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Lesson Plan for *The Little Dragon Book*

ELD Level: EADV

Book Title: The Little Dragon

Author: Sheri Fink

Objective: Students will participate in an interactive read aloud, answer questions, share with a partner and retell the story in a third read.

Problem Statement: This story is about a young dragon who lives a solitary life and likes to do silly dances because he thinks no one is watching. But when he starts to hear mysterious giggling during his dances, he feels big emotions like fear, anger, and embarrassment for the first time and in the end learns to share his feelings and that life is more fun when shared with others.



VOCABULARY (Wide Exposure)

Word	Friendly Definition/Explanation
Expressive	Big movements or sounds that show inner emotion
Embarrassed	Feeling ashamed, silly, or exposed
Eerie	Spooky, strange
Painstakingly	Putting a lot of effort into something, hard, detailed work
Sashay	A casual but expressive walk with lots of big movements in hips and shoulders
Sensation	A big feeling
Saunter	To walk in a slow, relaxed way
Jubilation	Happiness being celebrated
S'mores	A dessert composed of graham crackers, chocolate, and melted marshmallows

FIRST READ: Inferences/Modeled Reading Behaviors (second read students make the inferences)

Note: Continue to do what good readers do (make predictions, model asking yourself questions, re-read, summarize, making connections).

- Page 4-5 - I'm thinking that the Little Dragon likes being alone in his meadow.
- Page 8-9 - I'm thinking that the Little Dragon is nervous that someone is watching him, but he doesn't know who or what it is.
- Page 11-12 - I'm thinking that the Little Dragon feels angry because he blew fire and almost burned down his favorite tree.
- I'm thinking the Little Dragon doesn't know that he's a dragon.
- The Little Dragon felt confident he could solve the problem by putting up signs that would keep dragons out.
- Page 19 - I'm thinking the yellow dragon wants to make friends with the Little Dragon, but the Little Dragon isn't sure.

"Why" Question to Conclude: Why was the Little Dragon afraid of to let someone else into his meadow? Why did he eventually decide to let her in?

SECOND READ: Language Focus: Past perfect

Q: When the Little Dragon hears giggling, he stops dancing.

SF with language focus: The Little Dragon felt _____ because _____.

Q: How was the Little Dragon feeling before versus after meeting the yellow dragon?

SF with language focus: He had been feeling _____ but then feels _____.

SECOND READ: Common core literature standard: Describe characters and major events in a story using key details

Prompt or Qs: Describe the Little Dragon at the beginning of the story.

SF: At the beginning of the story, the Little Dragon was _____.

Describe the Little Dragon in the middle of the story.

SF: In the middle of the story, the Little Dragon was _____.

Describe the Little Dragon at the end of the story.

SF: At the end of the story, the story, the Little Dragon was _____.

THIRD READ: Re-tell/Respond/Join Construction of Text: Shared Writing: List feeling words from the story.

CREATIVE ACTIVITY

The Little Dragon thought that he was happy when he was living alone in the meadow, but when he finally has the courage to let someone else into the meadow and make new friends, he realized that life was even happier when he could live and dance with a friend.

Making new friends can be a truly wonderful experience. Is there anybody in your class that you don't know very well who you would like to get to know better? Pair up with someone you do not usually play with or don't know very well. Sit across from one another and tell each other about your favorite things to do, to eat, place to go, sports, hobbies, activities, and school subjects.

After a few minutes, you will get to stand up and tell the class everything you have learned about your new friend!