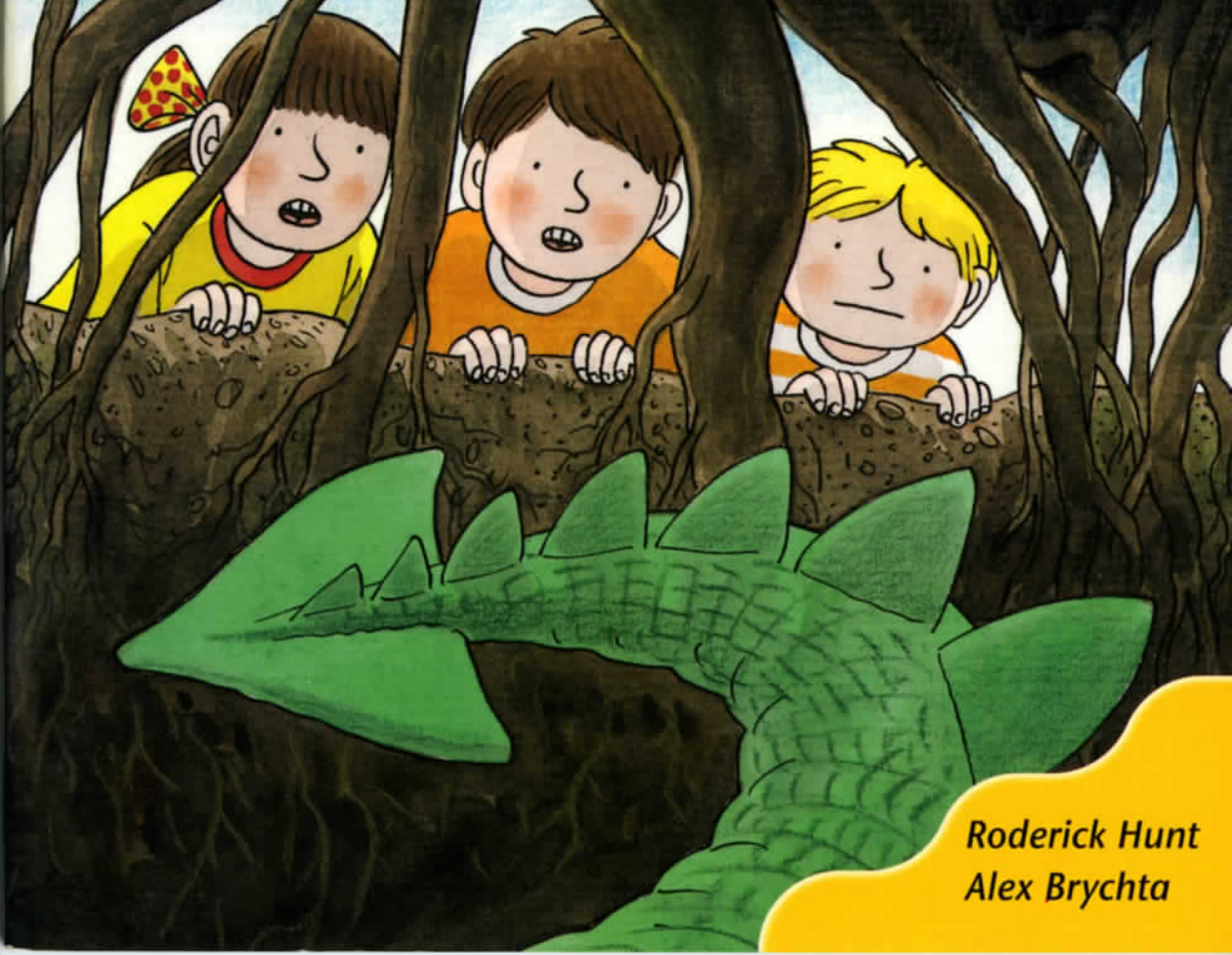




Oxford
Reading
Tree

The Dragon Tree



Roderick Hunt
Alex Brychta

Story written by Roderick Hunt
Illustrations by Alex Brychta



What's this story about?

The magic key begins to glow. The children and Floppy find themselves in a wood where Floppy gets lost. They find Floppy inside the dragon tree, where he has been tied up!

Talk together

Read the title on the cover and talk about any dragon stories that you know. If dragons are new to the child, explain that they are creatures that only live in stories. They can breathe out fire and are usually a bit scary!

Read the story

W = Word recognition **C** = Language comprehension

- C** Look through the pictures. Ask: "Where does the story mainly take place?" and "Why does Floppy look frightened?" Look at the last few pages to see that Floppy is rescued and that the children get away. Listen and watch as the child reads.
- C** Page 6, remind the child how it is that the children in the story get taken on an adventure, i.e. when someone picks up the magic key.
- W** Pages 8–9, use the picture of Floppy to guess the word 'frightened'. You can show the child how to work out the word from its sounds: f–r–igh–te–n–ed. Reinforce the word when you come to it on page 16.
- C** Pages 22–23, ask, "Why couldn't the dragon chase the children and Floppy?" and "Was this a clever idea?"



Kipper was looking at a book. The book was about a dragon. Kipper couldn't read the story.



Biff didn't want to read it. She didn't like dragons.



Kipper went into Chip's room. Chip read the story.

"I like dragons," said Chip.



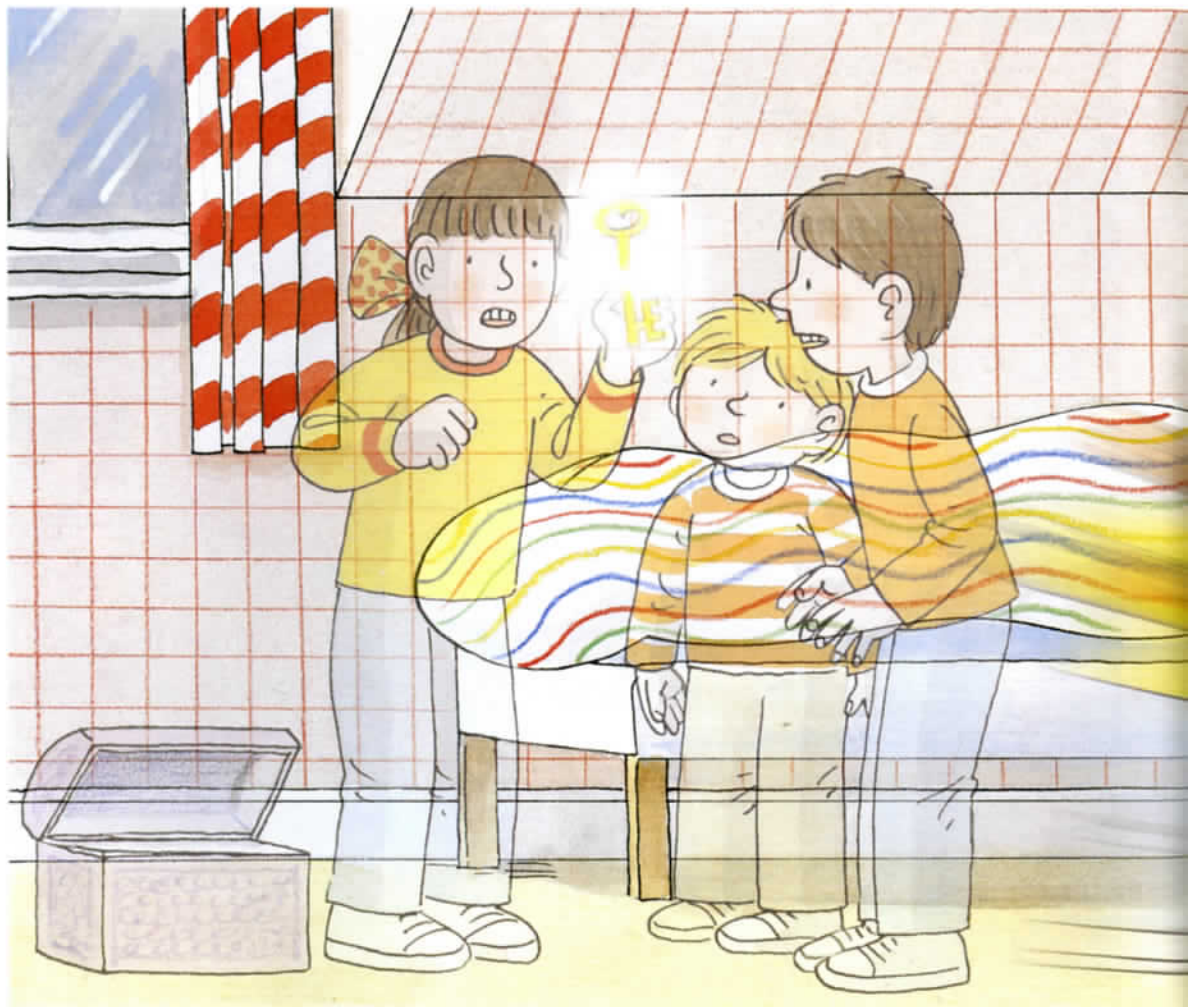
Something was glowing. It was the magic key.

“Oh no!” said Chip.



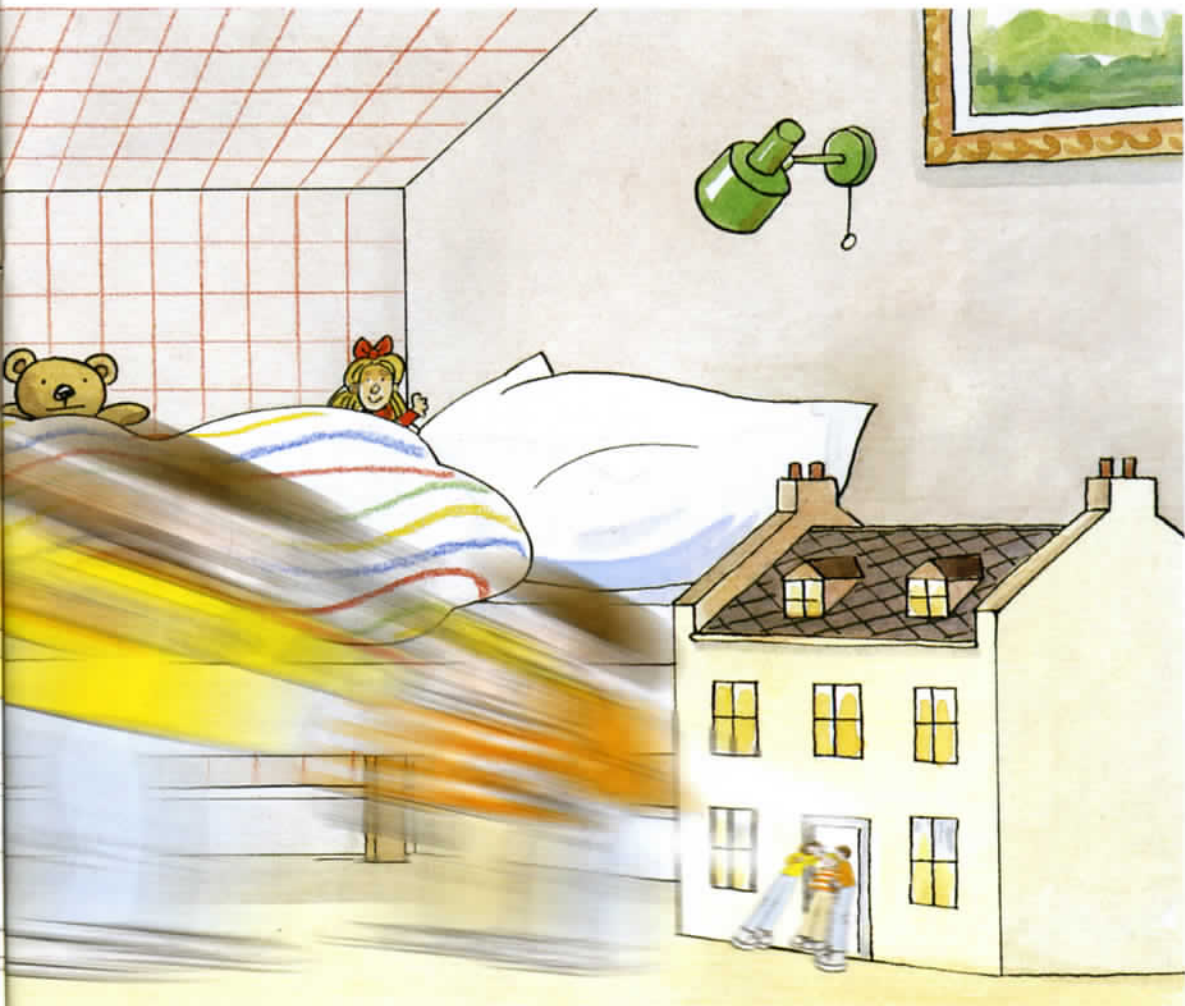
Chip picked up the box. He ran into Biff's room.

"The magic is working," he said.



Biff picked up the key. They looked
at the magic house.

"The door is open," said Biff.



The magic was working. It took the children inside. It took Floppy too.



It took them to a wood.



Floppy didn't like the wood. He was frightened.



Biff pulled Floppy.

“Come on,” she said. “Don’t be silly.”



An owl flew out of a tree. Floppy didn't like the owl. He ran away.



Floppy ran out of the wood.
“Come back,” called Biff.
“Come back,” called Chip.



It was no good. Floppy ran and ran.
“Oh help!” said Biff.

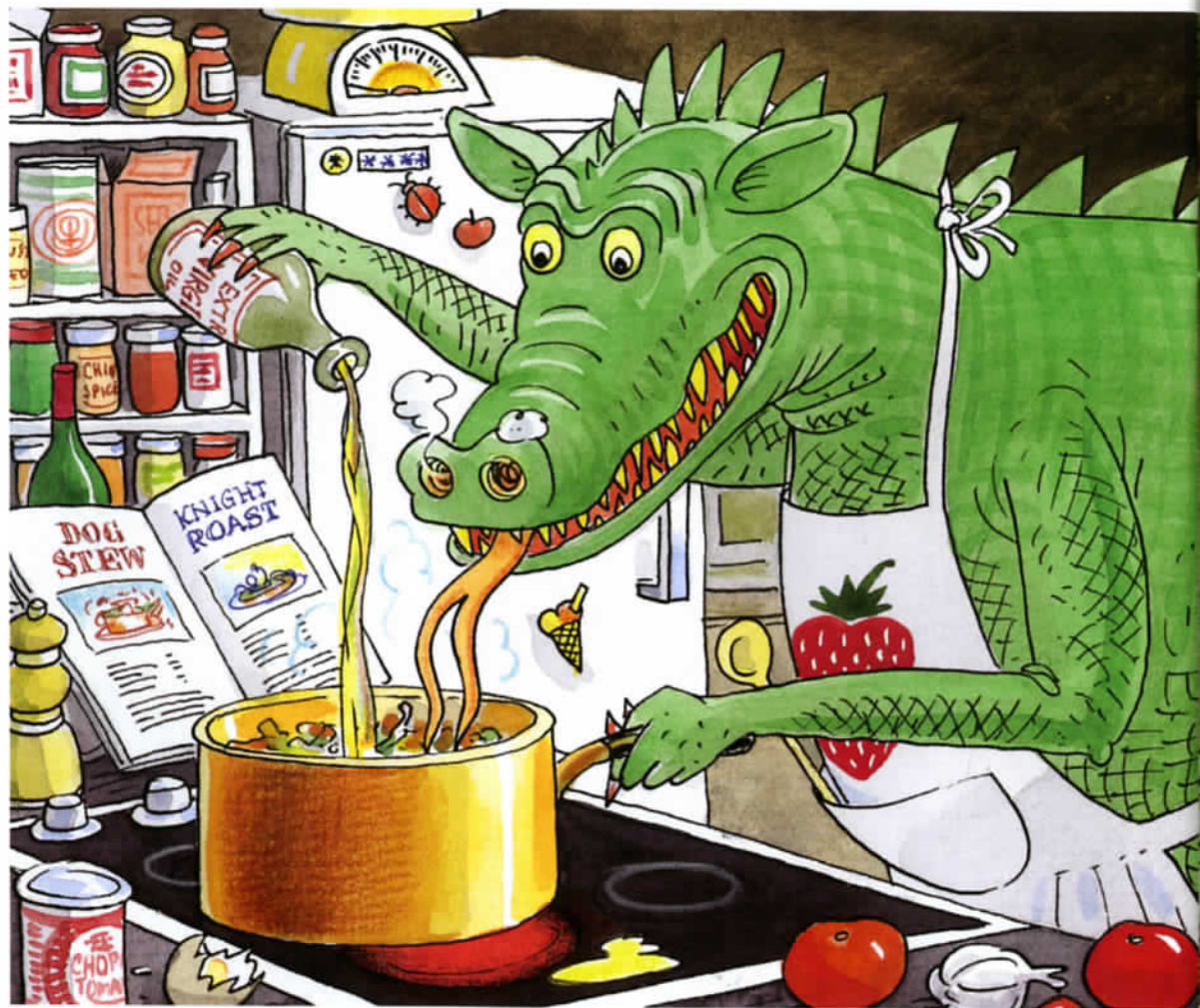


The children looked for Floppy. They called and called.

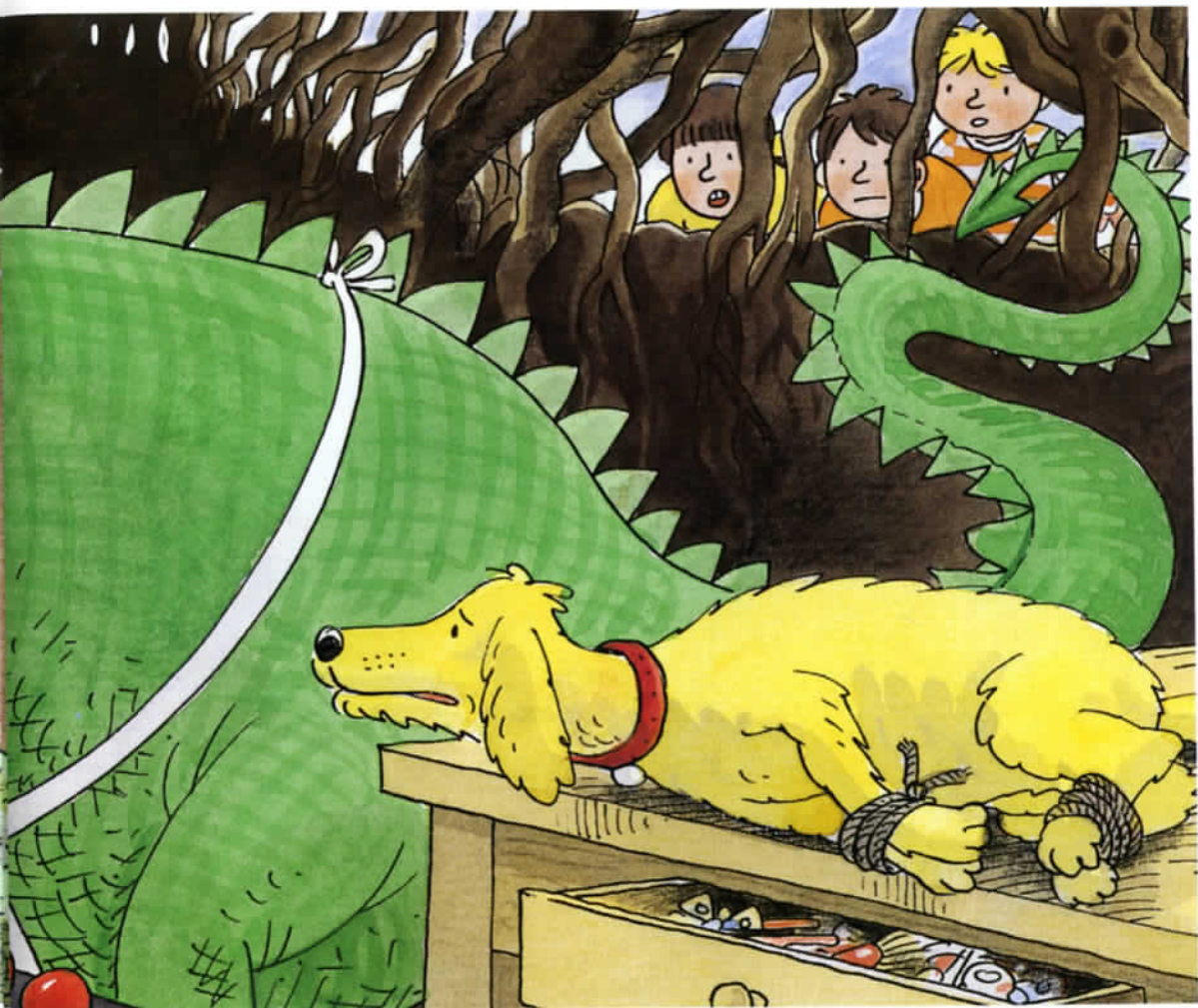
“Floppy! Come back!” they called.



The children came to a tree. It was called "The Dragon Tree". A dragon lived under the tree.



The dragon had Floppy. He wanted Floppy for supper. Floppy was frightened.



“Oh no!” said Biff. “What a nasty dragon! I don’t like dragons!”



Biff looked at the dragon's tail. She took off her belt.



She put it round the tail. Chip helped her.



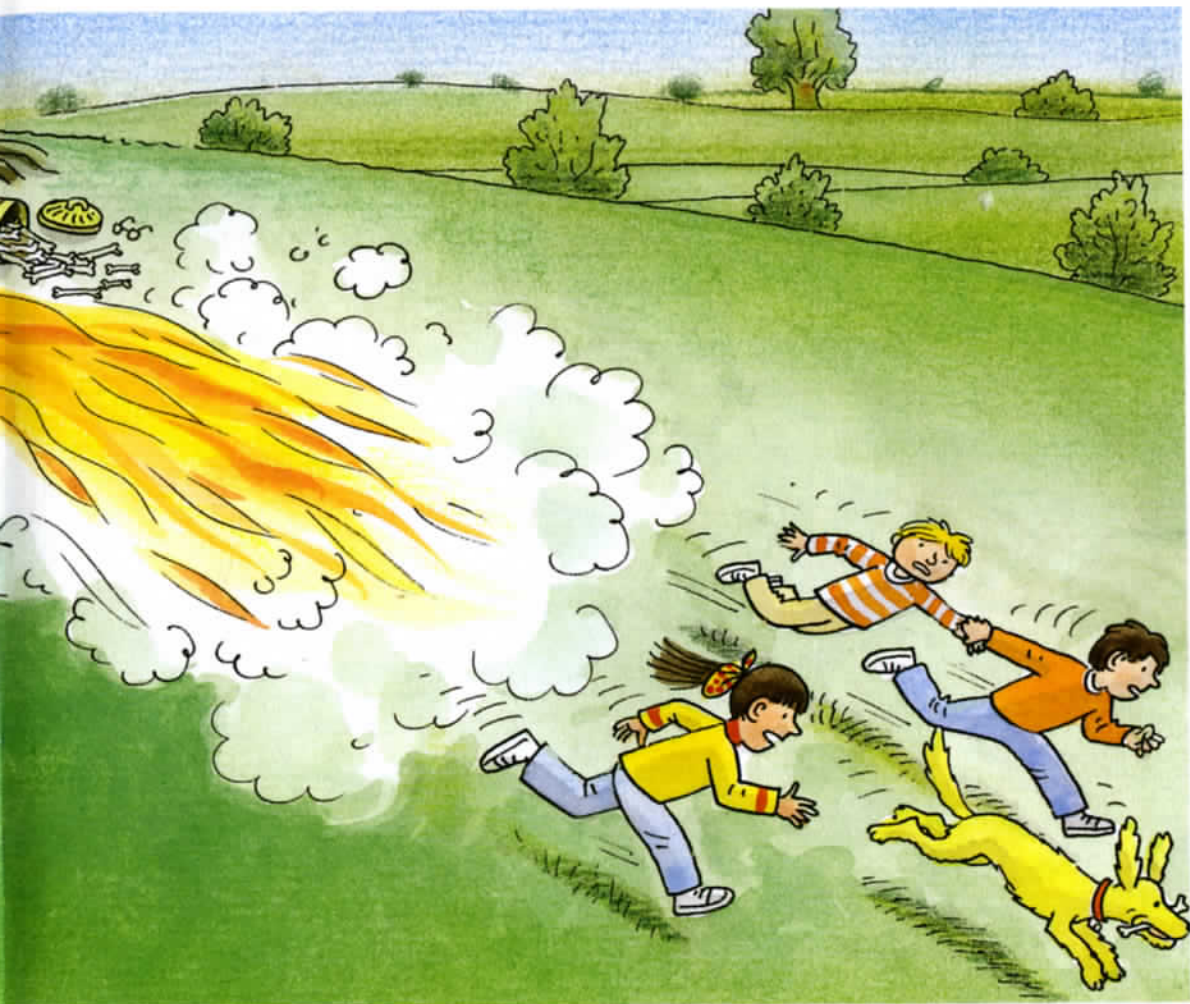
Kipper went inside the tree. He pulled Floppy out. Chip helped him.



The dragon was cooking. It didn't see them.



“Come on!” called Chip.
They ran and ran. The key was
glowing.



“The key is glowing,” called Biff. “It’s time to go home.”



“What an adventure!” said Chip.

“I don’t like dragons,” said Biff.

Play a game

Capital letters

To help the child to remember that capital letters are used at the beginning of sentences and for the first letter of a name.

- Say a page number. The child finds that page and counts the capital letters.
- Then it is your child's turn to say a page number and you count the capital letters. You can keep score and see who gets most after three turns each.

Other ideas

You can use these ideas straight away or on another day.

- Choose a favourite picture from the story and say what you like about it. Then ask the child to do the same.
- If you happen to be out for a walk, notice a tree with big roots. Imagine a creature that might live under it. (It doesn't have to be a scary creature!)

3 The Dragon Tree

The children meet a
nasty dragon.

This story practises these words:

about an back be called came could(n't)
did(n't) don't door good had help(ed)
her him home house live(ed) off out
pull(ed) put ran them time too took
tree want(ed) what

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