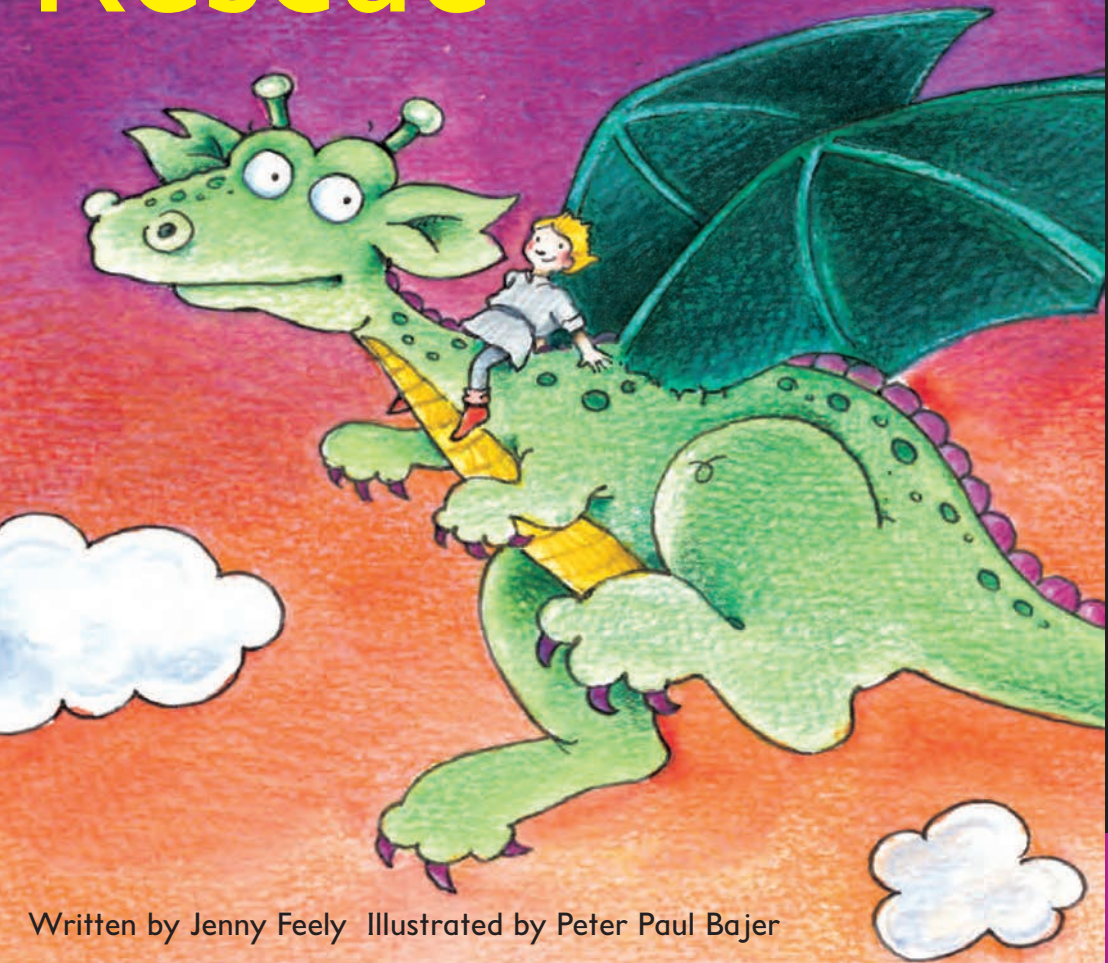




alphakids

The Dragon's Rescue



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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- Direct speech is used
- Colour illustrations support and extend the story

Vocabulary

amazing, ashes, astonished, breathed, breathing, castle, dragons, forest, king, kingdom, queen, saved, strong, swords, welcome

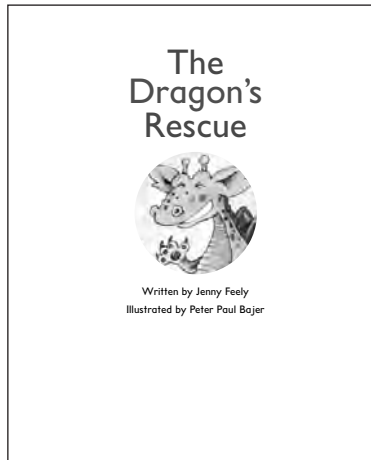
Setting the context

Discuss the roles of dragons in fairytales and modern stories.

What are dragons like? What can they do? (fly, breathe fire, fight knights)

How do people in stories feel about dragons? Is this fair?

What might happen if there was such a thing as a friendly dragon?



Front cover

This book is called 'The Dragon's Rescue'.

Who or what do you think the dragon might rescue?

What sort of book do you think this is?

Why do you think so?

Title page

This page tells us the names of the author and the illustrator. Why would this book have an illustrator and not a photographer?

Predict

Look at the picture on pages 2 and 3.

What is the man talking about? How could you tell this without reading the words?

Do you think these people are afraid of dragons?

Look at the picture on pages 4 and 5.

Look at the dragons in this picture. Do you think the people in this story should be scared of these dragons? Why?

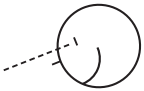
Read to the end of page 4.

Reflect

Do you think that dragons and people belong together? Why?

What sort of book is this?

What words in the text tell us that it is a fictional story?



Observe and support

Does the child use a range of strategies to decode unknown words?

How did you work out that word? What did you check?

How are you sure that it is the right word?

At the point of need you might say:

Read on to see what type of word you are looking for.

Look at the letters in the word. What sounds do they make?

What is happening in the pictures? Does this help you?

Can you break up the word?

Once upon a time a king and a queen lived in a castle in the middle of a forest. They ruled over a huge kingdom. All the people in the kingdom were frightened of dragons.

'Dragons are too big,' people said.

'Dragons are much too strong,' people said.

'People and dragons don't belong together.'

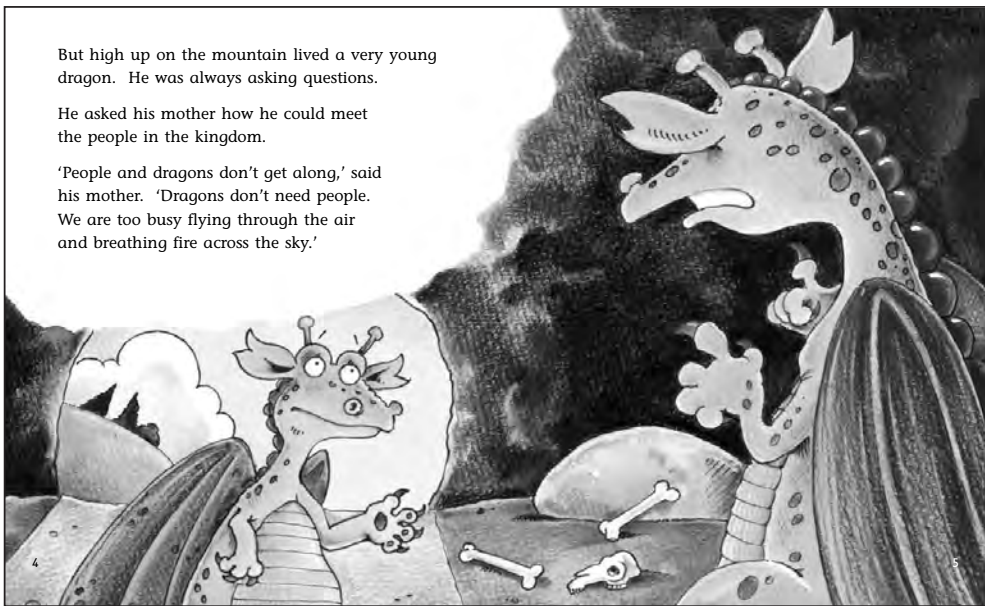
'We don't want dragons here!' they said.



But high up on the mountain lived a very young dragon. He was always asking questions.

He asked his mother how he could meet the people in the kingdom.

'People and dragons don't get along,' said his mother. 'Dragons don't need people. We are too busy flying through the air and breathing fire across the sky.'



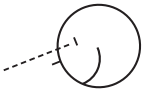
Predict

*Who might these two dragons be?
Do you think the dragons are talking to each other?
Why?
What might they be talking about?*

Read to the end of page 6.

Reflect

*Do you think the young dragon will listen to his father?
What would you do if you were in the young dragon's
position?
How do you think the young dragon could make friends
with people in the kingdom?*



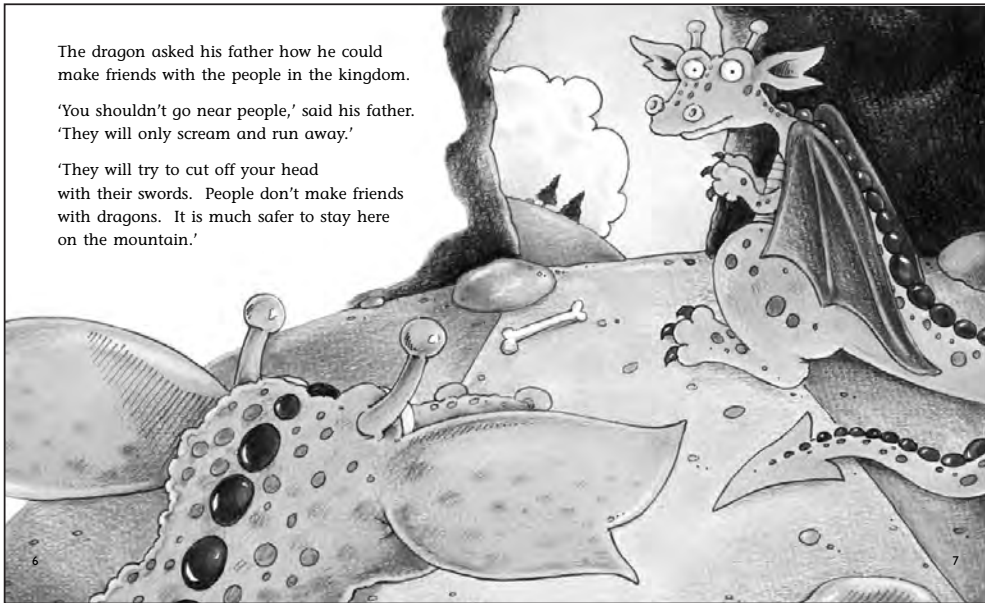
Observe and support

Can the child identify an apostrophe and explain what it is used for? Does the child use their understanding to help their reading?
*Can you show me an apostrophe on this page? What does an apostrophe tell you when you are reading?
How might it help you to work out the word?*

The dragon asked his father how he could make friends with the people in the kingdom.

'You shouldn't go near people,' said his father. 'They will only scream and run away.'

'They will try to cut off your head with their swords. People don't make friends with dragons. It is much safer to stay here on the mountain.'



Predict

Look at the picture on pages 8 and 9.

What is happening?

Look at the dragon's face. What is he thinking?

Look at the picture on pages 10 and 11.

What is the dragon doing here? Do you think he is hurting the king and queen?

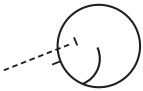
Read to the end of page 10.

Reflect

What do you think about the dragon's actions?

Do you agree with the king and queen?

How would you describe the dragon?



Observe and support

Can the child use their knowledge of letter/sound relationships to decode new words such as 'astonished'?

Look at the first letter. What sounds can the letter 'a' make?

What letters are in the middle of the word? What sound do the letters 'st' make? What sound do the letters 'sh' make?

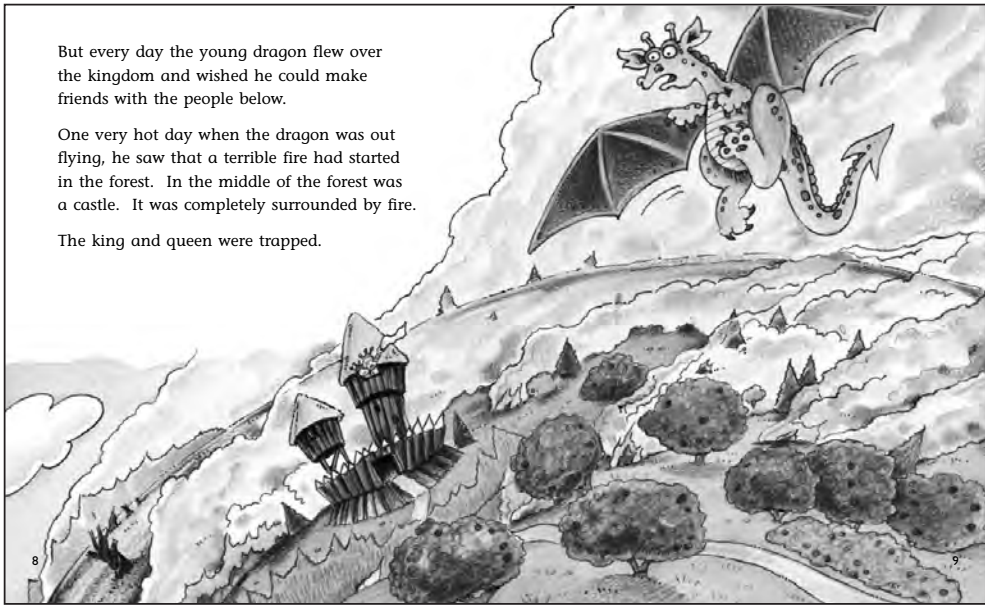
Look at the end of the word. What sound do the letters 'ed' make together?

What would make sense here?

But every day the young dragon flew over the kingdom and wished he could make friends with the people below.

One very hot day when the dragon was out flying, he saw that a terrible fire had started in the forest. In the middle of the forest was a castle. It was completely surrounded by fire.

The king and queen were trapped.



The dragon flew down to the castle and picked up the king and queen in his claws.

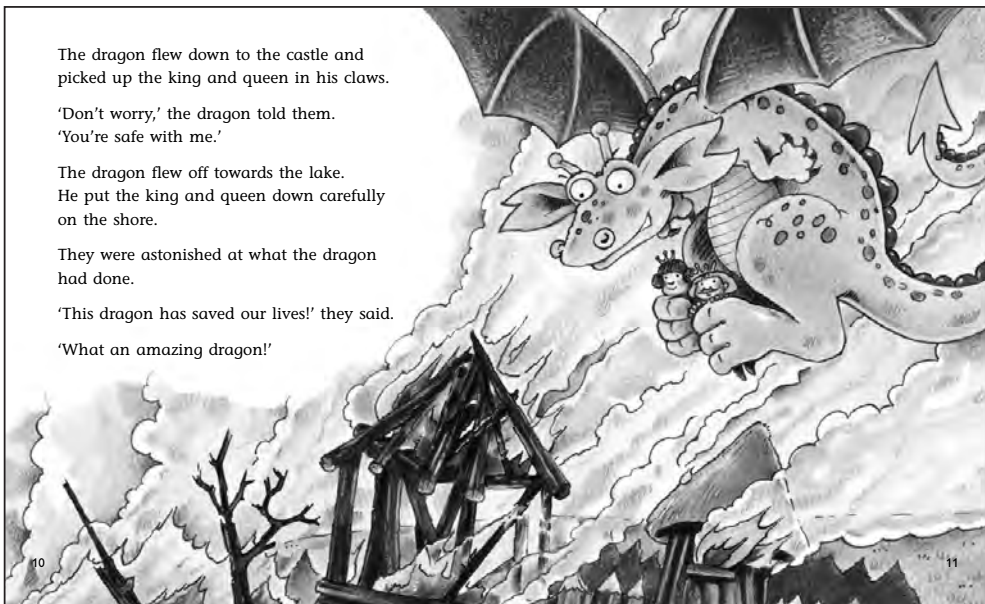
'Don't worry,' the dragon told them.
'You're safe with me.'

The dragon flew off towards the lake. He put the king and queen down carefully on the shore.

They were astonished at what the dragon had done.


'This dragon has saved our lives!' they said.

'What an amazing dragon!'



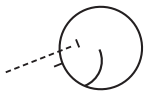
Predict

*What do you think is happening to the town?
How would you be feeling if you lived in this town?
What do you think the dragon might do now?*

 **Read** to the end of page 12.

Reflect

*Do you think the people were wrong to say that people
and dragons don't belong together? Why?
Have you changed your mind about the dragon?
How do you think the people will treat the dragon now?*



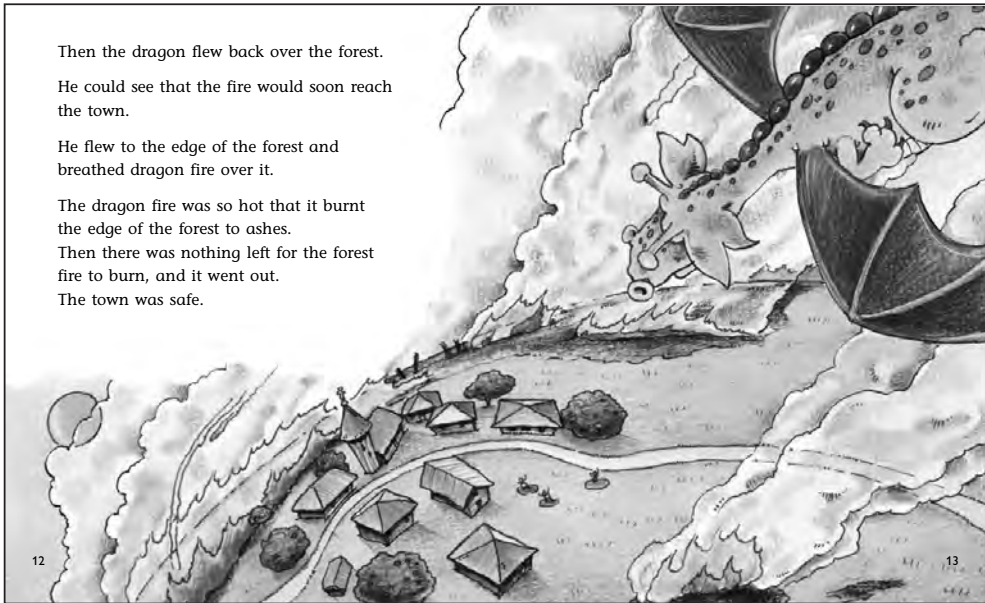
Observe and support

Can the child follow the plot of the story and identify characters' motives?
*How did the dragon feel about the people in the kingdom?
How did the people initially feel about dragons? Was this fair?
What did the dragon do to help the people? Why did the dragon want to help them?
Why were the people astonished at what the dragon had done? If children are unsure of events that have taken place in the book you might ask them to re-read certain pages or paragraphs.*

Then the dragon flew back over the forest.
He could see that the fire would soon reach
the town.

He flew to the edge of the forest and
breathed dragon fire over it.

The dragon fire was so hot that it burnt
the edge of the forest to ashes.
Then there was nothing left for the forest
fire to burn, and it went out.
The town was safe.



Predict

Look at the picture on pages 14 and 15.

What do you think the people in the town are saying about the dragon?

How is the dragon feeling?

Look at the picture on page 16.

What does this picture tell us?

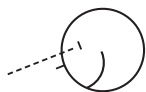
Read to the end of page 16.

Reflect

Have the people changed their minds about dragons? Why?

Do you agree that they should have a new attitude towards dragons?

Do you think the author wanted to give us a message in this book? What could it be?



Observe and support

Does the child read the text with expression?

How might the way people feel about the dragons affect the way they are speaking?

Can you see question marks on this page? How does this affect your voice when you are reading?

How might you read, ‘Dragons are always welcome in our town’?

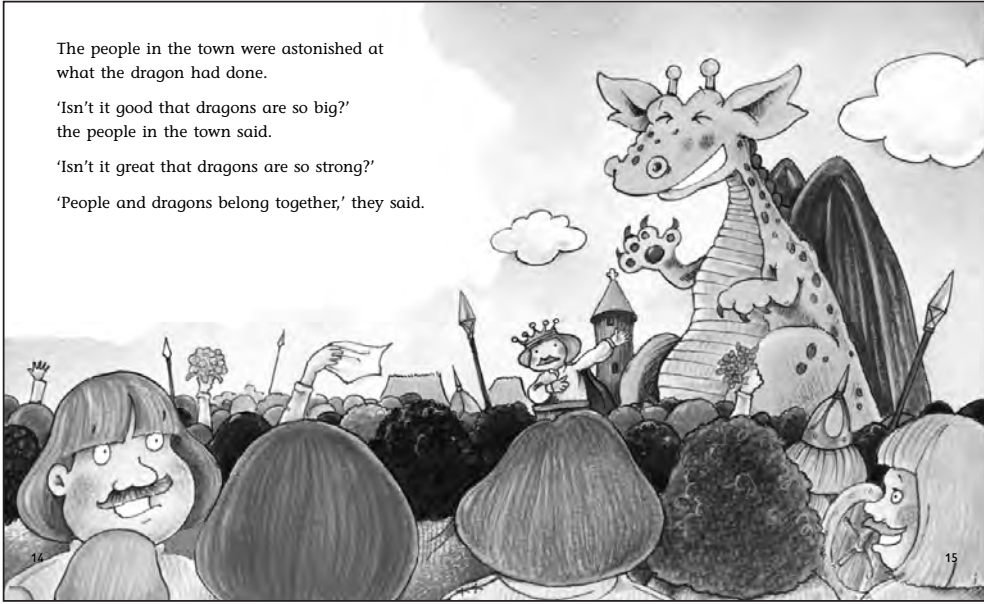
If the child is not reading with expression you might model the reading of these pages.

The people in the town were astonished at what the dragon had done.

'Isn't it good that dragons are so big?'
the people in the town said.

'Isn't it great that dragons are so strong?'

'People and dragons belong together,' they said.



'Dragons are always welcome in our town.'



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What did the young dragon do?

How did the dragon put out the fire?

Why weren't the dragons and the people friends?

Is it fair to make judgements about people before you get to know them? Why?

Being a code breaker

Children may like to explore the following language features:

- punctuation associated with conversation
- letters used to represent the sound /ee/: people, completely, queen, see, reach, breathed
- the suffix 'ed': lived, frightened, asked, wished, surrounded, trapped, picked, astonished, saved

Being a text user

What kind of book is this?

How do you know?

Where is the story set?

Who is in it?

What goes wrong?

How is the problem resolved?

Being a text critic

What message does the author want to give you?

Do you agree with the message?

Why?

Responding to text



Children could work in cooperative groups to rehearse and perform the text as a readers theatre.



Children could talk with a friend about what the dragons and the village people do together now that they are friends. They could then write about this and illustrate their sentences. These could be made into a class book.



Children could make a list of words describing the young dragon. Additional lists could be made to describe other fairytale characters, e.g. wolves, giants, princesses, wizards and witches. These lists could be used to support children when they are writing stories.

Possible assessment focus

Can the child:

- read the text expressively and fluently?
- explain what the author is trying to say about difference?
- identify several words with the suffix 'ed'?



whole text activity



sentence activity



word activity

Writing links

Shared writing

Have one child be the scribe while other children hunt through the book to find all of the words that end with the suffix 'ed'. Make a list. Discuss with the children other endings words can have. Make a list of these. Have children browse through other familiar texts to find words with different endings.

Independent writing

Discuss the structure of a narrative with the children (beginning, problem, resolution). With this in mind, have children write another story using the dragon from the book as the main character. You might like to brainstorm some ideas on the board before children begin to write.



Teacher Edition

Topic: Friendship

Curriculum link: SOSE

Text type: Narrative

Reading level: 19

Word count: 420

Vocabulary: amazing, ashes, astonished, breathed, breathing, castle, dragons, forest, king, kingdom, queen, saved, strong, swords, welcome

Possible literacy focus

Understanding the author's point of view regarding differences between people.

Identifying suffixes used throughout the text.

Summary

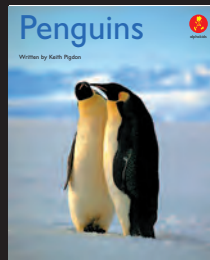
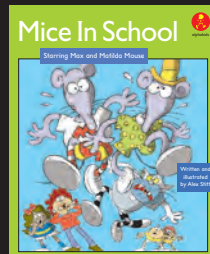
This book is a narrative that describes how a dragon makes friends with people living in a town by saving them from a fire.

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Other books at this level



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