

Teacher Edition

Our New Year Dragon



alphakids



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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

- Written from the point of view of a child and in the first person
- Colour photographs support and extend the text

Vocabulary

celebrations, China, decorations, dragon, firecrackers, New Year, parade, relatives, respect, spirits

Setting the context

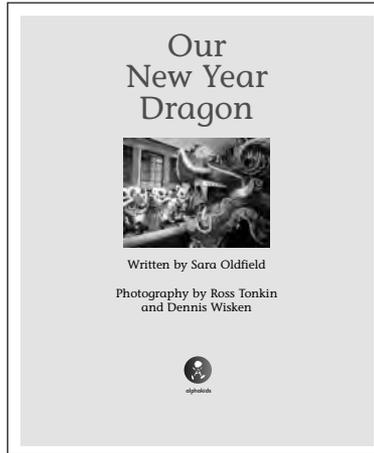
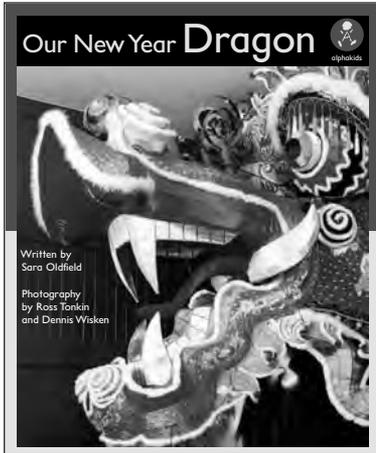
Have you ever been to a parade?

What did you see?

Who or what was in the parade?

Allow time for each child to talk about their experiences.

Draw out the differences that can be seen in parades.



Front cover and title page

This book is called 'Our New Year

Dragon'. What does 'New Year' mean?

What do you notice about the dragon on
the front cover?

● **Predict**

Look at the pictures on pages 2 to 5.

What words do you think the author will use to describe the New Year celebrations?

How do you think the people in these pictures celebrate New Year?

What part do you think the dragon will play?

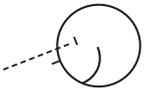
● **Read** to the end of page 5.

● **Reflect**

How were the New Year celebrations described?

Is this parade like the parades you have been to?

Why is the dragon an important part of the parade?



Observe and support

Does the child use an understanding of letter/sound relationships to check words?

Example: *How did you know that word said 'parade'?*

What did you look at? What did you think about?



My family comes from China. We came here when I was four years old. Some of my cousins live here too.

Most people in my class celebrate New Year on the 1st of January, but our New Year comes at a different time every year. Our New Year celebrations are bright, colourful and noisy.



We always have a parade to celebrate the New Year. The most important part of the parade is a dragon.

We have a dragon in the parade because we believe that the dragon brings us good luck for the rest of the year.



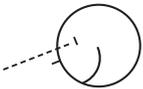
● **Predict**

*What is happening in these pictures?
Can you describe what the dragon looks like?*

● **Read** to the end of page 8.

● **Reflect**

*Where did the dragon come from?
What is the purpose of the mirrors?
How is the dragon woken up for the parade?*



Observe and support

Can the child understand the inferences in the text?
Why does the dragon need to be protected from bad spirits?

This year we had a new dragon for the parade. The new dragon was made in China and came here packed in boxes, on a ship.

My cousin Simon and I helped Uncle Lai to put the new dragon together. First Uncle Lai joined all the different parts of the body, then we tied on hundreds of small bells. It took a long time, but the dragon looked fantastic when we had finished.



The dragon was covered with tiny mirrors. The mirrors protect the dragon from bad spirits. The spirits see themselves in the mirrors and are scared away by the sight of their ugly faces.



We believe that new dragons are asleep and that we have to wake them up.

To wake up our dragon before the parade, we painted its eyes with small dots of pigs' blood.

Then it was ready for the New Year.



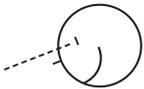
● **Predict**

*How do you think the parade will be described?
What information do you think the author will include
about the parade?*

● **Read** to the end of page 11.

● **Reflect**

*Tell me some words you would use to describe the
parade.
Who or what is in the parade apart from the dragon?
Who comes to watch the parade?*



Observe and support

Ask one child to read aloud to you while the others are reading silently. Can the child read the text fluently?

Read a passage of the text to the child. Have the child read it with you.

Can you make it sound like I do?

Have the child read the text by themselves.



On the day of the parade, hundreds of people filled the streets to watch. All the colourful decorations looked beautiful in the bright sun.

People set off firecrackers as the parade passed by. It was very noisy and exciting.

As well as the dragon, there were musicians, people carrying banners, birds, fish and lions in the parade.

The lions dance in front of the dragon. There are two people inside each lion. Sometimes one person stands on the other person's shoulders. When the lions meet each other, they bow to show respect.



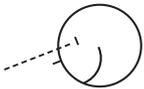
● **Predict**

*What will happen when the dragon appears?
What new information might you discover about the dragon?*

● **Read** to the end of page 13.

● **Reflect**

*How does the dragon move?
How did people feel when the dragon appeared?
Show me the part of the story that tells you this.
What did people do as the dragon passed by?*



Observe and support

Can the child understand the literal meaning of the text?
Why did people want to touch the dragon? Where did you find that out?



When the dragon came around the corner behind the lions, everyone was really excited.

The dragon looked huge!

There were 60 people inside the dragon's body but we could only see their legs.

Seven people held up the dragon's head and three people held up the end of its tail.

As the dragon passed by, people in the crowd touched it for good luck.



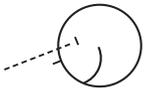
● **Predict**

*Look at the pictures on pages 14 to 16. How might the author end her recount of the parade?
How might the girl be feeling? How can you tell?*

● **Read** to the end of page 16.

● **Reflect**

*What happened at the end of the story?
How would the author have decided which events or information to include?
What else could this book have been called? Why?*



Observe and support

Does the child search for a range of information on the page to support their reading?
When you looked at the pictures, what were you looking for? How did that help you? What else did you check?

Everyone at the parade was even more excited than usual this year because the new dragon was so special.

A photographer came and took a photo of us because we had helped to put the dragon together.



The next day, our photo was in the newspaper! We sent it to all our relatives in China.



See? Here I am!

We had a very happy New Year.

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Enter the Dragon

Yesterday, Chinese New Year was celebrated in the city with the traditional parade. However, this year there was a new dragon for the

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After reading

Being a meaning maker

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

Why is there a dragon in the New Year parade?

How did the people in the book wake up the new dragon?

What happens in the New Year parade?

Why do people put so much effort into the New Year parade?

Being a code breaker

Children may like to explore the following language feature:

- the sound /u/: comes, China, some, us, luck, cousin, hundreds, but, ugly, blood, sunny, sun, front, love, touched

Being a text user

You may like to work with the children to analyse the structure of a recount. Notes could be attached to the pages of the book with labels such as ‘Who’, ‘What’, ‘When’, ‘Where’, ‘Why’, ‘Ending’, ‘Event 1’, ‘Event 2’, etc. to highlight the structure of a recount.

What happened?

Who was involved?

Where did it happen?

When did it happen?

In what order did each thing happen?

How did the girl feel about it?

Being a text critic

What does the author think about the New Year parade? Do you agree with her?

Are all children involved in parades?

Would you like to see a New Year parade?

Responding to text



Children could work in cooperative groups to make a mural depicting the Chinese New Year parade as described in the book. Encourage the use of labels and captions to explain different aspects of the mural.



Children could write a noisy poem describing the sounds that they might hear if they were at a Chinese New Year parade. Encourage the use of onomatopoeia in the poem, e.g. 'Bang, boom went the firecrackers'. Children could perform their poems in choral readings.



Children could list a range of words with the sound /u/. These words could be grouped according to the letters used to represent the sound. For example:

o	u	ou	a	oo
front	mum	touch	ago	flood

Writing links

Shared writing

Choose an event that the children are interested in and model the writing of a personal recount. Focus on teaching points, such as the selection of relevant events, to include ways to organise your information. Point out ways to get rid of 'and then'. A simple recount plan could be used.

RECOUNT PLAN	
Setting: Who? What? Where? When? Why?	This column could be illustrated or written.
Events in time order: 1 2 3	
Ending	

Independent writing

Children could write their own recount of a recent personal experience. They could illustrate the recount plan above to help them organise their information. These could be shared before they start writing to help them articulate their thoughts and further support their writing.

Possible assessment focus

Can the child:

- explain why this book is a recount?
- recall the details of the story in sequence?



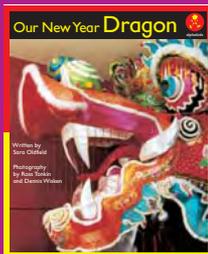
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Celebrations

Curriculum link: SOSE

Text type: Recount

Reading level: 19

Word count: 466

Vocabulary: celebrations, China, decorations, dragon, firecrackers, New Year, parade, relatives, respect, spirits

Possible literacy focus

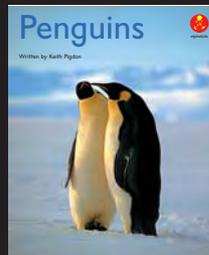
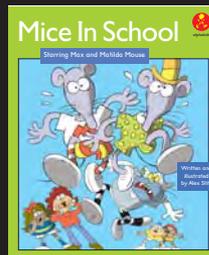
Understanding the features of a recount.

Recalling details of a story in sequence.

Summary

This book is about the preparation of a new dragon for a Chinese New Year parade.

Other books at this level



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