

THE BOY WHO GREW DRAGONS

SCHEME OF WORK

PERFECT FOR:

Students aged 7+; a hilarious adventure full of magic, mayhem and dragons; drama and role-play; writing recipes, instructions, reports and diaries; exploring healthy eating and plant growth; debates and balanced arguments; poetry; dragon art and sculptures; joining one plucky boy on his journey to nurture and look after a mischevious dragon!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform

Drama, Speaking and Listening

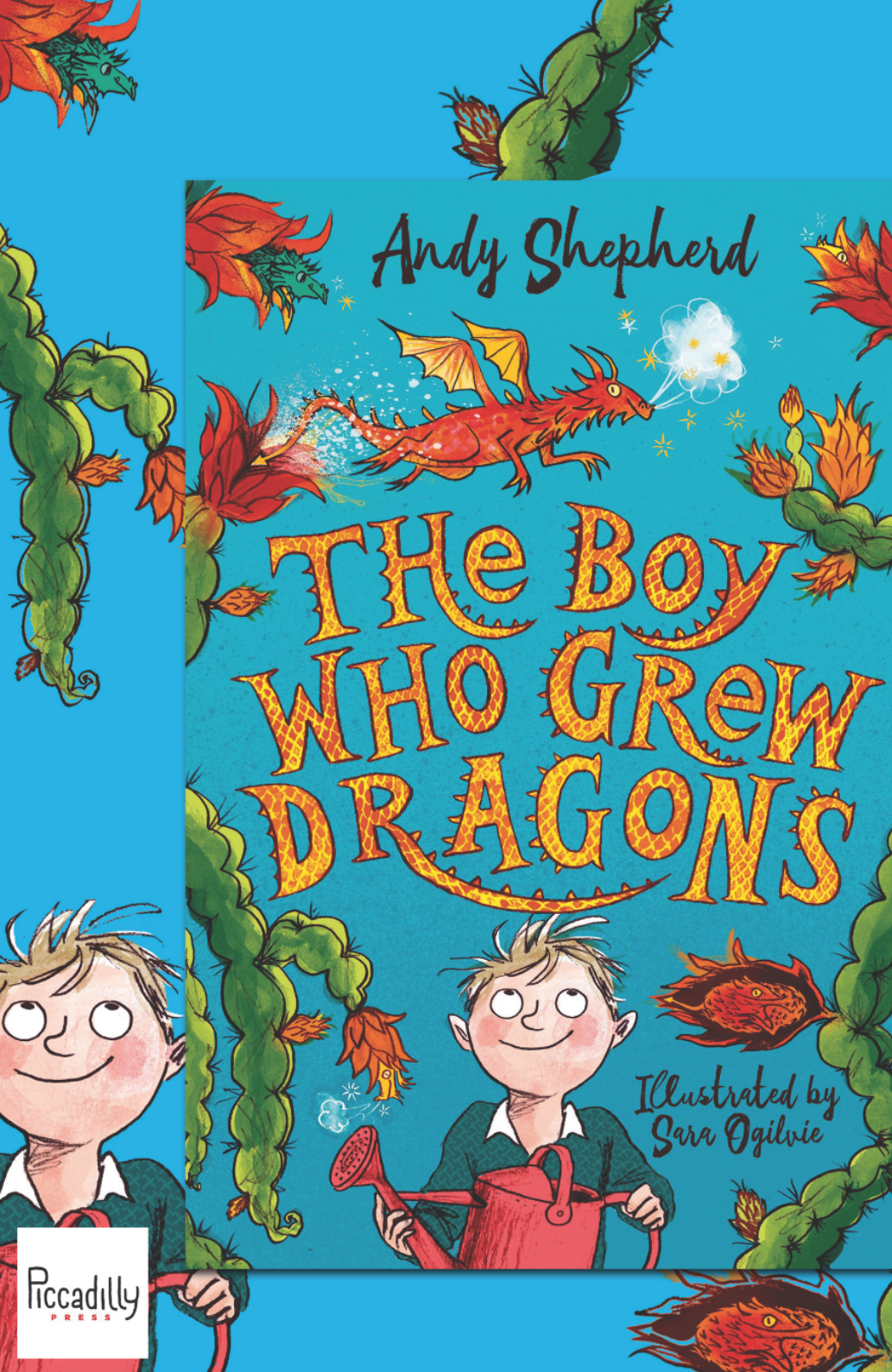
Design Technology & Art

Music

Science

Maths

Artwork © Sara Ogilvie. Cover Design © Nick Stearn.
Published by Piccadilly Press. Used with permission.



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Retrieve information. - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. Design Technology - Use the basic principles of a healthy and varied diet to prepare dishes. - Understand where food comes from. Writing Inform - Discuss the arguments for and against keeping a pet dragon and then use paragraphs to structure and write a balanced argument. Art and Creative Writing - Use a range of materials to paint a dragon and then use similes and adjectives to create a descriptive piece of writing.	1. Before reading, spend some time exploring the front cover. Who do you think the main character is? Can you spot anything interesting? What do you predict this story will be about? 2. Read page 1 and discuss the kind of trouble dragons might bring. How do you think you 'grow dragons'? 3. Which of the things that dragons do on pages 2 and 3 do you think is the worst and why? 4. Read page 7. What do you think Grandad means by 'one thing and another'? Are there any clues? 5. Draw and label a picture of the strange plant, using the description on page 9 to help. 6. Read to the end of Chapter 2. How does the author engage the reader? Do you want to read on? Why? Why not? 7. Read to the end of Chapter 3. What do you think Tomas should do? What would you do in his position? 8. Why do you think 'IT WAS A DRAGON!' is written in capital letters? How is Tomas feeling? How should this be read? (page 31) 9. Is there anything interesting about how the text is set out on page 32? Why might this be? How does the punctuation help you here? 10. Which words and phrases on page 36 are particularly effective at helping you visualise the dragon? Do you have a favourite?	Lots of different vegetables are mentioned at the beginning of the story, including cucumbers, tomatoes, runner beans and cabbages. Spend some time learning how to safely prepare these and then taste test them. You could use a table to record notes about each food's appearance, texture, flavour and where it comes from. On page 33 Tomas begins to explore and think about the reasons for and against keeping a pet dragon. Draw up a table to discuss the pros and cons and then, as a class, have a debate. Afterwards, you could write a balanced argument to explore the various advantages and disadvantages of keeping Flicker. Spend some time exploring 'Tell Me a Dragon' by Jackie Morris. Use this as inspiration to paint your own dragon, thinking carefully about the colours you will use. When you have finished, create a 'Things I noticed from close up' list (page 36) to describe your dragons using adjectives and similes.

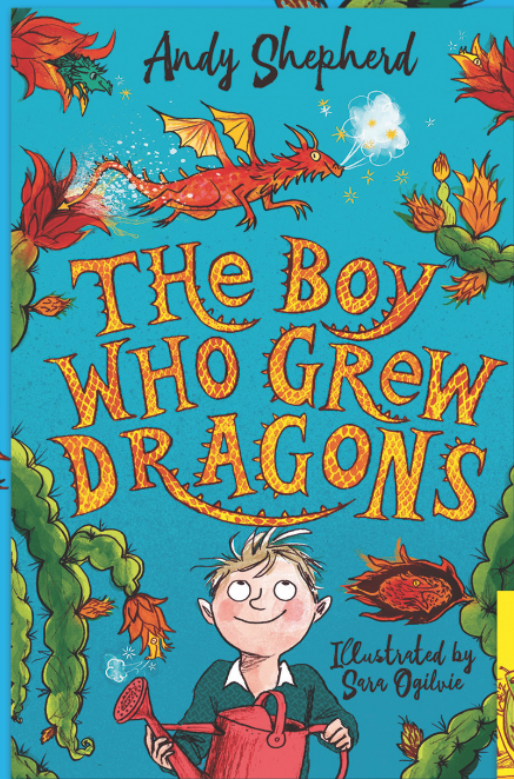
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Define vocabulary, thinking about its meaning and impact. - Retrieve information to sequence events. Drama, Speaking and Listening - Understand a character by completing a Role on the Wall activity. Maths - Find the area and perimeter of rectangles. - Solve worded problems about measurement and scale. Drama, Speaking and Listening - Understand and empathise with a character's thoughts, feelings and attitudes, and express these through use of role-play.	1. Write a definition of the following words from Chapter 5: <i>gargantuan</i>, <i>skittered</i>, <i>undignified</i>, <i>yowl</i>. Can you use these words in a sentence of your own? 2. How are the words 'scrabbled' and 'grabbed' similar? How are they different? (page 40) 3. Which phrase on page 41 describes Dad's hair? What does it suggest about his appearance? 4. Can you show a partner what 'eyes full of malice' might look like? Why does Tomtom look like this? (page 42) 5. How do we know that the dragon is still afraid on page 43? 6. On page 46, Tomas describes his dragon as 'titchy'. Can you think of any other synonyms for 'small'? 7. Use the information in Chapter 6 to describe the relationship between Tomas and Lolli. Use evidence from the text to support your answers and ideas. 8. What do you think the most important piece of information on page 53 is and why? Can you summarise it in one sentence? 9. Is Tomas wrong to lie to Grandad or do you think his lie is justified in light of the situation? What would you do? (page 57) 10. Why is Grandad like 'a chirpy robin cheerfully making its nest on a Rottweiler's head'? What does this suggest about Grandad and Jim? (page 62)	Complete a Role on the Wall activity. Draw an outline of Tomas. On the inside of your drawing, write down everything you learn about him in these chapters. On the outside, record any questions you might like to ask him. In a different colour, you could imagine you are Tomas and write his answers. Grandad is excited to design his new garden. Using squared paper and a ruler, design a garden for Grandad. You could use a variety of different shaped rectangles to show the different features of your garden. Afterwards, find the area and perimeter of the garden and create some worded measurement problems about your garden to challenge a friend. In a group of three, re-create the events from Chapter 8. One of you should play Tomas, one Grandad, and one Grim. Perform the scene three times; each time considering another character's perspective. Think about how you will change your body language, voice and facial expression each time.

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use an Emotions Graph to explore a character's thoughts. Drama, Speaking and Listening - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision. Writing to Entertain - Plan and create a recipe and set of instructions, using the layout and language features required for this genre of writing.	1. What is the effect of the ellipsis on page 71? How should this be read? What does it suggest about how Tomas is feeling? 2. Mrs Logan smiles 'serenely' on page 74. What might she really be thinking and feeling? 3. Read up to page 76. What are your first impressions of Liam? Would you like to be friends with him? Why? Why not? 4. How does the illustration on page 77 help you understand the characters' reactions and how Tomas feels? 5. How might Tomas be feeling if he has 'a firework display' going off inside him? Have you ever felt like this? Why? (page 82) 6. How do you think the author feels about libraries? How might they want us to feel about them? (page 85) 7. Is there anything unusual or interesting about Mrs Olive? Do you think she knows about the dragon? Why? Why not? (page 88) 8. Who or what do you think is screaming and why? (page 88) 9. Why is the little girl's mouth 'forming a little round O'? Describe in one word how she is feeling and explain your word choice to a partner. (page 91) 10. How is the word 'glared' similar to the word 'looked'? How is it different? What might Liam be thinking and feeling? (page 94)	Create an Emotions Graph to plot Tomas's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>meeting his friends at school, getting changed for P.E, being picked up by Grandad, Flicker escaping through the open window, taking Flicker to the library.</i> Look at page 71 - what should Tomas do? As a class, create a Conscience Alley. One side of the class should be voices persuading Tomas to tell his friends. The other side of the class should persuade Tomas to keep Flicker a secret. Take it in turns to play Tomas walking through the alley. How do you feel? Write a paragraph exploring your feelings and decision. Write a magical recipe for creating a dragon. Think about the ingredients you might need. Try to use imperative verbs, numbered steps and brackets to add detail. E.g. <i>First, take the flames from a ferocious fire. Next, mix in the sparkle of a diamond for the dragon's glimmering eyes...</i>

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Analyse an author's style of writing and identify different techniques and vocabulary used. Creative Writing - Write a new scene from a different character's perspective. Music - Use your voice and instruments with control and expression to create a dreamy, magical soundscape. Writing in Role - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does.	1. Why does Tomas curl his hand around Flicker? What does this suggest about their relationship? (page 97) 2. Find evidence on page 99 that suggests Tomas is kind and caring. Justify your ideas by referring to the text. 3. Explain why Kat is 'looking a bit hurt' on page 102. What role do you think Tomas's friends will play in the rest of the story? 4. What does the word 'wrestling' suggest about Mum? How would the meaning of the sentence change if 'wrestling' was replaced with 'pushing'? (page 102) 5. Read to the end of page 107. Why do you think Mum doesn't realise what's going on? Why might the author have decided to have Tomas keep Flicker a secret? How might the story have changed if the adults had found out about Flicker? 6. Why do you think the author ends the chapter with two questions on page 111? What effect do they have? 7. Which words and phrases on page 112 suggest that the shed is old and dilapidated? 8. How does the illustration on page 115 help us understand more about the relationship between Tomas and his Grandad? 9. How does the author create a sense of tension and excitement on pages 123 and 124? Is it successful? 10. How might the character of Tomas appeal to readers? Use evidence from the story so far to explain your ideas.	Re-tell the events in Chapter 13 from Liam's point of view. Think about why he might be so mean to Tomas. Could he be jealous or angry about something? Could he really want to be friends, but isn't sure about how to achieve this? How does this activity help you to better understand Liam? Create a magical soundscape to accompany Tomas's dreams on page 117. Use your voices, body percussion and instruments to create the sound of the volcanoes erupting and the swirling ice storms as Tomas flies on Flicker. You could also use symbols to create a graphic score to represent your composition too. What might Tomas and Grandad be thinking on pages 110 and 111 when talking about the strange plant? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters. Design Technology & Art - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Use clay to create a 3D sculpture of a dragon's eye. Creative Writing - Use a range of adjectives and compound nouns to describe a variety of colours. Drama, Speaking and Listening - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.	1. How do Flicker's emotions affect his colour and appearance? (page 126) 2. What does the verb 'storming' suggest about Grim? How would the meaning of this sentence change if 'storming' was replaced with 'wandering' or 'creeping'? (page 128) 3. Imagine you are Tomas on page 131. Make a list of everything you can see, hear, smell, taste and touch. 4. Role-play the conversation between the children on page 134, thinking carefully about their facial expressions and body language. 5. Why does the author repeat the word 'down' on page 140? What effect does it have? What might Tomas be thinking and feeling? 6. Explain why Ted might be feeling 'dazed disbelief' and also 'uncontrollable excitement'. Have you ever felt like this? (page 145) 7. What does a 'tumble of questions' suggest about Kat? How should we read this paragraph? (page 148) 8. Why does Kai scowl on page 150? Do you think the children should share Flicker? Why? Why not? 9. How does the author engage the reader at the beginning of Chapter 21? Can you create a complex sentence in a similar style? 10. Predict what will happen next and write the opening to Chapter 23, trying to emulate the author's style.	Mix a variety of paints to create different shades of one colour. Label your colours with interesting names. For example, you might have a 'rusty copper red' or a 'dragon fire red'. Use these colours to paint some shimmering dragon scales. Spend some time researching and drawing designs for a dragon eye. Using clay and a coloured glass bead, create your own dragon eye. How will you shape and mould your clay to form the dragon scales? You may wish to roll your clay to create horns and ridges, too. Look at the poem <i>Small Dragon</i> by Brian Patten. Discuss what you like and dislike about it, anything that puzzles you and what the poem reminds you of. How does it link to the story? Work in small groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem. You could even write your own dragon-themed poem in the style of Brian Patten!

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify and discuss the main themes in the story. - Create character profiles, exploring how the characters have developed. - Retrieve and summarise information. Poetry - Create a list poem about dragons and explore a range of collective nouns. Science - Plan and write a formal scientific report to explain how an imaginary creature is adapted to its environment. Creative Writing - Write a sequel based on the story, using the style and language features employed by the author.	1. Summarise the events in Chapter 23 in six sentences. Now try and summarise them in three sentences, then one. 2. Did anything on page 163 make you laugh? Why? Can you share it with a partner? 3. Which words and phrases on pages 166 and 167 help capture the movement of the dragons? 4. Read up to the end of page 170. Do you think the children are right to try and capture the dragons? Why? Why not? Having a class debate might help! 5. Why are the twins about to 'lock horns'? What does this mean? Do you agree with Kat or Kai? (page 172) 6. Read up to page 184 and summarise the children's new dragons in one sentence each. Which dragon would you prefer to look after and why? 7. Use a Venn Diagram to summarise and describe all the ways in which Grim and Grandad are similar and different. 8. How do you think the relationship between Flicker and Tomas has developed and grown as the story has progressed? 9. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>family, magic, friendship, lies, bullying, nature, growth, possession, freedom.</i> 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Tomas, Grandad, Ted, Liam, Flicker, Mum, Lolli.</i>	On page 167, Tomas is unsure what to call a group of dragons. Create a list poem of imaginary collective nouns, describing the dragons, their personality and actions: <i>A flame of dragons swooped through the moonlit sky.</i> <i>A roar of dragons crashed through the still clouds...</i> Tomas finds a non-fiction book in the library about lots of different types of dragon. Design your own special dragon and then write a non-chronological report about its appearance, habitat, diet and how it has adapted to its environment. You could also include diagrams of your dragon's life cycle and a food chain to show what it eats. In groups, discuss and predict what might happen in the sequel, which is called <i>The Boy Who Lived with Dragons</i>. What trouble will Tomas and Flicker find themselves in next? Use a storyboard to plan your ideas and then write the opening to your sequel.



Piccadilly
PRESS

