

# Dragon Danger

## Before reading

- Read the title and ask the children: *Who do you think was in danger? What would Floppy do this time?* Prompt the children to look through the story to find the answer.
- Talk about what is happening on each page.
- Ask the children: How did Floppy saved the baby dragon? Bear the question in mind to start reading.

## During reading

- Ask the children to read the story. Encourage the children to read fluently and prompt them to re-read a sentence once they have worked out all the words.
- Praise the children who could use phonic knowledge to work out new words such as 'flames', 'flapped' and who demonstrate an awareness of grammar to decipher new words e.g. 'roared', 'started', 'fell', 'saw'.
- Periodically ask the children to explain what is happening and encourage them to point to any text they refer to.

## Observing

Check that the children:

- read stories independently, point while reading and make correspondence between words said and read
- use awareness of phonics and grammar to decipher new or unfamiliar words.

## Group and independent reading activities

### Text level work

- Objective** To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.
- Discuss with the children new words used in the text. For example, on page 87-⑤, ask: *How did you work out the word 'hid' in the sentence 'Floppy hid, but the dragon saw him'?* Prompt the children to explain what strategies they used, e.g. the illustrations, the phonics, the sentence structure.
  - Encourage the children to show their understanding of what they have read by explaining what had happened and why.

**Observing** Can the children explain what they have read? Are they using a variety of strategies to work out new and unfamiliar words?

### **Sentence level work**

- Objective** To draw the children's attention to the connective 'but' which indicates transition.
- Ask children to pick out the sentences containing 'but', namely, 'Floppy hid, but the dragon saw him', 'The rock fell down but Floppy pulled the baby dragon out of danger'.
  - Discuss with the children the meaning of the first sentence. Direct the children's attention to the relationship of the two parts of the sentence. Then ask them to explain what the second sentence means.

**Observing** Can the children identify the sentences that indicate transition?  
Can they use the connective 'but' as a clue to decipher meaning?

## Word level work

**Objective** Read the frequency words on sight.

- Ask the children to use phonics to decipher these words in the text: 'rock', 'back', 'about', 'mouth', 'out', 'came', 'flames', 'mother', 'danger'.
- Make sure that the children could tell 'fall' from 'fell'.
- Find 'towards' on page 97-④. Clap the two syllables in the word: to-wards. Ask the children to tell you the phonemes in each syllable separately ('t-o') and ('w-ar-ds).

**Observing** Can the children recognize the high frequency words using different strategies?

## Comprehension

Ask the children:

- *What did the mother dragon do to Floppy? Why?*
- *How did Floppy save the baby dragon?*
- *Who was the hero of the story in your opinion?*

## Speaking and listening activities

**Objective** Explore characters through role-play.

- Ask a volunteer to be in the 'hot seat' as Floppy. Encourage the rest of the children to ask Floppy questions about his dream, e.g. *How did you feel when you saw flames? Why did you help the baby dragon? Do you think you are brave?*
- Change children, change roles. Allow another child to be the mother dragon. Discuss what she thought at that moment.

## Writing

***Objective*** Create short, simple texts on paper. Use capital letters and full stops when punctuating simple sentences.

- Ask the children to select four main points of the story and tell you what happened in the story. Write key words or ideas on a board.
- Children then write a sentence on paper, using the key words on the board to retell the story.
- Remind the children to use a capital letter to begin each sentence and a full stop at the end.