

The Dragon Tree

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> 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: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>about, came, couldn't, don't, put, time</p>
	<p>Tricky words</p> <p>adventure, Biff's, Chip's, didn't, frightened, nasty, owl, working</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Discuss the cover illustration with the children. Relate this to the book that Kipper is reading on page 1. Ask: *What is the title of this story?*
- C** (*Prediction, Clarifying*) Ask the children to say what they think the story will be about, and look through the book to confirm their predictions.

Strategy check

Remind the children not to dwell too long on a difficult word to avoid losing the sense of the story.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Summarising*) Ask the children to retell the story in just two or three sentences.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words (see above)
- use their knowledge of the apostrophe to read contracted words
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (*Imagining*) Ask the children to close their eyes and picture the dragon's house in the tree. Encourage them to concentrate on adding as much detail as they can to their image. Ask: *In which other places might a dragon live?* Compare these settings to other stories about dragons.
- C** (*Clarifying*) Ask the children to find the text which describes why Floppy didn't like it the wood (pages 9–11).
- C** (*Clarifying*) Ask: *How did the children rescue Floppy?* (pages 18–20)

Group and independent reading activities

Objective Recognise that phonemes can be spelt differently.

- W** On page 11, ask children to find the word 'tree'. Model segmenting into phonemes (sounding out in order). Point out the long vowel phoneme 'ee'.
- Look at the word 'read' on page 1 and discuss how it also contains the 'ee' sound but is spelt differently.

Assessment On pages 4 and 21, can the children find other words with the same 'ee' phoneme sound that are spelt the same or differently? ('key' and 'see')

Objective Recognise that phonemes can be pronounced differently.

W On pages 2 and 3, ask children to read the two sentences on these pages that contain the word 'read'. What do they notice about how each word is read? Discuss how the phoneme 'ea' can be pronounced differently in some words.

Assessment On page 3, ask: *Which words rhyme with 'read' and are spelt with the 'ea' phoneme?* ('bread', 'head', 'lead', 'dead')

Objective Group sentences together in chunks of meaning.

W **You will need** sets of these sentences cut out into separate sentence cards, or use the words in a word bank on a computer:

An owl flew out of the tree.

Floppy didn't like the owl.

He ran away.

- Mix up the sentence cards. Ask the children, in pairs, to sort the sentences into a group of sentences in which the overall meaning has sense. Alternatively, some children could use the word bank on the computer to make the sentences.

Assessment Can the children explain why the sentences wouldn't make sense if they were put in any other order?

Objective Identify the main events and characters in stories.

C (**Questioning, Summarising**) Ask questions to help children recall the sequence of events, e.g. *What did Kipper want to do at the start of the story? How did the children get into the wood? What led them to discover the Dragon Tree? Who was in trouble? How was the problem resolved?*

Assessment Do children refer to the story text when retelling the story?

Objective Explore the effects of repeated words or phrases.

C (**Clarifying**) Ask the children to show you a page where Floppy is scared, then a page where he is happy. Ask: *How do you know? What words does the author repeat to show how Floppy is feeling?* ('frightened', 'ran')

Assessment Can children explain why the author has chosen to repeat the same word? How does this build up a sense of how Floppy feels?

Speaking, listening and drama activities

Objective Interpret a text by reading with pace and emphasis.

In pairs, ask children to read aloud pages 10–14.

Assessment Do the children interpret the text correctly, according to the punctuation and the context of the story?

Writing activities

Objective To use key features of narrative, such as setting, in their own writing.

- Discuss the details of the dragon's home in the story, such as the bowl of chillies on the kitchen bench. Can the children think of other settings where dragons might live?
- Ask them to finish a story beginning with 'I met a dragon in the woods. He lived in...'

Assessment Have children included details that seem specific to a dragon's home?

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