



# Yun and the Fire Demon

**Book Band** Purple A

**RR Level** 19

**Text Type** Fantasy fiction

**Length** 24pp (565 words)

**Letters and Sounds** Phase 6

**Year 2, term 2**

**Phonics Bug** Up to Unit 30

**Interest words** adventure, guarded, treasure, laughed, tightly

## Plot Summary

The Dragon Princess and Yun enter the Ruby Palace of the Fire Demon who has stolen the Dragon King's magic pearl. Yun tricks the Fire Demon into dropping the pearl and the Princess sprays the Fire Demon with water. They escape and Yun receives another magic gift from the grateful Dragon King.

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18 LIT 1-11a (CfE) RS8 (W) R11 (NI)	<b>Reading</b> Understand [...] books that they can already read [...] by: making inferences on [...] what is being said and done.	<b>Y2 t3, Making Inferences</b> Discuss why some events in a story are important and make simple links between items of information.
Y2, RC, p.18 LIT 1-09a (CfE) OS12 (W) T&L 6 (NI)	<b>Spoken Language</b> Develop [...] vocabulary and understanding by: discussing their favourite words and phrases.	<b>Y2 t3, Vocabulary Development</b> Discuss their favourite words and phrases.
Y2, WVGP, p.22 LIT 1-26a (CfE) WS5 (W) W2 (NI)	<b>Writing</b> Learn how to use: [...] statement, question, exclamation, command.	<b>Y2 Text Structure and Purpose</b> Can use different sentence forms (statement, question, exclamation, command) in their writing.

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)



PCM

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<http://mybugclub.pearson.com>



# Session 1: Reading

## Before Reading

### Phonics for Reading

**(Blend together simple words containing the taught grapheme-phoneme correspondences (GPC) and the endings: -s, -es, -ing, -ed, -er and -est.)**

Write these words on cards: *warmer, excited, passages, breathing.*

Ask children to read them aloud by sounding out the sounds and blending them, paying attention to the ends of the words ('-er', '-ed', '-s', '-ing'). Ask the children to look through the book and find other examples of words with these endings (e.g. hotter, dived, mountains, glowing). Can they blend together the sounds to read these words?

### Walkthrough



Talk about the front and back covers and the chapter headings. Encourage predictions:

- Who is the character on the right? Is he a friend of the White Dragon?
- Why would the author want to set this adventure in a volcano?
- What effect does the exclamation mark in the title of the final chapter have?

## During Reading

While the children read, ask them to think about the main question.

Main question: **Can you find clues that show when and where the story is set? (Y2 t3, Making Inferences)**

*Additional prompts to help you sample the children's reading:*

Pages 2–3: Can the children tell from the illustrations whether the story is set in the present or the past?

- Pages 10–11: What clues are there in the text to suggest that Yun and the princess are getting close to the Fire Demon? (*red Passage, hotter and hotter, dry cave, Ruby Palace*)
- Page 12: Check that the children can read the word *guarded*. Explain that this word has a root and a suffix. Can they see what the root word is? Can they tell you what the suffix ‘-ed’ does to change the meaning of the root word?
- Pages 12–19: Ask the children to read Chapter 3 again and to identify any verbs with an ‘-ed’ ending related to time and speed.
- Page 15: Invite the children to comment on the use of ‘old-fashioned’ words on this page (e.g. *kingdom*). Can they tell if the story is set in the past or now? Where do they think the story is set?

## After Reading

Discuss the main question as a group. Talk about the different sorts of clues that readers used to help them work out when and where the story was set (the characters’ names and appearance, the way they talked, the description of the setting, how the setting was illustrated). Talk about how the children knew that this is not a modern story set in Britain. What would be different if the story were set in Britain today?

### Quick Finishers

- Think of three words to describe the Dragon Princess.
- How many verbs ending in ‘-ed’ can you find in Chapter 3?
- Look back at pp. 16–17. How would you feel if you were Yun at this point in the story?

## Session 2: Spoken Language & Writing

### Phonics for Writing

Look together at pp. 7, 16, 20. Ask the children to help you list all the verbs ending in '-ed' on these pages. Then ask them to help you put the verbs into three columns – one where '-ed' is added to the root word as in *climbed*, one where a letter is doubled before adding '-ed' as in *fitted* and one for verbs where 'e' is dropped at the end of the root word before adding '-ed' as in *used*.

### Spoken Language

Re-read selected pages with the children, and ask them to say whether there are any words/phrases they particularly like. Can they explain why? You might look again at pp. 12, 14, 18 or 19, which all use some very interesting vocabulary. Are there any parts that children think paint a good picture for the reader?

**(Y2 t3, Vocabulary Development)**

### Writing

Ask the children to imagine they need to tell someone how to get to the Fire Demon's palace. They can re-read the story up to page 14 to remind themselves how Yun and the Princess got there. Give the children the PCM, which shows five pictures of the journey. Ask the children to write a sentence to match each picture, reminding them to use the imperative language of instruction writing. **(Y2, Text Structure and Purpose)**

### Making Links

Find out about volcanoes. Make a drawing of the inside of a volcano. Invent a machine to take you into a volcano. Find out what a 'kingdom' is. Why did the Fire Demon want a 'kingdom'?