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# Lesson Plan: The Marvelous Dahl Inventing Room

## Materials Needed:

- A copy of Roald Dahl's *Charlie and the Chocolate Factory*
- "Candy Invention Blueprint" worksheet (details below)
- Notebook paper or a journal
- Pencils, colored pencils, or markers
- Optional: A few interesting-looking candies for inspiration (gummies, pop rocks, etc.)

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## 1. Learning Objectives (The Goal)

By the end of this lesson, the student will be able to:

- **Analyze:** Identify and describe how Roald Dahl uses vivid, sensory language to make his creations seem real and exciting.
- **Create:** Invent a unique new candy that would fit into Willy Wonka's factory, including its name, appearance, taste, and magical effect.
- **Apply:** Write a descriptive paragraph for their new candy, mimicking Roald Dahl's imaginative and whimsical writing style.

## 2. Alignment with Curriculum Standards (The 'Why')

This lesson focuses on key 4th-5th Grade English Language Arts skills:

- **Reading Comprehension:** Citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Specifically, analyzing author's craft).
- **Writing:** Writing narratives and descriptive pieces using effective technique, descriptive details, and clear event sequences.
- **Language:** Demonstrating command of the conventions of standard English grammar and usage when writing; using figurative language and precise word choice.

## 3. Instructional Steps & Activities (The 'How')

### Part 1: The Spark - Warm-Up (10 minutes)

1. **Engage the Senses:** If you have the optional candies, have the student close their eyes and describe one using only their sense of touch, then smell, then taste. Ask: "How would you describe this to someone who has never tried it before? What words make it sound amazing?"
2. **Connect to Dahl:** Say, "Roald Dahl was a master at making his readers 'taste' the words on the page. Today, we're going to become inventors just like Willy Wonka."

### Part 2: Exploring the Factory - Guided Reading (15 minutes)

1. **Read Aloud:** Read the description of the Everlasting Gobstoppers and Hair Toffee from Chapter 21 of *Charlie and the Chocolate Factory*.

2. **Discuss and Analyze:** As you read, pause and ask guiding questions to build comprehension.
  - "What specific words does Dahl use to make the Gobstopper sound so incredible?" (*never gets any smaller, never disappears, one poor Oompa-Loompa has been sucking his for nearly a year*)
  - "What makes the Hair Toffee funny and a little bit dangerous?" (*new crop of hair, moustache, beard... you'll have to use a lawnmower*)
  - "Notice how he doesn't just say 'it's a candy that lasts forever.' He tells a tiny story about it. Why is that more effective?"
3. **Identify the 'Formula':** Together, determine the 'secret formula' for a great Dahl-esque invention: a catchy name, a surprising magical effect, and a funny (or slightly alarming) warning.

### Part 3: The Inventing Room - Main Activity (25 minutes)

1. **Introduce the Task:** "It's your turn to be an inventor! Willy Wonka needs a new, top-secret candy for his factory. You're going to design it using this 'Candy Invention Blueprint'."
2. **The Blueprint Worksheet:** Provide the student with paper to create their blueprint. It should have the following sections for them to fill out and sketch:
  - **Candy Name:** (e.g., "The Giggle-Snort Gumball," "Anti-Gravity Grape Drops")
  - **Appearance:** What does it look, feel, and smell like? (Encourage a detailed drawing).
  - **Magical Ingredients:** What makes it special? (e.g., "a pinch of laughter from a hyena," "the fizz from a shooting star"). Be creative!
  - **The Magical Effect:** What happens when you eat it? (e.g., "You can float two inches off the ground for ten minutes," "You can talk to squirrels").
  - **The Warning Label:** What's the funny side effect if you eat too much? (e.g., "Warning: May cause your ears to wiggle uncontrollably for an hour.")
3. **Work Time:** Give the student ample, focused time to brainstorm, write, and draw. Play some whimsical instrumental music quietly in the background to set the mood.

### Part 4: The Advertisement - Creative Application (15 minutes)

1. **The Writing Challenge:** "Now that you've invented your candy, you need to sell it! Write a short, persuasive advertisement paragraph describing your creation. Try to write it in the voice of Willy Wonka, using the exciting, descriptive style we read earlier."
2. **Example Prompt:** "Tired of boring old chewing gum? Then you simply **MUST** try... [Candy Name]! Each one contains... [Magical Ingredients] which will make you... [Magical Effect]! But be warned...!"

### Part 5: The Grand Reveal - Lesson Closure (5 minutes)

1. **Share and Celebrate:** Have the student present their "Candy Invention Blueprint" and read their advertisement aloud with enthusiasm. Celebrate their creativity and clever use of language.
2. **Reflect:** Ask, "What was the most fun part about inventing in Roald Dahl's style?"

## 4. Differentiation and Inclusivity (Making it Work for Your Student)

- **For Extra Support:** Provide a list of "idea starters" for magical effects or ingredients. Offer sentence frames for the advertisement paragraph (e.g., "My candy is called \_\_\_\_\_. It looks like \_\_\_\_\_. When you eat it, \_\_\_\_\_ happens!").
- **For an Extra Challenge:** Ask the student to write a short scene or a mini-story about a character trying their new candy for the first time. Or, have them use craft supplies to build a 3D model or packaging for their candy.

## 5. Assessment (Checking for Understanding)

- **Formative (During the lesson):** Listen to the student's answers during the guided reading discussion to check their understanding of Dahl's descriptive techniques. Observe their brainstorming process during the blueprint activity.
- **Summative (The final product):** The "Candy Invention Blueprint" and the final advertisement paragraph will serve as the assessment. Use the simple rubric below to evaluate their work.

### Simple Assessment Rubric:

- **Creative Idea (1-5 pts):** Is the candy concept original and imaginative, fitting the whimsical tone of Roald Dahl?
- **Descriptive Language (1-5 pts):** Does the advertisement use strong verbs, vivid adjectives, and sensory details?
- **Author's Style (1-5 pts):** Does the writing capture the fun, slightly mischievous voice of Roald Dahl?

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