



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

Classroom Guide Kindergarten - Grade 1

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How to Use This Guide

This classroom guide for *Willy Wonka* is designed for Texas students in Kindergarten and Grade 1. 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: Compound Words

A compound word is made of two or more base words put together. For example, **playground** is a compound word:

playground = play + ground

You can often find the meaning of a compound word by using its base words. For example, the word **playground** describes a place (**ground**) and what happens at that place (**play**).

Each of the following compound words appears in *Charlie and the Chocolate Factory*. Read each word. Then draw a line to separate the compound word into its base words, like this:

play/ground

Then, as a class, discuss what each word means using its base words.

| | | |
|------------|--------------|------------|
| blueberry | newspaper | something |
| sidewalk | classroom | snowball |
| shopkeeper | yourself | toothpaste |
| waterfall | grandparents | storeroom |
| faraway | keyhole | saucepan |
| mealtimes | spellbound | birthday |

Additional Activity

Teacher: Prompt students to make compound words using the following words as starters.

- any (-time, -day, -one, -body, -thing, -where, -how)
- some (-time, -day, -one, -body, -thing, -where, -how)
- every (-time, -day, -one, -body, -thing, -where)
- tea (-cup, -bag, -spoon, -time, -pot)
- no (-body, -thing, -where)
- night (-time, -mare, -gown, -light)
- day (-time, -dream, -light)
- class (-room, -mate, -time)

3: Write and Illustrate Your Own Story

In *Willy Wonka*, Charlie has a chance to visit a Willy Wonka’s famous, mysterious chocolate factory. As a class, write a story about a character who has the opportunity to visit someplace mysterious.

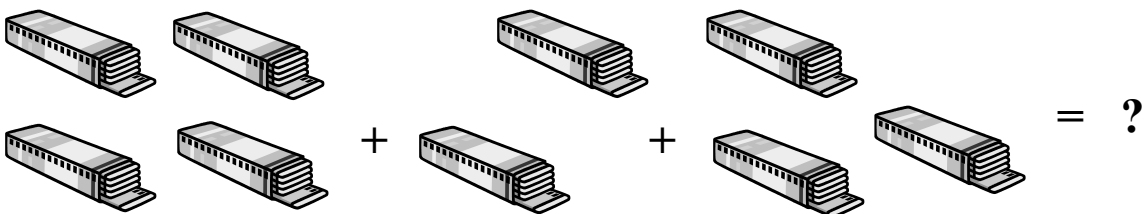
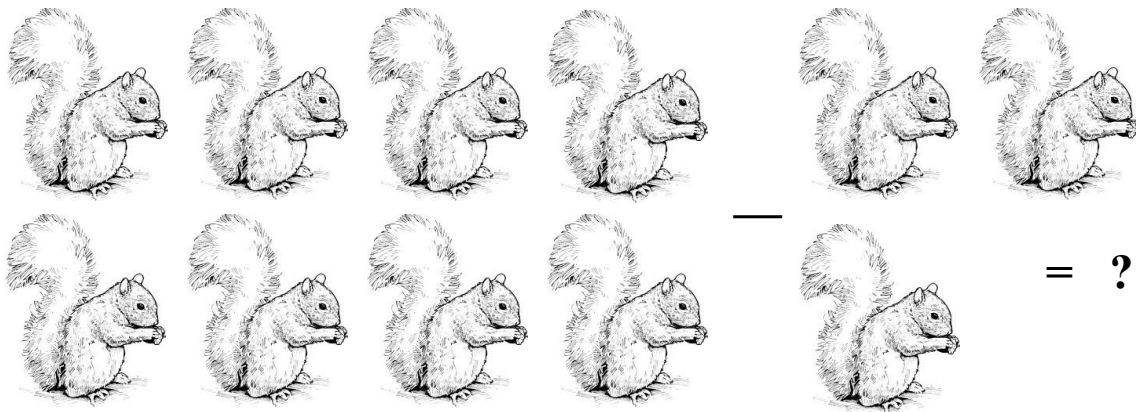
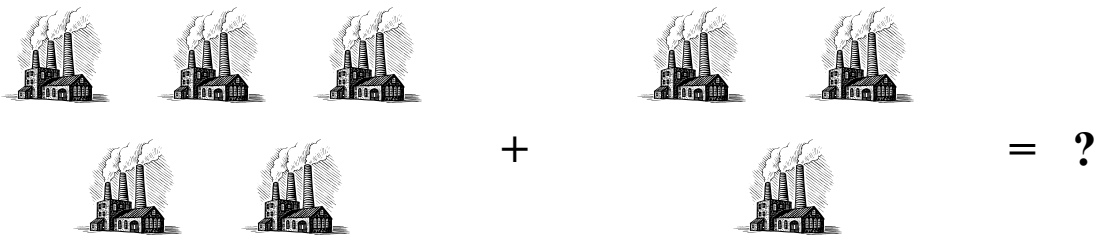
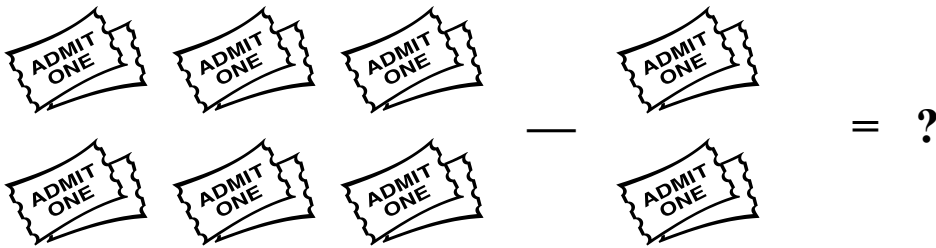
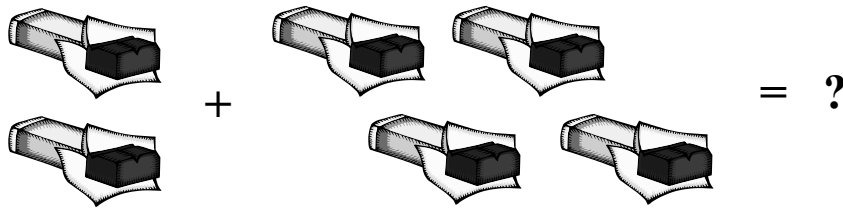
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.



4: Picture Problems



5: Living or Nonliving?

Willy Wonka is a fantasy story about a factory run by Oompa-Loompas that makes all different types of fantastical candies.

Living things have basic needs to survive. Most animals need air, water, food, and shelter. Most plants need air, water, nutrients, sunlight, and space to grow. Nonliving things don't need these things to survive.

Each of these things is shown in *Willy Wonka*. For each, decide whether it is living or nonliving. Explain your answers.

- Charlie
- Chocolate Waterfall
- Windows
- Charlie's house
- Willy Wonka
- Glass Elevator
- Wonka Bar
- Violet Beauregarde
- Everlasting Gobstopper
- Oompa Loompas
- Squirrels
- Television
- Shopkeeper
- Golden Tickets
- The Factory
- Grandpa Joe
- Gum
- Snow
- Augustus Gloop

6: Needs and Wants

A **need** is something a person must have to survive (to keep living), such as air, water, nutritious food, and shelter.

A **want** is something a person wishes to have but doesn't need for survival.

In Charlie and the Chocolate Factory, Veruca Salt asks her father for a squirrel that can shell walnuts.

- Do you think the squirrel is a need or a want for Veruca? Why?
- What if Charlie had asked for food for his family at the beginning of the story?

As a class, discuss needs and wants. Make lists of needs and wants in your lives, then study the lists.

- What kinds of things are on the Needs list?
- What kinds of things are on the Wants list?
- Which list is longer?
- Are people more likely to buy all of the things on the Needs list or the Wants list?
- In your family, which wants are most important?
- How do people in your family meet needs and wants?

Teacher:

Using an imaginary currency, assign a very simple cost to each item on your class's Needs and Wants lists (simple enough for your students to add the amounts comfortably). Next, give each student the same amount of imaginary currency—no more than 75% of the amount needed to buy everything on the Needs and Wants lists.

Talk about how very few people have enough money to buy everything they want. Discuss how this means that people have to make economic decisions.

Next, have students use their imaginary currency to make economic decisions, starting with the Needs list.

- Which of the things on the Needs list would you buy?
- How much money do you have left over?
- Using your leftover money, what would you buy on the Wants list?
- Is there anything on the Wants list that you want but can't afford?

Finally, discuss how people approach not being able to afford everything they want, e.g., setting priorities, saving money over time, producing items themselves, trading, etc.

7: Draw What You Saw!

Choose your favorite moment from *Willy Wonka*. Use the space below to draw a picture of that moment. Use your own colors and style to show that scene however you want to. When you finish, share your picture with your class. Be ready to answer questions about your picture, such as:

- Who does your picture show?
- What is happening in your picture?
- Why did you choose the colors you used?
- How did you show emotions (feelings) in your picture?
- What happened just before the moment you drew? What will happen just afterward?
- Did anyone else draw the same moment you drew?
 - How is their picture similar?
 - How is it different?



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

Kindergarten

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|--------------------------|
| 1 | Fine Arts 117.4.b.5 |
| 2 | ELA 110.11.b.5 |
| 3 | ELA 110.11.b.13-14 |
| 4 | Math 111.12.b.1, 3-4 |
| 5 | Science 112.11.b.9 |
| 6 | Soc Studies 113.11.b.6-7 |
| 7 | Fine Arts 117.2.b.1-2, 4 |
| 8 | Fine Arts 117.3.b.1-2, 4 |

Grade 1

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|---------------------------|
| 1 | Fine Arts 117.7.b.5 |
| 2 | ELA 110.12.b.6 |
| 3 | ELA 110.12.b.17-18 |
| 4 | Math 111.13.b.1-3 |
| 5 | Science 112.12.b.9 |
| 6 | Soc Studies 113.12.b.7, 9 |
| 7 | Fine Arts 117.5.b.1-2, 4 |
| 8 | Fine Arts 117.6.b.1-2, 4 |

COMMON CORE

Kindergarten

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|--------------------|
| 2 | ELA L.K.4,6 |
| 3 | ELA W.K.3 |
| 4 | Math K.OA.1-2 |

Grade 1

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|-----------------------|
| 2 | ELA L.1.4,6 |
| 3 | ELA W.1.3 |
| 4 | Math 1.OA.1-2, 5, 7-8 |