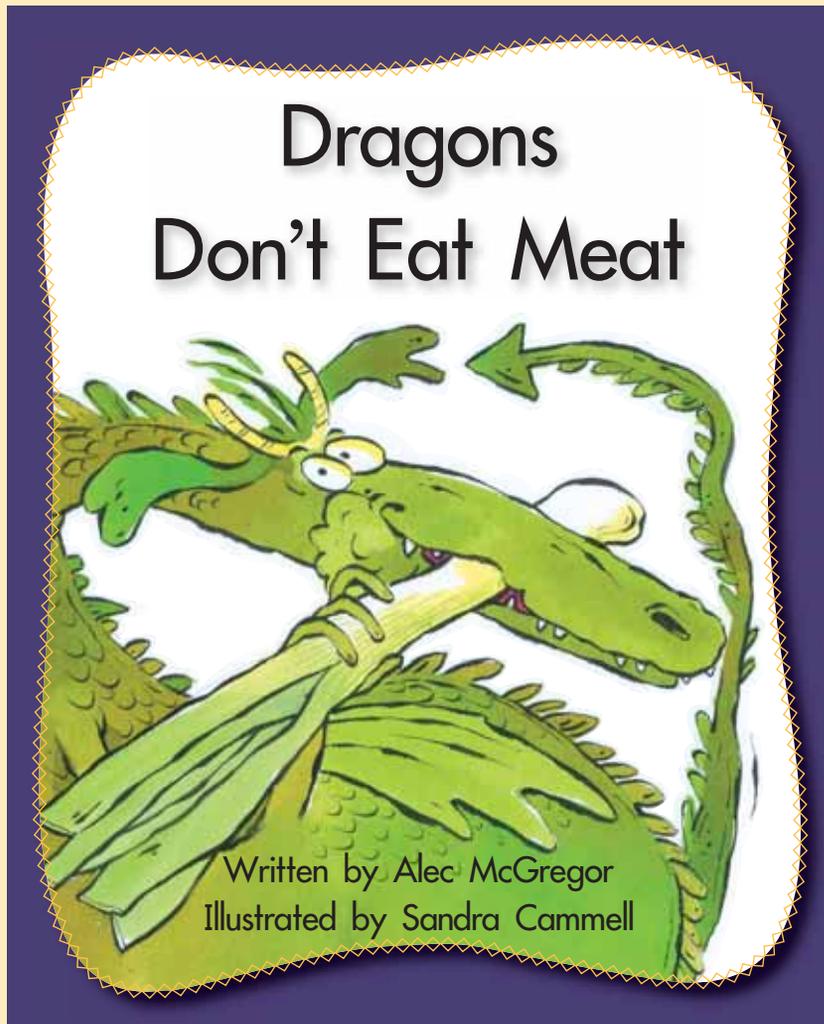




Level 11

Book c



Level	11
Word Count	236
Text Type	Narrative
High Frequency	new
Word/s Introduced	



Washed Away

Inside Games

Dragons Don't
Eat Meat

Ted and Lees' Book

School Blog

Overnight Train

Big Dogs
Little Dogs

What's That
Smell?

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



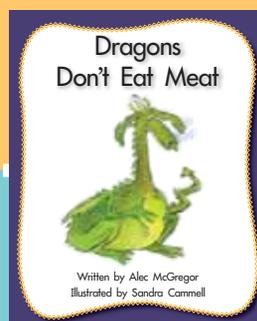
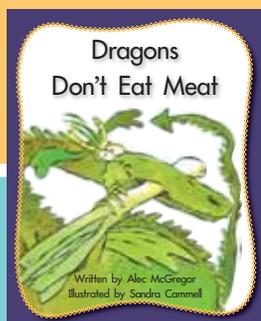
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children what they think this book will be about. Is it a story book or an information book?



Ask the children if they have read stories about dragons before. What were the dragons like? Make a list of words on the board.

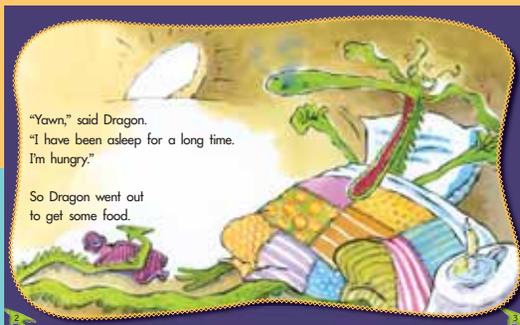


Write *Do not* on the board. What word means *do not*? Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

AFTER READING

BEFORE READING 2/3

Do the children think this dragon is a scary dragon? What clues are in the picture? What time of day might it be?



Why is Dragon hungry?
What had he been doing?
What did he do next?

Ask the children to find the word *So*. Identify the vowel ending in the word *so*. What are some other words that end with a vowel? Have the children find the word with the *ou* sound. What word here comes from a sound?

AFTER READING

BEFORE READING 4/5

Ask the children to describe what is happening in the picture. Why is Dragon licking his lips? What might he be planning to do?

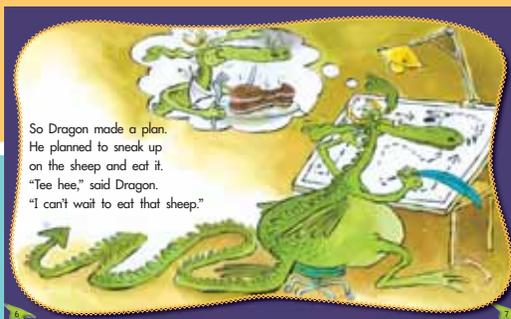


Ask the children to identify the word with the *dr* blend. What other words begin with the *dr* sound? Identify the word *want*. Have the children place it in sentences. Identify the double *e* sound in the word *sheep*. What other words have the double *e* sound? List them on the board. What parts are the same?

AFTER READING

How does the picture show Dragon's plan? Tell the children that the main picture tells what Dragon is doing now. The smaller picture tells what is in Dragon's head. It tells what he wants to do in the future.

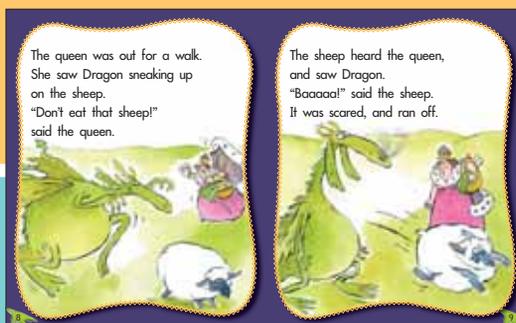
Tell the children that punctuation makes a story easier to read. It tells us when to stop, start, and what to do with our voices. Would the story make sense without punctuation?



Identify the word *plan*. Have the children place it in sentences to clarify meaning and use. Have them find the word *can't*. Tell them that the apostrophe stands in place of a letter. What two words is *can't* made from? What two words here come from sounds? What word has the *ed* ending? Tell the children the *ed* ending shows something has already happened.

Ask the children to describe what is happening in the pictures. Who is the new character? What does Dragon say? Why is the queen running? What might the queen say to Dragon?

How does the illustrator show the sheep is running away? Is this clear?



Tell the children that exclamation marks can show fear, anger, and excitement. We raise our voices when we read these sentences.

What word here comes from a sound? Have the children find the word *was*. Have them place it in sentences. Write *ee* and *ea* on the board. Tell the children that the *ee* and *ea* blends sound the same. Ask the children to find the *ee/ea* words. Make two lists on the board.

BEFORE READING 10/11

Ask the children to describe what is happening in the picture. How is Dragon feeling? What clues are in the picture? Why might the queen be scared?

Can the children think of some text for this picture? What might Dragon and the queen be saying?



AFTER READING

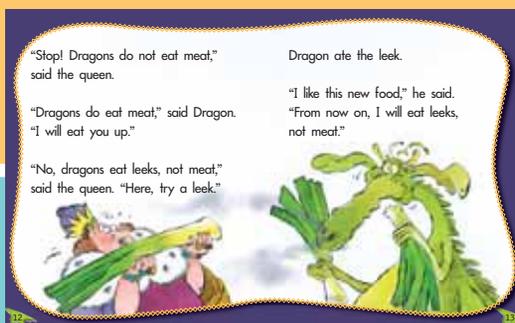
What word describes how Dragon is feeling? What is Dragon's new plan? What word describes how the queen is feeling? How might the queen escape?

Ask the children to find the word *new*. Have them place it in sentences. Have them identify the word *to*. Discuss how the word ends with a vowel. What other words end with a vowel?

BEFORE READING 12/13

Explain that speech marks are used to show someone is talking. Have the children locate the speech marks on the page. Who is speaking? How do we know?

What is another way to solve this problem? What would the children do if they were the queen? What would the queen say? What would Dragon say?



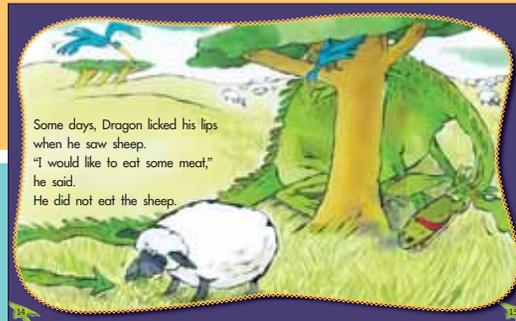
AFTER READING

Why do the children think the queen doesn't want Dragon to eat the sheep? Does this dragon behave like the dragons in other stories? How is he the same/different?

Have the children point to the words *do* and *will*. Have them place the words in sentences to clarify meaning and use. Identify the words *leeks* and *queen*. What part is the same in both words? How is *eat* different from *ate*?

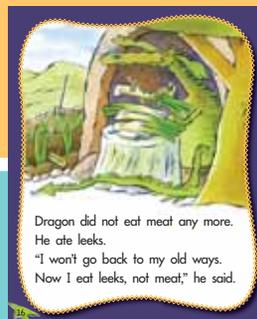
Ask the children to describe what is happening in this picture.

Will Dragon keep his promise? Have the children think back to the title. What would the children do? Why? Why might it be important to keep a promise?



Ask the children to identify the word *did*. Have them place the word in sentences. Review speech marks. Have the children write sentences containing direct speech to clarify meaning and use.

Have the children tell you what they liked most about the story. Could the story have had a different title? Could it have had a different ending?



Identify the word *won't*. Tell the children this word is a shorter way to write *will not*.

Remind the children that their reading needs to sound right and make sense. Ask them to reread the story. Have them notice the punctuation and use different voices for different characters.

11 c Dragons Don't Eat Meat Name _____

Fill in the table.

word	word	new word
		can't
did	not	
		couldn't
should		
do	not	
		wouldn't
will	not	

Put two of the words in sentences.

11 c Dragons Don't Eat Meat Name _____

Match the opposites.

under	new
happy	over
king	little
old	soft
asleep	on
hard	awake
off	sad
big	queen

Write the missing words.

Dragon did _____ eat meat any more.

He _____ leeks.

“I won't go back to my _____ ways.

Now I eat _____, not _____,”

_____ said.