**Dragons**

|  |  |
| --- | --- |
| Level | L |
| Content Area | English Language Arts |
| Reading Focus | Students will learn to use the comprehension strategies of Visualising and Making Connections as they read, think, talk and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | air, dinosaur, energy, food, forest, fuel, legend, liquid, map, mountain, myth, rocks, science, scientists, size, symbol, water, weather |

|  |  |
| --- | --- |
| **Topic Talk** | * Have students think, pair, share about what they already know about dragons.
* Read the title aloud and look closely at the cover of the book.
* Have students close their eyes and visualise what is happening on the cover. Ask: “What might you hear, see, smell, and feel?”
* Have students share their visualisations with a partner, or the group.
* Ask students to predict what this book might be about.
 |
| **Contents** | * Open to the contents page, and read the titles of the chapters aloud.
* Have students share with the person next to them what new things they have discovered about the book from the chapter titles.
* Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud.
 |
| **Opening Chapters** | * Read aloud the chapter 1 title and pages 2 and 3. (Pause at the ant question.)
* Discuss that making text-to-text connections is when you connect this book to other books, films, or artworks you know about.
* Ask: “What text-to-text connections can you make on these pages?” Have students share their connections with a partner, or with the group.
* Read the ant question together. Have students think, pair, share their answers to the ant questions on page 3. Explain that the questions are helping them to visualise a new dragon from text clues and what they know about dragons.
* Read pages 4 and 5 together.
* Have students think, pair, share about why they think dragons are the symbol of the emperor in China.
* Ask: “Do you think dragons are actually mean? Or just seem mean like other wild animals?” Discuss students’ ideas as a group.
* Read page 6 together. Encourage students to make text-to-world connections about types of guarding. Ask: “Who guards treasure today? What type of treasure is it?”
* Explain that by linking the text to world knowledge, students have made a text-to-world connection.
* Read the chapter 2 title and page 7 aloud, including the ant questions.
* Have students think, pair, share about their answers to the ant questions.
* Read page 8 together.
* Have students close their eyes and visualise the inside of a gold mine. Ask: “What would be similar between a gold mine, and a dragon’s lair? What might be different?” Have students share their ideas with a partner.
* Read page 9 together. Ask students to visualise: “What would a river poisoned by a dragon look, smell, feel, taste, and sound like?”
* As a group, work together to make text-to-world connections between the river they visualised, and a river that has been polluted by rubbish or an oil spill.
* Read page 10 and 11 together.
* Have students think, pair, share about the breakout on page 11. Ask: “Why do you think dragons were used to show where unexplored places were?”
* Set a purpose for reading from chapter 3 to the end of the book:
	+ Try to picture what you are reading as you go to practise visualising.
	+ Try to make connections as you go, between this book and other texts, or to your world knowledge.
	+ Pause at the ant questions to answer them, and read the Ant Tunnel carefully.
 |

|  |
| --- |
| As students read on independently, you can check in with them to discuss the ant questions, or personalise learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.Bring students together again for reflection using the “After Reading” prompts. |

|  |  |
| --- | --- |
| **After Reading** | 1. Ask students: “What new things did you learn about dragons from reading this book?” Choose a few students to share their thoughts with the group.
2. Have student think, pair, share about the question: “Where in the book did making connections and visualising help you to fix up your comprehension when you became stuck?”
3. Ask: “How does making connections to the text help us to understand better?” Discuss that it connects our knowledge with what the text is saying, and helps new information to seem more familiar or similar to what we already know.
 |
| **Writing Prompts** | *Fiction* | Imagine that you have taken a wrong turn, and end up in the secret basement of your school. You open the door, and there’s a dragon … Write what happens next! |
| *Informational* | Compare and contrast two dragon myths from the book. How are the myths similar? What is different about the myths? What are the myths trying to tell you? |
| *Letter Writing* | Imagine that a dragon has poisoned your local water supply. Write a letter to the city council explaining why people need clean water to survive. |
| *Opinion* | Would you rather be a dragon who could fly (but not breathe fire), or a dragon that could breathe fire (but not fly)? Why or why not? Use evidence from the text, and remember to add a conclusion. |
| *Research* | Research the reptiles called “dragons” that are in the world today. Why are they called dragons? How are they different to the dragons in myths? |