

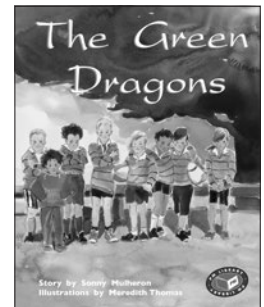
# The Green Dragons

PM Level 19

Purple

**Text Type** Narrative

**Running Words** 498



## Preparing for Guided Reading

### Orientation to the text

- Touch rugby is a team sport that is often played informally by young children. Point out that both boys and girls can play in the same team. Ask students if they know any nicknames for sports teams.

### Prior knowledge

- Many young children enjoy team games that involve running and throwing a ball. Annie was no exception, but the problem was she wanted to join in with children who were much older than herself.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*evenings, Gold, Hang, reached, score, sideline, you're*

#### Content Words

*ankle, caught, coach, join, passed, practise, row, side-stepping, touch, twisted, yelled*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### Focusing on the story – guided reading

- Using the cover illustration, discuss the title with students.
- Read pp. 2–3 and ask students to identify the problem.
- Talk about Dad's remarks on pp. 4–5. Note Annie's determination.
- Annie's skills are improving. How can students tell that Annie is receiving encouragement for her efforts?
- Ask students what the coach of the 'Gold Tigers' meant when he said, 'You can put **her** on.'

- Using the illustration on pp. 12–13, explain the phrases, 'ran for the try line' and 'he would have to touch the ball down'.
- The excitement of the story continues until the determined Annie scores a try and becomes accepted by the 'Green Dragons', at last. Discuss her sporting and social success.
- Draw students' attention to the words *practise* and *practise*. Explain that the *-ce* ending is a noun, and the *-se* ending is a verb.
- Make comparatives and superlatives for these adjectives, e.g. *old, fast, quick, good, young, small, tall*

### Comprehension

- What was the name of Sam's football team? (*Literal*)
- Why did the coach of the Gold Tigers smile when he saw how little Annie was? (*Inferential*)
- What helped Annie become a good player? (*Inferential*)

### Follow-up activities

- Ask students to write about a time when they had to try very hard to fit in with another group of children. Were they successful? Why?
- Encourage students to imagine they are starting up a new sporting team. Ask them to design a uniform and decide on an exciting name for the team.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

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