

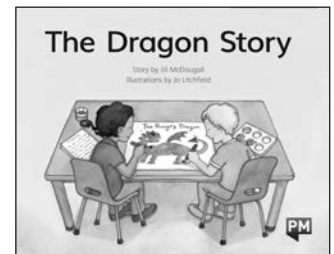
The Dragon Story

PM Level 14

Green

Text Type Narrative

Running Words 245



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the basic structure of narrative stories as having an introduction, complication and resolution.

Orientation to the Text

- Harry, the new boy in Matt's class, sits alone and looks sad all the time. One day Ms Daniels asks Matt to work with Harry to write a story. Matt doesn't want to work with Harry, but when he realises why Harry is upset, he finds a solution that helps them both.

Key Language Structures

- Some irregular plurals are introduced: *children, stories, teeth*
- Apostrophes are used both in possessives and in contractions: *Harry's, Here's, Don't*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

didn't, done, himself, our, sad, tell, took, under, Well

Content Words

class, dragon, picture, stories

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *himself*. Ask, *Which two smaller words make up this word? How might this help you read it?*
- Look at the word *write*. Ask, *What letters make the 'r' sound in 'write'? What other words do you know that use these letters?*

Fluency and Phrasing

- Discuss how practising by re-reading the same page can help make reading more fluent.
- Model reading p. 2 to students. Talk about what is happening in the text and how this affects your expression. In pairs, ask students to practise reading the page with expression.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration and ask students to predict what might happen in the story.
- Read p. 2. Ask, *What are the important points in the introduction? What do you think the complication of the story might be?*
- Ask students to read to p. 6. Ask, *What is the problem in the story so far? How do you think it might be fixed?*
- Ask students to read to p. 10. Ask, *What other details have been added to the complication?*
- Discuss the re-reading words strategy. Ask students to read p. 14 to a friend and stop and re-read any words that they don't know. Discuss words that students found difficult.
- Read to the end of the text. Ask, *What was the resolution of the story?*

Comprehension

- Why do you think Harry was sad? (*Inferential*)
- What does Matt do to help Harry? (*Literal*)
- Do you think it was a good ending? Why or why not? (*Inferential*)

Follow-up Activities

- Revise the main parts of the story with students. Brainstorm and record different ways that the story could have ended. In pairs or individually, ask students to write and illustrate a new ending for the story.
- Choose another text to read with students. As a class, identify, record and illustrate the introduction, complication and resolution of the story.
- Brainstorm and record words to describe the main characters in the story. As a class, make a Venn diagram comparing Harry and Matt.

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Learning Intentions

- We are learning to identify the parts of a narrative.
- We are learning to use re-reading to help decode tricky words.

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Success Criteria

- I can describe the introduction, complication and resolution of the story.
- I can stop and re-read words when I'm not sure of them.

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Guided Reading Notes

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