

Lesson Plan



One day, a storm took Dorothy and Toto to the land of Oz. Dorothy liked the new friends she met, but she wanted to go home.

CEFR Level A2

YLE Flyers

Text type: traditional tale

Word count: 909

Lexile measure: 460L

Lesson objectives

Vocabulary focus

Verbs in the past simple: *asked, came, carried, jumped, lived, made, put on, said, saw, thanked, took, walked, was/were*

Feelings: *afraid, angry, brave, frightened, happy*

Materials: *brick, emerald, straw, tin*

General: *brains, bucket, city, dog, friends, heart, lion, magic, man, monkey, must, road, scarecrow, shoes, storm, strange, witch, wizard*

Grammar focus

Adjectives to describe feelings

Reading skills

Identifying the main events and feelings

Cross-curricular connections

Music (song)

Social studies (feelings)

Resources

Reader

Flashcard download 1–9

Audio download (UK/US) tracks 1, 4

Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Show the children the cover and ask: *What can you see in the picture?* Establish that there is a girl with a dog, two men, and a lion. Then ask:

What is the man on the left made of? And the man on the right? Are they in a real world? Why? / Why not? Where are they? Where are they going? How are they feeling?

Read out the title and ask: *What is a wizard?*

Show the children Flashcard 5, then ask:

Do you know this story? Have you seen the film?

Explain that the story is based on a novel called *The Wonderful Wizard of Oz*, written by L. Frank Baum in 1900. A famous film of the story was made in 1939.

Ask the children to look at Reader pages 4–5 and ask them which words they know.

Introduce any new words to them.



During reading

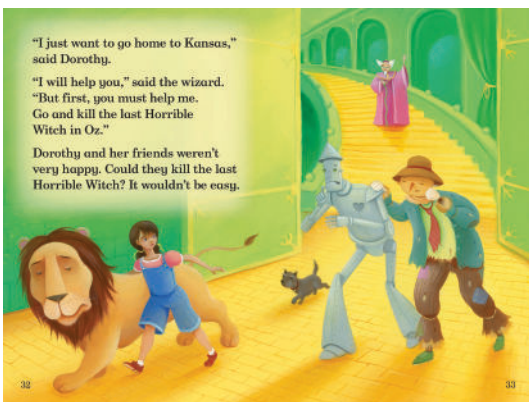
Read out or play the recording of pages 6–7 of the story (Audio track 1) and ask the children to follow in their Reader. Introduce the main characters by asking:

*Who was Dorothy? Where did she live?
Who was Toto?*



Continue with the rest of the story. After every few pages, stop and ask questions to check the children’s understanding of the main events. For example:

*What happened when the storm came?
What did Dorothy see under the house?
Why did Dorothy have to go to the Emerald City? What did the scarecrow/tin man/lion want? What did the Wizard of Oz tell them to do?*

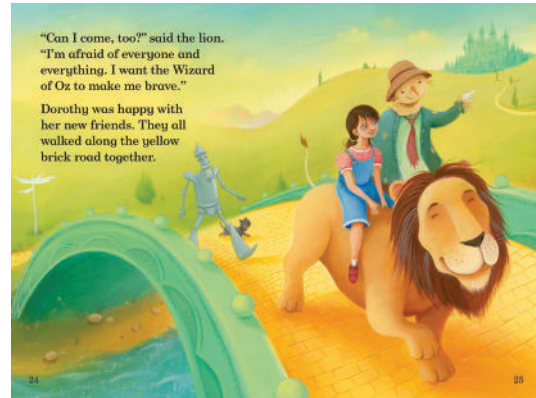


Check that the children understand what happened in the end. Ask questions:

Who took Dorothy and her friends to the Horrible Witch’s castle? What did the Horrible Witch want? What did Dorothy throw over the witch? How did Dorothy go home?

Read out or play the recording of the story again. This time, ask the children to focus on how the characters were feeling. For example:

Page 8: *How was Dorothy feeling? (frightened)*
Page 22: *How was the lion feeling? (angry)*



After reading

Ask the children what they can remember. Encourage them to tell you about the main events in the story and how the characters were feeling and why. Use the Flashcards as clues to help them, and let them look through the Reader again, if necessary.

The children can do the following activities to focus on the main events in the story: 3, 5, 9, 10, 11, 12, 13.

To finish the lesson, play the song (Audio track 4) on page 63 a few times, and encourage the children to join in.

Differentiation

Extra support

Do the Reader activities out loud with all the children. Then, ask them to write the answers down.

Extension

Fast finishers can practice reading the story out loud in pairs or small groups. They can take turns to be the narrator or the different characters.