GRADED READERS

The Wizard of Oz

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Teacher's Book



LEVEL 2

MM PUBLICATIONS

SUGGESTED PRE-READING ACTIVITIES

It is advisable to get the students interested in the story and arouse their curiosity about the characters and places involved before they actually start reading it. For this purpose, you will need to spend one lesson doing some pre-reading activities. You can select the activities that suit you best from the ideas presented below.

- Write the title of the story on the board. Ask the students some general questions about the title and encourage them to make hypotheses about it, e.g.
  - What is a wizard?
  - Who do you think the Wizard of Oz is?
  - What do you think happens in the story?
- Have the students look at the cover of the reader and ask them some general questions about it, e.g.
- Who is the girl on the cover?
- How old is she?
- Who are the others?
- Where are they?
- Where are they going?
- What is the relationship between them?
- Photocopy some of the illustrations in the Reader and remove the text and page numbers. Ask the students to describe them, guess what is happening and put them in the correct order. You can ask the students questions about each picture similar to the ones presented in the previous activity in order to help them.

It would be more effective to have students do these activities in pairs or small groups. It is important to remember that at this stage you should not confirm or reject any of the students' hypotheses nor reveal what actually happens in the story.

For teachers' inspection ONLY

SUGGESTED LESSON PLAN

If you decide to deal with one chapter in each lesson, you can follow the procedure described below. In this case, it is estimated that you will need about ninety minutes for each lesson. If classroom time is scarce, you can have students do most of the reading and activities at home.

Before reading each chapter

1 At the beginning of each lesson revise the previous chapter and check the exercises which you have assigned for homework, except for the prediction exercise. If you feel that certain points have not been sufficiently covered, ask the students additional questions. Then ask them to give you a summary of the chapter and/or act it out.

2 Ask the students to guess what will happen in the chapter they are about to read. Ideas are presented below. Select the ones that suit you best.

- Have the students give you their answers to the questions in the prediction exercise in the previous chapter.
- Ask the students to look at the illustrations of the chapter they are going to read and describe them. You may also ask them questions in order to help them, e.g.
  - Who are the characters in this picture?
  - Where are they?
  - What are they doing?

  Afterwards, they should be encouraged to guess what will happen in the chapter.
- Give the students a few key words found in the chapter and the names of the characters that appear in it and ask them to predict what will happen.

Remember that all the students' answers and predictions should be accepted at this stage and make sure you don't reveal what actually happens in the chapter.

3 Ask the students to have their books closed and listen carefully to the cassette. Play the corresponding chapter on the cassette. Then ask the students a few general questions about the chapter that they have just listened to, e.g.
- Which characters appear in this chapter?
- Where are they?
- What are they talking about?

While reading each chapter

- Ask the students to open their books. Play the cassette again and ask them to read silently as they listen to it. Stop the tape whenever you feel it is necessary and ask the students some questions to make sure that they have understood the main points. Explain new vocabulary and clarify any points which they have not understood.

After reading each chapter

When you have finished with the presentation of the chapter, it is important that the students do some activities based on it in class. For this purpose you can choose from the ideas suggested.

- Divide the class into pairs or groups and get them to ask each other questions about the characters appearing and the events taking place in the chapter they have read.
- Ask the students to suggest a suitable title for the chapter.
- Do some of the exercises from the Activity Book.

Finally, assign the rest of the exercises from the activity book for homework. You can also allocate roles and ask the students to be prepared to act out the chapter in the next lesson.

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AFTER READING THE WHOLE STORY

After dealing with all the chapters, it is a good idea to spend at least one lesson doing some post-reading activities in class. For this purpose, a variety of exercises on the whole story have been included in the Activity Book. These are meant to help students revise the plot, characters and key events of the story, as well as elicit their personal response to the story.

In addition, you can also do one or more of the following activities, which offer the students an opportunity for revision, scrutiny and increased understanding of the story in an enjoyable way.

Project: Character poster
Ask the students to choose one of the characters from the story and draw a picture of that character on a large sheet of paper. Ask them to write some sentences describing events from the story in which the character was involved and their own opinion of the character in boxes or balloons around the picture.

Game: Who are we thinking about?
Divide the students into two groups. The students in the first group choose a character from the story. The students in the other group ask them a maximum of five Yes/No questions in order to find out who the character is. Alternatively, students can play this game in pairs.

Making the story into a comic strip
Photocopy some of the illustrations from the Reader and remove the text and page numbers. Divide the class into groups of three or four and distribute a few pictures at random to each group. Ask the students to write a couple of sentences on the back of each picture describing what is happening. Then, ask all the groups to work together to try and put the pictures in the correct order without looking at their books.