

The Dragonsitter



Josh Lacey
Illustrated by Garry Parsons

The Dragonsitter

SCHEME OF WORK

PERFECT FOR: Years 1-2, engaging young readers, building confidence with reading and writing, encouraging students to use their imagination and explore the idea of creating their own mythical creature.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Writing in Role,

Writing to Inform and Explain

Computing

Drama, Speaking and Listening

Design Technology and Art

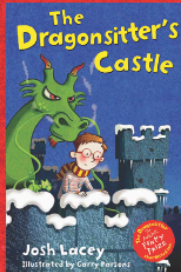
Geography

History

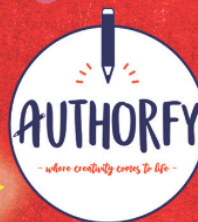
Maths

PSHE & Citizenship

Artwork by Garry Parsons ©. Published by Andersen Press. Used with permission.



SHAPES
for schools



| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|--|--|--|
| <p>Reading: Comprehension - Draw inferences such as characters' feelings, thoughts and motives from their speech and actions, and justifying inferences with evidence. - Retrieve and summarise details from passages of text.</p> <p>Writing to explain - Identify the audience for and purpose of a piece of writing. - Create an informative email giving advice.</p> <p>Design Technology & Art - Draw an image of a dragon. - Compare its similarities and differences to another drawing.</p> <p>Maths - Use addition and subtraction to calculate different costs.</p> | <ol style="list-style-type: none"> 1. How does Edward get in touch with his Uncle Morton? Why is this a useful way of keeping in touch? (page 1) 2. Why is Emily crying? Does the dragon seem sorry for what he has done? (pages 1–2) 3. What does Eddie 'wish' his Uncle had done? How might it have helped Eddie's family to look after the dragon? (page 4) 4. Where do Eddie and his family look 'for help'? Can you think of any reasons why they don't find anything 'useful'? (page 5) 5. Can you find any good qualities that the dragon has? (page 7) 6. What does 'furious' mean? Why do you think Eddie's mum feels this way? (pages 8–9) 7. What does Eddie do to try and make sure the dragon can stay? Why do you think he wants him to stay? (pages 9–11) 8. What is the meaning of 'ASAP'? Why does Eddie think his Uncle should reply ASAP? (pages 11–14) 9. How many times has Eddie tried to contact his Uncle? Why do you think his Uncle hasn't replied? (pages 14–15) 10. Eddie writes to his Uncle: 'your bill with mum is already quite enormous'. What does this mean? What is on the bill at this point? (pages 14–16) | <p>Imagine you are Uncle Morton and you have received Eddie's email (pages 1–3). Write an email in response to Eddie. In it, give five pieces of advice as to how to look after your dragon. You could include information such as: what his name is, what he eats, or how long he sleeps for.</p> <p>People once believed that there were many different breeds of dragon. Draw your own pet dragon and give it a name. Compare your picture with a partner and discuss the similarities and differences between them.</p> <p>In pairs, imagine that you have looked after each other's pet dragon for a week. Write a bill for your partner including all the things the dragon has broken and will need replacing. Add up the costs of all these items to make a total. Work out who has the biggest bill. By how much? What is the most expensive item that needs replacing? Who has the least expensive item on their bill?</p> |

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|---|---|--|
| <p>Computing - Use technology safely and respectfully to find out information about the RSPCA.</p> <p>PSHE & Citizenship - Learn about why it is important to be kind to animals as well as people.</p> <p>Reading: Comprehension - Summarise the plot by identifying key events related to the main characters.</p> <p>Drama, Speaking & Listening - Perform a scene from the book to empathise with each character's point of view.</p> <p>Writing in Role - Write from the perspective of the main character in order to develop a point of view.</p> | <ol style="list-style-type: none"> 1. When Eddie's mum says it's 'the dragon or her', what do you think she means? What has made her feel this way? (page 18) 2. What does the 'RSPCA' stand for? Why might Eddie's mum call them for help? (page 19) 3. What does the phrase 'gobble them up' mean? Who might the dragon 'gobble' up next? (page 21) 4. Who are Tigger and Maud? What happens to them? Think about why this might cause problems for Eddie's family (pages 22–24). 5. What causes it to be 'the worst day so far'? Can you think of any reasons why the dragon is behaving this way? (page 26) 6. Why is the postman lucky? What might have happened to him? (page 27) 7. How do the firemen react when Eddie's mum invites them in? Are you surprised at their reaction? Explain why or why not. (pages 28–29) 8. What do you think 'past the end of my tether' means? Why do you think that Eddie feels this way? Give reasons for your ideas. (page 32) 9. Why does it look like Emily and Eddie won't 'get any lunch'? What would you do in this situation? (pages 32–33) 10. Who finally emails Eddie? What is strange about the email? (page 35) | <p>Go onto the RSPCA website and find out what they do to help animals. Can you name some of the animals that they help? Why is it important to look after animals properly? Do you have any pets? If so, what do you do to look after them? Why do some people not look after their pets? Present your findings back to the class.</p> <p>In groups of four, re-create the scene from page 27. One of you is the dragon, one of you the postman, one of you Eddie's mum, and one of you a fireman. Take it in turns to be each character to show how they could all behave differently in this situation.</p> <p>Imagine that you are Eddie. You must decide whether to give the dragon away or keep it. To help you decide, create a table with 'Keep' on one side and 'Give Away' on the other. Try to come up with at least 3 ideas on each side of the argument. Use this table to help you decide what you think your family should do about the dragon.</p> |

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|--|--|--|
| <p>Reading: Comprehension - Make predictions based on reading comprehension and inference.</p> <p>Design Technology & Art - Draw pictures of yourself to express your feelings and emotions. - Design an invitation asking a family member to come and visit you.</p> <p>Geography - Use a world map or globe to identify the physical features of a specific country.</p> <p>Writing to persuade - Write to a relative, encouraging them to visit you in the summer holidays.</p> | <ol style="list-style-type: none"> 1. What does Eddie mean when he writes that 'it works'? How might this make life easier for Eddie's family? (pages 36–38) 2. How long does it take Eddie to reply to his Uncle? What has he been 'busy' doing? (pages 38–39) 3. Eddie's mum describes the dragon as 'like a little angel'. What does this tell you about changes in his behaviour? (page 39) 4. How many items of chocolate has the dragon eaten in total? What would happen to a human if they ate that much chocolate? (page 42) 5. What nickname has Emily given the dragon? Do you think this is a good nickname? Explain why or why not. (pages 44–45) 6. Uncle Morton writes that he has 'to be quick'. Why is he in a rush? (pages 46–47) 7. Why hasn't Uncle Morton replied to Eddie's emails until now? Do you think this is a good excuse? (page 47) 8. Why didn't Uncle Morton stay at the Hotel Splendide? How did this make it difficult to get in contact with him? (pages 47–48) 9. Where does Eddie's mum find the 'list of instructions'? (page 52) 10. Who is Ziggy? What do we learn about his and Eddie's relationship at the end of the book? Do you think they will see each other again? (page 54) | <p>When the dragon has chocolate, he is much happier and behaves well. Can you think of a treat or activity that makes you happy? It might be food, or it could be sport or a computer game. Draw two pictures: one of you before and one of you after your treat. Write a sentence under each picture saying how you feel.</p> <p>On a world map or globe, pick a place where you think Uncle Morton's dragon may have come from. Think about why this would be a good place for dragons to live. Consider things such as: the climate and landscape, access to water, and space to fly.</p> <p>Imagine that you are Uncle Morton and you have received Eddie's email (pages 52–54). Create a colourful invitation, asking Eddie to come and stay with you on your island in the summer holidays. Tell Eddie about the fun things you will do together when he comes to stay. Make sure that you mention Ziggy!</p> |

COLLECT THE WHOLE DRAGONSITTER SERIES!

