

Dear Dragon Developing Readers (DDDR)

The enduring appeal of Margaret Hillert’s Dear Dragon books has been sparking children’s interest in reading for over 30 years! Now they have been adapted to assist readers with higher levels of support as they launch their literacy skills toward becoming conventional readers. These titles can be used to develop emerging foundational skills as well as to differentiate instruction by offering books that are compatible with the Dear Dragon Beginning-to-Read Books. In other words, early elementary teachers now have options to put “just right” Dear Dragon books in the hands of all of their students. You will find the pairing list at the end of the teacher notes. Additionally, several books from the Read and Discover Science and Social Studies series offer informational “twin” texts to complement each DDDR title.



Level A



Level B



Level C

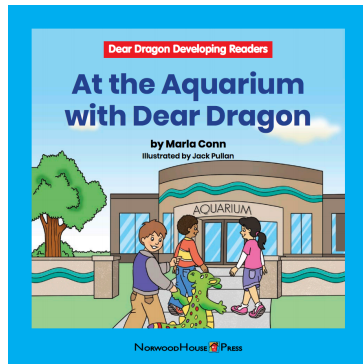


Level D



High Level of Support for Emerging Readers

The Dear Dragon Developing Readers support emergent reading behaviors and the understanding of concepts of print by offering:



Simple story lines featuring familiar topics and vocabulary

High-frequency words

We are at the Aquarium.
Come look at the catfish.

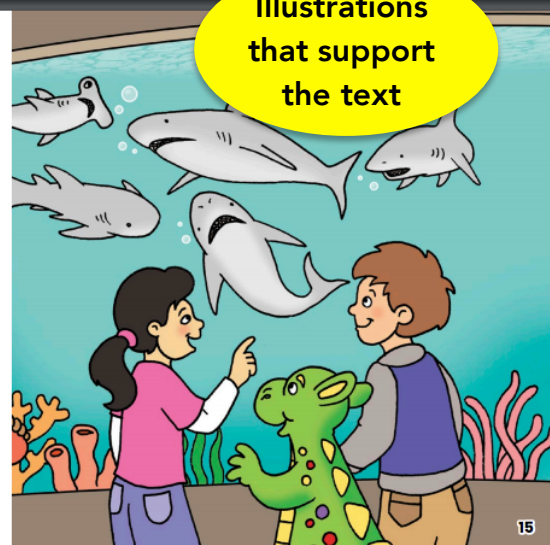
Predictable, repetitive text

Decodable words

We are at the Aquarium.
Come look at the sharks.



Illustrations that support the text



Additionally, each book includes a picture glossary and list of common sight words. These introduce text features children will encounter in future reading—particularly informational text. In the DDR series, the glossary is featured up front in order to scaffold the reading of the sight-word driven, repetitive text. This allows children the opportunity to develop schema related to the book theme in order to support reading and comprehension prior to reading the text.

WORDS IN THIS BOOK

PICTURE GLOSSARY:


 dog	 cat
 goat	 pig
 hen	 bunny
 horse	 Dear Dragon
 cow	

COMMON SIGHT WORDS:

- at
- farm
- is
- the

WORDS IN THIS BOOK

PICTURE GLOSSARY:










 wagon	 tomatoes
 pumpkins	 carrots
 corn	 flowers
 beans	 Dear Dragon
 apples	

COMMON SIGHT WORDS:

- at
- look
- the

WORDS IN THIS BOOK

PICTURE GLOSSARY:

 beach	 frisbee
 ocean	 sand
 sailboat	 shell
 seagulls	 lunch
	 Dear Dragon

COMMON SIGHT WORDS:

- a
- are
- at
- eat
- I
- in
- look
- play
- see
- the
- we

High-Frequency Sight Words

One of the key supporting features within the Dear Dragon Developing Readers is the use of repetitive text that is comprised of high-frequency sight words. Children who can recognize words by sight demonstrate automaticity—a contributing factor in reading fluency. When children develop automaticity, they are better able to focus more cognitive attention toward comprehension.

The English language has over 600,000 words. However, the 200 most common words children read in books and other materials represent approximately 60 percent of those words. Consequently, instruction that supports children’s effortless, automatic recognition of these words can provide a strong foundation for reading. These “islands of certainty, in a sea of print” (Clay, 1991), allow children to navigate text more easily.

Sight Word Sentence Writing

Students can use the high frequency words and picture glossary to support writing. Providing copies of the word cards (provided) allows them to manipulate the words in order to construct sentences. When using the word cards, be sure to remind children that sentences begin with upper-case letters and have a punctuation mark at the end. Once children have constructed their sentences, invite them to draw illustrations.

Word Cards				
_____	_____	_____	_____	_____.
We	can	see	a	farm
I		have	the	dentist
You		take	this	colors
		play		hotdog
		read		book

Sentence frames provide a scaffold for differentiating instruction. Using targeted sight words, the teacher creates sentence frames to be completed by students. These CLOZE frames allow the teacher to focus on sight words or content words. The teacher writes the sentence frame and provides word or picture cards for the children to complete the sentences.

Sentence Frames (sight words)

I like to _____ with _____ frisbee. **my** **play**

Let's _____ to the carnival to _____ the carousel. **see** **go**

The clouds _____ up _____ the sky. **are** **in**

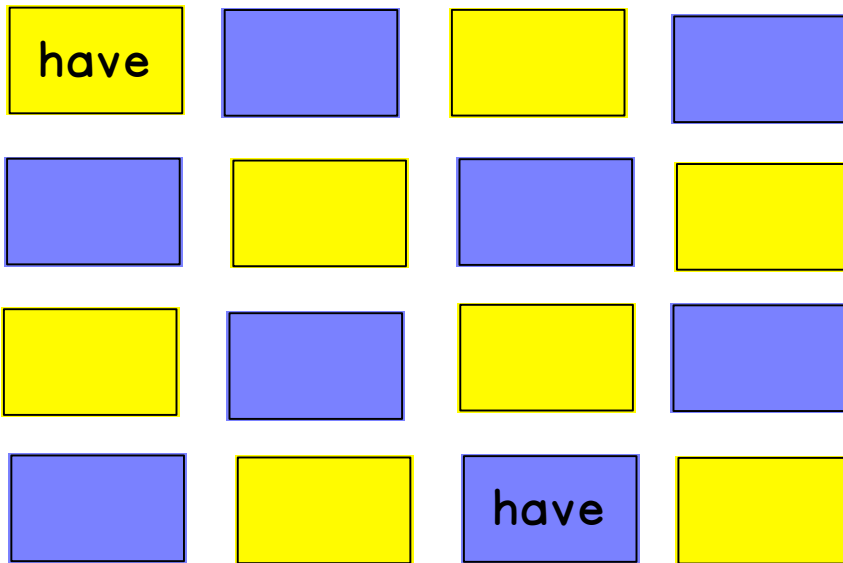
We _____ go to the library to _____ books. **read** **can**

Sight Word Activities

The following activities provide fun, engaging ways for your students to increase exposure and automatic sight-word recognition.

Sight Word Memory

- Make two copies of the sight word cards from page 9 on different colored paper.
- Cut out the cards and select the targeted words from each colored set.
- Turn over cards and mix them up.
- Children take turns turning up one card of each color. If they make a match, they keep the cards. If a match is not found, the cards are turned back over and the next child takes their turn, repeating the steps.



Kaboom!

- Write sight words from page 9 on craft sticks. Depending on the number of target words, you may choose to write each word on multiple sticks.
- Write the word, "Kaboom" on 3-5 sticks (the number varies depending upon how many sticks you have).
- Place the sticks with the words "down" in a cup.
- Children take turns selecting a stick and reading the sight word. If they are correct (within a predetermined time limit, if desired), they keep the stick.
- The cup is passed to the next player who repeats the steps.
- When a child picks "Kaboom" they put any previously accumulated sticks back in the cup—this keeps the game going for a sustained period of time.
- As an alternate to the craft sticks, you can make copies of the sight words along with the "Kaboom" cards provided. The "deck" is face down and children will select words, keep those they recognize. If they turn over the "Kaboom" card, their accumulated cards are returned to the deck.

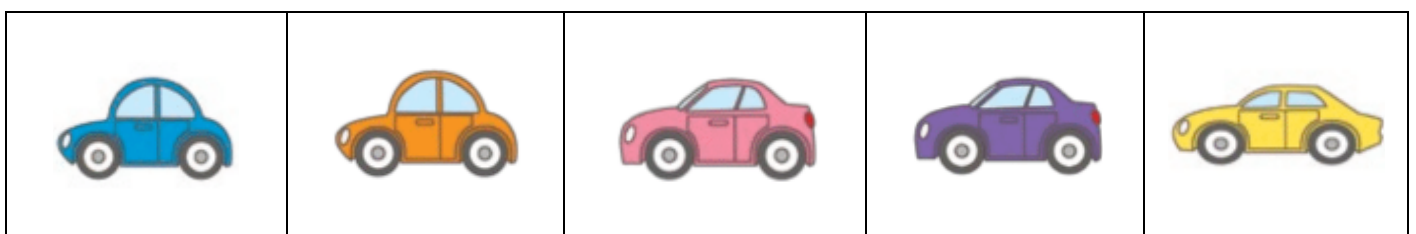
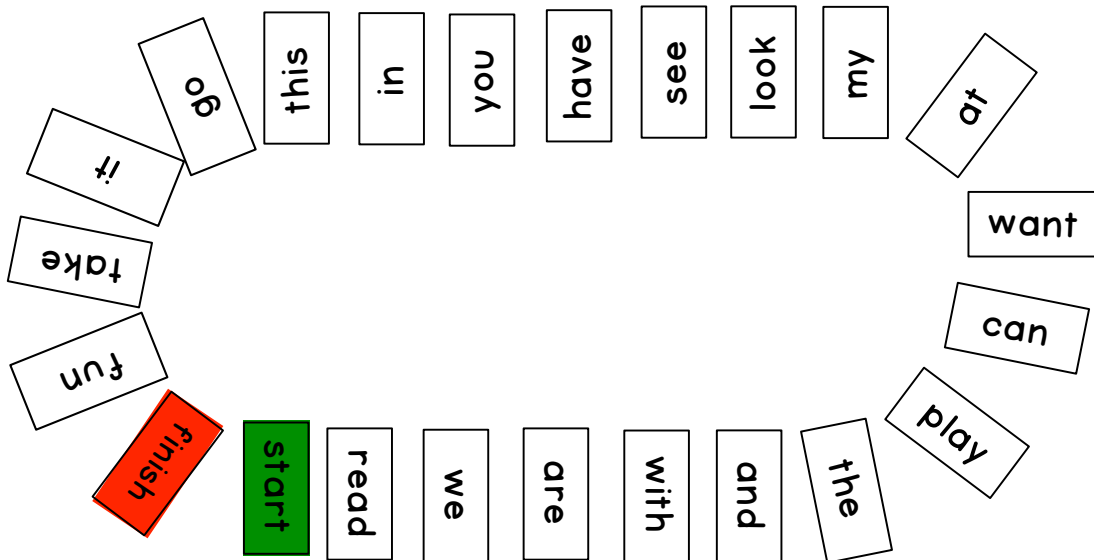


Around the World

- Have students sit in a circle or at tables/desks.
- One student goes to stand behind another.
- The teacher flashes one word card.
- The first student who says the word on the card moves to stand behind the next student.
- If the sitting student says the word first, the standing student takes that place in the circle (or at desks/table).
- The student who makes it all the way around the circle is deemed the winner because they made it around the world.

Sight Word Speedway

- Make at least two copies of the sight word cards found on page 9 (more if the number of targeted words is narrow). You will need enough cards to make a large oval or “road” track by placing the cards on a table to replicate the shape of a racetrack.
- Use the Start/Finish cards to designate the beginning and end of the track.
- Use colored car cards as game pieces for each child (alternately, you might use small toy cars).
- Children roll a die to determine the number of spaces they move. If they accurately recognize the word, their car stays on the card. If they are incorrect, they return to their previous word.
- The cars keep going around and children keep track of how many “laps” they have made around the track.
- As children become familiar with the game, and learn more sight words, you can use a sand timer to designate the length of time a child has to move their car around the track—accurately recognizing each word along the way.



DDDR Frequently Occurring Sight Words (in alphabetical order)

a	am	and	are	at
be	can	come	do	fun
go	have	I	in	is
it	let's	look	me	my
not	now	play	read	see
take	the	this	to	up
want	we	will	with	you

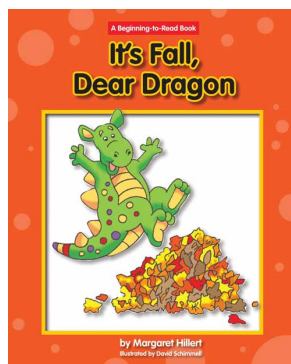
Differentiating Instruction and Pairing Informational Text

Dear Dragon Developing Readers (Set I) (levels A, B, C, D)	Dear Dragon Beginning-to-Read (Levels E - F)	Read and Discover Science/Social Studies
<p>I See Colors, Dear Dragon At the Farm with Dear Dragon At the Market with Dear Dragon I See Shapes, Dear Dragon Look at the Sky, Dear Dragon At the Zoo with Dear Dragon</p>	<p>Dear Dragon's Colors (E) DD Goes to Grandpa's Farm (F) DD Goes to the Market (E) DD's Fun with Shapes (F) What is in the Sky, DD? (F) DD Goes to the Zoo (E)</p>	<p>A Visit to the Farm (G) A Visit to the Market (F) In the Sky (H)</p>
<p>At the Aquarium with DD Camping with Dear Dragon At the Firehouse with DD At the Police Station with DD At the Pond with Dear Dragon In the Woods with Dear Dragon</p>	<p>DD Goes to the Aquarium (E) DD Goes Camping (E) DD Goes to the Firehouse (E) DD Goes to the Police Station (F) What's in the Pond, DD? (F) What's in the Woods, DD? (F)</p>	<p>A Visit to the Aquarium (I) A Visit to the Firehouse (H) A Visit to the Police Station (H) At the Pond (I) In the Woods (H)</p>
<p>At the Beach with Dear Dragon At the Carnival with Dear Dragon We are Happy, Dear Dragon At the Hospital with Dear Dragon We are Mad, Dear Dragon Look in My Pocket, Dear Dragon</p>	<p>DD Goes to the Beach (E) DD Goes to the Carnival (E) Who Feels Happy, DD? (F) DD Goes to the Hospital (E) Who Feels Mad, DD? (F) What is in My Pocket, DD? (F)</p>	<p>At the Beach (H)</p>
<p>A to Z with Dear Dragon At the Bank with Dear Dragon At the Dentist with Dear Dragon At the Library with Dear Dragon We are Sad, Dear Dragon We are Surprised, Dear Dragon</p>	<p>DD's A is for Apple (E) DD Goes to the Bank (F) DD Goes to the Dentist (E) DD Goes to the Library (E) Who Feels Sad, DD? (F) Who Feels Surprised, DD? (F)</p>	<p>Saving Money (H) A Visit to the Dentist (G) A Visit to the Library</p>



Differentiating Instruction and Pairing Informational Text

Dear Dragon Developing Readers (Set 2) (levels A, B, C, D)	Dear Dragon Beginning-to-Read (Levels E - F)	Read and Discover Science/Social Studies
<p>I Love Spring, Dear Dragon!</p> <p>I Love Summer, Dear Dragon!</p> <p>I Love Winter, Dear Dragon!</p> <p>We Can Grow a Garden, Dear Dragon!</p> <p>We Can Play, Dear Dragon!</p>	<p>It's Spring, Dear Dragon (E)</p> <p>It's Summer, Dear Dragon (E)</p> <p>It's Winter, Dear Dragon (E)</p> <p>Dear Dragon Grows a Garden (E)</p> <p>Play, Play, Play, Dear Dragon (E)</p>	<p>Spring (G)</p> <p>Summer (H)</p> <p>Winter (H)</p> <p>Playing Together (H)</p>
<p>I Love Fall, Dear Dragon!</p> <p>Let's Help Out, Dear Dragon!</p> <p>Let's Play Basketball, Dear Dragon!</p> <p>Let's Play Football, Dear Dragon!</p> <p>Let's Play Soccer, Dear Dragon!</p>	<p>It's Fall, Dear Dragon (E)</p> <p>Dear Dragon Helps Out (F)</p> <p>Up, Up, Up, Dear Dragon (E)</p> <p>Touchdown! Dear Dragon (E)</p> <p>It's a Good Game, DD (E)</p>	<p>Fall (G)</p> <p>Helping Others (H)</p> <p>Let's Play Basketball (J)</p> <p>Let's Play Football (J)</p> <p>Let's Play Soccer (I)</p>
<p>Dear Dragon Goes Out For Breakfast</p> <p>Dear Dragon Goes to Bed</p> <p>I Can Find you, Dear Dragon!</p> <p>Let's Play Hockey, Dear Dragon!</p> <p>Let's Play Mini Golf, Dear Dragon!</p>	<p>Dear Dragon Eats Out (E)</p> <p>It's Bedtime, Dear Dragon (F)</p> <p>I Did It, Dear Dragon (E)</p> <p>DD Gets a Hole-in-One (F)</p>	<p>Getting Ready for Bed (F)</p> <p>Let's Play Hockey (J)</p>
<p>A New Pet for Dear Dragon</p> <p>Dear Dragon Loves to Read!</p> <p>Groundhog Day with Dear Dragon!</p> <p>Let's Fly a Kite, Dear Dragon!</p> <p>St. Patrick's Day with Dear Dragon!</p>	<p>Dear Dragon Gets a Pet (E)</p> <p>Dear Dragon Learns to Read (E)</p> <p>It's Groundhog Day, DD (E)</p> <p>Dear Dragon Flies a Kite (E)</p> <p>It's St. Patrick's Day, Dear Dragon (F)</p>	<p>A New Pet (TBD)</p> <p>Groundhog Day (I)</p> <p>St. Patrick's Day (J)</p>



Differentiating Instruction and Pairing Informational Text

Dear Dragon Developing Readers (Set 3) (levels A, B, C, D)	Dear Dragon Beginning-to-Read (Levels E - F)	Read and Discover Science/Social Studies
<p>Dear Dragon Goes to the Circus!</p> <p>Dear Dragon Loves Red!</p> <p>Dear Dragon's Day at School!</p> <p>Let's Celebrate Christmas, Dear Dragon!</p>	<p>It's Circus Time, Dear Dragon (F)</p> <p>I Love You Dear Dragon (E)</p> <p>Come to School, Dear Dragon (E)</p> <p>Merry Christmas, Dear Dragon (F)</p>	<p>Valentine's Day (H)</p> <p>A New School (TBD)</p> <p>Christmas (I)</p>
<p>A New Baby for Dear Dragon!</p> <p>It's my Birthday, Dear Dragon!</p> <p>Let's Celebrate Easter, Dear Dragon!</p> <p>Let's Celebrate Halloween, Dear Dragon!</p>	<p>I Need You, Dear Dragon (E)</p> <p>Happy Birthday, Dear Dragon (E)</p> <p>Happy Easter, Dear Dragon (F)</p> <p>It's Halloween, Dear Dragon (F)</p>	<p>A New Baby (TBD)</p> <p>A New Pet (TBD)</p> <p>Easter (I)</p> <p>Halloween (I)</p>
<p>A New Friend for Dear Dragon!</p> <p>Get Well, Dear Dragon!</p> <p>Sweet Dreams, Dear Dragon!</p>	<p>A Friend for Dear Dragon (E)</p> <p>Help For Dear Dragon (E)</p> <p>Go to Sleep, Dear Dragon (E)</p>	<p>A New Home (TBD)</p> <p>A Visit to the Vet (H)</p>
<p>A Fun Day With Father, Dear Dragon!</p> <p>Dear Dragon's Fun Day in Summer!</p> <p>Let's Celebrate Hanukkah, Dear Dragon!</p>	<p>Dear Dragon's Day with Father (F)</p> <p>It's Summer, Dear Dragon (E)</p> <p>Happy Hanukkah, Dear Dragon (F)</p>	<p>Summer (H)</p> <p>Hanukkah (H)</p>

