

# Caring for a Pet Dragon

Written by Susan Hughes

Illustrated by Kara-Anne Fraser



**Text Type:** Fiction: Procedure — Guide

**Guided Reading Level:** N

**Summary:** This guide presents the advantages and disadvantages of owning and caring for a pet dragon. The information is presented in a variety of ways: brightly coloured illustrations, diagrams, checklists, boxes, tables, as well as text. The guide ends with frequently asked questions.

## Text Features

### Visual Literacy

- ▶ tables, checklists, boxes, diagrams, bullets, summary, and FAQs
- ▶ use of font size and colours to rank importance of information

## Text Supports

- ▶ high illustration support
- ▶ information broken into manageable chunks using various organizational devices

## Possible Text Challenges

- ▶ layout provides many entry points into text
- ▶ amount of information in guide
- ▶ challenging vocabulary: *loyal, rewarding, nervous, edible, mallet, repetition, restricted*

## First Session (pages 1-11)

### Reading Strategies

#### Comprehension

- ▶ synthesizing
- ▶ evaluating

#### Working with Words

- ▶ using illustrations and diagrams to solve challenging or unfamiliar words
- ▶ using context cues, synonyms, and prior knowledge to solve challenging or unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ synthesize using text, illustrations, and prior knowledge
- ▶ evaluate effectiveness of author and illustrator's craft
- ▶ use multiple word-solving strategies including: knowledge of prefixes and suffixes, syllabication, illustrations, diagrams, context clues, synonyms and prior knowledge

### Oral Language Opportunities

- ▶ acting out questions and answers as interviewer and expert
- ▶ discussing with a partner or a group
- ▶ retelling how to care for a dragon



## BEFORE READING

### Making connections: text to self/predicting

#### **Activating and Building Prior Knowledge**

Ask students, *What kinds of pets do you own or wish you could own? What are the advantages and disadvantages of owning a pet? The kind of pet we're going to read about today can breathe fire and lives for 500 years. Any guesses as to which pet this guide is about?*

**ESL Note:** Ask students if and where they have ever seen a dragon. Some students might know about dragons from Chinese New Year. Ask them what they know about dragons and to describe what animals they look like.

### Evaluating/text features

#### **Overcoming Text Challenges**

Tell students that this type of book is called a guide. Ask them to describe other guides they've seen. Establish the purpose of guides. Explain that a guide must be attractive and interesting enough to grab a reader's attention in five seconds.

Have students read the front and back covers. Read the introduction together. Discuss if the author and illustrator have caught your attention in five seconds. Ask, *Is the back cover text an "attention grabber"?*

### Text features

Direct students to page 3. Ask them to skim the page to find out what the author expects them to do on this page. Establish that the author has provided an explicit title and subtitles that tell readers what to do. Give students time to read the page so they can weigh the advantages and disadvantages of owning a dragon. Ask each student to make a preliminary decision about whether or not they could own a dragon and why.

### Word solving and building

Focus on the words *emergency*, *nervous*, and *edible* on page 3. Ask students to demonstrate strategies they used or could use to solve these words. Suggest that four useful word-solving strategies would be context cues, syllabication, identifying suffixes, and prior knowledge. Explain these strategies to students.

### Synthesizing

#### **Setting a Purpose**

Have two charts ready to label. Say, *We'll be making two top-10 lists after the reading—one called "The 10 Best Things About Owning a Dragon" and the other called "10 Reasons Not To Own a Dragon."* Hand out six sticky notes to each student—three blue and three yellow. Say, *As you read Caring for a Pet Dragon, use your blue sticky notes to mark your three best reasons for owning a pet dragon and the yellow sticky notes to mark your three best reasons for not owning a pet dragon.*



## DURING READING

Tell each student to read independently, keeping the purpose in mind.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, comprehension queries, and visual literacy challenges. Offer prompts to help students problem-solve as they read. For example, say, *Look at the diagram to help you solve the word. Does the word have a suffix or a prefix that you could cover to find the base word? Can you take apart the word to help you solve it?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, have them compare their reasons for owning and not owning a pet dragon.



## AFTER READING

### Synthesizing

Ask, *Now what do you think about owning a pet dragon? Let's make our top 10 lists of the advantages and disadvantages of owning a dragon.* Have students place their sticky notes in the front cover of the guide once they've given their answers. The sticky notes will be used in the next session. If 10 reasons are not offered on one or both charts, have students scan the pages in pairs searching for more reasons.

**ESL Note:** If an ESL student raises his or her hand or nods to indicate agreement with the student who has just answered, ask him or her to repeat his answer aloud. Say, *David, I see that you agree with that answer. Please read us what you wrote on your sticky note. Thank you for sharing that.*

### Word solving and building

Select a few of the most challenging words—e.g., *attention, mallet, repetition*—or other words that were challenging for students. Ask them what strategies they used to work these out, referring to the text if the strategy involved visual cues.

### Self-monitoring

Emphasize the use of multiple reading strategies to solve unfamiliar words. For example, demonstrate this strategy: Say, *I noticed Jill looking back and forth between the word and the picture to figure out the meaning of the word mallet on page 6. Then she reread the whole Dragon Tip again. Finally she thought of another word for mallet (hammer) and tried it out. She solved this word using three different strategies. Jill, please show your group how you used several different strategies to understand an unfamiliar word.*

# Second Session (pages 1-11)

## Reading Strategies

### Comprehension

- ▶ evaluating
- ▶ making connections: text to self

### Working with Words

- ▶ using illustrations and diagrams to solve unfamiliar words
- ▶ using context cues, synonyms, and prior knowledge to solve unfamiliar words
- ▶ using knowledge of prefixes and suffixes to solve unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ evaluate the author's craft
- ▶ make text-to-self connections
- ▶ use multiple entry points into text—e.g., paragraphs, boxes, checklists, diagrams, tables
- ▶ use multiple word-solving strategies

## Oral Language Opportunities

- ▶ acting out questions and answers
- ▶ discussing with a partner or in a group
- ▶ retelling how to care for a dragon



## BEFORE READING

**Making connections:  
text to self**

### **Activating and Building Prior Knowledge**

Begin by reviewing the top 10 lists for owning or not owning a pet dragon created in the last session. Next, say, *Select your number one reason for owning or not owning a pet dragon and share it with the group. Have details ready to support your reason.* Begin the sharing by modelling for students, e.g., say, *The number one reason I would love to own a pet dragon is that it can fly around the world in one day.*

**Evaluating**

Ask students, *Is this guide based on fact or fiction? What makes you say that?*

**Evaluating**

### **Overcoming Text Challenges**

Use chart paper with the title “Guides” and the subtitle “Purpose.” Have students recall the purpose of the guide from the first session. Record their answers in bullets under “Purpose.” Tell students, *Today, we’ll be examining Caring for a Pet Dragon to learn about how authors and illustrators work together to lay out information for a guide. You can use some of these features to make it easier to read, understand, and find information. Finding and listing these features will help you when you create your own guides. From what you’ve already noticed, what are some layout features used by the author and illustrator?* Print a new subtitle on the chart paper.

**Text features/visual literacy**

Encourage students to flip through the first few pages of their guides so they can refer to the page when they give their feature. List a few features, helping with vocabulary when needed.

Point out to students that when reading information text, you can begin reading at any of these features (or entry points) on the page because information text does not need to be read in order like stories do.

## Evaluating

### **Setting a Purpose**

Say, *Read Caring for a Pet Dragon, looking for features the author and illustrator have used to make it easy and interesting for us to read the information. Be prepared to tell how the features make it easier to read and understand the information.*

Distribute the six sticky notes from the first session. Tell students to mark layout features as they read through the guide.



## **DURING READING**

Tell each student to read independently, thinking about the purpose that has been set. Tell students to practise using three (or multiple) strategies together (picture cues, rereading, and using synonyms) to solve unfamiliar words as demonstrated by the student in the first session.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, comprehension queries, and visual literacy challenges. Offer prompts to help students problem-solve as they read. For example, ask, *Have you tried Jill's three strategies together? First, check the picture for cues, then reread, and then try another word to see if it makes sense.*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, have them jot on their sticky notes why the features they've marked make reading information easier.



## **AFTER READING**

### **Evaluating**

Invite students to take turns showing and telling how the features they've selected make the guide easier to read and understand. List the features on the chart, along with an example for each. Important features that should be on the list include: intriguing introduction (cover, page 2); interesting, colourful illustrations (throughout); coloured titles (throughout); coloured subtitles (throughout); checklist (page 3); diagrams with labels (pages 4 and 5); Dragon Tips (page 6); table (page 7); coloured chart (pages 8 and 9); FAQs (pages 10 and 11).

### **Word solving and building**

Select several of the more challenging words and discuss the strategies students used to figure them out. Demonstrate chunking a multi-syllabic word, e.g., *adventure, extinguisher, repetition.*

End the session by creating another FAQ either individually or as a group.

**ESL Note:** Point to different features throughout the guide and ask simple and direct questions, such as, *Is this a title or a subtitle? What is the difference between a title and subtitle? According to the table on page 7, why do you need to wear ear plugs?* Use a gesture to indicate the meaning of ear plugs.

## Rereadings

To improve their fluency, give students opportunities to reread the book with a partner or take the guide home to read with family members.

## Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

### ***Literature Response: Writing/Drawing***

Provide students with a copy of the “How to Care for a Pet” BLM. Students can use the BLM to write a four-page guide describing how to care for a pet of their choice. They can use *Caring for a Pet Dragon* for ideas about how to format their guide, as well as some of the criteria for a guide created in the second session.

Direct students to share their guides with classmates to gauge their success with the “5-second rule” (first session) and other criteria selected from the second session.

### ***Role-playing***

Students can assume roles of interviewer and dragon expert. Use the FAQs on pages 10 and 11 as the script. The interviewer rephrases each question so it reads “...a dragon...” and the dragon expert gives the answer. Have students practise their parts so these interviews can be recorded. “The Dragon Tip” and “For More Info...” boxes can be played by a third student in the role of an announcer who does commercial breaks.

### ***Recording Lists***

Students can record the top 10 lists created in the first session. These can become part of the Listening Centre. More reasons can be created at the Listening Centre.

### ***Debating***

Students can debate whether it is a good idea to own a dragon or not.

### ***Presentations***

Students can present the guides they made to a small group of classmates or the whole class. The presentations can be rehearsed and formally presented.

Evaluating

Synthesizing

## Word solving and building

### Word Inspector

One of the strategies practised in the reading sessions was rereading and then trying a synonym for an unfamiliar word. Reproduce numerous blank Word Inspector slips. Using the words *mallet* (page 6), *blankets* (page 6), *types* (page 4), *warm* (page 6), *hungry* (page 6), or any other words from the guide that have synonyms, have students complete the Word Inspector slips and post them in the Word Centre. The slips should look similar to the following:

| Word: blankets                              | Illustration: | Sentence using the word:                                 |
|---|---------------|--|
| Synonyms:<br>A Quilt<br>A Throw<br>A covers |               | I was so hot during the night, I kicked off my blankets. |

# How to Care for a Pet

Name: \_\_\_\_\_

You can set up your guide similar to what's shown below:

|       |   |   |                            |
|-------|---|---|----------------------------|
|       | <b>Introduction</b><br>(with an illustration) | <b>Main types of pet</b><br>(with diagrams) | <b>Caring for Your Pet</b> |
|       | <b>Frequently Asked Questions</b>             |   | <b>Feeding</b>             |
|       |   |   | <b>Exercising</b>          |
|       |   |   | <b>Grooming</b>            |
|       |   |   | <b>Playing</b>             |
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