

Teacher Edition

# Dragons

Written by Jenny Feely



alphakids



Published edition  
© Eleanor Curtain  
Publishing 2004  
Text © Kerrie Shanahan  
Photographs  
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Publishing

First published 2004

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Developed by  
Eleanor Curtain Publishing  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3288 3

1 2 3 4 5 6 7 8 9  
04 05 06

## How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

### Before reading

#### Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

### During reading

#### Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

#### Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

### After reading

#### A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

## Selected text features

- A table of contents is provided
- Section headings are distinguished from body text by the use of colour
- Captioned photographs provide additional information

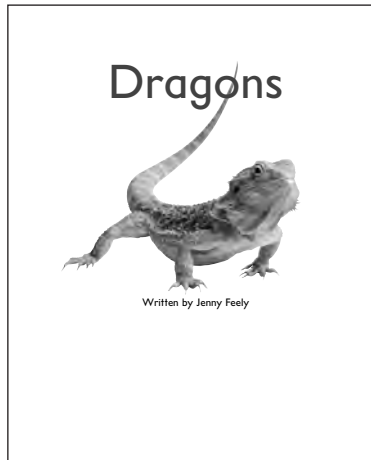
## Vocabulary

bearded, danger, dragons, enemy, glide, komodo, lizards, protect, rainforest, spikes

## Setting the context

Have each child draw a picture of a dragon. Share the pictures.

*What is a dragon? Have you ever seen one? Do dragons really exist?*



## Front cover

Show the front cover to the children. *This book is called 'Dragons'. Does this look like any of the pictures that you drew?*

## Title page

*Here is another photograph of a dragon. Does this look like any of the pictures that you drew?*

Point out the author's name.

*What other information is on the title page?*

## **Predict**

Read the table of contents to the children.

*Why might this book have a table of contents?*

*What sort of information do you think this book will have?*

Look at the photographs on pages 4 and 5.

*Do you think these animals are dragons?*

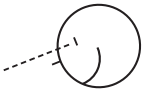
## **Read** page 4.

## **Reflect**

*Are you surprised that there are dragons alive today?*

*Is any of this information new to you?*

*How would you feel if you saw any of these creatures face to face?*



## **Observe and support**

Can the child explain the purpose of a table of contents?

*What is this page called? What is it for? Can you tell me where I would find out about water dragons?*



## Contents

Introduction	4
Flying dragons	6
Bearded dragons	8
Water dragons	10
Forest dragons	12
Komodo dragons	14
Conclusion	16



## Introduction

Did you know that there are many dragons that are alive today?

They don't breath fire like dragons in stories, but they can look very fierce.



4



5

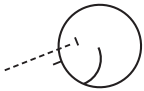
● **Predict**

*The heading on this page is 'Flying dragons'.  
Do you think these dragons can really fly?  
How do you think these dragons fly?*

● **Read** pages 6 and 7.

● **Reflect**

*What is the smaller text under the photograph called?  
Do all photographs have a caption?  
What did you learn from the caption?*



**Observe and support**

Does the child use their knowledge of phonics to support their reading?  
*How did you know that word was 'glide'? What did you check at the start of the word?  
What does the 'e' at the end of this word tell us about the way the word sounds? Do you know any other words that end with an 'e'?  
What other things did you do to check that 'glide' was the right word here?*

## Flying dragons

Flying dragons are lizards.

They can glide from tree to tree.

They glide by spreading out folds of skin along the sides of their bodies and jumping into the air.

When they are not gliding, flying dragons sit very still in trees to catch passing insects.



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Flying dragons don't always glide. When it is windy or raining, or if they are scared, flying dragons usually climb trees rather than glide.

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## **Predict**

Have children look at pages 8 and 9 and read them the heading.

*Why might a dragon have a beard?*

Turn to the next page and tell children that it is about water dragons.

*Why do you think these dragons are called water dragons?*

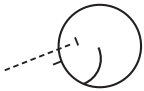
## **Read** to the end of page 10.

## **Reflect**

*How do bearded dragons frighten away predators in the wild?*

*What would you do if you saw a bearded dragon in the wild?*

*How do water dragons escape from predators?*



## **Observe and support**

Can the child read the text fluently?

*Can you read the information smoothly?*

Point out to the children that the text has headings and is separated by paragraphs.

*Did you notice the space in between these two lines? This tells us that a new idea is coming. It is a good idea to pause between each paragraph when you are reading.*



## Bearded dragons

Bearded dragons are lizards. They have a pouch around their jaws that is covered with spikes. It looks like a beard.

When bearded dragons are frightened, their pouch swells up and turns black. This makes the dragons look bigger than they really are and can scare away their enemies.



Bearded dragons are usually the same colour as the soil where they live. But they change colour when they are hot, cold, sick or frightened.

8



9

## Water Dragons

Water dragons are lizards. They live near lakes and rivers in many parts of the world.

Water dragons often sit in trees which hang over the water. At the first sign of danger, they dive into the water and swim away.

Water dragons can stay under water for up to thirty minutes.



10



11

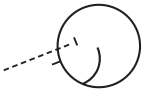
● **Predict**

*Look at these photographs of forest dragons.  
Why might these dragons be called forest dragons?  
What can these dragons do to help themselves survive in their habitat?  
What predators might these dragons be hiding from?*

● **Read** page 12.

● **Reflect**

*What is it called when an animal blends in with their habitat?  
Do you think this animal is well camouflaged?  
Can you think of another animal that does this?*



**Observe and support**

Does the child know what a compound word is? Can they use this knowledge to help decode new vocabulary?

*Look at the word 'rainforest'. If you were having trouble reading this word what could you do?  
'Rainforest' is a compound word. What does this mean?*

*Do you know any other compound words?*

## Forest Dragons

Forest dragons are lizards. They live in rainforests. Their bodies are the same colour as the tree trunks.

Forest dragons hide from their enemies by staying very still on the trunk of a tree. If an enemy sees them, they move very slowly around to the other side of the trunk until they are out of sight.



12



13

● **Predict**

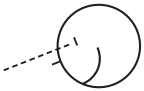
*These dragons are called komodo dragons. Look at the photographs on pages 14 and 15. What do you think these dragons might do to keep safe in the wild? How would you feel if you saw one of these komodo dragons?*

*Turn to page 16. The heading on this page says 'Conclusion'. What does this mean? What sort of information might be in the conclusion?*

● **Read** to the end of page 16.

● **Reflect**

*Did anything surprise or amaze you on these pages? What new things did you learn from this book? What else would you like to find out about dragons?*



**Observe and support**

Is the child able to understand and discuss information found in the text?

*What sort of animals are dragons?*

*What are some of the different types of dragons?*

*What are some things that dragons do to help themselves stay alive?*

## Komodo Dragons

Komodo dragons are the largest lizards in the world. They live on some tropical islands. When they are fully grown they are more than two metres long and weigh about 70 kilograms.



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When Komodo dragons are frightened, they will throw up whatever is in their stomachs. This makes their bodies lighter and helps them to run away fast.



Komodo dragons have sharp teeth that break off easily. When this happens the dragon grows new teeth. Some Komodo dragons grow up to 200 new teeth in a year.

15



## Conclusion

There are many kinds of dragon lizards.

They can look scary.

But dragons get scared too and find ways to protect themselves. Some hide and others make themselves look fierce or run away.

16

## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

*What types of dragons does this book tell us about?*

*What do these dragons do if they are frightened?*

*How are dragon lizards the same as other lizards? How are they different?*

### Being a code breaker

Children may like to explore the following language features:

- the sound /i/: glide, alive, fire, flying, sides, spikes, frightened, sign, dive, hide, sight, lighter, kinds
- words and phrases used to describe the appearance of dragon lizards: folds of skin along their sides, pouch around their jaws, covered in spikes, swells up and turns black

### Being a text user

*Is this book fiction or non-fiction?*

*How do you know?*

*What did you learn about lizards from reading this book?*

Focus on the contents page.

*What does a table of contents tell you?*

*How do you read it?*

### Being a text critic

*What does this author think children are interested in? Do you agree with her?*

*What other information would you have liked to see in this book?*

## Responding to text



Children could dramatise the information in the book to show where different dragon lizards live and what they do if they are frightened. Children could make lizard masks to support their drama.



Children could work in cooperative groups to make a dragon lizard exhibition. Provide plasticine, leaves and twigs for the children to make models of the dragon lizards and their habitats. Encourage the use of labels and signs to explain dragon lizard behaviour.



Working in pairs, children could make a list of words that describe the features of dragon lizards. Encourage the children to

use the book as well as their own ideas.

## Writing links

### Shared writing

Invite the children to help you fill in a chart with the following headings:

Name of dragon	Special features	What this dragon does when frightened	Other interesting facts

### Independent writing

Children could write a book about another group of animals using this book as a model. Encourage the use of captions.

## Possible assessment focus

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Can the child:

- identify the purpose of captions?
- say what they learned by reading captions?
- interpret the text to explain the common features of dragon lizards and other lizards?



whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Lizards

**Curriculum link:** Science

**Text type:** Report

**Reading level:** 22

**Word count:** 310

**Vocabulary:** bearded, danger, dragons, enemy, glide, komodo, lizards, protect, rainforest, spikes

### Possible literacy focus

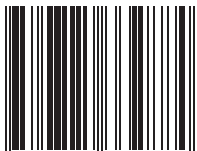
Using captions to extend understanding of text and photographs.

Comparing the dragon lizards featured with other lizards.

### Summary

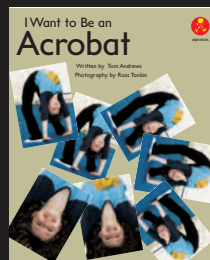
This book is about lizards commonly known as dragon lizards. It describes their physical features and defensive behaviour.

ISBN 0-7253-3288-3



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Other books at this level



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