You Will Need

• The Hungry Dragon, Level H
• whiteboard
• magnetic letters

Visit fp.pub/resources to download online resources to support this lesson, including:
• Recording Form

Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level H in The Fountas & Pinnell Literacy Continuum. Select goals that match the needs of your students. The following may be appropriate.

Reading

• Read with phrasing guided by layout and punctuation.
• Understand the meaning of a phrase (his belly growled).
• Talk about the text, showing understanding of events.
• Understand that a story can be like real life.

Phonics/Letter and Word Work

• Hear, say, clap, and identify syllables in one- or two-syllable words.

Writing About Reading

• Express an opinion about a text.

Analysis of Book Characteristics  The Hungry Dragon, Level H

How the Book Works  This third-person narrative begins from the bearded dragon’s perspective. The dragon is hungry and is looking for a boy. It turns out that the dragon is the boy’s pet. The boy feeds his dragon, Smokey, a dish of bugs for lunch.

Genre/Form

• Fiction
• Realistic

Text Structure

• Narrative text with straightforward structure (beginning, series of episodes, and ending)

Content

• More content that may go beyond children’s immediate experience (bearded dragon as a pet)

Themes and Ideas

• Concrete themes close to children’s experience (pets, first responsibilities)
• Clear, simple idea easy to identify and understand (feeding a pet)

Language and Literary Features

• Some descriptive language (The dragon’s mouth started to water.)

Sentence Complexity

• Some sentences with clauses or phrases (He set a dish of bugs on the ground.)
• A few compound sentences joined by and (He smelled a boy, and his belly growled.)

Vocabulary

• Most vocabulary words known by children through oral language, listening to stories, or reading (voice, forest, taste)
• Adverbs describing actions (faster, longer)

Words

• One- and two-syllable words (dish, dragon, dinner)
• Verbs with inflectional endings (wanted, looking, sniffed)
• Simple possessives (boy’s, dragon’s)

Illustrations

• Illustrations give information about important story action, content, and ideas in the text
• Clear separation of illustrations and print, except for one page

Book and Print Features

• Print in clear font on pale background
• Two to eight lines of text per page of print
• Sentences beginning on the left and turning over several lines
• Layout supporting phrasing
• Bold used for emphasis (Gulp!)
• Periods, commas, quotation marks, and exclamation marks

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Warm-Up: Word Study

Help students hear, say, clap, and identify syllables in one- or two-syllable words using examples of words from the book.

- Say the word dragon. Say dragon and clap the parts, or syllables, with me: drag/on.
- What is the first part? Say the first syllable. Write the first syllable on a whiteboard. Repeat for the second syllable.
- What do you notice about this word? This word has two syllables. A syllable is a word part that is said together.
- Repeat the process with the words forest, happy, hungry, faster.

Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by •).

- Turn to pages 4 and 5. Where is the dragon? Well, this dragon woke up after a long nap, and he was hungry. He wanted dinner, and he knew what he wanted to eat. He moved out of his cave to look for a boy. Why do you think the dragon was looking for a boy?
- Turn to pages 6 and 7. The dragon smelled a boy, and his belly growled. What does it mean when your belly growls? It means you’re really hungry. The dragon moved faster. Clap the word faster. Find the word faster on page 6. Notice the ending -er. Why do you think the dragon was in a hurry to find the boy? The boy was nearby.
- Turn to pages 10 and 11. What do you notice about the dragon? His mouth started to water. When you are really hungry and you want to eat, your mouth waters. The dragon saw the boy, and he couldn’t wait any longer. Turn the page to see what the dragon did next.
- What is happening on pages 12 and 13? The writer says, “The dragon jumped out!” Say that sentence with excitement. The dragon could almost taste his dinner. What do you think the dragon did next?
- Turn back to the beginning and read to find out what the hungry dragon could almost taste.

Reading the Text

As the students read softly, notice what individuals do at difficulty or after an error, so you can demonstrate, prompt for, or reinforce effective strategic actions.

- If a student needs support with using word parts to solve a new word, show how to notice a word part. You can use your finger to mask part of the word and show a part you know. Look at this part. Say Look for the part you know.
- Remind students to look at each letter and think about the sound it represents as they move through the word left to right.
Discussing and Revisiting the Text
Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other’s thinking during the discussion.

- Invite students to share their thinking about TheHungryDragon.
- To encourage discussion, you may want to select from the following questions/prompts:
  - Why was the dragon looking for the boy?
  - On pages 12 and 13, the dragon saw the boy and jumped out. Explain why the dragon jumped out when he saw the boy.
  - What do you think was the most exciting part of the story? Take us to that page and tell why you think that.
  - What surprised you at the end of this story? Look at the pictures. How do they make the dragon look big?
  - Read the inside back cover to students. What did you learn? Why do you think the writer includes this information? The writer made up the story, but it has some true information too.

Continue the discussion, guiding students toward the key understandings and the main message of the text. Some key understandings students may express:

Thinking Within the Text
- A dragon woke up hungry from his nap.
- He moved through the forest, looking for a boy.
- He finally saw the boy.
- The boy put a dish of bugs on the ground for the dragon to eat.
- The dragon and the boy were happy to see each other.

Thinking Beyond the Text
- The dragon appeared to be tracking a boy to eat for his dinner.
- The dragon was actually looking for the boy because he knew the boy had food for him.
- The boy was a responsible pet owner. He knew when and what to feed his pet dragon.

Thinking About the Text
- Throughout most of the book, the illustrator uses a perspective that makes the small reptile appear to be a large dragon.
- The writer builds suspense by making it seem that the dragon wants to eat the boy.
- The story ends with a surprise twist when the dragon turns out to be a boy’s pet.
- This book is fiction.

MESSAGE Things aren’t always what they seem.

Teaching Point
Select a teaching point that will be most helpful to your group of readers. If it’s appropriate, use the suggestion below, which supports thinking within the text.

Maintaining Fluency: Word Stress
- As you read, look carefully and watch for clues that tell you what the author means. Turn to page 14. What do you notice about the word gulp on page 14? The writer puts the word gulp in bold to tell readers to stress the word. Listen to me read the sentence. Read the sentences on page 14 aloud, stressing the word gulp.
- Now look at page 16. What word is before the exclamation mark? Read the sentence. Stress the word eat in a way that shows the meaning and intonation of the voice with the punctuation mark of an exclamation mark.
Phonics/Letter and Word Work

Help students become more flexible working with word structure.

Instructional Routine: Syllable Break

1. Say into and make it with magnetic letters.
   - Where did you hear the syllable break? The syllables break between /n/ and /t/. Move the letters apart to show the break. Then push them back together and have students read the word.

2. Let’s say the word together and clap each syllable. The syllables break between the letters n and t.
   - Where did you hear the syllable break?
   - The syllables break between /n/ and /t/.

3. Repeat with drag/on, near/by, fast/er, and bel/ly.

4. Listen /for syllables in words. Some words have one syllable. Some words have more than one syllable. Look at the syllables in a word to read it. Say and clap the syllables to notice them in a word.
   - Repeat the routine with the words dinner, boy, wanted. Reinforce the principle. Listen for the syllables in words. Some words have one syllable. Some words have more than one syllable. Look at the syllables in a word to read it. Say and clap the syllables to notice them in a word.

5. If time permits, have students read and write high-frequency words: some, was, what.

Dictate-Write-Read: Say the sentence The hungry dragon was happy to eat some bugs. Have students say the sentence. As you dictate one word at a time, have students write the sentence, reread it, and illustrate it if time allows.

Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level H in The Fountas & Pinnell Literacy Continuum and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.

- Use the Recording Form to take a reading record and assess an individual’s processing on yesterday’s new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

Independent Writing: Opinion

- Talk with the students about what happened in the story.
- Ask students what they thought was surprising about the story. Write a sentence in the Reader’s Notebook to tell what you thought was surprising.
- Prompt students to write easy high-frequency words quickly. Have them say other words slowly to listen for the sounds and write the letters that represent them. Remind students that they can add the -ed ending to verbs to tell about something that already happened.
- Have students share their writing by reading it aloud. If time permits, have them illustrate their writing.

Supporting English Learners

Support students’ independent writing.

- Have partners talk about an illustration that shows what surprised them.
- Before students write, provide an oral sentence frame, such as I was surprised because ___.
- Then help students copy and complete a sentence frame to write their sentence (e.g., I was surprised that ___).

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