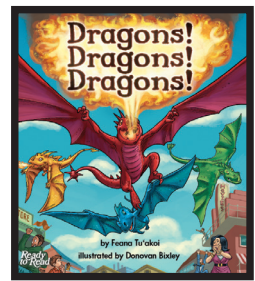


Dragons! Dragons! Dragons!

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Shared reading

Shared reading provides students with opportunities to engage in rich conversations about texts that they are initially not able to read for themselves.

Shared reading involves multiple readings of a text. With each reading, students explore the text further and build on what they know.

Shared texts provide opportunities for students to behave like readers as the teacher models fluent, expressive reading. All readings of the text should be engaging and enjoyable for students.

Before each reading of the big book, reread one or two favourite enlarged print texts (poem cards, rhymes, chants or songs, or a previously read text) to build students' fluency and the confidence to participate within a community of readers.

Overview

In this lively, humorous, big book for shared reading, four fiery dragons are having trouble making friends.

After students have become very familiar with the big book during many shared reading sessions, have the small book available for them to read and enjoy.

There is an audio version of the text on the Ready to Read CD *Readalong 2011*.

Cross-curriculum links

Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people.

This text has close links to the key competency of relating to others.

Text characteristics

Key text characteristics as described in the reading standards for after one year at school are shown in the boxes with a solid outline. Other boxes show additional characteristics to look for when using the text for shared reading.

Vibrant, descriptive, and often alliterative language (for example, “Four fiery dragons”) and the many lively, descriptive verbs (for example, “cheered”, “dropped”, “flapped”), which engage readers and provide opportunities to extend students' vocabulary and awareness of language use – and encourage links to writing

The concept of dragons, which students are likely to be familiar with from other books, television, video, or movies

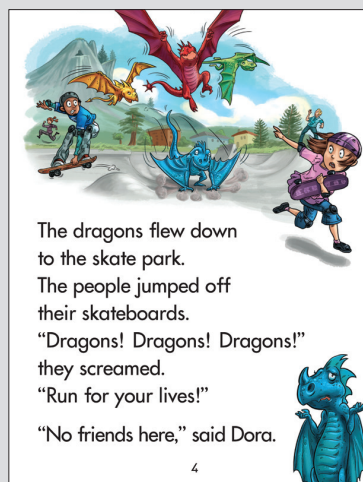
The repeated refrain “Dragons! Dragons! Run for your lives!”

The change from “Dragons! Dragons! Dragons!” as a warning at the beginning of the story to a cheer at the end

Detailed, humorous illustrations and visual language features that support and extend the meaning, for example, the book titles and thought bubbles on page 9

The inclusion of dialogue and a range of punctuation, including speech marks, commas, and exclamation marks, to support phrasing, intonation, and meaning

Most content explicitly stated but also some implicit content that provides opportunities for students to make simple inferences and form hypotheses, for example, how the people feel about the dragon and what the dragons might try next



The dragons flew down to the skate park.
The people jumped off their skateboards.
“Dragons! Dragons! Dragons!” they screamed.
“Run for your lives!”
“No friends here,” said Dora.

4



The dragons swished down to the market.
The people dropped their fruit.
“Dragons! Dragons! Dragons!” they screamed.
“Run for your lives!”
“No friends here,” said Damon.

5

Many high-frequency words as a scaffold for independent reading attempts

The dramatic storyline and clear narrative structure, with repeated incidents to encourage students to form and test hypotheses, and the humorous and satisfying ending

The theme of making friends and getting along with others

The repeated initial digraphs or initial consonant blends, such as “bl”, “ch”, “dr”, “fl”, “fr”, “sk”, and the repeated rimes in “make”, “take”; “blew”, “flew”; “got”, “not”; “down”, “town”, which develop students' awareness of words, letters, and sounds.

Reading purposes and learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

Dragons! Dragons! Dragons! supports a wide range of purposes, from developing early concepts about print to exploring more sophisticated ideas about building relationships. From the suggested reading purposes included in this teacher support material, choose those that best meet the needs of your students.

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours (reading processes and strategies) that you want students to demonstrate after many readings of this text and when reading other texts.

Often, the first reading of a shared text will be with the whole class, but subsequent readings may be with a group for a specific purpose. The first reading of a shared text is about making meaning. The teacher leads the reading (with students invited to join in as they feel confident) so that the students can focus on responding to the storyline and thinking critically about the theme.

The suggestions that support the first reading should be used flexibly so that you are able to create opportunities for students to interact with the text and maximise participation.

A deeper focus on word-level features should be left for subsequent readings.

Select and **adapt** from these suggestions according to your students’ needs and experiences.

A suggested purpose for the initial readings

To find out why the dragons are lonely and how they try to make friends

Learning goals

Over a number of sessions, the students can:

- notice some ways the print and illustrations work together to build meaning
- listen for language patterns and the teacher’s intonation to know when to join in the reading
- make connections to their own experience of making friends and to their knowledge of fictional dragons to form and test hypotheses about what the dragons will do to try and make friends
- form an opinion about why the dragons were successful at making friends
- make inferences about how the people feel about the dragons and consider how their feelings change during the story.

Introducing the text

- Show the students *Dragons! Dragons! Dragons!* and discuss the cover illustration. *What are these creatures? Read the title to confirm. What do you know about dragons?*
- Prompt the students to make connections to their knowledge of dragons. Have the students think, pair, and share their ideas. For students whose first language is other than English, have them talk to students who speak the same language. Together review the characteristics of dragons.
- Have the students look for clues in the cover illustration to make inferences about these particular dragons. *I wonder why these dragons have flown into town. What do they want? What do the people think about them?*
- Reread the title together. *Who’s saying this? How are they saying it? Look at the exclamation marks.*
- Read the names of the author and the illustrator.
- View the title page. *The dragons look different here. How are they feeling? It looks like they’ve got a problem ... Encourage the students to form hypotheses about what’s bothering the dragons. Let’s read to find out.*

Reading and discussing the text

- **Pages 2 and 3** – Look at the illustration together before reading the text. *Where do the dragons live? Why are they sad?*
- Read page 2 to the students, using a pointer to track the words in phrases.
- Have the students discuss their experiences of making friends.
- Explore the meaning of “fiery” with students by asking: *Show me how you can be a fiery dragon. Will making friends be easy for four fiery dragons?*
- Share the reading purpose.
- **Pages 4 and 5** – Encourage discussion about the illustrations before you read the text.
- Read page 4, encouraging the students to join in with “Dragons! Dragons! Dragons!” If necessary, discuss the expression “Run for your lives!”
- *How do the people feel? How does Dora feel?*
- Encourage the students to form hypotheses about what else the dragons will try (and where). *How do you know?*
- **Pages 6 and 7** – Read these pages and then encourage the students to summarise the story so far. *What have the dragons tried so far?*

- **Pages 8 and 9** – Before reading page 8, ask the students what they have found out from the illustration on page 9. Encourage them to evaluate the ideas in the thought bubbles. *Will these ideas help them to make friends? Why? Why not? What else can they try?*
- Read page 8. Some students may notice the title of Daisy’s book!
- **Pages 10 and 11** – Share these pages and encourage discussion and debate about what’s happening in the illustrations in order to build up the narrative tension before reading. *What will the people do? What will the dragons do?*
- After reading page 10, have the students role-play drawing a deep breath and blowing a fiery flame. *Why do the dragons need to do that?*
- **Page 12** – *Was it a good idea to have a barbecue? Why? Will they make friends? How will the people be saying “Dragons! Dragons! Dragons!” now? Why was their barbecue idea better than their other ideas? What ideas does this story have for us about making friends and getting along with other people?*
- Reread the story, asking the students to listen for verbs and adjectives that tell them what the dragons do and what they are like. Explore how the writer describes the dragons and their actions by identifying some key verbs (for example, “swished”, “swooped”, “flapped”) and adjectives (for example, “fiery”, “lonely”).
- After the reading, list any examples of these words that the students can recall. Then, together, go back through the text (or just some pages) looking for more. Provide prompts to help the students identify examples. *Show me the word that tells you how the dragons were feeling. How did they fly down?* You could set up a chart with one column for the verbs and one for the adjectives.
- Read the lists of verbs and/or adjectives and explore their meanings, for example, by having the students act them out and think about them more deeply. *Show me what swishing looks like. What does it sound like to swish? What else might swish? Tell me another word you could use instead of ...* Discuss how the illustrations support the word meanings. Create a chart of the adjectives and verbs and display it on the wall for the students to refer to.

Suggested purposes for subsequent readings

You can return to this text many times with a different purpose. Subsequent readings of the big book will be with a group of students who have similar learning needs rather than with the whole class. These readings and the after-reading tasks should arise from monitoring the students’ needs and should provide purposeful practice and reinforcement. **Select** and **adapt** from the following suggestions.

Suggested reading purpose

To explore and enjoy some ways the writer has used language in this story

Learning goals

Over a number of sessions, the students can:

- explore how the writer describes the dragons and their actions by identifying some key verbs (for example, “swished”, “swooped”, “flapped”) and adjectives (for example, “fiery”, “lonely”)
- discuss and explore word meanings
- find and discuss examples of alliteration.
- Share the reading purpose. Reread the story. Find and discuss examples of alliteration. Ask the students to listen for the words that start with the same sound. *Why do you think the writer has chosen to use words that start with the same sounds?* Draw out the idea that alliteration creates impact and is satisfying to read aloud. Create a poem together about dragons or another scary creature, using words from the text.

- Use some of the verbs as a model for the students to create their own oral and/or written sentences. For example, “The kite swooped down to the playground.” “The children rushed into the library.” For those students who need more support, use pictures as prompts.
- You could create a web of associated words, for example, “fiery”, “flames”, “fire”, “burning”, “hot”, “sizzling”, “blazing”.
- Display the chart and/or word web and encourage the students to incorporate the words into their own writing. Model their use in classroom conversations and shared writing and encourage students to notice and enjoy other instances of their use.

Suggested reading purpose

To think about the structure of this story

Learning goals

Students can:

- make connections to their knowledge of other stories that have a similar structure
- summarise the events in the story
- identify the beginning (which highlights the problem), the middle (the repeated attempts to fix the problem), and the end (the resolution).
- Share the reading purpose and help the students make connections to their knowledge of narrative structure, especially the structure of fantasy stories: *When you first heard this story, how did you know what was going to happen next?* Refer to a story the

students know well, for example, the shared text *The Hole in the King's Sock*, and briefly review what happens at the beginning, middle, and end of that story. Draw out the idea that stories like this usually start with a problem, some ways to try and fix the problem, an idea, and a happy ending.

- Reread *Dragons! Dragons! Dragons!* Ask the students to think about when the main changes happen in the story.
- Draw up a chart with the headings Problem, Attempts to fix the problem, and Resolution. Together, add summary sentences to describe each part of the story.
- Discuss the repeated incidents in the middle of the story and together, identify the turning point (in the library).
- Discuss the resolution and add summary sentences to the chart.

Suggested reading purpose

To read with fluency and expression

Learning goals

Over time, the students can:

- draw on their overall knowledge of the story, and on specific word meaning and punctuation, to read with appropriate phrasing and expression.

This reading purpose is one that can be returned to many times, with the students building up their confidence and levels of independence. Your modelling of fluent, expressive reading of this text will be a major support for achieving this learning goal. Students can also build their comprehension and fluency by rereading the text while listening to the audio version on the CD *Readalong 2011*.

- Discuss the impact that expressive reading has on the listener. You could demonstrate reading a page or two with and without smooth phrasing and appropriate expression. *How does it sound different? What makes you want to listen?*
- You can point out particular features of the text that help to support fluent reading, for example, the use of commas to support phrasing, the use of speech marks and attributions to clarify who is talking and show what they're saying, and the use of exclamation marks for emphasis.
- Use the text for Readers' Theatre with you taking the role of the reader or narrator. Individuals or pairs of students can read each dragon's dialogue, and the rest of the group can be "the people".

Responses to the text after many readings

Select and adapt from the following suggestions according to student needs.

- Encourage the students to reread the text using the small book version.
- Create a chart of good ways to make friends.
- Have the students create a group book or wall chart about their friends, for example, "Jayden is my friend because we like to play cricket together." Share this sentence, or a similar one, with the students and write it on the whiteboard. Use it to create a writing frame, erasing optional parts, for example, "_____ is my friend because we like to _____ together."
- Compare the descriptions of the dragons with those in other stories. Encourage students to share their knowledge of dragons or similar creatures from other cultures, including taniwha.
- Ask individual students to locate high-frequency words on any double-page spread of text. *Can you find the word "The"? Can you find another one?* During shared writing sessions, provide opportunities that reinforce these activities, for example, *Spell the word "the"*.
- Focus on the verbs ending in "ed". Discuss how the "ed" makes a "t" sound. Identify the root words and add other endings. Have the students identify the root words and practise building new words by adding "s" or "ing" endings.

Related texts

As part of your literacy programme, you will be choosing books to read to and with your students, supporting them to access texts they would not be able to read without help. Often, you will be guided by the opportunities to make links between texts. For example, before and/or after reading *Dragons! Dragons! Dragons!*, you can enjoy other texts about dragons (or other scary creatures) or making friends. These texts could include:

- Ready to Read shared texts with a similar structure, including repeated incidents: *Dad's Snore*, *Greedy Cat*, *The Hole in the King's Sock*, *No, Skipper!*, *I'm the King of the Mountain*, *Number One*
- texts about friends or making friends: *Shimbir*, *My Name is Laloifi* (both at Orange)
- texts about dragons or other scary creatures: *Number One* (shared text).

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