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# Unit 2 – The Wonderful Wizard of Oz

## Teaching notes

### Starter:

- **Clue in a box:** Prepare a cardboard box filled with the words printed and cut up from [Resource 1 – Pass the parcel words](#): *slippers, scarecrow, kansas, road, Toto, lion, yellow, tin, brick, munchkins, emerald, witch*. Tell the class that inside the box, there are clues as to which book they will be reading an extract from today. When they think they know what the book is, they may raise their hand and take a guess. Pass the box around the class while music plays. When the music stops, the child who has the box must remove one of the slips of paper and read it aloud to the class. Continue until a child guesses correctly *The Wonderful Wizard of Oz*. How many clue words did it take? Isn't it amazing that the children need so few of a writer's words to be able to guess the book they've been taken from? Words can be very powerful!

Once the children have guessed correctly, ask them to suggest other words that could be in the box. Compile a list and reveal the remaining words from the box to see if any match those on the list.

### Main activities:

- **Main teaching activity:** Provide each pair of children with a copy of the [extract](#) and ask them to read through it, raising their hand when they find an example of a reporting clause. Ask them to share the clauses with the class.

Ask: *what is a reporting clause? What is its function in writing?* Establish that it is a type of subordinate clause that indicates *who* has spoken (e.g. 'the girl' or 'the Lion') – and sometimes *how* they have spoken (e.g. 'anxiously' or 'thoughtfully'). Split the children into two groups. Hand out copies of [Resource 2 – He said, she said](#). The first group will look through the extract and highlight as many different reporting verbs as they can (e.g. 'added', 'cried') and record them on the sheet. The second group will highlight all the adverbs or adverbial phrases within the reporting clauses and record them on their sheet. Take feedback and write the children's findings up on the class whiteboard, in two columns *Reporting verbs* and *Adverbs / adverbial phrases*. Check understanding of trickier

vocabulary, then ask: *why does the author use such a variety of reporting clauses?* Elicit that it is a good way of giving the reader extra information about what the character thinks and feels.

Now give the class two minutes to add to the groups of words on the whole class lists with as many of their own ideas as possible. You should finish with a substantial class word bank. Ask the children to look at the dialogue at the bottom of [Resource 2 – He said, she said](#). Ask: *which characters do you think are speaking?* Ask pairs of children to use the word bank to come up with their own reporting clauses for the given dialogue. Each pair must then share their best reporting clause with the class. Can the class identify what extra information it gives to the reader?

- **Pupil activity one:** Provide each child with a copy of the [comprehension questions](#). Which reading strategies did they find most useful during the comprehension task in [Unit 1: Five Children and It?](#) Take suggestions and write on the interactive whiteboard for the children to refer to as they work independently to answer the questions. You may prefer children to work in pairs or give adult support to lower ability children for this task.
- **Pupil activity two:** Frank L. Baum's book *The Wonderful Wizard of Oz* was turned into a famous film starring Judy Garland in 1939, called *The Wizard of Oz*. How many of the children have seen the film version of the story? Did they know (before this lesson) that it was a book first? Have the children read any other books that have been turned into films? (Examples include: *Charlie and the Chocolate Factory*, *How to Train Your Dragon*, *Alice in Wonderland*, the *Harry Potter* series.) Explain to the children that they are going to write a book recommendation poster for a book that they have read that is also a film. Give each child a copy, ideally printed on A3 paper, of [Resource 3 – Seen the movie? Now read the book!](#) Challenge them to fill in the relevant sections with exciting detail: remember, they are trying to persuade someone else in their class to read the book!

Display the finished book recommendations somewhere prominent in the classroom – ideally with a selection of the recommended books also on display, for the children to borrow and read.

### Plenary:

- **What could happen next?:** Stand the children in a circle and ask them to imagine that Dorothy and her friends meet a new character on the yellow brick road. Who would that character be, and what would they want from the Great Oz? Ask the children to throw a soft ball or bean bag to each other across the circle. When they catch the ball, they must introduce their new character and say why they are travelling to the Great Oz. Once a child has introduced their character they may sit down. Continue until all the children have introduced their new character.

### Taking it further:

- **Making a movie:** Divide children into groups to make their own movie of the scene from the extract. Provide them with video equipment, e.g. digital cameras or iPads, for recording their movies. Challenge them to use just one prop/costume item per character – they must decide what will be most helpful for the audience to recognise the character. They do not need to use the exact dialogue from the extract – they could adapt it, just like real film directors do. What sound effects will they need? Will the sound effects be produced during filming, or edited in afterwards? The children could then show their finished movies to other classes in the school for constructive feedback.
- **Home learning activity:** Ask children to prepare their own 'Clue in a box' activity (see [starter](#)) for a favourite book. They should choose at least fifteen key words to put into their box. They could also decorate their box in keeping with the book as an extra clue, if they like, ensuring their design doesn't give away the title. Challenge the children to ask their family and friends at home to pull clues from the box and guess which book they come from. Who in their family can guess the book with the fewest clues? The children could also bring their boxes in to school and challenge their peers or children from other classes to guess their favourite book. Once the book has been guessed, can the child explain why it is their favourite book?

## The Wonderful Wizard of Oz – extract

All this time Dorothy and her companions had been walking through the thick woods. The road was still paved with yellow brick, but these were much covered by dried branches and dead leaves from the trees, and the walking was not at all good.

There were few birds in this part of the forest, for birds love the open country where there is plenty of sunshine. But now and then there came a deep growl from some wild animal hidden among the trees. These sounds made the little girl's heart beat fast, for she did not know what made them; but Toto knew, and he walked close to Dorothy's side, and did not even bark in return.

"How long will it be," the child asked of the Tin Woodman, "before we are out of the forest?"

"I cannot tell," was the answer, "for I have never been to the Emerald City. But my father went there once, when I was a boy, and he said it was a long journey through a dangerous country, although nearer to the city where Oz dwells the country is beautiful. But I am not afraid so long as I have my oil-can, and nothing can hurt the Scarecrow, while you bear upon your forehead the mark of the Good Witch's kiss, and that will protect you from harm."

"But Toto!" said the girl anxiously. "What will protect him?"

"We must protect him ourselves if he is in danger," replied the Tin Woodman.

Just as he spoke there came from the forest a terrible roar, and the next moment a great

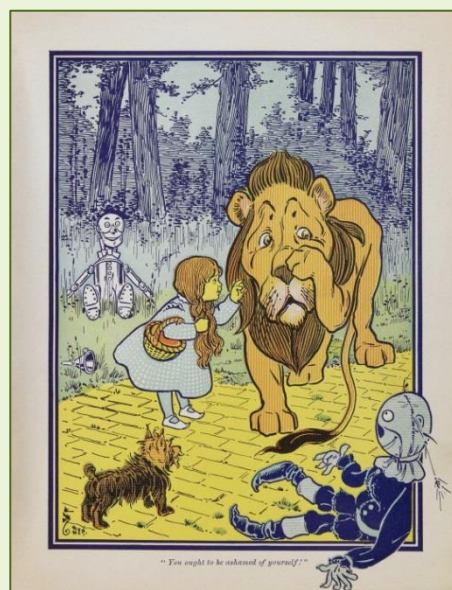
Lion bounded into the road. With one blow of his paw he sent the Scarecrow spinning over and over to the edge of the road, and then he struck at the Tin Woodman with his sharp claws. But, to the Lion's surprise, he could make no impression on the tin, although the Woodman fell over in the road and lay still.

Little Toto, now that he had an enemy to face, ran barking toward the Lion, and the great beast had opened his mouth to bite the dog, when Dorothy, fearing Toto would be killed, and heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could, while she cried out:

"Don't you dare to bite Toto! You ought to be ashamed of yourself, a big beast like you, to bite a poor little dog!"

"I didn't bite him," said the Lion, as he rubbed his nose with his paw where Dorothy had hit it.

"No, but you tried to," she retorted. "You are nothing but a big coward."



"I know it," said the Lion, hanging his head in shame. "I've always known it. But how can I help it?"

"I don't know, I'm sure. To think of your striking a stuffed man, like the poor Scarecrow!"

"Is he stuffed?" asked the Lion in surprise, as he watched her pick up the Scarecrow and set him upon his feet, while she patted him into shape again.

"Of course he's stuffed," replied Dorothy, who was still angry.

"That's why he went over so easily," remarked the Lion. "It astonished me to see him whirl around so. Is the other one stuffed also?"

"No," said Dorothy, "he's made of tin." And she helped the Woodman up again.

"That's why he nearly blunted my claws," said the Lion. "When they scratched against the tin it made a cold shiver run down my back. What is that little animal you are so tender of?"

"He is my dog, Toto," answered Dorothy.

"Is he made of tin, or stuffed?" asked the Lion.

"Neither. He's a – a – a meat dog," said the girl.

"Oh! He's a curious animal and seems remarkably small, now that I look at him. No one would think of biting such a little thing, except a coward like me," continued the Lion sadly.

"What makes you a coward?" asked Dorothy, looking at the great beast in wonder, for he was as big as a small horse.

"It's a mystery," replied the Lion. "I suppose I was born that way. All the other animals in the forest naturally expect me to be brave, for the Lion is everywhere thought to be the King of Beasts. I learned that if I roared very loudly every living thing was frightened and got out of my way. Whenever I've met a man I've been awfully scared; but I just roared at him, and he has always run away as fast as he could go. If the elephants and the tigers and the bears had ever tried to fight me, I should have run myself – I'm such a coward; but just as soon as they hear me roar they all try to get away from me, and of course I let them go."

"But that isn't right. The King of Beasts shouldn't be a coward," said the Scarecrow.

"I know it," returned the Lion, wiping a tear from his eye with the tip of his tail. "It is my great sorrow, and makes my life very unhappy. But whenever there is danger, my heart begins to beat fast."

"Perhaps you have heart disease," said the Tin Woodman.

"It may be," said the Lion.

"If you have," continued the Tin Woodman, "you ought to be glad, for it proves you have a heart. For my part, I have no heart; so I cannot have heart disease."

"Perhaps," said the Lion thoughtfully, "if I had no heart I should not be a coward."

“Have you brains?” asked the Scarecrow.

“I suppose so. I’ve never looked to see,” replied the Lion.

“I am going to the Great Oz to ask him to give me some,” remarked the Scarecrow, “for my head is stuffed with straw.”

“And I am going to ask him to give me a heart,” said the Woodman.

“And I am going to ask him to send Toto and me back to Kansas,” added Dorothy.

“Do you think Oz could give me courage?” asked the Cowardly Lion.

“Just as easily as he could give me brains,” said the Scarecrow.

“Or give me a heart,” said the Tin Woodman.

“Or send me back to Kansas,” said Dorothy.

“Then, if you don’t mind, I’ll go with you,” said the Lion, “for my life is simply unbearable without a bit of courage.”



Comprehension questions

Name: ..... Date: .....

1. Which character has a father who once went to the Emerald City?

.....

2. *'There were few birds in this part of the forest ...'*

What was the reason for this?

.....

3. Look at the paragraph which begins: *'There were few birds ...'* How can you tell that Toto is scared? Give **two** reasons.

1. ....

2. ....

4. *'A great lion bounded into the road ...'*

What does the word **bounded** tell you?

.....

5. What evidence is there that Dorothy is a brave person?

.....

6. Look at the paragraph which begins: *"That's why he went over..."*

Find and copy **one word** which means 'surprised'.

.....

7. The Lion asks Dorothy: *"What is that little animal you are so tender of?"*

What do you think it means to be **tender of** something?

.....



8. Look at the following line from the extract:

*“What makes you a coward?” asked Dorothy, looking at the great beast in wonder, for he was as big as a small horse.’*

Why is Dorothy surprised that the Lion is a coward?

.....  
.....

9. What **three things** are the Tin Woodman, the Scarecrow and Dorothy planning to ask the Great Oz for?

1. ....
2. ....
3. ....

10. Do you think that the others will let the Lion come with them to the Great Oz? Why / why not? Refer to the text in your answer.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....



## Comprehension answers

1. Which character has a father who once went to the Emerald City?

The Tin Woodman

*'There were few birds in this part of the forest ...'*

What was the reason for this?

Birds love the 'open country where there is plenty of sunshine', but Dorothy and her friends are in 'thick woods' so it must be dark and gloomy.

2. Look at the paragraph which begins: *'There were few birds ...'* How can you tell that Toto is scared? Give **two** reasons.

He walks 'close to Dorothy's side' and he does not 'bark in return'.

*'A great lion bounded into the road ...'*

What does the word **bounded** tell you?

That the Lion was jumping/leaping quickly.

3. What evidence is there that Dorothy is a brave person?

She slaps the Lion on the nose to protect Toto, even though this might put herself in danger.

4. Look at the paragraph which begins: *"That's why he went over ..."*

Find and copy **one word** which means 'surprised'.

Astonished.

5. The Lion asks Dorothy: *"What is that little animal you are so tender of?"*

What do you think it means to be **tender of** something?

To be fond of it / to love it.

6. Look at the following line from the extract:

*“What makes you a coward?” asked Dorothy, looking at the great beast in wonder, for he was as big as a small horse.’*

Why is Dorothy surprised that the Lion is a coward?

**Because he is such a large animal – ‘as big as a small horse’.**

7. What **three things** are the Tin Woodman, the Scarecrow and Dorothy planning to ask the Great Oz for?

**A heart, a brain, and for Dorothy and Toto to be sent back to Kansas.**

8. Do you think that the others will let the Lion come with them to the Great Oz? Why / why not? Refer to the text in your answer.

**Children should give a clear reason for their view.**

Resource 1 – Pass the parcel words

Print and cut out the following words and place into a box. Play 'pass the parcel' and when the music stops, pull out a word and see if you can guess the book.

slippers	scarecrow	Kansas
road	Toto	lion
yellow	tin	brick
munchkins	emerald	witch



Resource 2 – He said, she said

Name: .....

Date: .....

1. Look through the extract and find as many different **reporting verbs** and **adverbs / adverbial phrases** as possible. Can you think of any more to add?

Reporting verbs	Adverbs / adverbial phrases

2. Which characters from *The Wonderful Wizard of Oz* do you think say the dialogue below? Can you use your word bank to add some reporting clauses?

“We wish to go to the Emerald City,”

“I’m supposed to be a Great Wizard,”

“How do you feel?”

“We must try to find him,”

“I’m very sorry, indeed,”

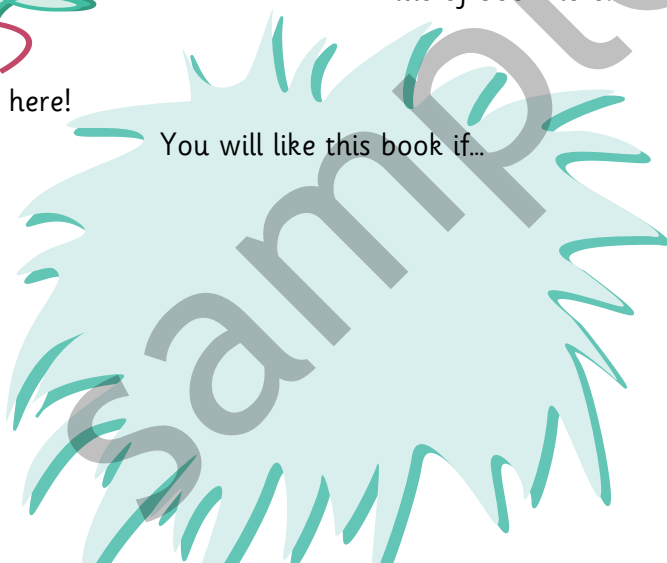
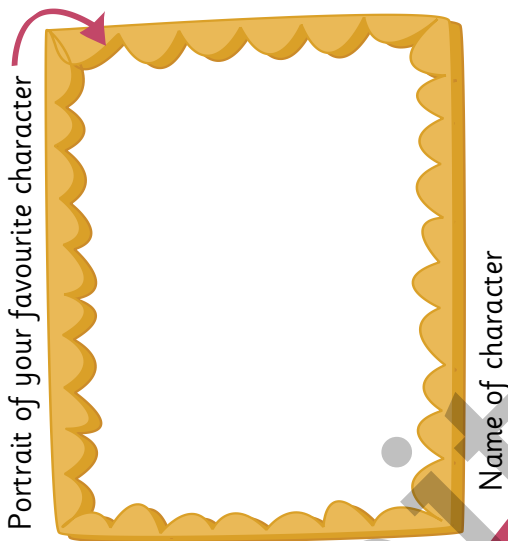
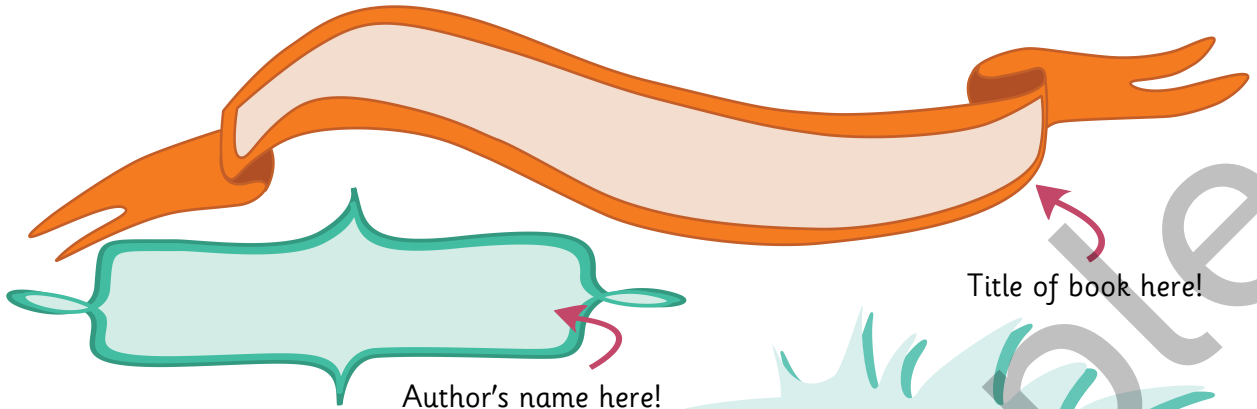
“Be careful!”

“You are a wicked creature!”

Resource 3 – Seen the movie? Now read the book!

Name: .....

Date: .....



Describe the book in 3 words:

