

# The Little Dragon

## Before reading

- Read the title and ask the children to predict what the story is about.
- Look through the story at the illustrations, and talk about what is happening.
- Ask the children to say what the characters are, and point out the words "king", "knight", "princess", "dragon".

## During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Encourage the children to use the pictures and initial sounds to work out new words. If the children have difficulty reading the words "knight", "fight" and "frightened", point out the "igh" sound in each word and help the children work out the words.

**Observing** Check that the children:

- use a range of strategies to work out new words
- read the speech with appropriate expression.

## Group and independent reading activities

### Text level work

**Objective** To re-read and recite stories with predictable and repeated patterns .  
**You will need** stick puppets or face masks of the characters in the story play.

- Discuss what the characters in the story are doing.
- Ask the children which words on the page are spoken in the play.
- Give groups of children the stick puppets or masks. Ask them to act out the play in the story.

**Observing** Do the children omit the reporting clauses, e.g. "said Biff", when acting out the play?

## Sentence level work

**Objective** To expect written text to make sense and to check for sense if it does not.

**You will need** to write the following sentences on the board:

"I am Chip," said the king.

"knight I am a," said the Wilma.

"a Kipper am I," said dragon.

"good What a play," everyone said.

- Ask the children to read the sentences and rewrite them to make sense. The children then check their sentences with those in the book.

**Observing** Do the children remember to begin their sentences with capital letters?

## Word level work

**Objective** To recognise the critical features of words, e.g. common spelling patterns.

**You will need** a range of letter cards and "ight" cards.

- Write "fight" on the board.
- Ask the children to find other words in the story with the same final sound "ight".
- Give the children an "ight" card each and a range of letters. Ask them to make other words with the same ending as "fight".

**Observing** Do the children read the words to check they are real words?

## Speaking and listening activities

**Objective** Create and sustain roles individually and when working with others .

- Ask the children, in groups, to re-create the play from the story. Allow them to practise, and encourage them to use appropriate intonation for each sentence. Perhaps children who aren't immediately performing a part could add sound effects, e.g. splashing of water on page 64-⑧ .

- Once the children feel confident, they can perform their plays for the other groups.

### ***Cross-curricular link***

- ◀▶ Creative development: play cooperatively as part of a group to act out a narrative

## **Writing**

**Objective** To use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. lists.

**You will need** a selection of simple play scripts for reference.

- Talk to the children about how plays are written as scripts and show them examples.
- Discuss the parts played by the story characters.
- Model how to write the title of the play and the cast list.
- Ask the children to design a poster to advertise the play, by writing the title and a cast list of the names of the characters who played in the story. The children can then draw an imaginative picture of a scene from the play to entice people to come and watch it.