

CURRICULUM CONNECTIONS

Charlie and the Chocolate Factory



Major support for the Student Enrichment Through the Arts program has been provided by



Frederick A. DeLuca
FOUNDATION

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Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/ElementarySeasWelcome>



Dear **TEACHER**,



We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturo Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.



Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!





Theater Etiquette

There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.



My Theater Review

I saw: _____

Reviewed by: _____

This play/musical was about...

Here's a drawing of
my favorite character:

It made me feel:

I learned:

I gave this play/musical stars.



**We'd love to hear from you! If you'd like to submit this review,
please send to jenriquez@browardcenter.org**

From Page to Stage

An adaptation in theater is when a book, short story, novel, or even a poem is transformed into a stage performance, like a musical or play. The original story is usually kept at the core, but parts may be changed or added, such as songs, dialogue, or characters to make it work better for a live audience.

Vocabulary of an Adaptation

Adaptation: Something that has changed so that it can be presented in another form.

Author: A person who writes something such as a book or an article.

Characters: the individuals portrayed by actors in a play or musical.

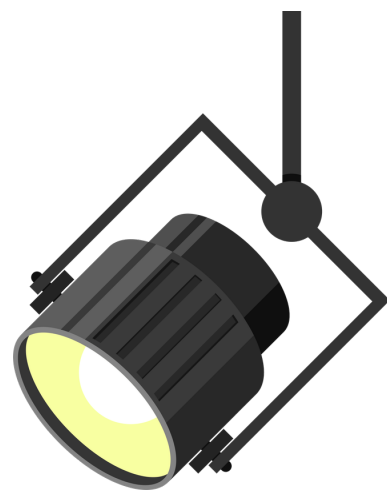
Composer: A person who writes music.

Director: A key creative figure in theater responsible for overseeing the artistic aspects of a production.

Lyricist: A person who writes the words of a song.

Playwright: A person who writes plays.

Scriptwriting: Turning narration into dialogue and scenes.



10 of the most famous stage adaptations:

Les Misérables

The Lion King

Wicked

Matilda the Musical

Harry Potter and the Cursed Child

The Phantom of the Opera

To Kill a Mockingbird

Hamilton

The Wizard of Oz

Oliver!

Les Misérables by Victor Hugo

Based on Disney's animated film (inspired by Hamlet)

Wicked by Gregory Maguire (a reimagining of The Wizard of Oz)

Matilda by Roald Dahl

Harry Potter series by J.K. Rowling

Le Fantôme de l'Opéra by Gaston Leroux

To Kill a Mockingbird by Harper Lee

Based on the Alexander Hamilton biography by Ron Chernow

The Wonderful Wizard of Oz by L. Frank Baum

Oliver Twist by Charles Dickens

Synopsis

Charlie and the Chocolate Factory tells the story of a kind and hopeful boy named Charlie Bucket, who lives with his family in a small, humble home. They don't have much money, but Charlie has a big heart and a vivid imagination.

In the same town lives the mysterious candy maker Willy Wonka, who owns the most amazing (and secretive!) chocolate factory in the world. No one has been inside for years!

One exciting day, Wonka announces a contest: five lucky people who find golden tickets hidden inside chocolate bars will win a tour of his magical factory.

Charlie, along with four other very different children, finds one of the tickets and enters the factory. Inside, they discover incredible inventions, like edible scenery, chocolate rivers, and fantastical treats beyond imagination.

But as the tour continues, each child's behavior is put to the test. One by one, the children who act selfishly, greedily, or carelessly face surprising consequences. Through it all, Charlie remains thoughtful, honest, and kind.

In the end, Willy Wonka reveals a special surprise. Willy Wonka has been searching for someone worthy to take over his factory. Because of his good character, Charlie is chosen for this incredible honor!



Theater Vocabulary: "From Script to Spotlight"

Play: A story told live on stage by actors in front of a live audience.

Musical: A story told live on stage by actors in front of a live audience that also involves singing and dancing.

Genre: The style of a play.

Plot: The timeline of actions in the story from beginning to end.

Setting: Where a story takes place.

Characters: Who the story is about.

Conflict: A problem that the characters in the story have to face and overcome. A conflict arises when a character wants something but something else gets in their way.

Objective: What a character wants to achieve or solve in the story. In other words, a character's goal.

Protagonist: The story's **hero**. This is the character who is out to accomplish a goal or find purpose.

Antagonist: The story's **villain**. This character is usually against what the protagonist(s) needs to accomplish their objective or goal.

Dialogue: a conversation between two or more people in a play or musical.

Moment Before: an acting term that encourages actors to consider what is going on in their character's life just before the present moment.

Blocking: Movement the director give to the actors to show them where to go on the stage

Choreography: A sequence of dance moves assigned to a dancer in a musical number (song) that are used to help tell the story.

Cue: In theater, a cue signals when another action should begin. Ex: The actor's cue to enter the stage might be after they hear the thunder sound effect.

Make-Up: Artistically designed cosmetics to enhance an actor's portrayal of a character.

Playwright: The writer or writers of the play. Playwrights write the dialogue between characters in a play.

Composer: The artist who writes music for a musical.

Lyricist: the artist who writes words to the music in a musical.

Actor: the artist who embodies or puts themselves "in the shoes of" a character or characters in a play or musical to tell that character's story to the audience.

Audience: a group of people who attend a live event like a theatre performances to watch, listen, and respond to the event on stage.

Director: the artist who works with the writers, actors, and designers to tell a clear story on stage for the audience.

Stage Manager: The artist who manages the onstage and backstage areas before, during, and after a performance.

Costume Design: A costumer designer chooses and creates the articles of clothing that characters wear on stage to help tell the audience who the characters.

Sound Designer: an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.

Props: Objects used by a character on stage to help tell the story. Ex: A character may use a prop like an umbrella on stage if it is raining in that scene of the play.



Slow Burn Theatre Company began in 2009 with a dream shared by co-founders Matthew Korinko and Patrick Fitzwater, two passionate artists who believed South Florida deserved a theatre company that pushed creative boundaries while celebrating the heart of musical theatre. From their very first production, *Bat Boy: The Musical*, staged in a high school auditorium in West Boca Raton, Matthew and Patrick set out to fill a theatrical void by producing contemporary, daring, and rarely staged musicals that other theatres wouldn't attempt.

Matthew, a skilled performer and producer, and Patrick, a visionary director and choreographer, combined their artistic talents with a deep commitment to building a company with purpose and heart. Together, they curated bold seasons that mixed cult favorites, Broadway blockbusters, and challenging contemporary works—striking a chord with audiences, critics, and South Florida's creative community. In 2014, Slow Burn moved into the Broward Center for the Performing Arts, where the Southeastern premiere of *Big Fish* launched a new chapter in the 590-seat Amaturo Theater. This partnership cemented Slow Burn's place in South Florida's cultural landscape and provided a professional home for more than 70 full-scale musicals to date.

At its core, Slow Burn's mission is to showcase the best of contemporary musical theatre in South Florida, while recognizing and nurturing the incredible talents of local creative professionals. The company has earned praise for its high production values, fearless storytelling, and inclusive spirit—fostering a loyal community of theatre lovers along the way.

Slow Burn Theatre Company is dedicated to producing high-quality, professional musical theatre that challenges, inspires, and entertains. They embrace bold storytelling and diverse voices, presenting a mix of contemporary works, cult favorites, and Broadway classics that push creative boundaries and connect deeply with audiences.

Committed to accessibility, inclusion, and community engagement—offering educational outreach, accessible programming, and opportunities that welcome everyone into the transformative power of live theatre.

At Slow Burn, we don't just tell stories.
We ignite them—with passion, purpose,
and heart.



Candy Creator

Imagine that YOU are a candy inventor working for Willy Wonka!
Complete the sheet below to explain your new candy to your boss!

What are you going to name your candy? _____

Why? _____

What does it taste like? _____

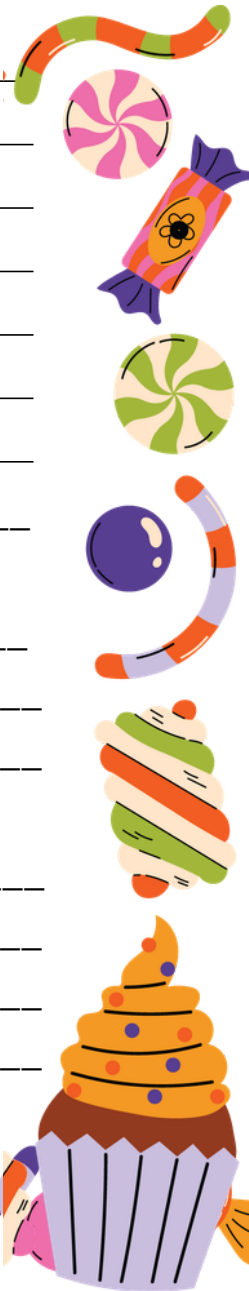
List the ingredients:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Who is it for (kids/grown ups/babies...)? _____

Does it have any special effects on the person eating it? _____

How is it made? _____



Imagine that YOU are a candy inventor working for Willy Wonka!
Complete the sheet below to explain your new candy to your boss!
(continued)...

Use the boxes below to draw a picture of the candy, and of the wrapper!

Draw your candy in this box:

Draw your wrapper in this box:

Let's Make Candy!

(Text Evidence)



Chocolate Pretzel Candy

Ingredients:

1 cup pretzels

1 cup chocolate chips

½ cup M&M's or sprinkles

Directions:

- 1. Lay pretzels on a baking sheet.**
- 2. Place one spoonful of chocolate chips on each pretzel.**
- 3. Put the baking sheet in the oven at 250°F for 3–4 minutes (just until the chocolate softens).**
- 4. Take it out and gently press an M&M or sprinkles on top.**
- 5. Let the candy cool until the chocolate hardens.**
- 6. Enjoy your sweet and salty treat!**

Answer the following questions about the recipe above:

1. What is the first step in making the candy?
2. Which ingredient is placed on top of the pretzels before baking?
3. How long should the pretzels be in the oven?
4. What temperature should the oven be set to?
5. What do you do after taking the tray out of the oven?
6. Which ingredient is added last?
7. What must happen before you can eat the candy?
8. How many ingredients are needed for this recipe?
9. What tool is used to hold the pretzels while baking?
10. What evidence shows that the chocolate should not fully melt?

Let's Make Candy!

(MATH)



Chocolate Pretzel Candy

Ingredients:

1 cup pretzels

1 cup chocolate chips

$\frac{1}{2}$ cup M&M's or sprinkles

Directions:

1. Lay pretzels on a baking sheet.
2. Place one spoonful of chocolate chips on each pretzel.
3. Put the baking sheet in the oven at 250°F for 3–4 minutes (just until the chocolate softens).
4. Take it out and gently press an M&M or sprinkles on top.
5. Let the candy cool until the chocolate hardens.
6. Enjoy your sweet and salty treat!

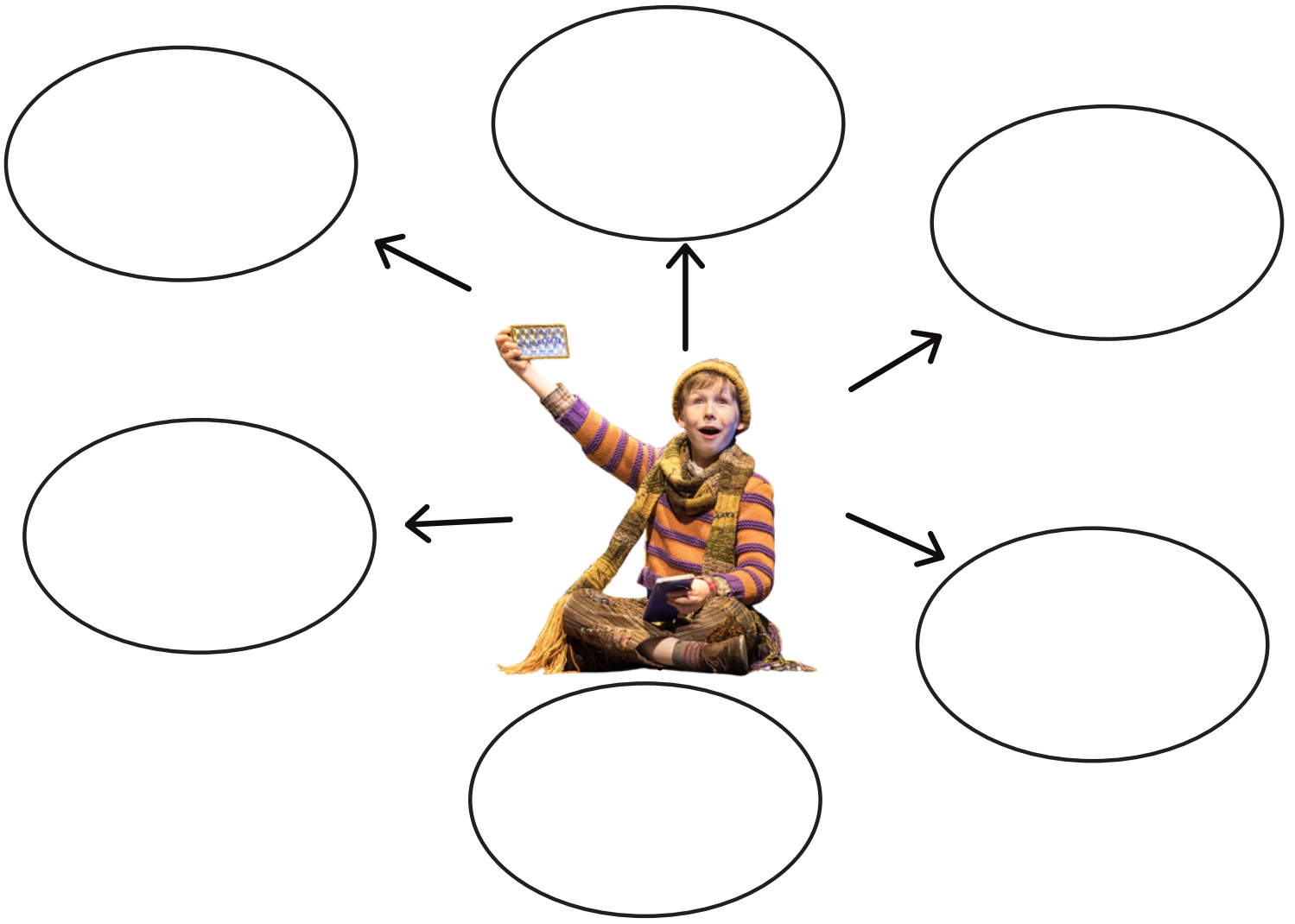
Math Questions Using the Candy Recipe

1. If you **double** the recipe, how many cups of pretzels will you need? _____
2. If you **double** the recipe, how many cups of chocolate chips will you use? _____
3. If you **double** the recipe, how many cups of M&M's or sprinkles will you need? _____
4. If you make only **half** the recipe, how many cups of pretzels will you use? _____
5. If you make **half** the recipe, how many cups of chocolate chips will you need? _____
6. If you make **half** the recipe, how many cups of M&M's or sprinkles will you use? _____
7. If one batch uses 1 cup of pretzels, how many cups will you need for 3 batches? _____
8. If you want to make 4 batches, how many total cups of chocolate chips will you need? _____
9. If each pretzel uses 1 spoonful of chocolate and you have 20 pretzels, how many spoonfuls do you need? _____
10. If you made a double batch and shared it with a friend, what fraction of the total does each person get? _____



Creative Writing

(Charlie Bucket)

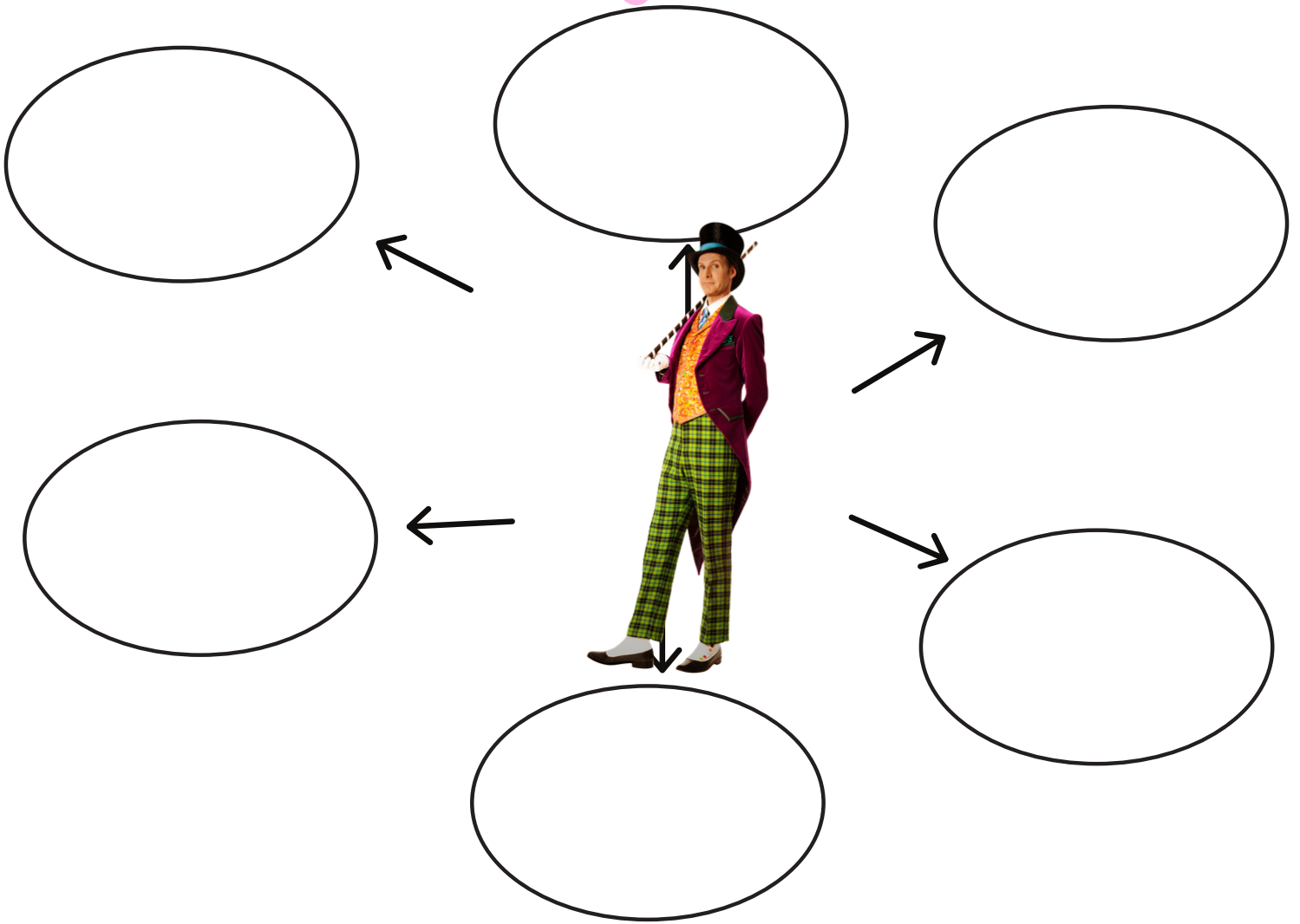


Directions: Use the character map to use words that describe Charlie Bucket(above).

Next, write a story using the words you used to describe Charlie Bucket (below):

Creative Writing

(Willy Wonka)



Directions: Use the character map to use words that describe Willy Wonka(above).
Next, write a story using the words you used to describe Willy Wonka (below):

London Calling!

Charlie and the Chocolate Factory was originally written in Buckinghamshire England, 1964.

Let's learn a little bit about London, England!

Part 1: Fill in the Blanks

Use the word bank to help you!

Word Bank: London • tea • football • rainy • River Thames • uniforms

1. The capital city of England is _____.
2. People in England love to drink _____.
3. Soccer is called _____ in England.
4. The weather in England is often _____.
5. The _____ flows through the capital city.
6. Many students wear school _____.

Part 2: True or False

Write T for True or F for False.

1. _____ England is part of the United Kingdom.
2. _____ Big Ben is the name of a bell.
3. _____ England is always hot and sunny.
4. _____ Red double-decker buses are common in London.
5. _____ England has castles that are very old.

Part 3: Draw & Imagine

Draw a picture of something you might see in England!

(Example: a castle, a red bus, Big Ben, or a rainy day)



Write about a time when you were most proud of yourself.
What did you accomplish to earn that pride?

Blank lined paper for writing.

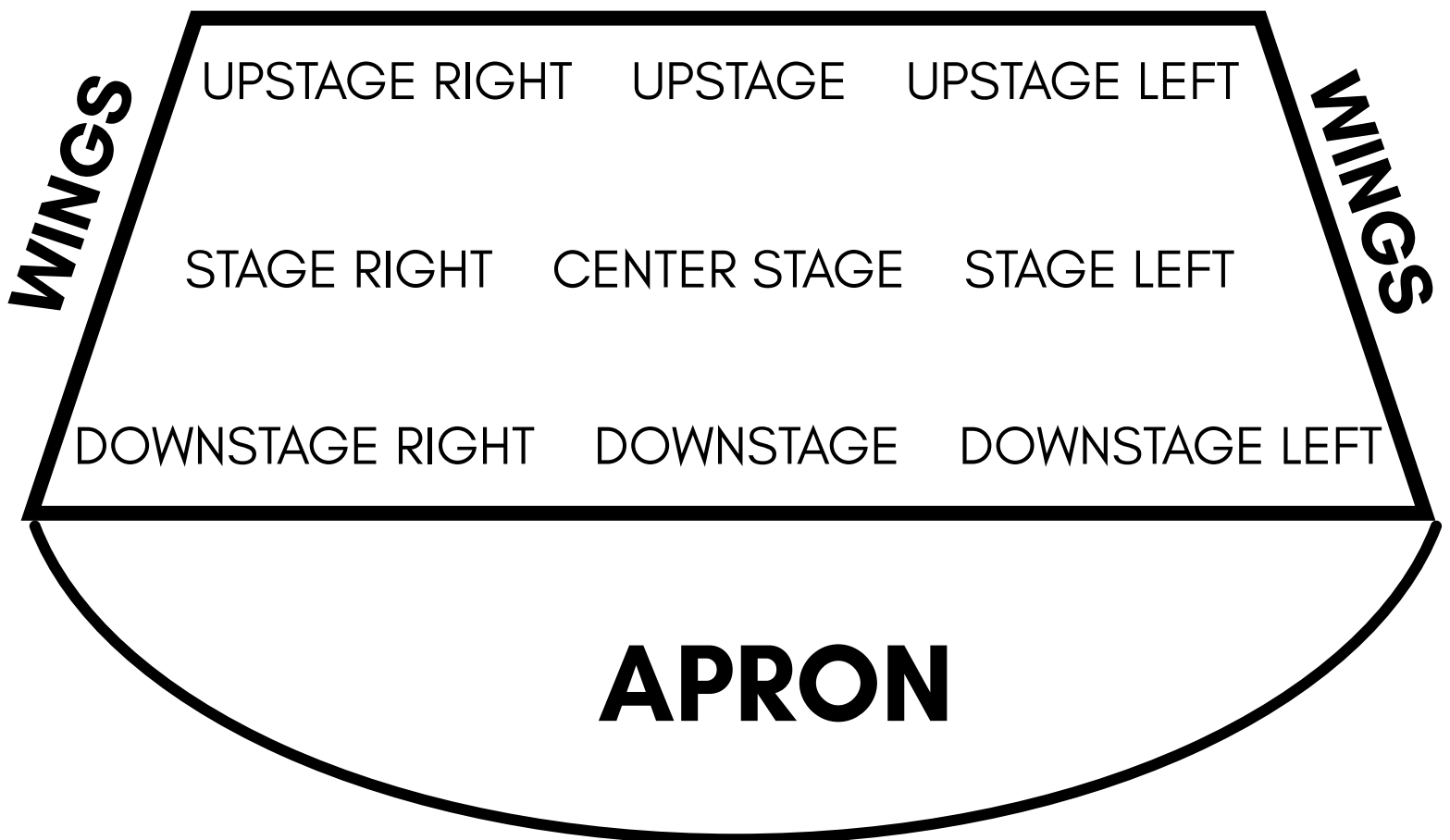


THE PARTS OF A STAGE

A proscenium stage is a traditional theatre configuration where the audience views the performance through a "picture frame" arch, separating the stage from the seating area.

- Stage Left and Stage Right are named from the actor's point of view while facing the audience, **not** from the audience's view.
- Upstage means the back of the stage, and downstage means the front. These terms come from old stages that were sloped upward toward the back.
- Wings are the areas on the sides of the stage where actors wait to enter and where scenery and props are kept out of the audience's sight.

BACKSTAGE



HOUSE

THE PARTS OF A STAGE FOUR CORNERS GAME

Adapt Four Corners with you as the **DIRECTOR**. Start at center stage, close your eyes and count to 10. Students move to a part of the room. Call out a stage direction. Students in that section are “out” and become part of the “house” to watch the rest of the game until there is a winner!

BACKSTAGE

UPSTAGE RIGHT UPSTAGE UPSTAGE LEFT

STAGE RIGHT CENTER STAGE STAGE LEFT

DOWNSTAGE RIGHT DOWNSTAGE DOWNSTAGE LEFT

APRON

HOUSE

Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)



1. Group Reflection Circle

Sit together and share your favorite moments, characters, or songs from the performance. Encourage everyone to explain why they liked those parts.

This builds listening skills and helps everyone appreciate different perspectives.

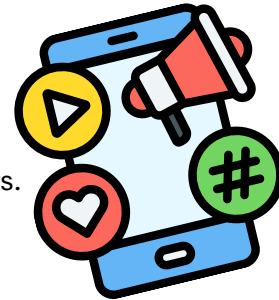


2. Create a Mini Review Together

Work as a team to write a short review of the show.

Assign roles: one person writes, another edits, others brainstorm key points.

You can post it on social media or keep it in a class journal.



3. Reenact a Scene

Pick a favorite scene and act it out as a group.

Add your own twist—maybe change the setting or improvise new dialogue.

This sparks creativity and teamwork.



4. Design a Poster or Program

Collaborate to create a poster or program for the performance you saw.

Include drawings, quotes, and fun facts.

This is great for artistic expression and memory keeping.



5. Plan a "Behind the Scenes" Discussion

Research how the performance was made (costumes, music, choreography).

Assign each group member a topic to present.

This turns curiosity into a cooperative learning activity.



K-5 Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.

M/H Student to Family Cooperative Activity Ideas:

- Cook a themed meal: If the play had cultural or culinary references, consider cooking a themed meal together as a family. Research recipes from that culture or recreate dishes mentioned in the play. This culinary exploration can add a delicious dimension to your theater experience and allow you to immerse yourselves further in the production.
- Watch a related film or documentary: If there are any film adaptations or documentaries related to the play or its subject matter, plan a family movie night to watch them together. This can provide additional context, offer a different perspective, or deepen your understanding of the themes explored in the theater production.
- Share impressions and discuss the play: Sit down with your kids and have a conversation about the play you all watched. Share your impressions, thoughts, and emotions. Discuss the elements that stood out to each of you, such as the performances, the set design, or the storytelling. This exchange of perspectives can deepen your understanding and appreciation of the production.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:

- Attend workshops or classes: Look for theater workshops or classes that interest you and your child. Participating in these educational opportunities can help your kids develop their skills, gain confidence, and connect with others who share their interest in the performing arts.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Volunteer or participate in theater activities: If your kids have developed a keen interest in theater, encourage them to get involved in local theater groups or school productions. Volunteer backstage, audition for roles, or assist with set design and costumes. This hands-on experience allows us to gain practical knowledge and further nurture a passion for the performing arts, and the whole family can volunteer with the show!

Charlie and the Chocolate Factory Standards Alignment

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
Theater	
TH.1. O.2.1	Describe in words or by drawing a picture, the most exciting part in the story line of a play.

CURRICULUM CONNECTIONS DONORS

We thank the Broward Performing Arts Foundation and the following funding partners for their support of educational programming at the Broward Center this season.

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Community Foundation of Broward
The Frederick A. DeLuca Foundation
Florida Power & Light Company
Florida Panthers Foundation
Florida Theatrical Association
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Funding Arts Broward
Genesis Inspiration Foundation
City of Hollywood
David Kilmnick Scholarship Fund
JM Family Enterprises, Inc.
Robert Wood Johnson Family Charities
Kapila Family Foundation

D Richard Mead Charitable Foundation
The Rose Miniaci Family
Miramar Cultural Trust
William & Anita Newman Foundation
Ronald Plotkin Scholarship Fund
PNC Foundation
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Harold Rosenberg Fund
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Salah Foundation
Taft Foundation
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Trust
Wayne and Lucretia Weiner

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Gotta Dance Ted Stephens Endowed Fund
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Mary Jane Harlow Charitable Trust
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JM Family/Jim & Jan Moran Endowed Fund
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for Sensory-Inclusive Preschool Programs
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