

TYPICAL LESSON STRUCTURE

Each book-based resource contains 1-4 lessons which look closely at an extract of the text with a focus on the development of reading skills.

Lesson 1



PREDICT

To make predictions about a story based on clues from the text and my prior knowledge.



INFER

To justify your inferences about a character with evidence from the text.

Lesson 2



CLARIFY

To check that the text makes sense to you, discussing your understanding, and explaining the meaning of words in context.

Lesson 3



CONNECT

To explore the similarities and differences between dragons in different stories.

WARM UP

Some lessons begin with a 'warm up' or 'recap'...

This could be to:

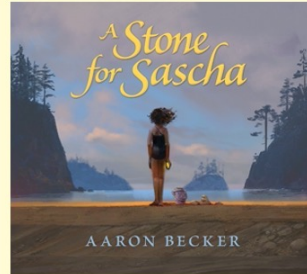
- Introduce a topic/theme that relates to the text.
- Create a buzz of enthusiasm and fun!
- Consolidate a skill.
- Recap prior learning.
- Make predictions.

WARM UP

Match the rivers to the continents where they can be found...



WARM UP



- 1) What do you think this story might be about and why?
- 2) What do you think the title means?
- 3) Who might Sascha be?

I think...
I predict...
I wonder if...

WARM UP

When you italicise your writing, you type in slanted letters called *italics*.

You might italicise to *emphasise* something or to show that something is a title.

Lesson 1, Italics, Warm Up 'Rooftoppers'

Read the statements out loud, making sure you emphasise the word that has been italicised each time. Discuss with your table how the meaning of the sentence changes when you change which word is emphasised.

<i>I</i> like to wash dishes.	I <i>like</i> to wash dishes.
I like to <i>wash</i> dishes.	I like to wash <i>dishes</i> .

WARM UP

Pick up a robot card to describe to your partner. **DO NOT** let your learning partner see it. Try to include as much detail as possible. Can they draw it from your description?



Let's reveal whose drawing is the most accurate!

ABOUT THE BOOK, AUTHOR OR ILLUSTRATOR

- Introduce or discuss a famous author and their work or style.
- Give children an opportunity to talk about other books they have read by the same author.
- Introduce the historical or cultural context of a story.

ABOUT THE AUTHOR

Katherine Rundell is a bestselling author of many wild adventure stories.

Rundell herself is pretty wild: her hobbies include tightrope walking and roof walking!

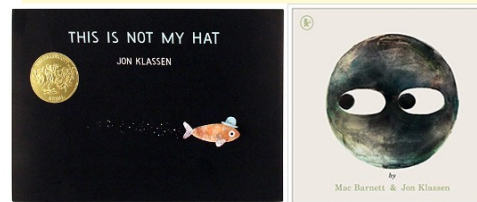


ABOUT THE ILLUSTRATOR

Jon Klassen is an award-winning illustrator and author.



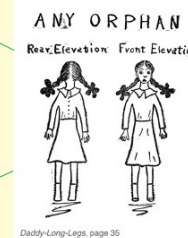
JON KLASSEN



ABOUT THE BOOK

This is a story about an orphan who is sponsored through college by a gentleman who does not wish to reveal his identity.

It has since been adapted for the stage and film.



It was written in the early 1900's when women still did not have the vote.

The sale of Daddy Long Legs dolls went towards placing orphans in suitable homes.

READING SKILLS

READING FLUENCY



ACCURACY

- Reading words correctly and correcting mistakes.
- Using strategies for unknown words.



PACE

- Not reading too fast or too slow.
- Reading at a natural speed.



EXPRESSION

- Read with feeling.
- Respond to punctuation marks.
- Look out for bold and italicised words.

STOP CLARIFY

Useful sentence starters for you to use with your partner:

What does... mean?

Can we reread...?

Who is... ?

Why are... ?

What do you think... ?

CONNECT

Many stories feature legendary dragon characters, but they aren't always fire-breathing meanies who live in caves and eat knights for breakfast.

We are going to look at similarities and differences between dragons in different stories.



PREDICT

- Use clues from the text (stated or implied) alongside your prior knowledge. It's not just a guess.
- Make ongoing predictions. It's not just something you do at the start.
- Make links with other parts of the text you have read.
- Use your knowledge of similar texts and other books by the same author.

SENTENCE STARTERS

- I predict... because...
- I think... because...
- I wonder if... because...
- The next part might be about...
- It might be set out like...
- It could include...
- It might be similar to...

This could be to:

- Introduce, define or recap a reading skill and why it is important.
- Give children sentence starter prompts.
- It may be handy to give children a copy of the reading skills posters to refer to throughout the lesson.

VOCABULARY

Where necessary, lessons begin with **vocabulary pre-teaching activities**, maximising pupil engagement by removing the barrier of unfamiliar words.

Children could:

- Discuss the words using picture clues.
- Act out the words.
- Match the words to their definitions.
- Make up memorable actions to help them remember the words.

VOCABULARY

Use the pictures to help you define the words below.

tundra	barren	ungainly
		
a treeless, cold environment	bleak, nothing growing	clumsy or awkward movement

VOCABULARY

Can you invent an action for each word or phrase to help you remember its meaning?

		
jeer	frantic	grit your teeth
To taunt, mock or be rude to someone.	Hurried, agitated, distraught.	Clenching your teeth, especially when you're angry.


VOCABULARY

Match the words to their synonyms:

satisfaction	→	think back to
reminisce	→	bent
nimble	→	pleasure
bowed	→	light-footed

VOCABULARY

Which is the correct definition. You decide.

 support. I am not at liberty to mention his name; he expressly **stipulated** that he was to remain unknown.'

CLARIFY

to stipulate

A) A request to be secretive
 B) To demand something as part of an agreement
 C) To really want something

WHOLE CLASS READING

WHOLE CLASS READING



PROLOGUE

My house has chicken legs.


Based on the first line, what kind of story do you expect this will be and why?

On the morning of its first birthday, a baby was found floating in a cello case in the middle of the English Channel.

It was the only living thing for miles. Just the baby, and some dining-room chairs, and the tip of a ship disappearing into the ocean. There had been music in the dining hall, and it was music so loud and so good that nobody had noticed the water flooding in over the carpet. The violins went on sawing for some time after the screaming had begun. Sometimes the shriek of a passenger would duet with a high C.

The baby was found wrapped for warmth in the musical score of a Beethoven symphony. It had drifted almost a mile from the ship, and was the last to be rescued. The man who lifted it into the rescue boat was a fellow passenger, and a scholar. It is a scholar's job to

WHOLE CLASS READING

Let's read the passage and check we understand what we have read so far.  CLARIFY

Let's read it again. How does having a better understanding improve our fluency?



ACCURACY



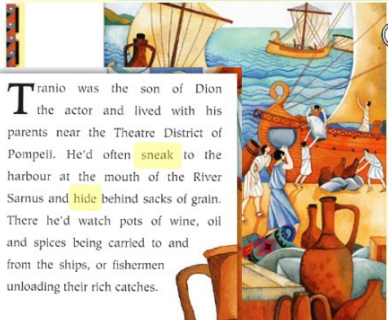
PACE



EXPRESSION



WHOLE CLASS READING



Tranio was the son of Dion the actor and lived with his parents near the Theatre District of Pompeii. He'd often **sneak** to the harbour at the mouth of the River Sarnus and **hide** behind sacks of grain. There he'd watch pots of wine, oil and spices being carried to and from the ships, or fishermen unloading their rich catches.

Find 2 words that suggest Tranio doesn't want to be seen.

Why do you think Tranio didn't want to be seen?

WHOLE CLASS READING

Read the story together as a class...



Were your predictions correct?

Here the teacher can

- Model fluent and expressive reading.
- Model their thinking about what is happening.
- Demonstrate the focus reading skill.
- Ask questions.

PAIRED READING

PAIRED READING



Read to the end of page 3, '...and in the evening they came to the Giant to bid him good-bye.'



CLARIFY

What does... mean?
Can we reread...?
Who is... ?
Why are... ?
I'm not sure about...



ACCURACY



PACE



EXPRESSION

PAIRED READING



Read pages 4 and 5 with your reading partner in order to finish the story.

about any more, so he sat in a huge armchair, and watched the children at their games, and admired his garden. 'I have many beautiful flowers,' he said; 'but the children are the most beautiful flowers of all.'



CLARIFY

Why does the Giant compare the children to flowers?
Who was the boy in the story and how do you know?

PAIRED READING



Read the rest of Chapter 16 with your reading partner.

Remember to

- take it in turns to read
- pause to clarify any unknown words or important information
- show your partner active listening



CLARIFY

What does... mean?
Can we reread...?
Who is... ?
Why are... ?
What do you think... ?

PAIRED READING



Continue reading the prologue.



CLARIFY

Don't forget to stop and clarify anything you are not sure about with your reading partner.

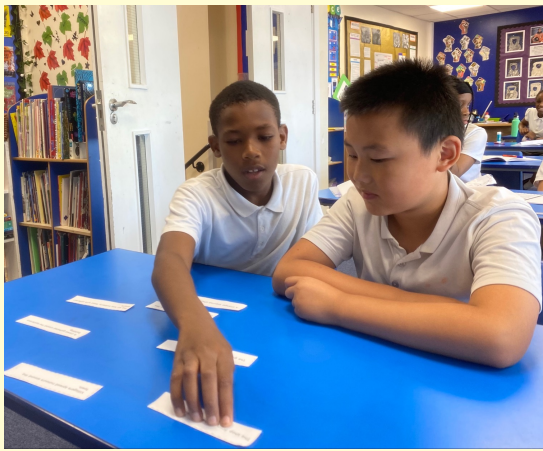
What does... mean?
Can we reread...?
Who is... ?
Why are... ?
I'm not sure about...

Give pupils time to

- Read with a partner, taking it in turns to read or listen.
- Clarify their understanding.
- Work together to ask and answer questions.










PARTNER-BASED ACTIVITIES

Lessons include an opportunity to explore a text with engaging, hands-on partner activities, which facilitate further book talk.

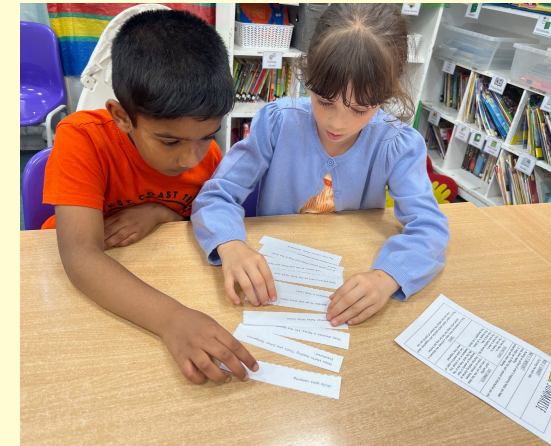


name: _____

Activity 1, the Nile 'River Stories'
Read the information about the Nile. Can you find the answers to these retrieval questions?


 Name 5 African countries that the Nile passes through.	 Why did Ernest Hemingway and his wife Mary travel by car?	 What do Ethiopian farmers throw into the river as offerings for the spirits?
 What are priest-king rulers of Dinka called?	 In which country can Lake Nasser be found?	 Why was the Aswan High Dam built?
 What type of fish did American William Toth catch and what was special about it?	 Name two ways in which the Nile was important to the Ancient Egyptians.	 What was the name of the ancient God of the Nile?










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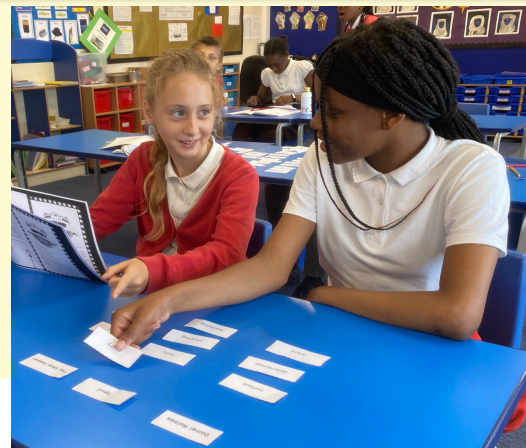
name: _____

Fantasy Genre

 What do you expect when you read a fantasy story? Sort the cards into two piles: 'expected' and 'unexpected' for the fantasy genre.





 mythical creatures	 crime	 good vs evil
 a hero	 real life problems	 castles
 magic	 scientific facts	 jokes

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name: _____

'The Nowhere Emporium', Chapter One
Activity 2, Word'splore

 Underline the word or group of words that show Spud shouted.	 He sprinted across the street, jinked into the nearest shop and slammed the heavy door shut. (page 12)
<p>"Not crying for your dad?" Spud yelled at him from somewhere back among the crowds. (page 12)</p>	<p>The word jinked suggests that Daniel moved... Tick one.</p> <p><input type="checkbox"/> carelessly <input type="checkbox"/> suddenly <input type="checkbox"/> slowly <input type="checkbox"/> quietly</p>
 'The shop was a cave of wonders.' (page 13)	 Find and copy a word from page 13 that suggests Daniel was shocked.
<p>Give 2 impressions this gives you of the shop. (2 marks)</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

INDEPENDENT ACTIVITIES

Following whole class and partner reading activities, children can analyse the text further through independent tasks. These can be recorded in English books or, ideally, in a dedicated reading exercise book.



'Race to the Frozen North', Chapter 4: Infer

Select 3 words, which you think best describe what life was like for Matthew on the Katie Hines. Stick them in your book, explaining your choices using evidence from the text to support your viewpoint.

inspiring	educational	nurturing
adventurous	caring	hard work
heartbreaking	unique	loving
scary	fun	memorable

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'Escape from Pompeii', activity 1: infer

name: _____

Why do you think Tranio ran to Livia's house?

How do you know the people left in a hurry?
 Give 2 reasons.

How do you know the donkey is scared?

Why does Livia leap down the stairs?

How do you know Livia feels sorry for the goat?

Are Tranio and Livia scared? Why? Why not?

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Action Through Poetry: Plastic Pollution

name: _____

Can you describe what is happening in each image? Can you personify the beach, the ocean, the sand?

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Chapter 1, 'Dangerous Game', Activity 1: infer

name: _____

Think about Billy's actions and his relationship with Sam so far in the story. Record any evidence from Chapter 1, pages 1-6, in the table below that you think show Billy is a good or bad friend.

In what ways is Billy a good friend to Sam?	In what ways is Billy a bad friend to Sam?

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REFLECT

Reflection offers opportunities for children to share their final thoughts and make judgements about their reading.

REFLECT

If you had to pick just one theme to describe the story, which would it be and why?

city versus
country living

time

humans versus
nature

nature

change

caring and
neglect

family

growing up

home

REFLECT

Would you like to live where Marinka lives?
Why? Why not?



WHERE NEXT?

At the end of the group of lessons, teachers can:

- Invite children to continue reading the book.
- Discuss similar texts.
- Point out any similar books in their book corner.
- Suggest follow up activities inspired by the text.

EXTENSION CHALLENGE

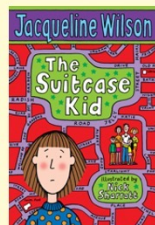
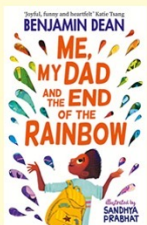
Draw and describe your own dragon using the inspiration on Andy Shepherd's website...

<https://www.andyshepherdwriter.co.uk/grow-your-own-dragon>



WHERE NEXT?

If you liked this extract, try reading the whole book, or you could try another book about families...



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WHERE NEXT?

There are five books all about the 'The Boy Who Grew Dragons'...



This is Andy Shepherd, the author and her dragon Glint. Yes, he's riding a skateboard!

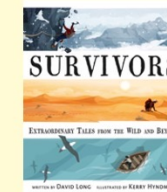
[Check out her website to find out all about her favourite dragon books and more...](#)



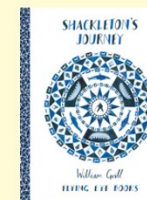
© Sara Ogilvie (illustrator) and Nick Stern (designer)

WHERE NEXT?

Continue reading Matthew's journey or read more amazing real-life stories about extreme survival...



Written by David Lunn. Illustrated by Kerry Hindman.



William Gull
Being etc books

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