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TOTO



TWISTER FACT FILE (a)

“I was lying right here, deep in my dreams in this very basket, when I was woken up by the sound of the wind roaring and howling around the house, rattling the doors and windows, shaking the whole place. I never heard a wind like it. The door blew open. So I got up and went outside. Everyone was rushing round, Dorothy trying to shut the hens into the hen house, but they were skittering about all over the place.” (page 15)

READ CHAPTER ONE

‘A GIANT MONSTER OF A TWISTER’ ON PAGES 15 – 25

TASK: Research and create a fact file about twisters (tornadoes).

You can use information from the story as well as research from the Internet to find out about twisters. Use the information you discover to create a fact file that could teach others about twisters.

IDEAS TO INCLUDE:

- What is a ‘twister’?
- How fast do they spin?
- How far can they travel?
- Where do most twisters occur?
- What is the difference between an Fo and an F5 tornado?
- What is a waterspout?
- In which direction do they twist?

Write your fact file on the next page.

CURRICULUM LINKS: (KS1)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- answering and asking questions

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding



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TWISTER FACT FILE (b)

Write your fact file here.

Main title and introduction:

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:



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THE PROBLEM AND THE PLAN (a)

“I always slept on Dorothy’s bed – Aunt Em and Uncle Henry didn’t like me to, but I often snuck up on to her bed when they were asleep. Then Dorothy was happy, and I was happy. We breathed together. I think sometimes we dreamed the same dream together. I was usually awake before her. She was a bit of a sleepyhead. But by this time we were woken up together by the same jarring, crashing bump. We sat up at once. The house didn’t like it any more than we did. The whole place groaned and creaked around us. And then we heard nothing except the sound of whispering outside the farmhouse door. Strangers!” (pages 27 – 28)

**READ CHAPTER TWO ‘LANDING IN THE LAND OF THE MUNCHKINS’
ON PAGES 27 – 43**

TASK: Use the information in this chapter to explain what the main problem in the story is, and what the plan is to resolve it.

IDEAS TO INCLUDE:

- ☀ Think about what has happened to Toto and Dorothy.
- ☀ What do they want to do?
- ☀ What is stopping them from achieving their goal?
- ☀ How does the Good Witch of the North and the Munchkins help them?
- ☀ What is the plan?
- ☀ What do they need to do next?
- ☀ Do you think the plan will work?

Write your explanations on the next page.

CURRICULUM LINKS: (KS1)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- ☀ checking that the text makes sense to them as they read and correcting inaccurate reading predicting what might happen on the basis of what has been read so far

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- ☀ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied



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SCARECROW'S TOPSY TURVY QUIZ (a)

“Until now Scarecrow had been walking along quite happily, but suddenly he stopped and stood there, shaking his head sadly. “I wish I could help you, Dorothy,” he said, “but look at me. I know nothing. I am made of straw, all of me, my legs, my arms, my body, and worst of all, my head. I have no brains in my head at all, only straw. Maybe the Great and Terrible Wizard of Oz, if he can do just about everything he wants to do like you say, could give me some brains?” (Pages 61 – 62)

**READ CHAPTER THREE ‘A REAL LIVE WALKING TALKING SCARECROW’
ON PAGES 45 – 63**

TASK: Create your own ‘brainy’ quiz by writing questions to match the answers on the card. You have been given a sheet with words from Chapter 3.

INSTRUCTIONS:

Cut out the words.

Look for those words in the chapter and write a clue on the back of the card.
Play a game with your friends using the question/answer cards.

Write your clues on the back of the cards on the next page.

CURRICULUM LINKS: (KS1)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- 🌻 drawing on what they already know or on background information and vocabulary provided by the teacher answering and asking questions

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- 🌻 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding



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SCARECROW'S TOPSY TURVY QUIZ (a)

Cut out the cards then write your questions on the back.



walking	mice	Uncle Henry's hat
ham sandwiches	trousers	Munchkins
pole	blue	sausages
silent	fire	skipping
apples, pears, peaches, plums	garlands	yellow brick road
stream	bonnet	Kansas



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ACT IT OUT (a)

“So now, little puppies – and I do wish some of you would stop wriggling so, it puts me off, makes me forget where I am in the story – so now there were three of us, all together, following the yellow brick road towards the Emerald City to see the Great and Terrible Wizard of Oz.” (Page 65)

**READ CHAPTER FOUR ‘HOW THE THREE OF US BECAME FOUR’
ON PAGES 65 – 81**

TASK: Turn Chapter Four into a play script and act it out with your friends.

IDEAS TO INCLUDE:

- Who are the characters in Chapter Four?
- What is the setting for Chapter Four?
- What happens in Chapter Four? Will you include all the details in your script or just the main bits?
- Will you use Toto as the narrator or a participant?
- What actions might you like the characters to perform? Remember to give them stage directions.

Write your play script on the next page.

CURRICULUM LINKS: (KS1)

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

CURRICULUM LINKS: (KS2)

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience



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ACT IT OUT (b)

Write your play script here.

CHARACTERS

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SCENE 4

SETTING:

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SPEAKER 1

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STAGE DIRECTIONS:

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ACT IT OUT (c)

Write your play script here.

SCENE 4 (continued)

A large white rectangular area with a red border containing 18 horizontal dotted lines for writing.



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TIN WOODMAN'S COMIC STRIP STORY (a)

'A little while later, we were all walking along together, Tin Woodman, Scarecrow, Dorothy and me, when Dorothy asked one of her questions. She loved asking lots of questions back home and she was no different now. When I come to think about it, I guess I just use my nose, and Dorothy asks questions. I suppose that's just how we each find out about the world around us. "We know how and why Scarecrow came to be made of straw," she began. "But how come you're made of tin, if you don't mind my asking?" (Pages 83 – 84)

READ CHAPTER FIVE 'HOW A JOLLY WOODMAN BECAME A TIN WOODMAN' ON PAGES 83 – 91

TASK: Retell the story of how a jolly woodman became a tin woodman using a comic strip style.

IDEAS TO INCLUDE:

Think about how many sections there are in the comic strip and plan how you will divide the story up

Use pictures, action words and speech bubbles to show action

Think about the characters' feelings

Design your comic strip on the next page.

CURRICULUM LINKS: (KS1)

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- ☀ discussing the sequence of events in books and how items of information are related
- ☀ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional stories

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- ☀ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas asking questions to improve their understanding



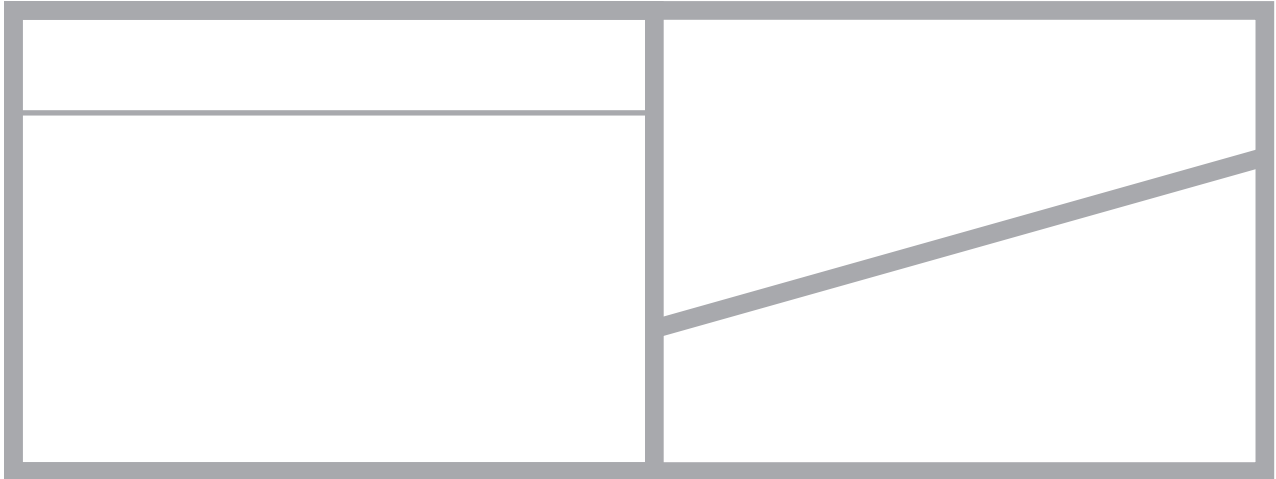
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TIN WOODMAN'S COMIC STRIP STORY (b)

Design your comic strip here.





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CHARACTER PROFILE (a)

“So now there were five of us, Dorothy, Scarecrow, Tin Woodman, Lion and me, off to see the Great and Terrible Wizard of Oz. They all seemed to think he was a wonderful and wise wizard, Dorothy too, but I wasn’t so sure. He sounded a bit scary to me. I mean, he wasn’t called ‘terrible’ for nothing, was he?

And talking of scary, Lion loped along beside us, not scary any more at all, but as friendly as you like. I liked him. I so wanted to be big and strong like him, with a roar that terrified the world. And he liked me too. “ (Page 104)

READ CHAPTER SIX ‘BE AFRAID, BE TERRIBLY AFRAID’ ON PAGES 93 – 107

Task: Now that you’ve met Toto, Dorothy, Scarecrow, Tin Woodman and Lion, choose one of the characters and create a character profile for them. Use information from the text and your own imagination to create the profile.

IDEAS TO THINK ABOUT:

- ☀ What does he/she look like?
- ☀ What does he/she do?
- ☀ What is his/her personality like?
- ☀ What are his/her favourite foods or hobbies?
- ☀ What are the things that he/she doesn’t like?
- ☀ What family does he/she have?

Create your character profile on the next page.

CURRICULUM LINKS: (KS1)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- ☀ drawing on what they already know or on background information and vocabulary provided by the teacher answering and asking questions

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- ☀ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding



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CHARACTER PROFILE (b)

Create your character profile here.

Picture:

Name:

Age:

Physical description:

Personality:

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Likes:

Dislikes:

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SCARECROW'S DIARY (a)

“Scarecrow was standing beside Lion, scratching his head, which he always seemed to do when he was thinking. “Tell you what. I have an idea,” he said. “You see that big tree over there? Now if Tin Woodman could cut it down for us so that it fell right across, then we could walk over, couldn't we? Simple.” We all looked at Scarecrow in utter disbelief.

“What a great idea!” Dorothy said.

“Not a great idea,” Scarecrow told her, “just a simple one. I haven't any brains but I do have simple ideas from time to time.”

“I don't think you are simple at all,” said Dorothy.” (Pages 119 – 120)

READ CHAPTER SEVEN 'LOST IN THE FOREST OF THE CRUEL KALIDAHS' ON PAGES 109 – 125

TASK: Imagine you are Scarecrow. You are writing in your diary. Rewrite the chapter about your adventure lost in the forest of the Kalidahs from Scarecrow's point of view.

Use information from the chapter and your own imagination.

IDEAS TO INCLUDE:

- What happened in the forest?
- How did you help other characters?
- What ideas did you have?
- How did you feel about jumping over the chasm on Lion's back?

Write your diary on the next page.

CURRICULUM LINKS: (KS1)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- making inferences on the basis of what is being said and done
- answering and asking questions

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identifying how language, structure and presentation contribute to meaning



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SCARECROW'S DIARY (b)

Write your diary here.

A large, textured rectangular area representing a diary page, with horizontal lines for writing.



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WARNING POSTER (a)

“We all thought nothing could ever be more dangerous than the cruel Kalidahs. But none of us had reckoned with poppies. Yes, poppies, little puppies, I am not kidding you. And first we had to cross a raging river and rescue poor Scarecrow, which wasn’t easy either. But I’m getting ahead of myself, aren’t I? Mustn’t do that. Now where was I? Oh yes.

Things were looking pretty good. We followed the yellow brick road for quite a while and it led us gradually, out of the dark of the forest and into bright sunlight and grassy flowery meadows with singing birds and fruit trees humming with bees.”

(Pages 127 – 128)

**READ CHAPTER EIGHT ‘ONE BAD SITUATION AFTER ANOTHER’
ON PAGES 127 – 141**

TASK: The journey along the yellow brick road has been full of dangers, for example, in Chapter Eight the raging river and the sleepy poppies. Make a warning poster for one or more of the dangers along the yellow brick road.

Use information from the story and your own imagination.

IDEAS TO INCLUDE:

- ☀ What the danger is
- ☀ Where the danger is, for example, before or after the forest
- ☀ How to get past the danger

Make your poster on the next page.

CURRICULUM LINKS: (KS1)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- ☀ drawing on what they already know or on background information and vocabulary provided by the teacher
- ☀ explain and discuss their understanding of books, poems and material, both those that they listen to and those that they read independently for themselves

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- ☀ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- ☀ identifying how language, structure and presentation contribute to meaning



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WARNING POSTER (b)

Make your poster here.

DANGER



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LION'S THANK YOU LETTER (a)

“Scarecrow was scratching his head again, so we all knew an idea must be coming, “S’cuse me, Mrs Queen,” he began thoughtfully, “or Ma’am, or Your Majesty – never do know what to call queens – but you said that if there was anything you could do for us in return for Toto saving your life, just ask. Well, I’m asking. You see, our dear friend Lion is lying fast asleep over in that field of poppies, and if we don’t get him out of there right now, he’s going to sleep himself to death and never wake up.” (Page 147)

READ CHAPTER NINE ‘HOW LION WAS SAVED BY A MOUSE – OR TWO’ ON PAGES 143 – 159

TASK: Imagine you are Lion. Write a thank you letter to the mice and the mouse Queen to thank them for rescuing you. Draw a picture with your letter.

Use information from the story and your own imagination.

IDEAS TO INCLUDE:

- What are you writing to say?
- Why do you need to say that?
- How might things have ended differently?
- How will you be more careful in the future?

Write your letter on the next page.

CURRICULUM LINKS: (KS1)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- answering and asking questions

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding



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LION'S THANK YOU LETTER (b)

Make your letter here.

Dear Queen Mouse and the field mice,

yours truly,

Lion



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THE GREAT GREEN CHALLENGE (a)

“Look, it’s the Emerald City!” cried Scarecrow. “We’re almost there!” And linking arms with Tin Woodman and Dorothy, off they skipped ahead of us, so that Lion and I had to trot along to keep up. As we came ever closer, we saw the city was surrounded by towering green walls, and set in the wall were great green gates studded not with nails but with glittering emeralds that dazzled our eyes. The gates swung open as we approached and there stood the Guardian of the gate, small and green like everyone in these parts, but he wore an especially smart green uniform, with emerald buttons, and had a twirling green moustache that stretched across his face, from ear to ear.”

(Pages 162 – 163)

READ CHAPTER TEN ‘FACE TO FACE WITH THE GREAT AND TERRIBLE WIZARD OF OZ’ ON PAGES 161 – 185

TASK: Hold a contest to see who can list the most green-coloured items or words for shades and tones of the colour green!

IDEAS TO INCLUDE:

- 🌻 Green-coloured items, for example, peas, grass and seaweed.
- 🌻 Words for shades and tones of green, for example, mint, forest and emerald.

Collect your ideas on the next page.

.....

CURRICULUM LINKS: (KS1)

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 🌻 discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- 🌻 discussing their favourite words and phrases

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- 🌻 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- 🌻 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader



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THE GREAT GREEN CHALLENGE (b)

Collect your ideas here.

GREEN-COLOURED ITEMS OR SHADES
AND TONES OF THE COLOUR GREEN

Peas
Grass
Seaweed
Mint
Forest
Emerald



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ACTION STATIONS (a)

“We had just settled down to sleep when I thought I heard a whistling sound. I imagined at first it must be the whistling of the wind around the rocks. Then I was sure I was hearing the howling of wolves. No, I thought, that’s just the wind again. Don’t worry about it, I told myself. I curled up closer to Dorothy and fell fast asleep, which was when I dreamed a horrible dream. I dreamed I saw the Wicked Witch of the West, a warty old witch in a pointed hat and pointed shoes with one huge eye in the middle of her forehead.” (Page 189)

READ CHAPTER ELEVEN ‘THE WICKEDEST WITCH THERE EVER WAS’ ON PAGES 187 – 201

Task: Chapter Eleven is full of exciting action as the Wicked Witch of the West tries to defeat the group of friends. Use the chapter to describe how the friends manage to thwart each of the Witch’s attacks.

IDEAS TO INCLUDE:

- Which character fights off each attack?
- How do they do it? What skills do they have?
- What descriptive words does Toto use to describe the action?
- How do the characters feel?

Collect your ideas on the next page.

CURRICULUM LINKS: (KS1)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

answering and asking questions

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding



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ACTION STATIONS (b)

Collect your ideas here.

ATTACK SENT BY THE WICKED WITCH

A pack of yellow-eyed,
sharp-toothed wolves

HOW THE FRIENDS DEFEAT EACH ATTACK

A sky full of crows with black
beady eyes and cruel beaks

A huge swarm of black bees

Forty yellow Winkies
with bows and arrows



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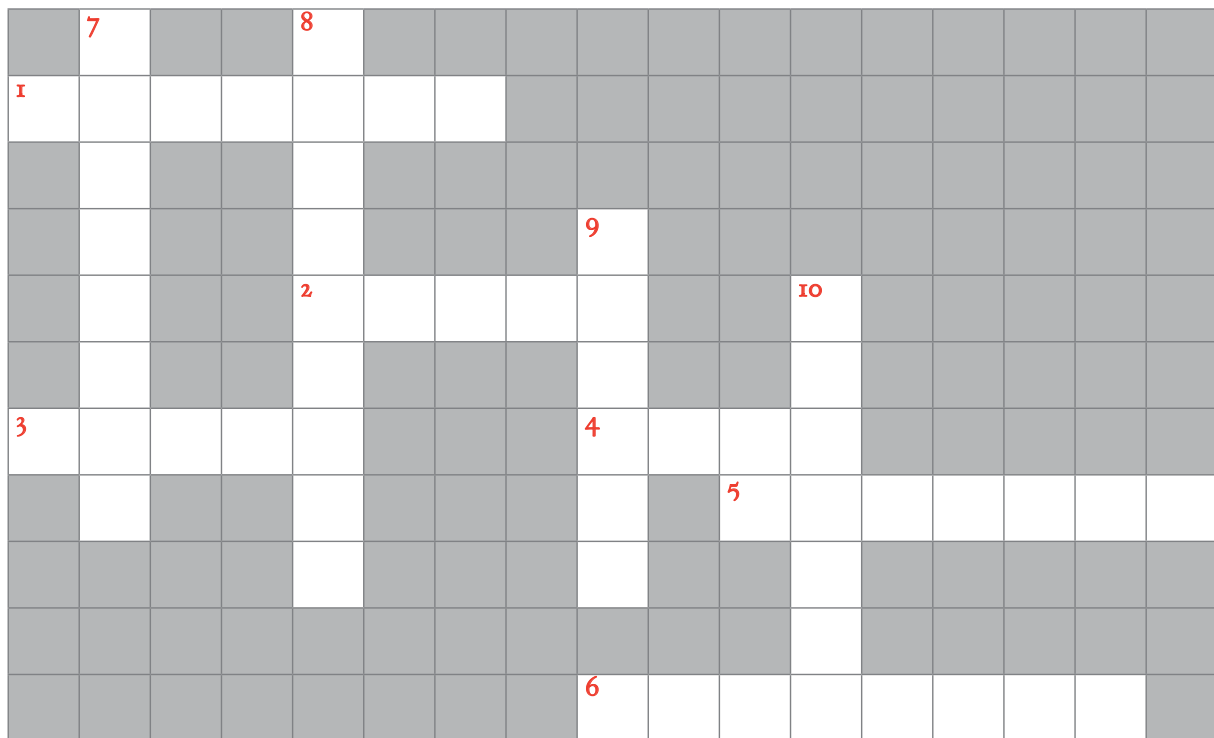


CROSSWORD PUZZLE (a)

READ CHAPTER TWELVE

'WE FALL INTO THE CLUTCHES OF THE WICKED WITCH OF THE WEST'
ON PAGES 203 – 219

TASK: Use information from Chapter Twelve to help you solve the crossword puzzle.



CLUES

Across

1. The Wicked Witch's slaves are this type of animal (7 letters)
2. Things get like this before they get better (5 letters)
3. Dorothy threw this over the Wicked Witch (5 letters)
4. The Wicked Witch wanted to keep this character alive (4 letters)
5. The Wicked Witch stole one of these from Dorothy (3, then 4 letters)
6. The Wicked Witch used this item to beat Toto (8 letters)

Down

7. The place that Dorothy had the kiss of the Good Witch (8 letters)
8. The characters walked in this direction towards the setting sun (9 letters)
9. The colour of the Wicked Witch's Winkie slaves (6 letters)
10. The Wicked Witch smelled of this (7 letters)



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CROSSWORD PUZZLE ANSWERS (b)

	⁷ F			⁸ W															
¹ M	O	N	K	E	Y	S													
	R			S															
	E			T				⁹ Y											
	H			² W	O	R	S	E			¹⁰ V								
	E			A				L			I								
³ W	A	T	E	R				⁴ L	I	O	N								
	D			D				O		⁵ R	E	D	S	H	O	E			
				S				W			G								
											A								
								⁶ U	M	B	R	E	L	L	A				

CURRICULUM LINKS: (KS1)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- ☀ drawing on what they already know or on background information and vocabulary provided by the teacher
- ☀ answering and asking questions

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- ☀ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ☀ asking questions to improve their understanding



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HOME IS HOME (a)

“I shall soon have my heart,” said Tim Woodman.

“And I shall soon have my brains,” said Scarecrow.

“And I shall soon have courage,” said Lion.

“And Toto and me shall soon be home in Kansas with Aunt Em and Uncle Henry,” said Dorothy. “Home is...”

“...home,” chorused the tin man, the scarecrow and the lion. “And home is best!”

“You’re so dog-gone right,” I woofed. (Page 239)

READ CHAPTER THIRTEEN ‘PROMISES, PROMISES’ ON PAGES 221 – 243

TASK: Discuss the phrase ‘Home is home, and home is best’ with your classmates. What do you think it means? What does the word ‘home’ mean to you? Imagine you meet someone who doesn’t know the word ‘home’. Draw and describe your idea of ‘home’.

THINGS TO THINK ABOUT:

- How is the meaning of the word home different from the word house?
- How might the word home mean different things to different people?
- Is the word home more to do with a place or people?
- How does the dictionary define the word home?
- What does home mean to you?

Draw and describe your idea of ‘home’ on the next page.

CURRICULUM LINKS: (KS1)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- answering and asking questions

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding



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HOME IS HOME (b)

Collect your ideas here.

My initial ideas / discussions about the meaning of 'home':

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My drawing of a 'home':

My description of a 'home':

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WORD SEARCH

READ CHAPTER FOURTEEN 'THE REALLY CONFUSING WIZARD OF OZ' ON PAGES 245 – 257

TASK: Can you find all of the words below from the book in the word search? The words can go up, down, left, right or diagonal.

T	N	L	D	I	O	A	S	D	O	R	O	T	H	Y
I	K	A	L	I	D	A	H	S	Q	M	L	I	P	E
N	D	Y	H	G	H	O	M	E	I	A	V	X	E	L
W	I	T	C	H	E	S	P	I	Y	T	E	Q	M	L
O	S	Y	R	K	A	N	S	A	S	R	T	O	T	O
O	T	M	B	C	R	S	C	A	R	E	C	R	O	W
D	X	S	F	H	T	L	J	L	E	P	O	T	E	B
M	U	N	C	H	K	I	N	S	D	G	U	Z	F	R
A	Q	R	U	P	S	O	G	K	S	L	R	X	R	I
N	B	B	R	A	I	N	S	M	H	L	A	N	I	C
M	O	N	K	E	Y	S	B	C	O	V	G	L	E	K
B	M	E	R	Y	I	P	S	D	E	G	E	J	N	R
F	J	S	A	U	S	A	G	E	S	O	S	T	D	O
W	I	Z	A	R	D	O	F	O	Z	A	K	N	S	A
E	M	E	R	A	L	D	C	I	T	Y	P	R	E	D

DOROTHY
SAUSAGES
TOTO
BRAINS
TIN
WOODMAN
HEART
SCARECROW
COURAGE
LION
HOME

MUNCHKINS
KANSAS
WITCHES
FRIENDS
EMERALD CITY
KALIDAHS
WIZARD OF OZ
MONKEYS
RED SHOES
YELLOW BRICK ROAD

D	E	R	P	L	I	C	D	T	V	R	E	M	E
V	N	V	Z	O	F	O	D	R	V	Z	I	W	
O	D	L	S	O	S	E	V	S	V	S	I	F	
N	J	E	G	E	P	A	I	X	M	E	M	B	
K	T	G	A	O	C	B	L	E	X	N	O	M	
C	I	N	V	T	H	S	N	I	V	H	S	N	
I	X	R	T	S	K	G	O	S	P	U	D	V	
R	Z	U	G	D	S	N	I	K	H	C	N	U	
B	L	O	P	E	T	J	T	L	H	S	X	D	
W	O	R	C	R	V	C	S	R	C	B	M	L	O
O	L	O	L	R	V	S	N	V	K	X	S	O	
T	T	O	E	L	X	I	S	S	E	H	C	L	W
T	X	A	V	I	E	M	O	H	G	H	X	D	N
E	I	T	M	D	S	H	V	D	I	V	K	I	
X	H	L	O	R	O	S	V	O	I	D	T	N	L



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A GOODBYE SPEECH (a)

“Better than that, Lion, my friend,” said the old man excitedly, “when we leave I shall be able to tell them that the king of the beasts himself will be looking after them instead of me.”

“And I can have green sausages every day?” the Lion asked.

“You’ll be king,” replied the old man, “you will be able to have everything you want!”

“That’ll do then,” said the Lion. “I’m happy.”

And all the people were happy too when they heard Lion would be staying on instead of the wizard – he’d been shut away in the palace all this time anyway, they hadn’t seen much of him.” (Page 271)

READ CHAPTER FIFTEEN ‘THE WIZARDEST BALLOONIST THERE EVER WAS’ ON PAGES 259 – 281

TASK: Use the information in the chapter to write a speech that the Wizard of Oz could use to say goodbye to the people of the Emerald City.

IDEAS TO INCLUDE:

- ☀ Explain who his friends are and what they will be doing
- ☀ Explain who he is and where he comes from
- ☀ Explain the plan for getting home
- ☀ Reassure the people that they will be cared for and protected by the Lion
- ☀ Thank the people for their support and loyalty during his reign as the Wizard of Oz

Write your speech on the next page.

CURRICULUM LINKS: (KS1)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- ☀ drawing on what they already know or on background information and vocabulary provided by the teacher
- ☀ answering and asking questions

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- ☀ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ☀ asking questions to improve their understanding



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A GOODBYE SPEECH (b)

Write your goodbye speech here.

Introduction:

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First paragraph:

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Second paragraph:

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Third paragraph:

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Conclusion:

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