

## The Little Dragon

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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></li> </ul>	<p><b>Decodable words</b></p> <p>a, am, Biff, but, children, Chip, cross, dragon, in, king, Kipper, on, play, pond, pushed, put, tree, under, went</p> <p><b>Tricky words</b></p> <p>everyone, fight, frightened, good, I, knight, like, little, princess, said, the, to, what, will, Wilma, with</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (**Prediction**) Look at the cover. Read the title and ask the children to predict what the story is about.
- C** (**Clarifying**) Look through the book at the illustrations and confirm the children's predictions.
- W** Ask the children to say if they recognise any of the characters, e.g. Dad, Wilf, etc. Point out the words 'king', 'knight', 'princess' and 'dragon' and ask: *Who is playing the part of the king?*

#### Strategy check

Remind the children to segment new words into sounds to work them out.

#### Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Encourage children to work out the decodable words by sounding out and blending the phonemes all through the word. Help children read the tricky words ('knight', 'fight' and 'frightened'), pointing out the 'igh' sound in each of the words.

**Assessment** Check that children:

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

#### Returning to the text

- C** (**Clarifying, Questioning**) Ask: *Do you think Dad enjoyed being a tree? Why are his arms sticking out? Why aren't they sticking out at the end of the play? Try holding your arms out for a long time.*
- W** On page 1 ask the children to find the word on the sign that Wilf is holding up. Say the word and explain that a play is divided up into scenes.
- C** (**Clarifying**) Ask: *How many scenes are in this play? What happened to Wilf's sign on page 7?*
- C** (**Imagining**) Find out from the children which character they would like to play and why.

- W** Ask the children to find words with 'ss' at the end of them ('cross', 'princess'). Ask: *What does the 's' on the end of 'dragons' tell us?*
- C** (*Clarifying*) On page 15, ask: *Why did Wilf throw confetti on Wilma? Do you think Wilma knew she was going to be pushed in the pond?*

## Group and independent reading activities

**Objective** Use language to imagine and recreate roles and experiences.

- C** (*Summarising*) In pairs, ask the children to choose a scene from the play and retell that part of the story through the eyes of Dad.
  - Encourage the children to use the illustrations to add extra detail to the story, e.g. 'I was so surprised when Wilma rushed on and shouted, I dropped my leaves'.

**Assessment** Do children empathise with Dad's role in the play?

**Objective** Know that print carries meaning and, in English, is read from left to right.

- C** (*Clarifying*) Write the following jumbled sentences on the board:

"I Chip am," said the king.

"knight I am the," said Wilma.

"Kipper am I," said the dragon.

"good What a play," everyone said.

- Ask the children to rearrange the words to make sensible sentences, writing them out and using the book to check.

**Assessment** Do they recognise that capital letters start sentences?

**Objective** Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

- W** Turn to page 11 and ask the children to tell you where Biff and Kipper played (under the tree).
  - Turn to page 15 and ask: *Where did Biff push Wilma?* (in the pond)
  - Talk about the other preposition on page 1 (on).
  - Give pairs of children word cards 'in', 'on' and 'under'.
  - Using props such as a box and a book, ask the children to hold up the correct word to describe where you have positioned the book in relation to the box.

**Assessment** Do children show you the correct word?

## Speaking, listening and drama activities

**Objective** Use language to imagine and recreate roles and experiences.

- Ask the children, in groups of six, to act out the whole play.
- Explain that there are six parts: king, dragon, tree, princess, knight and Wilf.
- Support children in deciding who should play which part, discussing the important 'backstage' part that Wilf plays.
- Encourage children to learn their lines, speaking them with the appropriate intonation and expression. The words could also be written on the board.
- Children who aren't immediately performing a part could add sound effects, e.g. splashing water on page 15.
- Once children feel confident with their production, invite groups to perform their play to the others.

# Writing activities

**Objective** Attempt writing for various purposes, using features of different forms such as lists.

- 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. The poster must include the title of the play plus a cast list. (The cast list could be taken from the story or the cast list based on the group play performed in the Speaking and listening activity.)

## **The Little Dragon**

The tree      Dad  
The king      Chip  
Etc.

- To complete the poster, ask the children to draw a picture depicting one scene from the play.
- Remind the children of the purpose of a poster – to attract people to see the play.

**Assessment** Does the poster include all relevant information?

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