

# The Wizard of Oz - A Lesson Plan Based on Literature and

Name: \_\_\_\_\_

|                                                                                                          | 4. Distinguished                                                                                                                                                                                                      | 3. Proficient                                                                                                                                                                                                          | 2. Apprentice                                                                                                                                                                                                                                               | 1. Novice                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Behavior-<br>Overview:<br>Friendly,<br>helpful,<br>positive, good<br>at individual<br>and group<br>work. | Followed all directions. Took part in all activities. Was helpful to others and shared many ideas. Tried new things. Showed a high level of motivation, carried out the activities and role-plays with enthusiasm.    | Followed most directions. Took part in all activities. Was helpful to others and shared many ideas. Tried new things. Showed some level of motivation, carried out the activities and role-plays with some enthusiasm. | Did not follow all directions. Took part in most activities. Was helpful to others and shared some ideas. Said some negative things about others. Tried new things. Showed little motivation, carried out the activities and role-plays without enthusiasm. | Did not follow directions. Said negative things about other people and the project. Was not helpful. Showed no motivation, did not carry out the activities and role-plays or made trouble during the activities. |
| Research-<br>Overview:<br>Found information and took notes                                               | Followed all the instructions in the worksheets and carried out all the exercises in the Moodle platform. Communicates with parents about the activities and has taken notes about the activities together with them. | Followed all the instructions in the worksheets and carried out some of the exercises in the Moodle platform. Communicates with parents about the activities. Has not taken notes about the activities.                | Followed some of the instructions in the worksheets and carried out some of the exercises in the Moodle platform. Does not communicate with parents about the activities. Has not taken notes about the activities.                                         | Has not followed the instructions in the worksheets nor carried out the exercises in the Moodle platform. Has not communicated with parents about the activities. Has not taken notes about the activities.       |

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|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content-Amount of Information: Content-compatible language | Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as land, wicked, magical, emerald, the cardinal points, win, defeat, friendship, funnel, bricks, etc. with ease. | Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as land, wicked, magical, emerald, the cardinal points, win, defeat, friendship, funnel, bricks, etc. with some difficulty. | Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as land, wicked, magical, emerald, the cardinal points, win, defeat, friendship, funnel, bricks, etc. with great difficulty, resorting to the mother language. | Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as land, wicked, magical, emerald, the cardinal points, win, defeat, friendship, funnel, bricks, etc. resorting to the mother language too often. |

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|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content-Amount of Information: Content-obligatory language | Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as scarecrow, tin man, wizard, shoes, courage, brain, heart, vocabulary related to the movie and book of the Wizard of Oz, etc. with ease. | Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as scarecrow, tin man, wizard, shoes, courage, brain, heart, vocabulary related to the movie and book of the Wizard of Oz, etc. with some difficulty. | Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as scarecrow, tin man, wizard, shoes, courage, brain, heart, vocabulary related to the movie and book of the Wizard of Oz, etc. with great difficulty, resorting to the mother language. | Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as scarecrow, tin man, wizard, shoes, courage, brain, heart, vocabulary related to the movie and book of the Wizard of Oz, etc. resorting to the mother language too often. |

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|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content-<br>Amount of<br>Information:<br>BICS | BICS: The student is proficiently able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Is able to follow a conversation answering to peers' and teachers' questions. | BICS: The student is correctly able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Resorts to mother language at times. Is basically able to follow a conversation answering to peers' and teachers' questions. | BICS: The student is correctly able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Resorts to mother language at times. Is barely able to follow a conversation answering to peers' and teachers' questions. | BICS: The student is improvably able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Resorts to mother language often. Is not yet able to follow a conversation answering to peers' and teachers' questions. |

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|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content-<br>Amount of<br>Information:<br>CALP | CALP: The student can use technical or academic terms related to the book and/or movie of the Wizard of Oz like skin, diploma, straw, corn, medal, and vocabulary related to the description of the characters and the archetypes in fairy tales. | CALP: The student shows that he or she needs more exposure to technical or academic terms related to the book and/or movie of the Wizard of Oz like skin, diploma, straw, corn, medal, and vocabulary related to the description of the characters and the archetypes in fairy tales. | CALP: The student shows that he or she needs far more exposure to technical or academic terms related to the book and/or movie of the Wizard of Oz like skin, diploma, straw, corn, medal, and vocabulary related to the description of the characters and the archetypes in fairy tales. | CALP: The student shows that he or she needs serious improvement about the knowledge of technical or academic terms related to the book and/or movie of the Wizard of Oz like skin, diploma, straw, corn, medal, and vocabulary related to the description of the characters and the archetypes in fairy tales. |

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|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content-<br>Overview:<br>The four Cs | The student shows a high level of understanding of the activity and relates it to his or her experience with ease, communicating how his or her parents helped him or her, how he or she has performed a role in a role-play, etc. | The student shows a good level of understanding of the activity and relates it to his or her experience with some difficulty, communicating how his or her parents helped him or her, how he or she has performed a role in a role-play, etc. Resorts to mother language at times. | The student shows a decent level of understanding of the activity and relates it to his or her experience with great difficulty, communicating how his or her parents helped him or her, how he or she has performed a role in a role-play, etc. Resorts to mother language often. | The student shows an improvable level of understanding of the activity and relates it to his or her experience with great difficulty, not doing his or her best to communicate how his or her parents helped him or her, how he or she has performed a role in a role-play, etc. Resorts to mother language very often. |

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|                                                         | 4. Distinguished                                                                                                                                                                                                                                                                                                                         | 3. Proficient                                                                                                                                                                                                                                                                                                                             | 2. Apprentice                                                                                                                                                                                                                                                                                                                             | 1. Novice                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content-<br>Overview:<br>Bloom's<br>Revised<br>Taxonomy | The student is proficiently able to culminate the pyramid of Bloom's Revised Taxonomy carrying out the reading of the poem, the recipe, and tasting it together with his or her family with enthusiasm, showing great interest in the outcome of the role-play and carrying out all the activities with motivation, creativity and care. | The student is correctly able to culminate the pyramid of Bloom's Revised Taxonomy carrying out the reading of the poem, the recipe, and tasting it together with his or her family with some enthusiasm, showing some interest in the outcome of the role-play and carrying out all the activities with motivation, creativity and care. | The student is decently able to culminate the pyramid of Bloom's Revised Taxonomy carrying out the reading of the poem, the recipe, and tasting it together with his or her family little enthusiasm, showing some interest in the outcome of the role-play and carrying out some of the activities with motivation, creativity and care. | The student is improvably able to culminate the pyramid of Bloom's Revised Taxonomy not carrying out the reading of the poem, the recipe, nor tasting it together with his or her family with no visible enthusiasm, showing little interest in the outcome of the role-play and not carrying out the activities with motivation, creativity and care. |

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Name: \_\_\_\_\_

\_\_\_\_ I was friendly, helpful, and had a positive attitude. I enjoyed carrying out the role-play and the activities of the Wizard of Oz book and movie.

\_\_\_\_ I have shared with my parents the material and carried out with the exercises for homework. I have carried out all the activities in the worksheets and Moodle platform. I was good working on my own and with my classmates. I found information about my topic and took notes.

\_\_\_\_ I know many new words from the book and movie of Wizard of Oz. Words like defeat, friendship, emerald, and land. They are very interesting words and I use them to communicate with the teacher, my classmates, and my family.

\_\_\_\_ I know many new words from the book and movie of Wizard of Oz. Words like brain, heart, courage, and wizard. They are very interesting words and I use them to communicate with the teacher, my classmates, and my family.

\_\_\_\_ I can talk with my classmates, my teacher, and my family about the Wizard of Oz book and movie, all in English.

\_\_\_\_ I can distinguish and talk about the many kinds of characters that are present in fairy tales. I learned the story of the Wizard of Oz and have reflected about what it means to have courage, a heart, and a brain.

\_\_\_\_ I can talk with my family, my teacher and my peers about the role-play that we have performed in class about the Wizard of Oz and the different characters and settings from the fairy tales.

\_\_\_\_ I have carried out the role-play and had fun with my classmates. Now I am able to talk about courage, brain, heart and their relationship with the Wizard of Oz, fairy tales, and my life.