

# At the Dragon Parade

PM Level 10

Blue

**Text Type** Narrative

**Running Words** 162



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand what a parade is and that there are usually many people watching a parade.
- Students should also understand that the dragon is a popular feature of parades for some cultures, such as Chinese.

### Orientation to the Text

- Ava and Tom are going with Dad to the Dragon Parade. Dad tells the children to stay with him, but they manage to lose sight of each other.

### Key Language Structures

- A range of prepositional phrases is used throughout the text – *on a tram; for the dragon; up the road.*
- Bold text and exclamation marks are used for emphasis.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*can't, fun, has, have, lost, Now, That's*

#### Content Words

*dragon, parade, tram*

### Decoding

- Support students to use words that they already know to help them read words or parts of words that they are not sure of.
- Look at the word *dragon* on page 4. Ask, *What two smaller words can you see in dragon? Do 'drag' and 'on' have anything to do with the meaning of dragon?*

### Fluency and Phrasing

- Read a page that contains a lot of direct speech in a monotone voice. Ask, *Is that how you would say this in real life?*

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Discuss why there would be a dragon parade and what you might expect to see at one.
- Read page 2. Together, break the word *Saturday* into syllables. Ask, *How might finding the syllables in a word help you to read it?*

- Continue to page 7. Discuss what students can see in the picture and how this relates to the setting of the story.
- Read page 8 together. Ask, *Why do you think the author put the word **Dad** in bold? How would you read it?*
- Read page 10. Support students to practise reading the dialogue like how it would sound in real life.
- Continue to page 14. Point out the word *tricked*. Ask, *What is the base word of this word? How many syllables are there when 'ed' is added to the base word?*
- Read to the end of the text. Ask students to describe how the crowd at the parade was feeling and why.

### Comprehension

- What did Dad say to Tom and Ava as they got off the tram? (*Literal*)
- Why do you think Ava wanted to look for the dragon in the parade? (*Inferential*)
- Who asked Tom and Ava who they were looking for? (*Inferential*)

### Follow-up Activities

- Invite students to share their own experiences of parades or other celebrations. Talk about what students have seen and heard as well as what they felt at such events.
- Read another story about dragon parades, such as *Fang Fang's Chinese New Year* by Sally Rippin. In pairs, ask students to discuss and share all they have learned about dragon parades, as well as any questions they still have. Find the answers to the questions together.
- Make simple Chinese New Year lamps together by following this process: Cut a strip off the short end of a piece of red A4 paper. Fold the remaining piece in half lengthways and draw a line about 3 cm from the top of the unfolded side. Cut from the folded edge up to the line so that there are slits about 3 cm apart. Open out the page and curl it into a tube shape, sticking the short edges together. Add the strip you cut off at the beginning as a handle. Students can decorate the lamps.
- Write a shared procedural text about how to make a Chinese lamp. Ask students to help remember all the materials that are needed, as well as each step that they followed. Display the finished lamp along with the written procedure.

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## Learning Intentions

- We are learning to read unfamiliar words.
- We are learning to identify the features of narrative texts.
- \_\_\_\_\_

## Success Criteria

- I can break longer words into syllables.
- I can describe the setting of a story.
- \_\_\_\_\_

## Guided Reading Notes

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