



Teacher Edition

AlphaWorld

We Made a Dragon



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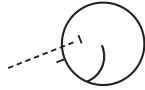
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How to use this book



Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with further teaching plans.

Selected text features

- The text is written in the first person
- Colour photographs support the text

Vocabulary

decorate, dragon, frighten, imagined, nervous, overlapped, parade, pattern, practised, scales, sequins, spirits

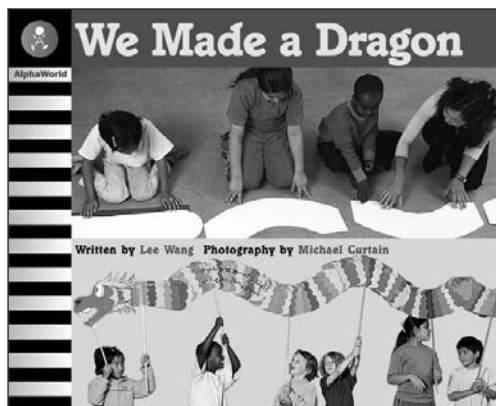
Setting the context

Ask the children:

Have you ever been to a parade?

What did you see there?

Make a list of what the children saw.



Front cover

Show the front cover.

This book is about a dragon that was part of a New Year's parade.

Has anyone ever seen a dragon like this at a parade?

Do you think the dragon might have a special meaning?

What could it be?



Title page

Turn to the title page.

The title of this book is We Made a Dragon.

Who do you think will make a dragon in this book?



Talkthrough

Turn to pages 2–3

The book says that this girl's class went to watch a parade. What do you think they saw?

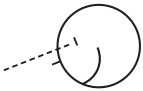
There are people inside the dragon making it move. How many people do you think it takes to make this dragon move?

Turn to pages 4–5

The children are back at school now. What do you think they are doing?

What equipment are they using to make their dragon?

What will the children do next?



Observe and support

Can the children support their understanding of the text with direct evidence from the page?

Who is telling us this story?

How do you know it is a girl talking?

What are the children going to do at school this year?

Where does it tell us this?

What did the children use to cut out the shapes?

How do you know this?

The children are working together to make one big dragon. How do you know this?



Last year, our class went to watch a big Chinese New Year parade in the city.



There was a huge dragon in the parade. Sixty people held it up as it moved through the crowd. It was covered in tiny mirrors that shone in the sun.

It looked amazing!

Our teacher told us that many people believe the dragon brings good luck for the year ahead. The mirrors on its body frighten bad spirits away.

1

We thought it would be fun to have our own New Year parade at school. Our art teacher helped us to make a dragon for the parade.

First we drew shapes of the different parts of the dragon's body on pieces of cardboard. Then we cut around the shapes.



We made holes in the ends of each shape.

Then we laid out all the parts of the dragon's body along the floor to see how our dragon would look. It was going to be very long.



2

3



Talkthrough

Turn to pages 6–7

The children are making scales for the dragon. How are they doing this?

Why do you think they have overlapped the dragon's scales?

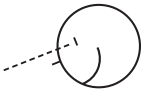
What might they need to do next?

Turn to pages 8–9

The children are using sequins to decorate the dragon.

Have you ever used sequins to decorate something?

Do you think the children are enjoying making the dragon? How can you tell?



Observe and support

Can the children identify an apostrophe and explain what it is used for?

Can you show me an apostrophe?

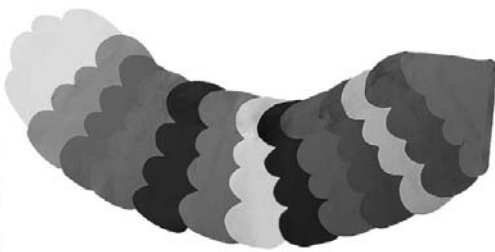
What does it tell you?

Why did the author need to use an apostrophe here?



Next, we made some scales to stick onto the dragon's body.

Our teacher made a pattern for the scales. We traced around the pattern onto coloured paper. Then we cut around the shapes.



Then our teacher said, "Time to decorate!"

We made an eye and put it on the dragon's head. We added some teeth to the dragon's mouth.

We used glue to stick sequins all over the dragon's body. It took a long time. A lot of the sequins got stuck to us, too.





Talkthrough

Turn to pages 10–11

The children are using split pins to put the pieces of the dragon together.

Why do they use split pins?

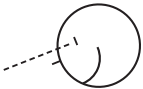
What do you think the dragon looks like so far?

Turn to pages 12–13

The children are going to attach long sticks to the dragon.

How are they going to attach the sticks?

Why do they need to attach the sticks?



Observe and support

Do the children use their knowledge of phonics to support their reading?

You read the word 'imagined'. How did you work this out?

What did you check?

How did you know you were right?

If the children are having difficulty, you could ask:

What letters are at the start of the word?

What sound might the word start with?

Check the ending of the word. What would make sense here?

All the parts of our dragon looked beautiful. I imagined how good the dragon would look when it was put together. I thought about how the sequins would shine in the sun during the parade.

We joined the parts together by putting split pins through the holes. We bent back the ends of the pins.



When we each held one part of the dragon's body, we could make it move. But our dragon was very long, so it was difficult for us to hold up.



Our teacher gave us some long, wooden sticks.

She showed us how to attach the sticks to the back of each part of the dragon's body. She used thick, strong tape.



Then we did the rest.

We attached an extra stick to the bottom of the dragon's mouth.



Talkthrough

Turn to pages 14–15

The dragon is finished. How do you think it looks?

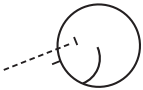
What are the children doing now?

Turn to pages 16–17

The text says the children practised with their dragon for a week.

What sorts of things might they have needed to practise?

How would you feel about performing in a parade?



Observe and support

Do the children monitor their own reading and notice when they make an error?

I noticed you stopped and re-read that sentence. Why did you do that?

How did you know you had made an error?

What did you check to work out the word?

If the children do not correct a miscue, you might say:

Try reading that again and check that it makes sense. What didn't sound right?

What would make sense?

When we each held onto one stick, it was easy to lift our dragon into the air.

We walked in a line, carrying our dragon.
We went around and around the classroom.

By pushing up and pulling down on our sticks, we could make our dragon dance.
We could open and shut the dragon's mouth.



We practised with our dragon for a whole week.

We practised walking together at the same speed.
We practised turning corners. We learned how to move the dragon up and down so that it looked as if it was dancing.
We tried to make our dragon look alive.





Talkthrough

Turn to pages 18–19

It is the morning of the parade and the girl says she is feeling very nervous. Why might she be nervous?

Would you be nervous?

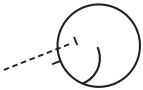
Do you think the crowd likes the dragon?

How can you tell?

Turn to page 20

The children are smiling. Do you think the parade was successful?

The text says Happy New Year! What is the reason for this parade?



Observe and support

Can the children read the text fluently and with expression?

Look at the last sentence on page 20. It is written in capital letters and has an exclamation mark at the end. What does this tell you about the way you should read this sentence?

Can you read it as if you are the girl talking?

On the morning of the parade, I felt very nervous. I thought I might trip over while I was holding the dragon. I thought I would forget the dragon dances we had practised.

By the time the parade had started, I was even more worried. Lots of children and teachers were waiting to see the dragon.



I almost tripped over. I completely forgot the dragon dances we had practised.

But everyone cheered and clapped loudly when they saw us. All at once, I stopped being nervous.



The dragon looked as if it was alive. All the sequins sparkled in the sun.

I didn't trip over. I didn't forget the dragon dances. And we all had a wonderful time.

HAPPY NEW YEAR!



We Made a Dragon



After reading

Being a meaning maker

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

Who is telling you this story?

How do you know?

What do some people believe about the dragon in the New Year parade?

What is something you believe in?

How did the girl in the story feel about being part of the New Year parade at school?

Would you like to be in a parade? Why or why not?

Being a code breaker

Explore the following language features:

- Words ending with 'ing': carrying, moving, pulling, pushing, turning, waiting, walking; words ending with 'ed': covered, curved, helped, practised, showed, traced
- Hearing sounds: words that contain the /dr/ sound – dragon; words that contain the /sh/ sound – pushing, shapes, she, shine, showed, shut

- Use of apostrophes: possession – dragon's body, dragon's head, dragon's mouth; contraction – didn't
- Punctuation: commas, full stops, quotation marks, exclamation marks

Being a text user

What did you learn from this book?

Would you be able to make a dragon after reading this book?

How would the author have found the information needed to write this book?


Being a text critic


Do all people believe that the dragon brings good luck?


Would all children like to make a dragon?

Do all children like being in parades?

Responding to text

 Provide the children with the materials needed to make a dragon like the one in the book. The children could work together to make their own dragon, practise a dance and perform.

 The children could work in small groups to come up with a list of things that some people believe bring good luck.

 The children could draw a picture of a dragon and label the parts using words and phrases from the text, such as mouth, body, head, sequins, scales, sticks, split pins.

Writing links

Talk with the children about the Chinese New Year parade mentioned at the start of the book. Explain that this is a festival that some people like to celebrate. Ask the children if they have any special celebrations in their family. The children could write a recount about a parade or a special family celebration.

Possible assessment focus

Can the children:

- understand the text at the literal level?
- retell the sequence of events involved in making a dragon?
- write a recount about a parade or special celebration?



whole text activity



sentence activity



word activity

We Made a Dragon

Topic: Festivals/ School

Curriculum link: Study of Society

Text type: Recount

Reading level: 17

Word count: 658

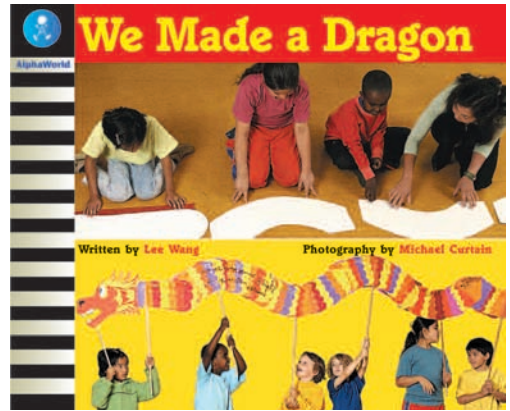
Vocabulary: decorate, dragon, frighten, imagined, nervous, overlapped, parade, pattern, practised, scales, sequins, spirits

Possible literacy focus:

- Indicating words in the text that show it is written in the first person.
- Explaining the importance of the dragon in the parade.

ESL possibilities:

- Identify verbs in the past tense.
- Explain how the dragon was made by referring to the photographs and using words such as 'first', 'next' and 'then'.



Summary

This book tells us how a class of children made a dragon for a New Year parade. The story is told by a girl who gives a step-by-step explanation of how the children made their dragon.

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