

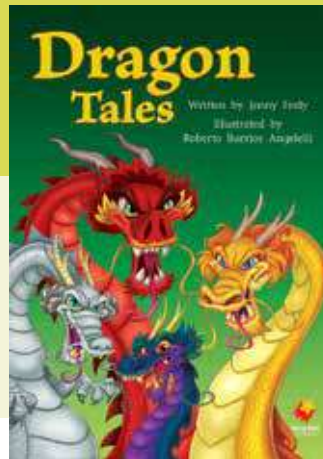
Lesson Plans



Dragons gives various reasons as to where the idea of dragons came from and describes different types of dragons from around the world.

Running words: 916

Text type: Report



This book contains two dragon tales; one about four friendly, helpful dragons, and the other about a terrifying, human-eating, dragon-like creature.

Running words: 1,547

Text types: Narrative: Myth/Fable

Content vocabulary

ancient beasts celebration Chinese New Year creatures culture dinosaur dragon-like Emperor Empire fierce knight magical poison poisonous power predators scales symbol tales warrior

Phonics

- Identifying the /s/ sound represented by “ce” as in *fierce*
- Identifying the schwa sound at the end of words as in *power* and *culture*

Text structures and features

Dragons

- Contents page, index and glossary
- Photographs and illustrations

Dragon Tales

- Prologue and A note from the author
- Myths/fables with dialogue

Reading strategies

- Identifying the main idea and supporting details
- Using context to confirm word recognition

ELL support	Key concepts	Curriculum link
- Chapter headings and sub-headings signal content. - The glossary explains specialised vocabulary. - Photographs and illustrations support the text.	- Dragons are mythical creatures that were once thought of as real animals. - Dragons have similar traits but can vary in appearance and behaviours. - Dragon stories were sometimes told to explain events, send warnings or to teach a lesson.	English: Literature – myths and legends

Lesson 1 Dragons



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What do you know about dragons?* Have students talk with a partner and then share their ideas with the group. Discuss students' ideas and use these to create a "What We Know" list on a chart.

★ Show students images of dragons. Say: *Dragons aren't real animals, but they are in many stories. Do you know any dragon stories?* Discuss students' responses.

Vocabulary building

★ Ask: *What words would you use to describe a dragon?* Use students' ideas to create a list. Say: *We are going to read a book about dragons. What words might be in the book?* Discuss and add these words to the list.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Ask: *What new information might you learn about dragons? Which section interests you the most? Why?* Have students prepare for reading by thinking and talking about the book. Say: *Chapter 1 is about how dragons began. What are your ideas?* Discuss. Ask: *What is chapter 2 about?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate.

If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Say: *When reading information texts, it's important to be able to identify the main point in a paragraph or section. This point is usually backed up with facts and other information.* Where appropriate, ask students to identify the main idea and supporting information.

Students can show their understanding by filling in the Blackline master *Dragons: Ideas and information*.

★ These activities are also suitable for English Language Learners (ELL).

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text.

What are some of the reasons why people came up with the idea of dragons? What do Chinese people claim about dragons? (Literal)

If dragons aren't real, why did people in different countries come up with such similar ideas about this creature? Why are dragon characters found in so many stories? (Inferential)

Why do you think dragons are still so popular – in stories, movies, parades, etc.? (Synthesising)

Why do you think the author chose to include the two dragon stories that are in the book? What messages did you get from these stories? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *As you read, you were able to recognise the main idea and the information that supported that idea. This is what good readers do!*

Returning to the book

Provide multiple opportunities for students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students practise reading one of the stories in Chapter 2. Say: *When you read, think about using a smooth, clear voice.* Students could use an audio recording device to record themselves and then listen to their reading.

Word work

Phonics

Write the word *fierce* on a chart. Say: *Talk with a partner about the sounds you hear in this word.* Ask: *What letters make each sound?* Underline the letters “ce”. Say: *In this word the /s/ sound is represented by the letters “ce”.* Discuss other words with this sound/letter representation (e.g. ice, source, peace, scarce).

Exploring words

Return to the list of words created before reading. Ask: *Which of these words are used to **describe** dragons?* Invite students to underline these words. Say: *Words that describe things are called “adjective”.* Have students turn to page 14 and ask them to locate the describing words (*snake-like, mighty, amazing, noble, wise, etc.*).

Writing

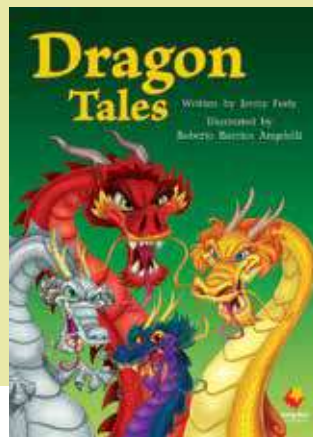
★ Write the following question on a chart: *What is a dragon?* Discuss as a group. Say: *I am going to write my answer to this question.* Model writing your response, for example: *A dragon is a mythical creature. People once thought dragons were real and made up stories about them.* Talk aloud as you write, to demonstrate your thinking and the reasons for your decisions.

Have students write their response to the question. Say: *Think about what you now know about dragons, and use this information to answer the question.* Have students talk with a partner about the information they are going to include in their writing before they write independently.

Sharing and presenting

In small groups, students sit in a circle and take turns sharing their writing.

Lesson 2 Dragon Tales



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Have students talk with a partner about a story they know that has a dragon in it. Have pairs share their ideas. Discuss as a group.

★ Say: *Dragons are not real creatures, but they are in lots of stories. Sometimes these stories were told to explain an event, or to send a message to people.*

Vocabulary building

★ Write the words *chief* and *emperor* on a chart. Ask: *What do these words mean? Is a chief the same as or different from an emperor?* Discuss.

Ask: *What words might be in a story about a dragon and a chief? What words might be in a story about a dragon and an emperor?* Add these words to the chart.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Ask: *How is this book structured? What is the purpose of a prologue?* Discuss.

Have students prepare for reading by thinking and talking about the book. Say: *One of the dragon tales in this book is set in ancient China. The other is about a Native American tribe in North America.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Say: *When you're not sure of a word, you can have a go at it. Then reread the sentence to see if it makes sense. That's one way good readers make sure they are reading the correct word.* Where appropriate, point out a particular word and ask students to try this strategy.

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text.

How did the four dragons help the people? Why was the Piasa Bird so terrifying? (Literal)

Why might a story like “The four dragons” have been told? These tales are fictional, that is, they are not true. When they were first told, do you think people thought that they might have been true? Why do you think this? (Inferential)

In what ways are the dragons in the first story similar to the Piasa Bird? How are they different? (Synthesising)

What message/s do you get from the tale of the Piasa Bird? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Where appropriate, ask: *How did you know what that word was?* Discuss. Say: *You can tell it’s the correct word, because it makes sense in that sentence.*

Returning to the book

Provide multiple opportunities for students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students in small groups act out one of the tales. Have each group choose one person to narrate the story. Other students can take on the role of a character and read that character’s dialogue.

Word work

Phonics

Write the following words on a chart: *creature*, *warrior*, *power*.

Ask: *What sound do you hear at the end of these words?* Say: *This sound is called the “schwa vowel”.* Underline the different letter combinations that make this sound. Have pairs of students find other words in the book that end in the schwa vowel.

Exploring words

Write the words *tail* and *tale* on a chart. Ask: *What do these words mean?* Discuss and draw out that they sound the same but are spelled differently and have different meanings. Say: *These types of words are called “homophones”.* Have pairs of students think of other homophones (e.g. ate/eight, hear/here).

Writing

★ Model writing a description. Say: *I’m going to write a description of a dragon.* Talk aloud as you write, to demonstrate your thinking. For example, you could say: *I’ll use adjectives to describe the dragon, and I’ll use phrases that “paint a picture” in your mind.* Write on a large chart, for example: *The hideous-looking dragon had eyes the size of saucers, sharp, fang-like teeth and scaly wings that stretched as wide as a warrior’s boat.*

Have students write a fictional story about a dragon. Before writing, have them talk with a partner about their ideas. Say: *Think about the sort of dragon you will write about – fierce and frightening, or friendly and helpful. Think about the problems the dragon might face or cause.*

Sharing and presenting

Have students illustrate their dragon stories and compile them into a class book that could be read aloud to the group.

Talk about the pair

After reading *Dragons* and *Dragon Tales* have students revisit the “What We Know” list. Ask: *What new information do you now have about dragons?* Discuss, and use students’ ideas to add to the list.

Students can work further on the books by completing the Activity card.

Blackline master

Dragons: Ideas and information

Use *Dragons* to help you fill in the data chart.

	Main ideas What is the key information in this chapter?	Supporting details What extra information is given about each main idea?
Chapter 1		
Chapter 2		
Chapter 3		

Assessment

Can the student identify the main ideas in a chapter?

Can the student also identify information that supports the main ideas?

Activity card

Create your own dragon



Draw a picture of a mythical dragon. Then write a description of your dragon.

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