Title/Author: *Wizard of Oz* by L. Frank Baum

Suggested Time to Spend: 4-5 Weeks (Recommendation: one session per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.2.1, RL.2.2, RL.2.3; W.2.2, W.2.8; SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6; L.2.1

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Unlikely friendships can develop anywhere you go and by being a good friend, you gain strength and character. Students learn what true friendship means. As we follow these friends on their perilous journey through the Land of Oz, students learn how their friendship helps them find inner strength.

Synopsis

A little girl, Dorothy, and her dog, Toto, are carried to a magical place called the Land of Oz by a cyclone. On her quest to find her way back home to Kansas, Dorothy befriends a Scarecrow, Cowardly Lion, and a Tin Woodsman. They each join her, in order to visit the Wizard of Oz, who is said to have magical powers to grant any wish. The Scarecrow wants a brain. The Lion wants courage, and the Tin Man wants a heart. Once they find the Wizard, he sends them on a very dangerous assignment before he will grant their wishes. They encounter many perils before completing their task of destroying the one remaining wicked witch in Oz. Once they destroy the witch and return to the wizard, they find he is an imposter, but he still helps them achieve their goals. He has to send Dorothy and Toto to a true witch to help her get home, so more adventures ensue before they return to Kansas. The story ends where it began: on a farm in Kansas, where Dorothy’s Aunt Em lovingly greets her niece when she returns.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *You may want to put sticky notes on pages where one of the main characters models friendship as you read, in case you need to scaffold/guide students during the culminating activity. Before beginning the book, tell students that this book was written over 100 years ago and uses some language that may be unfamiliar to us or words that have different meanings today. Feel free to ask questions about any parts you do not understand. There are many editions of this book, so the page numbers in this lesson may differ from the pages in your book.*
3. Consider pairing this series of lessons on *The Wizard of Oz* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/3036/the-wizard-of-oz-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

Chapter Guide – Questions, Activities, Vocabulary, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| (Have pictures of the main characters/events available so students can add them to the story board as the book is read.)**CHAPTER 1& 2**Describe Uncle Henry, Aunt Em, and where they live.Who is Dorothy’s friend? How do you know this?How do Dorothy and Toto end up in Oz?How does Dorothy feel about having killed the witch? How do you know this?Who is Dorothy’s newest friend?How does Glinda show her friendship to Dorothy? | They don’t smile and never laugh. They are always working hard and Aunt Em screams when Dorothy laughs. It is very hot and dry where they live and everything is grey, including Aunt Em.Toto. His eyes twinkle and he plays with her. And it says she loves him.A big storm carries their house there and it kills the witch.She is very upset.“..never killed anything,” “oh dear, oh dear.”The nice witch, the witch of the North.She kisses her head to protect her. |
| **CHAPTER 3, 4, 5, & 6**Before reading each day, have students tell what happened in the previous day’s reading.Class will make a storyboard to help them remember what has happened in the story. Use pictures of the characters/events from the book with their names written under them for students to use as a visual.The storyboard will stay in place throughout the entire reading of the book and students will add to it with the introduction of each character.**Read chapters and then do this activity:****Re-read pages 26 and 27** and ask students to listen for words or phrases that tell us Dorothy and the Scarecrow are becoming friends. (Confidentially, she was sorry for him and offers to help him, “...to her new friend.”) Ask the students to turn and tell their partner how the author is helping us understand that Dorothy and the Scarecrow are becoming friends.  | Have students take turns putting up the characters introduced so far: Uncle Henry, Aunt Em, Dorothy, Toto, a cyclone, and the good witch of the North (Glinda). Now have students give a brief retelling of the previous day’s reading: Dorothy lives on a farm with her Aunt and Uncle. They don’t seem to be very happy. One day a cyclone comes and takes Dorothy and Toto to Oz, where she finds she has killed a bad witch, meets Munchkins, and makes friends with the good witch of the North. They are being nice to each other. She helped him and feels sorry for him. He tells her a secret. It says they are friends. |
| **CHAPTERS 7, 8, & 9**Have different students put the pictures of the Scarecrow, Tin Woodman, and Cowardly Lion on the storyboard and tell previous day’s reading as they do this.**Read the chapters and then do this activity:****Re-read pp. 59-60**. Have students tell how each character showed friendship to another.(Teacher models note taking as the chart is filled out with the class.) | Students should be able to list the characters in order, but also tell what they wanted: Scarecrow wants a brain, Tin Woodman wants a heart, the Cowardly Lion wants courage.The lion is afraid to jump over the ditch, but offers to carry them all across on his back anyway. The scarecrow offers to go first to be sure the lion can jump that far and the others won’t get hurt. The Woodman went last and then they all gave the lion time to rest before they move along.

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| Character | Evidence of friendship (chapters 7-9) |
| Dorothy | Kind words |
| Scarecrow | Found nuts and fruit for Dorothy to eat, carried Dorothy out of the poppy field |
|  Wood | Chopped wood so Dorothy could build a fire to keep warm, built a raft, carried Dorothy out of the poppy field |
| Lion | Carried his friends over the ditch, swims and pulls the raft behind him, |
| Glinda (the good witch of the North) | Kissed Dorothy on the forehead, leaving a mark of protection. Gave Dorothy the magic silver shoes, also for protection. Helped Dorothy get back home. |

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| **CHAPTERS 10, 11, & 12**Have different students put pictures of the Kalidah, a poppy, and a mouse queen on the storyboard and retell the events.**Read chapters** Ask the students to tell their partners how the friends took turns saving each other.Why did they need to save each other? Guide students in understanding that the wicked witch was responsible, if necessary.(Add to the evidence of friendship chart with information from Chapters 10-12) | Students should tell significance of each picture: Kalidah is the monster, the poppies made them fall asleep, and the mouse queen saved them from the poppy field.The Woodman killed the pack of wolves with his axe. The Scarecrow killed all the crows and gave his straw to cover the living friends so the bees couldn’t sting them. The bees died trying to sting the Tin Woodman and they all put the Scarecrow back together.They were being attacked. The witch sent the wolves, crows, and bees to kill the friends after she saw them with her powerful eye.

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| Character | Evidence of Friendship(chapters 10-12) |
| Tin Woodman | Protects friends from the wolvesLet all the bees sting him  |
| Scarecrow | Protects friends from the crowsProtects friends from bees by letting them cover themselves with his straw |
| Lion | Protects friends from Winkies |
| Dorothy  | Sneaks food to the Lion when the witch is trying to starve him |

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| **CHAPTERS 13, 14, & 15**Have a student put a picture of the wicked witch and a bucket of water on the storyboard and retell yesterday’s reading.After reading the chapters, read the title of chapter 13 and ask students to explain why it is called The Rescue.(Add evidence to friendship to the chart.)Ask what difficult things the friends (Dorothy, Lion, Tin Woodman, and Scarecrow) have endured while in the Land of Oz. Partners tell one another.Have partners report out.After enduring all these things, will the friends be rewarded with the things they are seeking? Why, or why not?How do the friends feel now? | Student puts witch picture on board and tells about the attacks brought on by the wicked witch, and how Dorothy killed her.Students will tell how Dorothy helped gather her friends back together-she rescued them and their friendship.

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| Character | Evidence of Friendship(Chapters 13-15) |
| Dorothy and Lion | Got Winkies |
| Winkies | Put Tin Woodman back together |
| Tin Woodman | Chopped down tree to retrieve Scarecrow’s clothes |
| Mouse Queen | Tells Dorothy the secret of the golden cap so they can get back to Oz |

Partners share – fight off wolves, fight off bees, fight off crows, live through the poppy field, escape the Kalidahs, face the wicked witch, and find their way back to the Emerald City.No, they will not be rewarded because the Wizard is an imposter. The friends are very disappointed – hearts are broken, they are grieved, call the Wizard a humbug. They are upset and want him to explain how he performed his tricks. |
| **CHAPTERS 16, 17, & 18**Have a student put a group picture of the friends on the storyboard and have students retell what happened once the friends encountered the wicked witch.**Read chapters.**Ask how the Wizard grants the wishes of the friends?Ask why the goal has not been achieved.Why is Dorothy still in Oz? How do you know tHow do you know the friends have grown closer and built character in this last passage? (p. 187)(Add evidence to the chart) | Student puts group picture on story board and students tell about the attacks by the wolves, crows, and bees. Dorothy threw water on the witch, killing her accidentally, and then gathers her friends (with help) and has everyone fixed up.Scarecrow – Wizard mixes a bowl of pins, needles, and bran – replaces the straw in his head with that mixture – (“bran new brains, pins and needles to make him sharp”)Tin Woodman – Wizard gives him a stuffed heart made of silk and sawdust – puts it in his chestLion – Wizard gives drink that will give him courageIf necessary, guide the students in understanding that the Scarecrow, Tin Woodman, and Lion got their wish, but Dorothy is still in Oz. The Wizard tried to get her out of Oz with a hot air balloon, but the Wizard was in it, not Dorothy. She couldn’t find Toto in time to get in the basket with the Wizard before it lifted off the ground.They are all willing to leave the safe place they are in to help Dorothy get home, even though everything they’ve been through already hasn’t helped her. She says how kind they are to her. They must be friends because they want her to be happy, too.

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| Character | Evidence of Friendship |
| Lion | Offers to protect Dorothy |
| Tin Woodman | Offers to use his axe to help Dorothy |
| Scarecrow | Going with Dorothy out of loyalty |

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| **CHAPTERS 19, 20, & 21**Have students place a heart, brain, and bottle of courage on the correct characters and a hot air balloon on the story board to show what happened in yesterday’s reading.  **Read chapters.**(Discuss the acts of friendship and fill in the chart.)**CHAPTERS 22, 23, &24**Have students place pictures of a tree (with a human face on it), a china figurine, and an ugly spider on the story board.**Read chapters.**What has happened to the friendship for these travelers?How can you tell how Dorothy feels about her friends?Add Glinda to the character chart. | Students say Scarecrow got a brain, Tin Woodman got a heart, and Oz gave the Lion a magic potion for courage; and how Oz left them by hot air balloon, accidentally leaving Dorothy and Toto behind.

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| Character | Evidence of Friendship |
| Tin Woodman | Chops up the trees that were attacking them |
| Scarecrow | Lets his friends land on him when climb over the fence |
| Lion | Kills the giant spider in the forest |

Students retell the importance of the pictures: trees grabbed them to keep them out of the forest, they encountered a land of people made of china who couldn’t move, and the lion killed a giant spider.They are better friends. The friendship grew and so did the friends. They tell how Dorothy helped them, too.She cries and hugs them and she is “sorrowful.” She is unhappy to leave even though she is going home to Kansas.

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| Character | Evidence of friendship |
| Glinda | Tells Dorothy she will tell her how to get to Kansas using her silver shoes if she will give her the golden cap. She uses the wishes from this cap to send the Lion, the Tin Woodman, and the Scarecrow to their kingdoms. |

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| Before beginning the culminating task, have students complete the story board: pictures of the silver shoes, and a farmhouse.Discuss why Glinda is moved with the other characters from the beginning to the end of the story. | Students take turns putting the shoes and farmhouse on the board, but take the original pictures of Aunt Em, Uncle Henry, Doroth, Toto, and Glindarom the beginning of the board and place them at the end. Dorothy used the silver shoes’ magic to return home to Kansas. Her Aunt and Uncle were happy to have her back. They hugged her.Glinda was involved in getting Dorothy and Toto back to Kansas. |

Final Days with the Book - Culminating Task

* Students will refer to the Friendship chart developed throughout the lessons to write and illustrate a book about one of the friends and how he/she displayed their friendship to others. A book about the Scarecrow might read like this:

Page One: The Scarecrow was a good friend.

Page Two: The Scarecrow found nuts and fruit for Dorothy to eat when she was hungry

Page Three: When Dorothy fell asleep in the poppy field, the Scarecrow carried her out so she wouldn’t die.

Page Four: When bees were attacking his friends the Scarecrow let them cover themselves with his straw.

Page Five: All of these examples prove that the Scarecrow was a good friend.

Vocabulary Tracker

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| **Keep track of key vocabulary words examined in each chapter of the book.**  |
| Chapter One- sober (serious or sad)- “They had taken the sparkle from her eyes and left them a sober gray.”Chapter One – garret (a small attic)Chapter One – prairie (dry, flat area with very little plant life)Chapter Three-queer (unusual, different)- “…for it sounded queer..”Chapter Four- flesh and blood (humans)- “…we people of flesh and blood…”Chapter Five- tinsmith/tinner (man who makes things out of metal or tin)-“So I went to the tinsmith…”Chapter Six-cowardly (big chicken)- “The Cowardly Lion”Chapter Seven-peculiar (strange)- “…your tastes are so peculiar…”Chapter Eight-enchant (put a spell on us)-“…will enchant us and make us her slaves…” comrade (friend) “a very good comrade…”Chapter Nine- indignantly (she felt insulted)- “…cried the little animal, indignantly…”Chapter Ten-perplexity (confusion)-“…shaking his head in perplexity…” portal (door) “…followed him through the portal…” spectacles (glasses)-“But first you must put on the spectacles.”Chapter Thirteen – The RescueChapter Fifteen-vexed (confused)-“…they grew vexed that Oz should treat them…” humbug (imposter)-“…you’re a humbug…” ventriloquist (person who can make their voice sound like it’s coming from somewhere else) –“Oh, I am a ventriloquist…” Chapter Twenty -bodices, frocks, knee-breeches (clothes)-“…bodices…gorgeous frocks…knee breeches…”Chapter Twenty-two-boisterous (really loud)-“…of boisterous laughter…” |

Extension learning activities for this book and other useful resources

1. View the movie: “The Wizard of Oz,” and have students compare/contrast the two stories. Have students make a comparison chart of how some things were changed in the movie: ruby slippers/silver shoes, magic spell to awaken from the poppy field/Queen of the mice and her subjects carried the lion out, the Emerald City is green/they wear green glasses to make it look green, etc.
2. This book works well in a text set about unusual friendships with “Lola and Tiva An Unlikely Friendship,” by Craig Hatkoff and “Owen and Mzee” by the same author.
3. Read the entire series about the Land of Oz by L. Frank Baum. (The Wizard of Oz, The Land of Oz, Ozma of Oz, Dorothy and the Wizard in Oz, The Road to Oz, The Emerald City of Oz, The Patchwork Girl of Oz, Tik-Tok of Oz, The Scarecrow of Oz, Rinkitink in Oz, The Lost Princess of Oz, The Tin Woodman of Oz, The Magic of Oz, Glinda of Oz. Baum wrote these books because he thought children needed newer fairy tales to read.
4. Have students do “word studies.” Choose some of the archaic words, or just words with multiple meanings and have students find different meanings of the words and how they are used (example – sober, frocks, knee britches). Find puns throughout the story (example – I have given you a lot of “bran” new brains (using bran); the Lion says ‘That is proof that he is sharp’ after the Scarecrow received pins and needles in his head.)
5. Make a class book of all the different characters and magical creatures in the story: i.e. the wicked witch, Glinda, the good witch, the winged monkeys, the trees in the forest.
6. Divide students into groups to act out part of the story. Provide students with a bank of vocabulary words to use in their reenactment. *Note: This is particularly supportive of English Language Learners.*

Note to Teacher

* As you read the book for your own pleasure before you read to the class, you might want to make notes of how it differs from the movie, if you’ve seen it. It will also be very helpful for you if you know about all the potentially gruesome areas of the book as well. It is necessary to read all these parts, too. The danger is necessary to character development and strengthening the bonds of friendships.

**What Makes This Book Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your book in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

 1020

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The main idea is how friendship can be made stronger through trials and tribulations. Children can relate to the unusual friendships in this book and see them simply as friendships. There are some potentially disturbing passages about death and destruction, i.e. how the tin woodsman cuts off all his body parts with his axe.

The book is written in chronological chapters that are in order of the introduction of characters and events, labeled accordingly.

There are illustrations, but they are few and far between.

The language is archaic with a lot of challenging vocabulary. The sentence structure is different than what students may be used to, and the sentences are often extremely complicated.

Knowledge of elements of the genre (fairy tale/fantasy) will be necessary because there are so many elements of magic and an alternate reality. The book does help students build knowledge of interpersonal relationships, particularly friends.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

The sentence structure and length, along with the archaic language will be the most challenging part of this text. The teacher will need to provide meanings for the challenging vocabulary, model thinking aloud, and questioning for understanding. The students should be guided through a brief synopsis of the previous day’s reading before reading new chapters each day.

How will this text help my students build knowledge about the world?

Students will build knowledge about friendship and how it can be strengthened when friends work together to overcome obstacles in life and achieve a common goal.

1. **Grade level**

What grade does this book best belong in?

This book is suitable for a 2nd grade read-aloud.

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