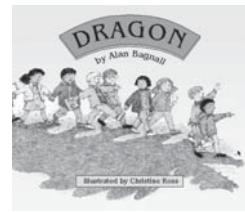


# Dragon

by Alan Bagnall  
illustrated by Christine Ross



## Book Summary

Before they leave school, a class makes a “dragon” to keep together on their walk to the library.

## Features of the Book

- The large, bold capital letter that begins the text.
- The personification of the dragon – “The dragon squeezes close,” “The dragon curls up,” and “It takes off its shoes.”
- The range of major and minor characters in the story.
- Examples of commas, exclamation points, and quotation marks.
- The thought bubbles that support the children’s fantasy.
- The high-frequency word “says” and the interest word “dragon.”
- The use of contractions – “don’t,” “she’s,” and “there’s.”
- The text in the illustrations.
- The dragon images in the illustrations

## Purpose

*Dragon* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- **S** identifying the plot and characters within the story;
- **S** summarizing the ideas from a story;
- **S** writing a conclusion.

## Introducing the text

Discuss class trips.

- How do you get where you’re going?
- Do you hold hands? Why might you do this?
- What shape does our class make?

Read the title and the names of the author and illustrator.

Look at the shadow on the ground.

- What does this class call their shape?

## Reading the text

**S** Identifying the plot and characters within the story.

**S** Summarizing the ideas from a story.

### Page 2

- What are the children doing? Where are they going? How can you tell?

### Page 3

- What do you think the teacher is saying? What does he mean?
- What is the girl in the green jacket thinking?

Pages 4 and 5 – Look at the long line of children and the blue shadow.

- How is the dragon waving to Aunt Rose?

Point out the writing on the storefront.

- Can you guess the missing letters?

Pages 6 to 9 – Look at the illustrations together to find out what else the children pass on the way.

- What do you think has happened to Nikki?
- What has the dragon done?

### Page 10

- What is the teacher saying? How can you tell from the picture?

### Pages 11 and 12

- What happened to the dragon?

Children now read the book independently.

## Revisiting the text

Look through the book to find the examples of the contractions “don’t,” “she’s,” and “there’s.” Discuss the way the apostrophe takes the place of letters.

Look at all of the thought bubbles. Discuss how they help the story.

## Following Up

**S** Writing a conclusion.

✍ Encourage the children to write a new conclusion to the story. Think about how the children got back to school and what they did when they got back to their classroom.

**B** Complete the blackline master opposite.