

The Wizard of Oz

Summary of the story

Dorothy and her dog Toto live happily with Dorothy's aunt until, one day, a great storm whisks Dorothy and Toto, along with their house, off to a faraway place. The house lands on, and kills, the Bad Witch of the East, but Dorothy is just eager to get home. The Good Witch tells her that only the wise old Wizard of Oz is able to get her back to her family. Dorothy and Toto set off along the yellow road to the Wizard. They meet a brainless scarecrow, a heartless tin-man and a cowardly lion on the way and all three decide to ask the Wizard to solve their problems too. Before the Wizard will grant their wishes, however, they have to kill the Bad Witch of the West, which Dorothy finally manages to do, thus making all their wishes come true.



About the author

L. Frank Baum (1856-1919) was born in New York. The hugely successful *The Wonderful Wizard of Oz* was his second book and was first published in 1900. The story became even more famous when it was made into a movie in 1939, starring Judy Garland as Dorothy. Baum wrote 14 books about the land of Oz, but *The Wizard of Oz*, as it is now known, is certainly the most famous and well-loved story of them all.

Topics and themes

Animals The lion in the story is cowardly, which challenges the notion of the lion as a brave creature. Cats have nine lives, dogs are faithful, elephants never forget, ants are strong. The pupils can make up a story based on, for example, a forgetful elephant or a weak ant.

Body Ask the pupils to think how the tin man and the scarecrow might walk and move. Let them practice their walks, before describing why they think the tin man finds it difficult to walk. This will provide an opportunity for learning new vocabulary and for encouraging a wider interest in the characters.

Magic If the pupils went to see a wizard, what would they ask for?

Senses *The Wizard of Oz* is ideal for encouraging pupils to explore sight and feelings. Dorothy loses her home, makes friends, meets good and bad witches.

Time How long is Dorothy away from home? Ask the pupils to fit the plot of the story into a time-frame. Does it all happen in a day, a week or a month?

Travel You can incorporate this topic with 'Time,' practicing the structure 'how long does...take' by asking the pupils to consider how long the journey on foot to the Wizard takes in the book.

Making use of the Reader

The Hot Seat

- Divide the story into as many parts as you have pupils.
- Explain how you have divided the story up (e.g. each page, or two pages).
- In pairs, ask the pupils to make up questions on each section.
- Put a chair at the front of the class and explain that whoever sits in the chair is 'Dorothy'.
- The pupils then take turns to sit in the chair and be Dorothy (a different pupil for each part of the story) and answer the questions put by the rest of the class.

- You may want to be Dorothy yourself first, as an example.
- Encourage the pupils to really be Dorothy, using her voice, and ways of behaving.

Classroom Theatre As a classroom project, the pupils could put on a play of *The Wizard of Oz*, to be performed at the end of term, for instance. This would involve planning and working together for quite a long period of time, with perhaps an hour per day, if possible, allocated to the play over a number of weeks. First, the pupils should work together on a 'script' based on the story. Then each pupil can be allocated different roles, such as actors, actresses, scenery, music, costumes, and so on.



Using the accompanying audio cassette

During listening / Listening for specific information Choose a maximum of four words or names from the story and write them on the board. Explain that every time the pupils hear the word or name, they have to perform an activity (barking when they hear the name Toto, for example, or roaring when they hear the lion, booing when they hear the Bad Witch and cheering when they hear Dorothy). Play the cassette and prepare yourself for a very energetic listening activity.

Whole class listening Incorporate the listening activity with the board game. Either the pupils use the cassette to make a list of the main events in the story, writing each event down as they listen. Or, after they have played the board game, they try and remember all the events/moves in any order. When they have all the events, they say them aloud for the cassette. One half of the class could record the events for the other half, before they play.

Chants

Chants help pupils become familiar with the sounds and rhythm of English in a fun and meaningful way. The language in each chant recycles language from the Reader, so it is best to do activities with the chants after pupils have read the book.

Suggested procedure:

- pupils listen to the chant on cassette one or two times, clapping their hands or tapping their desks in time with the rhythm
- pupils then say the chant, verse by verse, together with the cassette, beating the rhythm as they speak, until they are familiar with the words and the rhythm
- you can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

Chant 1

Who can give the scarecrow a brain?
The Wizard!
Who can give the tin man a heart?
The Wizard!

How can the lion get courage?
How can Dorothy find her way home?

They can ask the Wizard
They can ask the Wizard of Oz
They can ask the Wizard
They can ask the Wizard of Oz

Chant 2

Walking down the yellow road
On our way to Oz
Walking down the yellow road
On our way to the Wizard of Oz

When we get there he will know
In the Land of Oz
What to do and where to go
When we get to Oz

Walking down the yellow road
On our way to Oz
Walking down the yellow road
On our way to the Wizard of Oz
The Wizard of Oz. (continued)

Chant 3

Dorothy's house killed the witch
The bad witch of the East

Dorothy has to kill the witch
The bad witch of the West

How can she do it?
How can she do it?

I don't know
I don't know

Notes on the activities in the Factsheet

Activity 1 Students match the pictures of the characters to the names. This could be done as a guessing activity before reading.

Activity 2 The students separate the letters to find 11 words from the story.

Activity 3 The students answer the questions to complete the name of a character to be read vertically.

Activity 4 Students write a short description of the characters. They could use the pictures from activity 1 to help them.

Answers to the activities

In the Back of the Reader

Before you read

2. Red shoes can be found on seven pages.

After you read

p.1. F, p.2. F, p. 4. F, p.7. F, p.10. T, p. 12. T,
p. 13. T, p. 13. F.

In the Factsheet

1. Lion, Tin Man, Bad Witch, Toto,
Dorothy, Wizard of Oz, Scarecrow, Good
Witch

2.HGI **BRAIN** FHE **HEART** ORI **COURAGE**

DFESA **HOME** WWA **LION** CXZ **WIZARD**

LLCV **DOROTHY** MVB **SCARECROW** LKJH

TINMAN SHEBAN **TOTO** SKDJSKJS **WITCH**

GGFSK

3. 1. The Bad Witch, 2. A brain, 3. The Wizard,

4. A heart, 5. Courage, 6. They walked,

7. Toto, 8. Find, 9. Home, 10. Oz.

The words that read vertically should be
'Wizard of Oz.'

4. The answers will vary.



The Wizard of Oz

Name.....

Activity 1

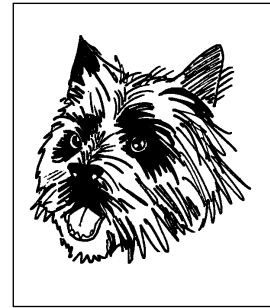
Who are they? Match the names of the characters to the pictures.

The Wizard of Oz, Dorothy, the Lion, the Scarecrow, the Tin Man, the Bad Witch of the West, the Good Witch, Toto.

Write the names under the pictures.



The lion



Activity 2

Below are 11 hidden words from The Wizard of Oz. How many can you find?

HGIBRAINFHEHEARTORICOURAGEDFESAHOMEW
WALIONCXZWIZARDLLCVDOROTHYMBVSCARECROW
LKJHTINMANSHEBANTOTOSKDJSKJSWITCHGGFSK



The Wizard of Oz

Name.....

Activity 3

Answer the questions to make the name of a character in the box.

- | | |
|--|--|
| 1. Who did Dorothy kill at the end of the story? | <u>t</u> <u>h</u> <u>e</u> <u>b</u> <u>a</u> <u>d</u> <u>w</u> <u>i</u> <u>t</u> <u>c</u> <u>h</u> |
| 2. What did the Scarecrow want? | <u>a</u> _ _ _ _ |
| 3. Who could help them? | <u>t</u> <u>h</u> <u>e</u> <u>w</u> _ _ _ _ |
| 4. What did the Tin Man want? | <u>a</u> _ _ _ <u>a</u> _ _ _ |
| 5. What did the Lion want? | <u>c</u> _ _ _ _ <u>g</u> _ |
| 6. How did they travel to Oz? | <u>t</u> <u>h</u> <u>e</u> <u>y</u> <u>w</u> _ _ _ _ |
| 7. What is the name of Dorothy's dog? | <u>T</u> _ _ _ |
| 8. Dorothy wanted to _ _ _ _ the Wizard. | <u>f</u> _ _ _ <u>d</u> |
| 9. Where did Dorothy want to go? | <u>h</u> _ _ _ |
| 10. Where did the Wizard live? | <u>O</u> _ _ _ |

Activity 4

Can you write a short description of each character on the lines below?

- Dorothy She has black hair and red shoes
- The Lion
- The Scarecrow
- The Tin Man
- The Good Witch
- The Bad Witch
- The Wizard of Oz

