



# Willy Wonka

Words and Music  
by  
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Adapted for the Stage  
by  
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Based on the book Charlie and the Chocolate Factory  
written by Roald Dahl, illustrated by Quentin Blake

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## Classroom Guide Grades 4 - 5

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## How to Use This Guide

This classroom guide for *Willy Wonka* is designed for Texas students in Grades 4 and 5. It offers activities to help you integrate a performance of *Willy Wonka* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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## 1: Discussion Questions

### *Before the Performance*

*Willy Wonka* is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a book: *Charlie and the Chocolate Factory*, written by Roald Dahl.

- Have you read *Charlie and the Chocolate Factory* as a class or by yourself?
  - Based on what you read, what do you think may happen in the play?

### *During the Performance*

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

### *After the Performance*

What did you think of the play?

- If you read *Charlie and the Chocolate Factory* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
  - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Willy Wonka*, how would your production be different than the play you saw by Magik?

## 2: Word Meanings in Context

Each of the following sentences appears in *Charlie and the Chocolate Factory*, by Roald Dahl, on the page shown. In each sentence, a word or phrase is underlined. Use the whole sentence to help you discover and describe the meaning of the word or phrase. Use other sentences on the page, if necessary.

Then something astonishing happened. One day, early in the morning, thin columns of white smoke were seen to be coming out of the tops of the tall chimneys of the factory! (p16)

You mustn't be too disappointed my darling if you don't find what you are looking for underneath that wrapper. (p27)

It's my most treasured possession now, this piece of gum is. (p31)

Everything he [Charlie] did now, he did slowly and carefully to prevent exhaustion. (p40)

Don't overexcite yourself, Grandpa, and don't fluster poor Charlie. (p50)

You look like a skeleton! Hasn't there been anything to eat in your house lately? (p83)

Out of the very top of it there sprouted hundreds of glass tubes, and the glass tubes all curled downwards and came together over an enormous round tub as big as a bath. (p91)

Hurry up! Follow me! We're going into the corridors again! (p103)

Why to the furnace, of course. To the incinerator. (p113)

But just as they were struggling to their feet, the elevator changed directions and swerved violently round a corner and over they went once more. (p121)

Then suddenly, *CRASH!*- and the most tremendous noise of splintering wood and broken tiles came from directly above their heads, and Grandpa Joe shouted, "Help! It's the end! We're done for!" (p145)

**3: Write Your Own Story**

In *Willy Wonka*, Charlie receives an unexpected gift. Using the worksheet below, plan a story about a character who also receives something unexpected. On a separate sheet of paper, write a first draft of your story. After sharing your story with your class and your teacher, gather feedback and use it to revise your story. When you finish, share your final story with your class again. How are your classmates' stories similar? How are they different?

**CHARACTERS**

Main character:

Age:

Male or female?:

Physical description:

Personality:

Secondary Character:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

**SETTING**

Where:

When:

**PLOT**

How does your story begin?

How does your main character meet the guest?

What is the main conflict between your main character and your secondary character?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)

#### 4: Word Problems

##### Addition

1. Today is the grand-opening of Mr. Wonka’s Chocolate Factory and people are all over. There are 527 children standing in the courtyard and 216 adults standing on the lawn. How many people are there in all, not including Mr. Wonka?
2. Mr. Wonka’s factory front door is kept safe by a musical lock. He must play 783 high notes and 342 low notes to unlock it. How many notes total must Mr. Wonka play to unlock his door?

##### Subtraction

3. Inside of the factory are 1500 little men with green hair called Oompa Loompas, toiling away. If 725 of them decide to take a break, how many are left working?
4. As the tour of the factory continues, one boy named Charlie Bucket begins to count the food on the lickable wallpaper. There are 2000 food items in all on the wall and he’s licked 409 of them. How many more food items does he have left to taste?

##### Multiplication

5. “It is time we set sail on the Chocolate River.” Mr. Wonka knows that there is only one way to travel and that is by Oompa power. With 7 different canoes, the tour continued into the depths of the factory. If it takes 4 Oompa Loompas to power a canoe, how many Oompa Loompas in all were paddling?
6. Upon arriving to the inner sanctum, the children see an army of 125 giant gingerbread men. If each gingerbread man has 20 gumdrop buttons, how many gumdrop buttons are there in all?

##### Division

7. One by one the children on the factory tour began to break the rules and one by one the Oompas had to escort the children and their parents outside. It takes 13 Oompas to carry one child to the entrance and there are 780 Oompas on duty. If all Oompas on duty are utilized, how many teams of Oompas are hard at work escorting kids out of the factory?
8. Finally the time has come to announce a successor for the Wonka Chocolate Corporation, and Charlie is the winner. He needs only to decide how to divide up his 900 factories around the world. If he chooses 45 different countries to evenly disperse his assets, how many factories will be operating in each?

### 5: Physical Properties in Baking

Physical properties are those that you can measure or observe without changing the basic, chemical makeup of an object or substance. For example, the physical properties of a candy cane would include color, weight, and whether the candy cane is transparent or opaque. You can measure all of these properties without changing the chemical makeup of the candy cane.

Examples of physical properties include:

color	weight	mass
volume	transparency/opacity	texture
odor	density	attraction to magnets
freezing point	melting point	boiling point

To explore physical properties, bake these chocolate chip cookies (or any recipe you choose for your class's dietary needs). Lead students in observing the physical properties of: (1) each ingredient before mixing, (2) the combined but unbaked mixture, (3) the baked cookies. Discuss how those properties change and why.

Ingredients:

Flour	2 ¼ cups all-purpose*
Baking soda	1 teaspoon
Salt	1 teaspoon
Butter	1 cup, softened
Sugar (granulated)	¾ cup
Brown sugar	¾ cup
Vanilla extract	1 teaspoon
Eggs	2
Chocolate chips	2 cups

To make the cookies, follow these steps:

1. Preheat oven to 375 F (350 F if school uses convection ovens).
2. Combine flour, soda, and salt; set aside.
3. Cream the butter, sugars, and vanilla in large bowl.
4. Add eggs to butter mixture one at a time, mixing well after each addition.
5. Gradually stir in flour mixture.
6. Stir in chocolate chips.
7. Use a spoon or cookie scoop to portion dough onto papered cookie sheets.
8. Bake for 9 - 11 minutes, or until golden brown.
9. Let cool on pan 2 minutes before removing to cooling rack or newspaper.

Makes 5 dozen cookies.

\*For high altitude (5,200 ft+): increase flour to 2 ½ cups, reduce sugars to 2/3 cup each, and add 2 teaspoons water. Bake 8 - 10 minutes.

[Recipe: <http://www.verybestbaking.com/recipes/specialty/nth-detail-occc.aspx>]

## **6: Supply & Demand**

In *Willy Wonka*, Mr Wonka releases just five chocolate bars containing a golden ticket. Due to the scarcity of the tickets and the perceived value of the prize many people, like Mr. Salt, purchased as many bars as possible in order to have better chance at winning the ticket. This leads very easily into several different lessons on supply and demand.

**OBJECTIVE(s):** Students will be able to:

1. Define the terms supply and demand.
2. Identify what happens when demand exceeds supply.
3. Identify what happens when supply exceeds demand.
4. Explain how supply and demand affects choices such as: careers, types of cars made, etc.
5. Give recent examples of instances where demand exceeded supply and the results.  
Explain how economic stability or affluence effect supply and demand.

### **RESOURCES/MATERIALS:**

Teacher materials: tokens, a piece of candy for each student in class.

### **ACTIVITIES AND PROCEDURES:**

- Ask each student to select tokens from a box of two different colors of tokens. They can chose just one color, just a few tokens or a whole handful- whatever appeals to them.
- After everyone has chosen, place a value on the tokens. (i.e. blue is \$5 and red is \$1)
- Pull out one of the candies and let the students know that they will receive an "A" on this lesson if they own this selected item of which you happen to have exactly one of. You will announce the bidding to be open at "\$10" and they may use their tokens to purchase the item.
- Continue auction until a student has paid a high price for this item and received it. Then pull out the rest of the candies and announce that you happen to have a few more of these items and are willing to open the bidding at "\$1". Wait and watch the reaction.
- Introduce supply and demand. Ask the individual who bought the overpriced candy to define what these terms mean to them in light of the experience they just had, why they was motivated to pay such a high price, and would they have paid so much had they known there were enough candies to go around.
- Guide students in a discussion defining supply and demand, and using the golden tickets in *Willy Wonka* as an example.



**7: Create a Diorama**

*Teacher: For this exercise, provide modeling materials with a variety of colors and textures, as well as structural materials, such as cardboard and glue. Equalize student access to materials by making this an in-class exercise, rather than an at-home exercise.*

A diorama is a three-dimensional (“3-D”) scene. A diorama tells a story: it includes a setting, at least one character, and some kind of action.

Using materials provided by your teacher, make a diorama that shows a scene from *Willy Wonka*. Think about what your setting should look like, who you want to be in the scene, and what you want them to do.

When you finish, share your diorama with the class. Answer these questions:

- Where does your diorama take place?
- Who is in your diorama?
- What are they doing?
- Why did you choose this scene to depict?
- What materials did you use to make your diorama? How did you build it?
- Did any of your classmates make the same scene as yours?
  - How are your dioramas similar?
  - How are they different?
- Did any of your classmates make the scene right before or after yours? Can you tell the whole story with your class’s dioramas?

Use the space below to make a planning sketch of your diorama.

## 8: Exploring Music

In the play of *Willy Wonka*, the Oompa Loompas use music to warn the audience about the consequences of bad behavior.

As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Using a variety of musical instruments or everyday objects\*, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
  - loud vs. soft sounds
  - high-pitched notes vs. low-pitched notes
  - fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
  - sort single-pitch instruments from low-pitched to high-pitched
  - sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
  - ask students to repeat it
  - ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
  - ask students to repeat it
  - ask students to create and play their own simple melodies
- As a class, create a composition with a mood (happy, creepy, sneaky, etc.)

*\*Including:*

- *cardboard oatmeal can (with lid)*
- *rubber band*
- *chopsticks*
- *metal spoons*
- *plastic bucket*
- *plastic storage bin*
- *pots and pans*
- *pot/pan lids*
- *wooden spoon*
- *plastic cup with lid, filled ¼ full with dry beans or rice*
- *cardboard tubes*
- *glasses with different levels of water*

**TEXAS**

**Grade 4**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.b.10
6	Soc Studies 113.15.b.11
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

**Grade 5**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.10
6	Soc Studies 113.16.b.11
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.b.1-2, 4

**COMMON CORE**

**Grade 4**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.4
3	ELA W.4.3, 5
4	Math 4.OA.3

**Grade 5**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.4
3	ELA W.5.3, 5
4	Math 5.OA.1-2