

# THE DRAGON



## Story Synopsis

This patterning story begins with a knight warning the townspeople that “The dragon is coming!” The townspeople build a wall, using various geometric shapes in a pattern. On the last page, the dragon shows up and offers his help to the knight. He is holding up the next piece of the wall so that he can help. Children will enjoy the setting of the story and the friendly nature of the dragon.

### LITERACY ELEMENTS

comparative words:  
faster, longer  
exclamation point  
quotation marks  
“ing” endings

### WORDS TO DISCOVER

the  
dragon  
is  
coming  
build  
wall

### MATH CONNECTIONS

PATTERNING AND ALGEBRA  
identifying and extending  
patterns

### ESL CONSIDERATIONS

Dragons may be unfamiliar.  
Draw or find pictures.

## Overall Learning Opportunities



Children will:

- demonstrate understanding of a variety of written materials that are read to them
- make sense of simple written materials
- communicate thoughts and feelings, using writing strategies that are appropriate for beginners



Children will:

- recognize and use patterns

## Activity Menu

### Reading Together, page 21

Read the story to the class or a small group. The repeated pattern in the story makes children feel comfortable joining in the reading.

### Guided Reading/Picture Walk, page 22

Meet with children who are at Instructional Level B to guide them through the text, using discussion, a Picture Walk, Independent Reading, and Revisit and Reinforce the Story.

### As a Group, pages 23–24



*Act It Out* – Children retell the story by acting it out.

*Talk About It* – Children respond to the story through discussion and artwork.



*Build the Wall Longer!* – Children create and extend patterns.

*Build a Pattern Wall* – Children create and extend patterns.

### Independent Work, pages 25–28



Blackline Master 9 provides children with the opportunity to put the story in order.

Blackline Master 10 asks children to complete a sentence by identifying the correct word.



Blackline Master 11 provides children with practice in extending shape patterns.

Blackline Master 12 asks children to create colour patterns.

## LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- identify some features of books

## PLANNING AHEAD

For *Getting Ready to Read*, build a simple patterned wall near the story area. Arrange several chairs in a frontward-backward pattern or arrange big blocks of 2 different sizes or shapes to form simple patterned walls.

## TEACHING tip

Before rereading, invite a volunteer to point to and read the title of the book. Invite children to chime in as you read the story aloud.

## Getting Ready to Read

Gather the children for the story and direct their attention to “the wall” you’ve built. Start a discussion by asking questions, such as:

- Why do people build walls?
- What materials do people often use?
- What do you notice about the wall that I’ve built beside our story area?

Begin chanting the pattern as you point to each part. Invite children to join in.

Ask:

- If we wanted to make this wall longer, what would come next? Why do you think that?

Explain that they are going to read a story about a wall that is being built around a castle. Show the picture on the cover and ask:

- Who do you think this is?
- What do you think he is feeling?

## As You Read

As you read aloud, use an excited and exaggerated style, keeping the pace slow enough for children to join in with repetitive text. Pause at the end of each spread to allow for comments or questions. Move your hand smoothly beneath the print as you read.

## Returning to the Story

Engage children in talking about the story by asking open-ended questions, such as:

- What was your favourite part of the story?
- How did you know that a dragon is coming?

- Do you think the people were scared? Why?
- What did you think the dragon might look like?
- Do you think the people had to hurry and finish the wall to protect the castle from the dragon? Why not?
- How do you think the knight might answer the dragon’s question, “May I help?”

Ask children questions to help them recall specific details, such as:

- What shapes were the blocks?
- What were the people waiting for?
- Who told them a dragon is coming?

## Extending the Reading Experience

- Divide children into 3 groups and assign each group a role. One group can be the knight, another the castle builders, another the dragon. As you read, ask the appropriate group to help you read its part of the story.
- Encourage children to create patterned sound effects for different parts of the story, for example, the sounds the workers make as they chisel the stone, the sound of the knight’s horse riding up, and the sound of the stone blocks being put into place. As you reread the story, encourage children to add these sound patterns on cue.

## LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- demonstrate awareness of some conventions of written materials

## YOU WILL NEED

- scissors and glue

## OBSERVING FOR ASSESSMENT

During *Independent Reading*, assess specific reading behaviours and make anecdotal notes of your observations. For example, does the child:

- show an interest in reading the book independently?
- show evidence of control over the directionality of print, such as left to right, top to bottom, left page then right page?
- self-monitor by finger pointing and sub-vocalizing when reading silently?

## TEACHING tip

While reading aloud during *Revisit the Story*, you have the opportunity to establish a suitable pace for reading, to model appropriate expressions, and to focus children's attention on punctuation.

## Setting the Scene

Tell the children the title of the book. Ask:

- What is a dragon?
- What does a dragon look like?
- Are dragons supposed to be frightening?
- Have you ever seen a dragon? Why not?

## Reading the Text

### Picture Walk

Have the children turn to pages 2–3. Say:

- Everyone is worried because the knight is telling them the dragon is coming. What could they build around the castle that could help to protect them from the dragon?

Turn to pages 4–5. Ask:

- What is the knight still telling everyone?
- The knight is telling the wall builders to build the wall faster. Why?

Turn to pages 6–7. Ask:

- The builders need to build the wall faster, but they also need to build the wall longer. Why?
- Do you think they'll finish in time?
- Do you think the wall will be long enough to keep out the dragon? High enough? Strong enough?

➤ There's only 1 page left in the story. What do you think will happen? Why do you think that?

Turn to page 8. Ask:

- Does the dragon look frightening?
- Would you be afraid if you met this dragon?
- What's the dragon holding?
- Why do you think the dragon is holding the next piece for the wall?

## Independent Reading

Have the children read the whole book

independently, giving as little assistance as possible.

## After Reading

Say to the children:

- In this story, people were afraid because they heard that the dragon was coming. Think about a time when you were afraid. Tell us about your experience.

## Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- Did you enjoy this story? Why or why not?
- If you were to meet up with a dragon, what would you do?

Engage children in recalling specific information from the story. Ask:

- What was the knight riding as he told everyone that the dragon was coming?
- What did the people do to protect themselves from the dragon?
- What kind of dragon did it turn out to be? How do you know?

Focus children on the sequence of events in the story. Read the story to the children. As they track the sequence by looking at the pictures, talk about what is happening first, second, next, and so on to secure the sequence of events. Then read the story chorally.

## Reinforce the Story

Give children **Blackline Master 9**. Have them cut out the sentences and work together to put the sentences in story order.



Page 25

After the children have practised reading the ordered sentences, they can read the sentences aloud.

## LEARNING OPPORTUNITIES

Children will:

- make sense of simple written materials
- retell familiar stories, using appropriate vocabulary and basic story structure
- identify that written words convey meaning

## YOU WILL NEED

- scissors and glue

## Activity: Act It Out

Divide the children into 2 groups of equal size. Group 1 will tell the story while Group 2 acts it out.

For Group 2, select:

- a child to be the knight, riding an imaginary horse
- a group to be the builders, who can build with either hollow blocks or imaginary blocks
- a group of guards who stand by
- a child to play the dragon

Group 1 reads the story while Group 2 acts it out. Invite the groups to change roles.

To help the children read in unison, read along with them to set the pace. Pause at the end of each page to allow the actors to perform their roles and get back to their places. If you are working with a small group, you can assume the role of reader.

## Extension

To reinforce that reading is making meaning of print, use **Blackline Master 10** and invite the children to create meaningful sentences by cutting out the words and placing them in the correct sentence.



Page 26

## LEARNING OPPORTUNITIES

Children will:

- retell familiar stories, using appropriate vocabulary and basic story structure
- make connections between their own experiences and those of storybook characters

## YOU WILL NEED

- colouring and writing materials

## Activity: Talk About It

In this story, the dragon was very helpful and kind. Invite the children, in turn, to tell about a time when someone was helpful and kind to them, or when they were helpful and kind to someone else.

## Extension

Have the children make a picture of a time when someone was helpful to them or they helped someone else. Encourage children to print a sentence below their picture that tells about the situation, such as, "I am helping my brother" or "My friend is helping me."

# As a Group

## LEARNING OPPORTUNITIES

Children will:

- identify and sort 2-dimensional shapes
- create and extend simple patterns using a variety of materials and actions
- identify and reproduce simple patterns

## YOU WILL NEED

- squares, triangles, and rectangles cut from construction paper
- scissors and glue

## Activity: Build the Wall Longer!

Ask children to recall what the townspeople were building to protect the castle in *The Dragon*. Present cut out paper squares, triangles, and rectangles. Tell children that they are going to use these shapes to help build a wall, too. Explain that it is easier to build the pattern if the shapes are sorted first. Hold up a square and ask:

- What is this shape?

Have children select all the paper squares and place them together. Repeat for the rectangles and triangles. Begin building an AABAAB pattern with some of the shapes. After 3 repetitions, ask children to chant the pattern as you point to each shape, for example; square, square, rectangle, square, square, rectangle, and so on. Shout:

- The dragon is coming! Build the wall longer!

Then ask:

- What shape comes next?

In response, have a volunteer add the shape to the wall to extend the pattern. Repeat several times. Ask:

- Which shapes in the patterned wall repeat over and over again?

Repeat by building new walls that display other shape patterns.

## Extension

Use **Blackline Master 11** to provide children with additional practice in extending shape patterns. Identify and describe each pattern wall. Ask children to extend each one. Encourage children to share and describe their completed patterns.



Page 27

## LEARNING OPPORTUNITIES

Children will:

- create and extend simple patterns using a variety of materials and actions
- identify and reproduce simple patterns

## YOU WILL NEED

- the book *The Dragon*
- interlocking cubes in 2 colours, 1 set for each child or group



**tip** On other days, children can make

pattern walls using other materials, such as pattern blocks, pebbles, counters, stickers, or tiles.

## Activity: Build a Pattern Wall

Examine the pages of *The Dragon* and ask children to identify and describe patterns they see. Have them point to patterns and chant them aloud as a group. Patterns can be extended by asking:

- If we want to make the pattern longer, what would come next?

Present interlocking cubes and tell the children they will use the cubes to build a castle wall. Begin by building one together. Start by snapping interlocking cubes together in an ABABAB colour pattern. When you have 3 repetitions of the sequence, invite children to chant the colour pattern as you point to each cube. Ask:

- What comes next in this patterned wall?

Add the colour children identify and continue in the same way to make the wall longer.

Provide children with 2 colours of interlocking cubes. Ask them to make their own patterned walls.

When the children's walls are at least 10 cubes long, meet as a group and ask children to share their patterns. Invite children to extend their walls by asking:

- What do you think would come next in (child's name) wall?

## Extension

Children can record the patterned walls they have made with the cubes by colouring **Blackline Master 12**. Encourage children to share and describe their completed patterns.



Page 28

# The Dragon

BLM 9

Name \_\_\_\_\_

Cut and put in order.



The dragon is coming!

Build the wall faster!

The dragon is coming!

Build the wall!

The dragon is coming!

Build the wall longer!

“May I help?” asked the dragon.

# The Dragon

BLM 10

Name \_\_\_\_\_

Cut and glue in place.

The dragon is coming!

Build the \_\_\_\_\_!

The \_\_\_\_\_ is coming!

Build the wall \_\_\_\_\_!

The dragon \_\_\_\_\_ coming.

Build the wall \_\_\_\_\_!

"May I help?" \_\_\_\_\_ the dragon.

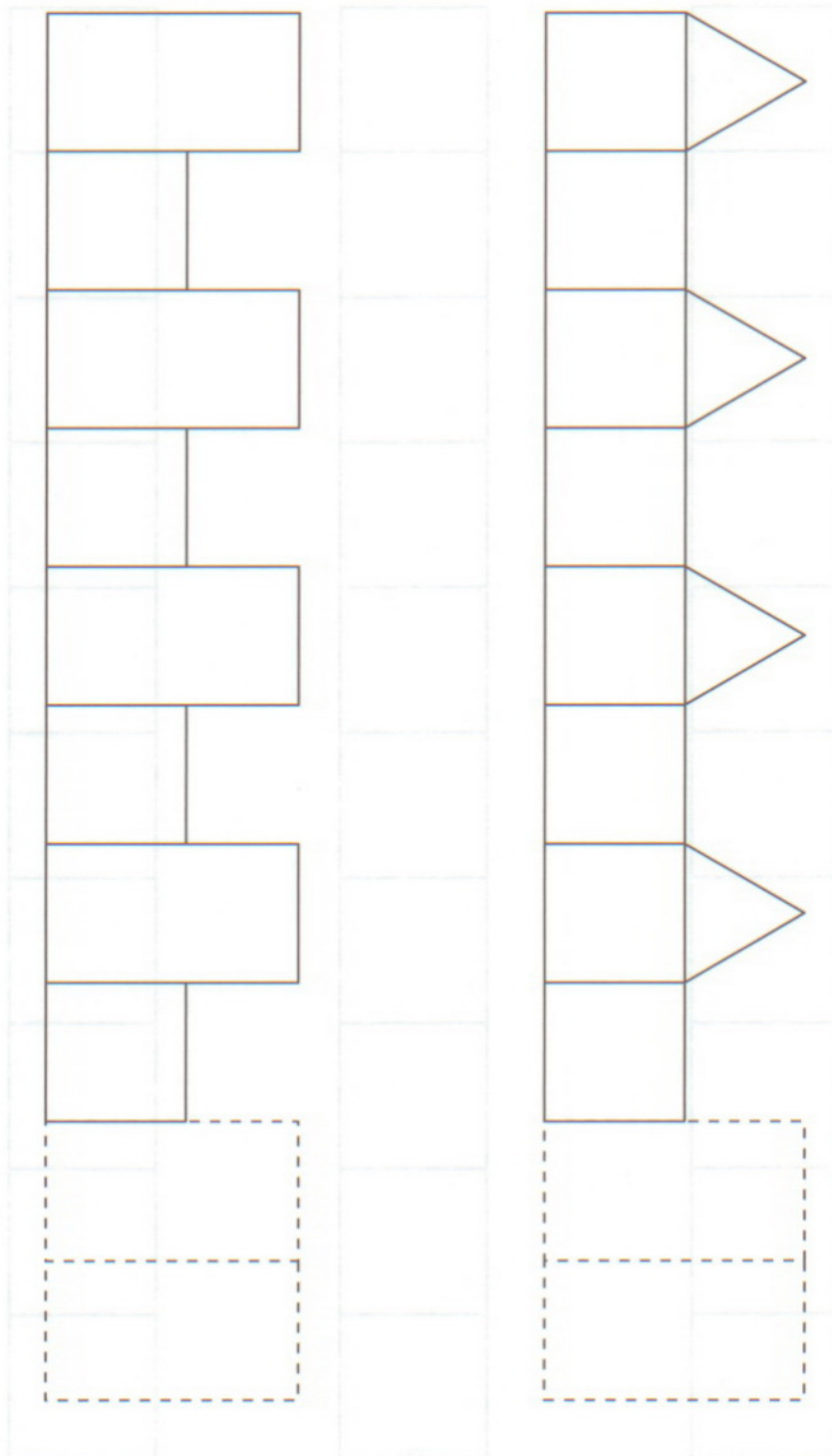


longer	faster	asked
dragon	wall	is

Name \_\_\_\_\_

Name \_\_\_\_\_

## Build the walls longer!





Name \_\_\_\_\_

Make colour patterns.

