use all the information the children can find in the text to create a detailed drawing of Loompaland with as much information about the Oompa-Loompas as possible.

Differentiation

For older/more confident learners: Ask these children to describe the different ways the Oompa-Loompas could defend themselves.

For younger/less confident learners: Let children work in pairs to create a drawing of an Oompa-Loompa settlement.

Just desserts

Objective: To identify and summarise evidence from a text.

What you need: *Charlie and the Chocolate Factory*, photocopiable page 16, writing materials.

What to do

- Look at the brief descriptions of the five children on the page after the chapter titles at the beginning of the book. Ask: *Why do you think these descriptions have been placed here? Did you notice them before? Do you think that they spoil the story? Which of the characters do you like least, and why? Is there any character you would like to have as your friend?*
- Encourage the children to think about how Roald Dahl creates each character with an obvious flaw. Can they clearly identify what these are? What about Charlie – is he perfect?
- Review the story and the fates of each of the children. Can the class find evidence in the text that shows a reason for what happens to them?

- Hand out copies of the photocopiable sheet and ask the children to complete the grid. Tell them that their evidence can come directly from the text or from descriptions of the characters’ actions.
- When the children have completed this task, discuss some of their answers. Invite the rest of the class to feed back on the different ideas.
- You may want to link this work to the Oompa-Loompa songs and draw out what they and possibly Roald Dahl thought about the characters.

Differentiation

For older/more confident learners: Encourage children to look closely at the names of the different characters in the story. Why do they think the author has chosen these names?

For younger/less confident learners: Support children in exploring the characters of the four obnoxious children (good descriptions can be found in Chapters 6 and 8).

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