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Extract 1

- Display and read an enlarged copy of Extract 1. Explain that these are the opening lines of the story. Invite the children to identify the setting (a dragon school in the woods) and the names of two main characters (Zog and Madam Dragon). Encourage them to suggest possible plot events from contextual clues (learning to fly, winning gold stars). Circle the inverted commas and decide who is speaking.
- Highlight the rhyming words at the end of lines to emphasise them. Suggest that the text resembles a poem because of the regular rhyming words at the end of every two lines. Substitute a non-rhyming word with a similar meaning to each pair, for example, change 'fly/sky' to 'fly/clouds'. Talk about the effect this has on the overall rhythm. Underline the contractions 'you've', 'you'll' and 'you're' in the sentence beginning "Now that...". Read this sentence again without contractions and discuss how the rhythm is affected.
- Invite children to predict what might happen next.

Extract 2

- Display and read an enlarged copy of Extract 2, explaining that these are the closing lines of the book.
- Highlight rhyming words, as with Extract 1, and underline the words 'Then' (adverb) and 'And' (conjunction). Establish that rhyme strengthens rhythm and that adverbs and conjunctions can help text to flow. Ask the children to highlight the exclamation marks and to read the words preceding them expressively. Discuss why the author has used them in these places.
- Focus on meaning within the text. Establish the role of Flying Doctors in society and the meaning of 'crew' in this instance. Talk about what Madam Dragon means when she says "An excellent career!" and ask: *What career would you like to have? Ask: Why does Madam Dragon invite the horse to stay at her dragon school?*
- Discuss whether or not this extract makes a good ending, encouraging children to give reasons for their decision.

Extract 3

- Display an enlarged copy of Extract 3 with only the title showing. Read this title and discuss the meaning of the word 'data', referring to children's experiences of mathematical and computer data to support understanding. Establish that this is a factsheet and discuss the purpose of such sheets. Invite children to speculate about what might be included.
- Reveal the whole extract and read the first sentence, encouraging children to use their existing phonic knowledge and skills to build up the words, and providing support for those that still challenge them. Explain that the words in bold have meanings that may be new to them. Continue reading and analysing sentences for the rest of the extract. Finally, ask questions to establish children's understanding of what has been read, such as: *What creatures do dragons resemble? What is the name for a dragon's sharp claw? What is meant by 'possess'? Can you describe what is meant by 'scaly'? Can you name a different mythical creature?*

1. Following a sequence

Objective

To sequence sentences to form short narratives.

What you need

Copies of *Zog*, interactive activity 'Sequence the story'.

Cross-curricular link

Mathematics

What to do

- Read *Zog*. Discuss how the story follows a sequence based on the passing of time at dragon school.
- Talk about what Madam Dragon teaches in each year, and encourage children to make links with their own school plan. Divide the board into two columns, headed 'Dragon school' and 'Our school', with Years 1 to 6 down the left side of each one.
- Ask children to recall what the dragons learn in each year and write these lessons on the board. Consider whether there is a Year 6 at this school and, if so, what the dragons might learn. Agree on a class answer and write this on the board.
- Repeat this with the right-hand column, with children discussing what they think they will learn during each school year. Save the results for the activity 'Comparing schools' (page 19).
- Display the first screen of interactive activity 'Sequence the story' and ask the children to complete it from memory. Together, check whether events are sequenced correctly.
- Display the next two screens, briefly recalling the events at the bottom. Ask why the princess was considered helpful when she told Zog not to fight.
- Suggest children complete the whole activity in pairs before coming together to share responses.

Differentiation

Support: Ask children to concentrate on what the dragons learn each year (first screen) only.

Extension: Ask children to compose sequences about things that might happen during each year.

2. Explain your understanding

Objective

To explain clearly their understanding of what is read to them.

What you need

Copies of *Zog*, photocopiable page 20 'Explain your understanding', individual whiteboards and pens.

What to do

- Read *Zog* to the children before asking some simple questions about it, such as: *What is the name of the teacher in the story? Who is the main character?* Invite the children to write their answers on their whiteboards and then swap with a partner to check.
- Arrange the children in groups of four to answer questions about the story that will show how well they understand it.
- Provide each group with a copy of the photocopiable page 20 'Explain your understanding' for every member. Ask them to discuss each question together before deciding on a joint answer. Suggest that they each take responsibility for recording the group answer to one of the four questions.
- Bring the class together in their groups. Go through the questions, asking a child from each group to read out their joint answer. If the answer is brief, extend questioning to ensure clearer understanding by asking, for example: *Why is water good if you have a burn? How do you think the horse felt about staying behind as the dragons' pet?*

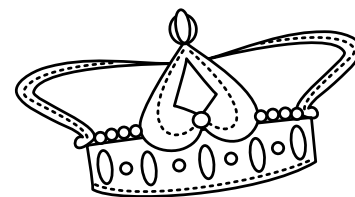
Differentiation

Support: Ask children to discuss the questions on the sheet and give oral responses.

Extension: Ask children to compose questions about the events that happen to the dragons during each year of dragon school.

Explain your understanding

- Answer the questions below.
- Remember to write in sentences.



1. Why did Zog lie in the pond after burning his wing tip?

2. Why were some of the dragons carrying a scarecrow princess?

3. Why did the little girl invite Zog to capture her?

4. What happened to the knight's horse at the end of the story?
