

The Crab Dragon

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the book

- W** Can children read the title? Help them to blend the adjacent consonants and read the title together: *The C-r-a-b D-r-a-g-o-n*
- W** Turn to page 1. Can children see adjacent consonants including 'r'? If children identify *park*, help them to recognize that the 'r' in *park* is part of the 'ar' grapheme, not an adjacent consonant.
- C** (*Predicting*) Encourage children to use prediction: *Do you think the dragon will win?*
 - Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see chart below).

Strategy check

Remind the children to sound the words out carefully, remembering that sometimes two letters can represent one sound. If they can't sound out a word, do they already know it from memory?

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) Ask children to tell you which dragon won. Do they think that it deserved to win?

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- distinguish adjacent consonants from consonants in vowel digraphs (e.g. *ar*) and trigraphs (e.g. *air*).
- use comprehension skills to work out what is happening.
- make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

- W** Which letters can come *second* in a pair of adjacent consonants?

Assessment Discuss any words the children found tricky and talk about strategies used.

Group and independent reading activities

Objective Segment words into their constituent phonemes in order to spell them correctly.

W **You will need:** flashcards showing the words: *crab, park, brill, flippers, green, hair, arm, sharp, ears, broom, beard, string, brown, winner*. Leave a small space between each letter when you write the words.

- Give each child a flashcard and a pair of scissors.
- Ask the children to cut the words up into phonemes (sounds).
- Remind them that adjacent consonants are two phonemes, so need to be cut into separate pieces.
- Then ask each child to hand the cut up word to another child. Can the second child rebuild the word?

Assessment Can children correctly identify the phonemes?

Objective Recognize automatically an increasing number of high frequency words.

W In pairs, ask children to write as many words as they can which have two letters, the second of which is a vowel. Start them off with *to* and *be*.

- The children may find an alphabet strip useful.
- Check the number of words children have written. Possible words include: *do, go, no, so, to (ho-ho, ho, yo-yo); be, he, me, we; (la, ma, pa, ta)*.
- Talk about the pronunciation of the vowel in each of the words the children suggest. Sort the *o* words into different pronunciations: *no, go, so; do to*.

Assessment Can children read the words automatically?

Objective To read and spell phonically decodable two syllable words.

W Check children's understanding of the word 'syllable'. Clarify that it means a 'beat' in a word. Orally, count how many syllables there are in *dragon, flipper, string, winner, Kipper, beard, better, children, picture*.

- Show children the words: *winner, flipper, Kipper, better*. Can children draw lines to show where the syllable boundary occurs? (*flip/per, Kip/per, bet/ter, win/ner*) It doesn't much matter if children put both middle consonants in one side or the other (*Ki/pper* or *Kipp/er*) as long as they recognize that before or after that consonant sound is the syllable boundary. Talk about the final sound in the words. Which letters represent that sound? (*er*)
- Show them the words *dragon, children, picture*. Can they draw the consonant boundaries in these words? (*dra/gon, child/ren, pic/ture*)
- Talk about how they decided where to draw the line in each word.

Assessment Can the children correctly identify the consonant boundary each time?

Objective Recognize the main elements that shape different texts.

C (*Summarizing*) Show three cards: beginning, middle, end.

- Ask children what happened at the beginning of the book.
- Ask what happened in the middle.
- Ask what happened at the end.
- Encourage discussion about how much of the story can be included under each of the headings.

Assessment Can the children justify their separation of the story into the different parts?

Speaking, listening and drama activities

Objective Work effectively in groups.

C (*Imagining*) Re-read the book, talking about the different stages of building a dragon and how the children co-operated to create the dragon.

- Look at all the other dragons in the pictures.
- Ask the children to work together to design a dragon. They can work with paper or construction materials.

Assessment Can the children work effectively in groups, listening to and appreciating the ideas of others?

Writing activities

Objective Draw on knowledge of texts in deciding what and how to write.

C (*Clarifying*) Ask children to write about their dragon.

- They could draw and write labels and captions, write instructions to make the dragon, write a description of the dragon or explain how they made the dragon.
- Let the children choose how to write about their dragon.

Assessment Can the children make appropriate choices about the language they use, given the mode of writing they have selected?

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The Crab Dragon (Oxford Level 4) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Recognises familiar words in simple texts. (RCS Grade 1,14)
- Can use knowledge of letters, sounds and words to establish meaning when reading aloud. (RCS Grade 1,19)
- Can read YR and some Y1/2 high frequency words. (RCS Grade 1,18)
- Can retell known stories, including significant events/main ideas in sequence. (RCS Grade 1,20)

Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught:

Predicting, Clarifying, Summarizing, Imagining

ENGLAND The National Curriculum in England: Year 1

Letters and Sounds	For children working within Phase 4/5	Adjacent consonants: br, dr, gr cr; bl, pl, fl; st, sp, sl, str; nn, tt, pp; –st, –nt, –nk Phonemes revisited: ai, ee, igh, oo (short), ear, or, ar, air, ow, er, ure, oo (long)	High frequency words: said, were, so, what, children, there, went, do, it's
Spoken language	Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (SpokLang.6) Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7) Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others (SpokLang.11)		
Reading: Word reading	Pupils should be taught to apply phonic knowledge and skills as the route to decode words (ReadWord.1) Pupils should be taught to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (ReadWord.3) Pupils should be taught to read other words of more than one syllable that contain taught GPCs (ReadWord.6)		
Reading: Comprehension	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories ... retelling them and considering their particular characteristics (ReadComp.1iii) Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say (ReadComp.3)		
Writing: Composition	Pupils should be taught to discuss what they have written with the teacher or other pupils (WriteComp.2)		

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First Level

Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a) As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose (LIT 1-04a) I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions (LIT 1-07a) When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more (LIT 1-09a)
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Reading	<p>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors (LIT 1-11a / LIT 2-11a)</p> <p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a)</p> <p>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear (LIT 1-13a)</p> <p>To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own (ENG 1-17a)</p>
Writing	I can describe and share my experiences and how they made me feel (ENG 1-30a)

WALES Literacy and Numeracy Framework: Year 1

Oracy	<p>Learners are able to contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1)</p> <p>Learners are able to take part in activities with others and talk about what they are doing (Y1_OracColl.2)</p> <p>Learners are able to retell narratives or information that they have heard (Y1_OracList.3)</p> <p>Learners are able to include some detail and some relevant vocabulary to extend their ideas or accounts (Y1_OracSpea.3)</p> <p>Learners are able to show understanding of what they have heard by asking questions to find out more information (Y1_OracList.4)</p>
Reading	<p>Learners are able to apply the following reading strategies with increasing independence</p> <ul style="list-style-type: none"> - phonic strategies to decode words (Y1_ReadStrat.2i) - recognition of high-frequency words (Y1_ReadStrat.2ii) <p>Learners are able to express a view about the information in a text (Y1_ReadResp.1)</p> <p>Learners are able to explore language, information and events in texts (Y1_ReadResp.2)</p>

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

Talking and listening	<p>Pupils can ask and answer questions for specific information (L1_com_talk.2)</p> <p>Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</p> <p>Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)</p> <p>Pupils can answer questions to develop understanding (L2_com_talk.2ii)</p> <p>Pupils can use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3)</p>
Reading	<p>Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p> <p>Pupils can talk about what they read and answer questions (L1_com_read.5)</p> <p>Pupils can use a range of reading strategies (L2_com_read.2)</p> <p>Pupils can express opinions and make predictions (L2_com_read.5ii)</p>