

# Swimming with a Dragon

PM Level 14

Green

**Text Type** Narrative

**Running Words** 230



## Preparing for Guided Reading

### Orientation to the Text

- Talk about why people (not just children) often feel nervous when learning something new. Discuss forms of encouragement that might help these people.

### Prior Knowledge

- In this story, the teacher includes the class in an innovative way to help one of the children overcome a fear of water. 'Reading the illustrations' will help students read the text with understanding and expression.

### Key Language Structures

- Some sentences contain two independent clauses, joined by a conjunction, e.g. *Yasmin put the dragon into the water and it started to move across the pool.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*cheered, class, dragon*

#### Content Words

*blew, feet, tied*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

### Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

### Focusing on the Book – Guided Reading

- Study the illustration and read the title. Predict what might happen in the story.

- Observe Yasmin's facial expressions and body language.
- Yasmin's nervousness is obvious. Notice how she looks downwards. Her friends offer encouragement but she is unable to venture further into the water.
- Talk about how the balloons will be made into a dragon.
- Discuss why the inflated balloons will float. Observe how Yasmin joins in.
- Discuss the illustration before reading the text. Ask, *Why is Yasmin climbing down the ladder slowly?*
- Talk about forms of encouragement. Discuss how it feels when something difficult is accomplished.
- Recall other words that begin with the syllable *a*, e.g. *across, about, along*.
- Discuss *there* and *their*. Model their correct usage.
- Revise words ending in *ly*, e.g. *slowly*. Explain that words ending in *-ly* often tell *how* an action is done.

### Comprehension

- Why didn't Yasmin want to go swimming? (*Literal*)
- What made Yasmin change her mind about getting in the pool? (*Inferential*)
- Did Yasmin get in the pool straightaway? (*Inferential*)

### Follow-up Activities

- Have students bring photos of themselves learning or achieving something new. Encourage them to talk and write about their photos.
- Distinguish between different feelings, e.g. feeling happy, sad, nervous, etc. List students' ideas on a chart. Have them write about their ideas. Collate the stories and make a book entitled *Feelings*.
- Ask students to make dragons from green, yellow and red balloons. Have them refer to the illustrations in the story. Remind them to add eyes, nostrils, scales, etc.

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## Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.

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## Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up