



The Dragon Machine

by Helen Ward and Wayne Anderson

Key vocabulary: apologise, boisterous, raucous, disobedient, regret, mortified,

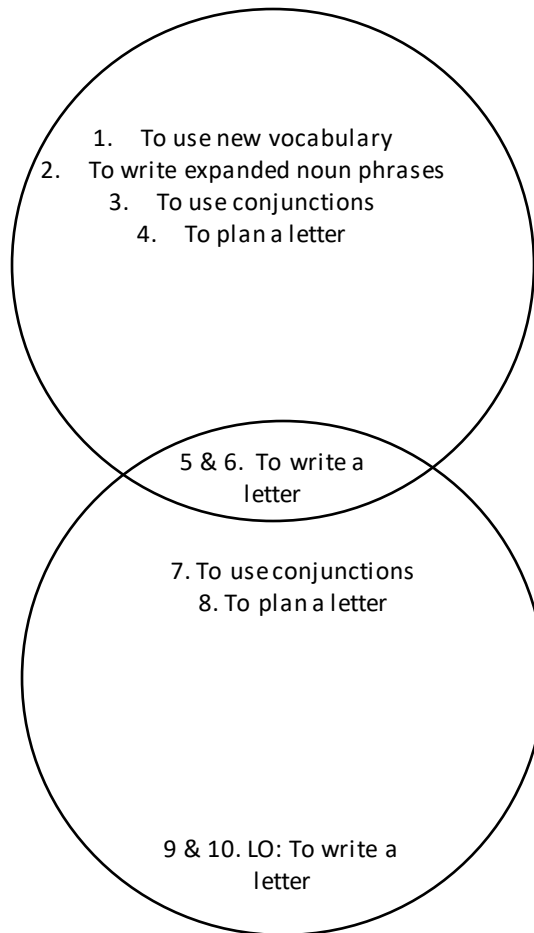
Books to read at storytime:

The dragon who didn't like fire

Billy and the dragon

Dragon Post

The Dragon Machine
Letters - recounts



SC:

- To use subordinating conjunctions - that
- Expanded noun phrases

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In reading lessons, look at range of letters including apology letters.

1. Ask children what a letter is and why people write them. Show example of letter apologising for something (not model). Highlight the first person. Tier 2 vocabulary lesson: apologise, boisterous, raucous, disobedient, regret, mortified,
2. Show the children a picture on the board of naughty things the dragons could have done. Explain that there are two or more nouns you could describe– the dragon/s and the thing they interfered with. Model how to describe each noun and then make this into a sentence. Children use pictures to write 5 sentences including expanded noun phrases. E.g. The unruly dragons knocked over the tidy pencil pots. The boisterous dragons spilt milk all over the clean tables. Model that describing each noun can sometimes be too much e.g. The boisterous dragons spilt white, creamy milk all over the clean tables.
3. Ask the children what subordinating conjunctions are, can they give some examples and why do we use them in our writing. Recap when, if, because. Model use of the conjunction 'that' to explain why you feel an emotion. E.g. I am sorry that the dragons were noisy. Highlight the two clauses. I am mortified that the dragons ate all the lunch. Children write sentences using conjunction that. HAPs could use range of subordinating conjunctions. E.g. I am frustrated that the dragons didn't listen. I think that they forgot because they got too excited.
4. Explain that we will write our own letters to Mr. Rodeck pretending to be George and apologizing for what the dragons did. Model completing story map of letter choosing pictures. Learners choose pictures of things the dragons did from selection or can draw a few of their own. Then majority of the lesson retelling map using conjunctions and expanded noun phrases. Learners can annotate with words to help.
5. Write letter. Model how to set out address.
6. Continue writing letter
7. Model use of subordinating conjunctions: that, because, when, if. Re-explain/model when each is used/meaning. Model use of sentences about pictures of children doing mischievous things using subordinating conjunctions. Extend HAPs to try to write two sentences about a picture using different conjunction in each. Write in first person. E.g. I am sorry that I put the delicious jelly in my hair. I did it because I was feeling hot. If I wash it, I'm sure it will come out.
8. Model how to map apology letter for mischievous behaviour at a babysitter/family member's house. Provide pictures for those struggling with own ideas. Learners map and retell. Then annotate with conjunctions and expanded noun phrases.
9. Write apology letter. Model address layout and then model letter – live writing.
10. Continue model.

26 Bolcherry Road,
Bristol,
BS45 2HD

SC:

- To use subordinating conjunctions – that, because, if, when
- Expanded noun phrases

Dear Mr. Rodeck,

I am writing to apologise for the dragons' awful behaviour last week.

I know that it was naughty to bring them to school. They caused all kinds of chaos. I regret that some of the cheeky dragons burnt the children's workbooks so that they couldn't do any work. Also, I am sorry that one of the dragons climbed into your new, shiny bag and ate all your delicious lunch. He did this because he was hungry. He is mischievous if he forgets to have breakfast.

Please let me know if there is anything I can do to help you tidy up the school. The boisterous dragons have left a big mess but I'm happy to clean it up. I am mortified that I caused all this trouble.

Yours sincerely,
George

26 Bolcherry Road,
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Dear Mr. Rodeck,

I am sorry that the dragons were naughty last week.

The cheeky dragons hid in my pocket but they escaped. They made a terrible mess. I am very sorry that the boisterous dragons burnt all the lovely books. Also, I regret that they ate your delicious lunch and they drank your juice.

I am happy to help you tidy up their awful mess.

Yours sincerely,
George

SC:

- To use subordinating conjunctions – that
- To use coordinating conjunctions
- Expanded noun phrases

26 Bolcherry Road,
Bristol,
BS45 2HD

SC:

- To use subordinating conjunctions – that, because,
- Expanded noun phrases

Dear Mrs Smith,

I am writing to apologise for my terrible behaviour last week when I stayed at your lovely house.

I know that it was naughty to pour my juice all over the pretty tablecloth. I get really boisterous when I have too much sugar. I regret that I pulled the cat's bushy tail and made it screech. It was annoying me because it kept sitting on my feet. I am also sorry that I broke the sofa. I was trying to do an impressive dance move but I got a bit too energetic. If you send my mum the bill, I'm sure she will buy you some new flowery cushions.

Please let me know if there is anything else I can do to put things right. I would love to come to your house again sometime so I hope that you are not too cross.

Yours sincerely,
George

26 Bolcherry Road,
Bristol,
BS45 2HD

Dear Mrs Smith,

I am writing to apologise for my terrible behaviour at your house.

I know that it was naughty to pour my juice all over the pretty tablecloth. I get really boisterous when I have too much sugar. I regret that I pulled the cat's bushy tail and made it screech. It was annoying me because it kept sitting on my feet. I am also sorry that I broke the sofa. I was trying to do an impressive dance move but I got a bit too energetic. If you send my mum the bill, I'm sure she will buy you some new flowery cushions.

Please let me know if there is anything else I can do to put things right. I would love to come to your house again sometime so I hope that you are not too cross.

Yours sincerely,
George