

**Tehtävä: Learning through Novels**    **Tehtävän nimi: Charlie and the Chocolate Factory by Roald Dahl**

**Oppitunnin tavoite**  
To practice /ch/ and unvoiced /th/ digraphs  
To compare and contrast characters  
To understand points of view  
To justify decisions

**Mitä tarvitaan?**  
Class books  
Sight words flower resource  
A4 with decision choices for vote with your feet

**Oppitunnin kulku**    **Phonics**

*You could say that Charlie was 'much too thin'. He would need more than cabbage soup to look healthy.*

Write 'much too thin' on the board. Point to the first word.

*There are three sounds in this word.*

Draw 3 sound dots under the word much. Point to the m.

*What sound can we write this way?*

Use the action for /m/. Point to the u and do the same. Do the same for ch. Blend the sounds /m/ /u/ /ch/ as 'much'.

Ask the children if they know the next word, 'too'. Give them the word, do not decode it. Add it to your list of common sight words. (see sight word flower resource sheet) Read the words, pointing to each one 'much too'.

Run your finger under the next word.

*In this word there are also three sounds.*

Draw 3 sound dots under the word thin. Point to the th.

*Can we remember this? This is our new sound.*

Ask the children to say /th/. Get them to practise writing th in their books and saying /th/. Point to the i and sound it out. Do the same for n. Blend the sounds /th/ /i/ /n/ as 'thin'.

Read the phrase, pointing at each word, 'much too thin'.

**Text Study**

Remind the children of the events in the last chapter.

*Which characters did we meet? What were their personalities like?*

Read the chapter 'Two more Golden Tickets found'. Again, show YouTube clips of the characters from the new and the old version of the film.

<https://www.youtube.com/watch?v=a128DoIN87I>

<https://www.youtube.com/watch?v=mepPt1eV8hl>

<https://www.youtube.com/watch?v=tJpLEbkfXXQ>

<https://www.youtube.com/watch?v=OIA2hACf6G0> (poor quality version)

**Drama**

Get children to imagine they are reporters for YLE.fi news. They need to interview the characters for the television.

Have a main TV presenter, the anchor man or lady, at a table with a pen as a mi-

crophone, and sheets of paper as props. Use a cardboard box as a frame that the presenter talks through so it looks like they are in the TV. Have the interviewer and the interviewee in the field as it were, in another area of the classroom.

The anchor introduces the news bulletin and cuts to the interview. Once the interview is over the anchor summarises.

Children can take notes of questions they would like to ask. Remember question marks. Change students so all get a chance to be in the news broadcast. This can be filmed on ipads to make it seem more real.

Read the chapter 'Grandpa Joe Takes a Gamble' and 'The Family Begin to Starve'.

*What does starve mean?* If you starve you become thin. Thin can also mean the opposite of thick, both have the sound we learned today.

Do VOTE WITH YOUR FEET *If you were Charlie, what would you have done with the money you found?* On one side of the room have an A4 with 'Spend it on a Wonka bar' another with 'Give the money to my parents' and another with 'Keep the money and tell nobody'. Ask the children to move to the statement they most think they would have done if they were Charlie.

Write a diary entry from Charlie's point of view, using first person. Scaffold younger writers with sentence openers such as 'I could not believe it, I ...' 'I think I will...'

Share good phrases from the children's work with the class.

## **Kesto**

75-90 minutes

## **Odotetut op- pimistulokset**

Children can use the /ch/ and unvoiced /th/ digraphs  
Children can compare and contrast characters  
Children can use drama techniques to take on the role of the characters  
Children can justify their decisions