Level 1	
Suitable for:	young learners who have completed up to 50 hours of study in English
Type of English:	American
Headwords:	200
Key words:	5 (see pages 2 and 5 of these Teacher's Notes)
Key grammar:	present simple, *this* / *that*, numbers, plural nouns, simple adjectives, *Wh*-questions

Summary of the story

Winston is a wizard who lives with his cat, Brad. Winston likes to do magic spells. He casts a spell to turn his cat into a dog. It is successful, but then Winston is sad because he likes his cat and wants him back.

When he tries to turn the dog back into his cat, the dog jumps up and takes the wand. Winston tries to do the magic spell with a pencil instead, but it doesn't work. Then he remembers his magic books.

Winston goes into the house to find a spell to turn the pencil into a magic wand. He finds the right spell in a book, and succeeds in changing the pencil into a magic wand. Now he is able to turn the dog back into his cat, Brad.

Background information

Winston the Wizard was written by Melanie Williams, Series Editor of Penguin Kids and an ESL consultant and writer. The story was inspired by her granddaughter's interest in all things magic.

Wizards, witches, and magic have always featured strongly in children's stories, and in fairy tales such as *Hansel and Gretel*. Children particularly love saying magic spells, with their long made-up words, and enjoy making up their own spells, too.

One of the most famous stories about wizards and magic was made into the film *The Wizard of Oz*, released in 1939, in which Dorothy sets off with her companions to find the Wizard so she can go back home.

Did you know ... ?

Wizards are men and boys who have mysterious powers and magical abilities. They are often depicted wearing long robes and a tall, conical hat.

Some of the most famous wizards include Merlin, Harry Potter, and Gandalf from *The Lord of the Rings*.

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The characters

Winston is a wizard.

Brad is Winston's black cat.

Topics and themes

Pets Winston has a black cat for a pet. Ask the students if they have any pets. What pets do they have? If they don't have a pet, what kind of animal would they like for a pet? Elicit which pets are their favorite and why. (See also Activity 1 on page 3 of these Teacher's Notes.)

Magic Winston is a wizard, and wizards do magic spells. Elicit from the students what Winston is able to do (e.g. change one animal into another, change a pencil into a magic wand). Ask the students for the names of any other characters they know of who can do magic, e.g. in books / stories / movies / games. Find out what magic these characters do. (See also Activity 3 on page 3 of these Teacher's Notes.)

Clothes Ask the students to close their books. Elicit what color clothes Winston is wearing. If the students don't remember all the colors, get them to hold up colored pencils in the same color to demonstrate.

Rhymes and numbers Elicit Winston's two magic spells – *One, two, three, Zippetty-Zee!* and *One, two, three, Zippetty-Zicks!* Ask the students if they know of any other magic spells, e.g. *Abracadabra, Hocus Pocus*. Elicit other words which rhyme with *three* and *Zicks* to create new rhymes. (See also Activity 3 on page 3 of these Teacher's Notes.)

Homes Ask the students if they like Winston's house. Elicit what they can see in the house and in the yard. Ask the students to tell you about their houses. Do they live in a house or an apartment? How many rooms does it have? Do they have a yard?

Key words

(see page 5 of these Teacher's Notes for the Key words in context)

magic (n) / (adj)
spell (n)
wand (n)
want (v)
wizard (n)

Notes on the photocopiable activities

Page 5: The students could paste the list of Key words into a notebook. You could ask the students to learn this vocabulary as homework, and then test them on it.

Pages 6–7: While-Reading activities, **Activity 2**: You could ask the students to correct the false sentences: 2 *Winston doesn't love the dog*. 4 *Wizards have black cats*. 6 *It's a bad dog*. **Activity 3**: Alternatively, the students could cut out the sentences and match them to the pictures. Or, they could cut out the sentences and pictures and stick them in the correct order in their notebooks, then use them as a prompt to retell the scene from the story in their own words.

Page 9: After-Reading activities, **Activity 1**: Encourage the students to use the same colors as in the book, and to talk about the picture / colors as they work.

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Class Activities (After Reading)

Here are some activities to do with your class after reading *Winston the Wizard*.

1. Pet posters

Materials: sheets of white paper or card; colored pens / pencils / paints

- Elicit the names of pets that the students know, and write them on the board.
- Ask the students to tell you their favorite pet. This doesn't need to be a pet they already have, it could be any pet.
- Tell the students that they are going to make a poster of their favorite pet.
- Hand out the materials and ask the students to draw and color their pictures, giving their pet a name, and writing it at the top of their posters.
- When they have finished, invite students to present their posters to the class.
- Display the posters around the classroom.

2. Hats and wands

Materials: *for the hats*: sheets of dark card; Scotch tape / glue; colored stars; glitter
for the wands: sheets of colored or plain white card; Scotch tape / glue; colored stars; glitter

- Ask the students to describe a wizard. Talk about his clothes and any other important items. Elicit that a wizard usually wears a robe and a cone-shaped hat, and carries a magic wand.
- Draw a wizard's hat and wand on the board. Tell the students that they are going to make their own hat and wand.
- Hand out the materials for the hat first. Instruct the students to decorate their sheets of dark card with the colored stars and glitter.
- Then show the students how to make their card into a cone shape to turn it into a wizard's hat. Stick or glue the hat in place.
- Now hand out the materials for the wand. Again, instruct the students to decorate their sheets of card with the colored stars and glitter.
- Show the students how to roll the card into a thin tube shape, and use tape or glue to hold it together.
- Go around the class and monitor the students' work, helping out where necessary.
- When all the students have made their hats and wands, they are ready to do the spells in Activity 3.

3. Spells

Materials: hats and wands made in Activity 2

- Explain to the students that they are going to become wizards. They wear their hats and hold their wands to carry out the spells from the story.
- Elicit what Winston the Wizard does in the story with the spells (he changes his cat into a dog and back again, and he changes a pencil into a wand).
- Practice the two spells from the story – on pages 3 and 12. Chant them together until the students know them by heart: *One, two, three, Zippetty-Zee!* and *One, two, three, Zippetty-Zicks!*
- Invite volunteers to come to the front of the class and demonstrate a spell. Saying one of the spells from the story, they wave their wand over whatever they wish to change it into something of their choice, e.g. a chair can become a book.
- Allow all the students to have a turn at casting a spell.

4. Make a *Winston the Wizard* finger puppet

Materials: pairs of old gloves; glue; wool; small pieces of felt for eyes, nose and mouth

- If possible before the session, make the finger puppet to show the students following the instructions on the next page.

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- Explain to the students that they are going to make a finger puppet of Winston the Wizard from the story.
- Hand out the materials, giving out one finger cut from the gloves to each student.
- The students decorate their finger puppet, using wool for the hair, and pieces of felt for the eyes, nose and mouth.
- Go around the class and monitor the students' work, helping out where necessary.
- When the finger puppets are finished, play the CD of the story. The students play the role of Winston with their puppets and repeat his words after they hear them.
- Invite more confident students to role play the story with their finger puppets for the class.

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Key words

magic ..... Wizards have magic books! (p. 10)

spell..... Wizards do magic spells. (p. 2)

wand..... Wizards have magic wands! (p. 6)

want ..... I want Brad. I love my cat. (p. 4)

wizard ..... I'm a wizard. (p. 2)

magic ..... Wizards have magic books! (p. 10)

spell..... Wizards do magic spells. (p. 2)

wand..... Wizards have magic wands! (p. 6)

want ..... I want Brad. I love my cat. (p. 4)

wizard ..... I'm a wizard. (p. 2)

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While-Reading activities

Activity 1 (pages 1–3)

Who are they? Write the names.

the dog Winston Brad

....

Activity 2 (pages 4–6)

Write *Yes* or *No*.

1 Winston loves his cat. _____

2 Winston loves the dog. _____

3 Winston is a wizard. _____

4 Wizards have black dogs. _____

5 The dog has Winston's wand. _____

6 It's a good dog. _____

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Activity 3 (pages 7–9)

Write the sentences under the pictures.

1 One, two, three, Zippetty-Zee!

2 Winston looks in the yard.

3 Oh no! Hello again, dog!

4 This pencil is a good wand.

a

b

.....

.....

.....

.....

c

d

.....

.....

.....

.....

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Activity 4 (pages 10–14)

Circle the words.

1 Wizards have **magic** / **bad** books.

2 Winston **writes** / **reads** books.

3 Winston's pencil is a **dog** / **wand**.

4 Winston is a **wizard** / **dog** again.

5 The dog is a **pencil** / **cat** again.

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After-Reading activities

Activity 1

Color the picture.

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Activity 2

Circle the words.

magic spell wizard cat wand dog yard

s	s	b	y	a	r	d
p	p	a	g	i	c	f
e	e	d	o	g	w	m
g	l	u	r	o	a	a
e	l	x	c	q	n	g
w	i	z	a	r	d	i
h	y	a	t	d	a	c

Activity 3

Match. Draw lines.

1 Winston
2 Brad
3 Wizards do
4 One, two, three,
5 Wizards have
6 Winston's pencil

a black cats.
b is a wand.
c is a wizard.
d magic spells.
e is a cat.
f Zippetty-Zee!

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Activity 4

Draw a picture of a wizard.

The name of my wizard is _____.

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Answer Key

In the back of the Reader

Before You Read

1 **a** a wand
b a wizard
c a dog
d a cat

After You Read

1 **1** Yes **2** No **3** No **4** No **5** Yes **6** No

2 The correct order is: One, two, three, Zippetty-Zicks! Pencil, you're a wand!

In these Teacher's Notes

While-Reading activities

Activity 1

1 Winston **2** Brad **3** the dog

Activity 2

1 Yes **2** No **3** Yes **4** No **5** Yes **6** No

Activity 3

1 d **2** c **3** b **4** a

Activity 4

1 magic **2** reads **3** wand **4** wizard **5** cat

After-Reading activities

Activity 2

s	s	b	y	a	r	d
p	p	a	g	i	c	f
e	e	d	o	g	w	m
g	l	u	r	o	a	a
e	l	x	c	q	n	g
w	i	z	a	r	d	i
h	y	a	t	d	a	c

Activity 3

1 c **2** e **3** d **4** f **5** a **6** b

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