

HOW TO TRAIN YOUR DRAGON



SCHEME OF WORK

PERFECT FOR:

Students aged 7+; an action-packed story full of humour, adventure and thoughtful dilemmas; exploring the Vikings – rules, beliefs, longships, language, food; historical timelines; discussing friendships, belonging and bullying; marvellous map work with alliterative locations; learning about what it means to be a hero and more.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Writing to Persuade and Explain

Drama, Speaking and Listening

Art & Design Technology

Music

Science

History

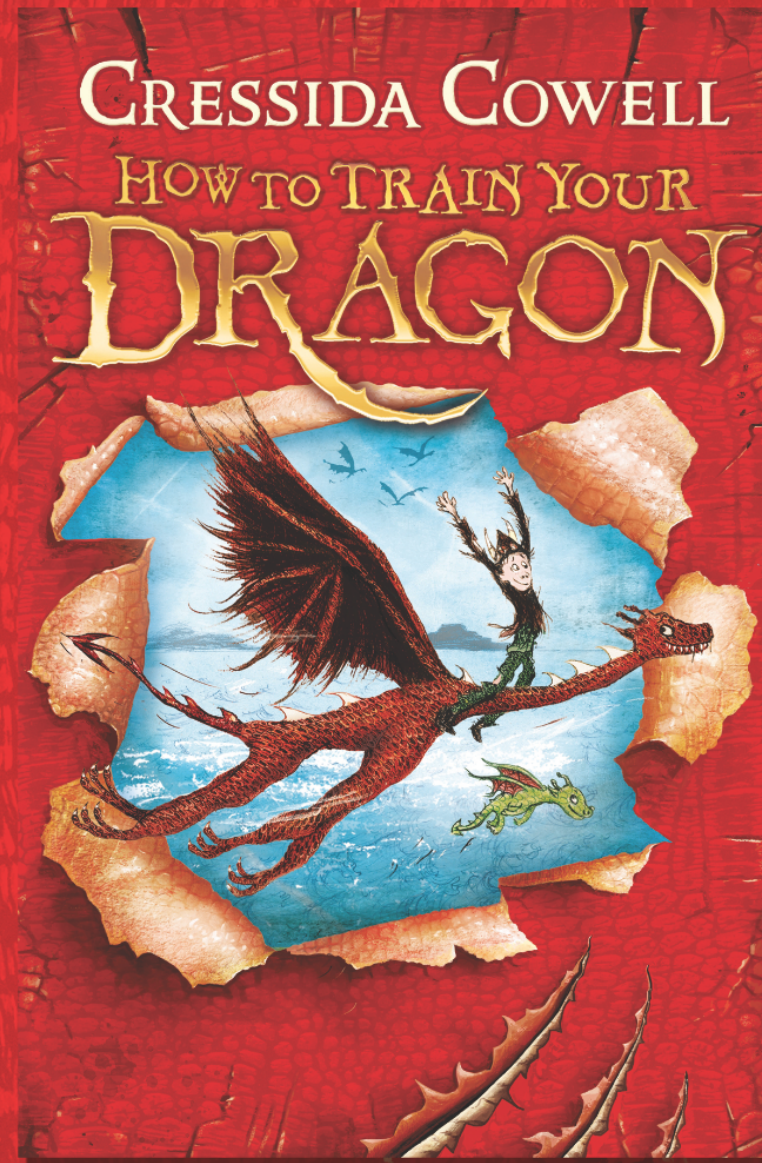
Geography

Computing

Mathematics

Food Technology

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Use dictionaries to check the meanings of words - Ask questions to improve understanding of a text - Draw inferences such as inferring characters' motives PSHE and Citizenship - Discuss stereotypes Creative Writing - Produce writing based on a model - Use simple organisational devices like headings and sub-headings History / Computing - Research Viking beliefs - Present information using technology Design Technology and Art - Create a colour chart using hot and cold colours	1. Look at the map on pages 12 and 13. Find the alliterative place names. How many are there? 2. Hiccup Horrendous Haddock the Third, is described as 'a <u>smallish</u> Viking with a <u>longish</u> name' (page 16). What is the impact of using these opposing terms? 3. Look at the third paragraph on page 16. Find the words 'bleak' and 'bleakest'. Why is the root word 'bleak' repeated? Can you think of another pair to use in a similar way, keeping the meaning of the sentence the same? 4. Find the word 'ominous' half way down page 20. What does it mean? Can you use it in another sentence? 5. Most of the writing in italics on pages 22 and 23 is used to demonstrate Hiccup's thoughts. What does the tone of these thoughts tell you about Hiccup? 6. Hiccup is described as 'almost entirely unmemorable' on page 28. Find a sentence on page 29 that reinforces this thought. 7. What does the author mean by 'Ignorance is very useful in such circumstances' on page 34? 8. On page 35, the dragon's third eyelid is described as 'gossamer-thin'. What does that mean? What else could be described as 'gossamer-thin'? 9. Why do you think Hiccup gives his dragon to Fishlegs? Think of at least two possible answers. 10. Based on what you have read so far, write a list of five words to describe Hiccup's character. Now cross out two of those words – what made you keep those three words? (Keep this list for next week).	'Being frightened is not the same as being a coward' (page 32). Discuss this statement. Can you think of an example where this applies to you? Discuss stereotypes – how can they be negative, unfair or destructive? There are information cards for two different types of dragon on pages 25 and 36. Imagine a new variety of dragon and create an information card based on these examples. Then use them to play a 'Top Trumps' style game. 'Valhalla' is first mentioned on page 26. Conduct some research into Valhalla and what it meant to Vikings. Present your information in a PowerPoint presentation. Hiccup explains what the temperature of a dragon signifies (page 37). Use this information as a starting point to help you create a colour chart. Label each colour according to what it tells you about the dragon's state.





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Reading: Comprehension - Use dictionaries to check the meanings of words - Ask questions to improve understanding of a text - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions - Retrieve information Creative Writing - Write a character profile for Hiccup History - Research Viking rules, traditions and punishments PSHE and Citizenship - Discuss bullying	1. Gobber could be described as <i>protective</i>. Do you agree with this? Why? Why not? 2. On page 49, Gobber says, 'This will be a test of the force of your personality. You will assert your will over this wild creature and show it who is Master'. What type of personality do you think will be successful? Give reasons for your answer. 3. Fishlegs says, '...you're just a weirdo like me...' (page 52) to Hiccup, who then thanks him for calling him that. Why does Hiccup view that as a compliment? 4. Find the phrase on page 55 that tells you the boys are out of breath. 5. Fate is mentioned on pages 54–55. Do you think Hiccup believes in fate? What are your thoughts on fate and destiny? 6. Based on what you know about Snotlout so far, what 'very unpleasant things' do you think he might say about Hiccup's dragon? (page 59). Think of at least three. 7. How is the game of Bashyball described on page 66? 8. On page 69 you can see the date-stamped page from the library copy of 'How To Train Your Dragon'. Why do you think it was borrowed at a similar time of year each time? 9. What is the most unexpected piece of information on the page 'About the Author'? (page 70) 10. Recall your list of three words from last week to describe Hiccup's character. Based on what you know now, would you change any of them?	Use what you know so far to write a character profile for Hiccup. First, draw his outline. Then write about his appearance on the <i>outside</i> of the outline, and write about his personality, thoughts and feelings <i>inside</i> the outline. What contradictions can you find? The book mentions 'ancient Viking rule' (page 63) and how the Tribe seem to have a number of traditions and ceremonies. Research Viking rules, traditions and punishments (such as exile, which is mentioned in the story). How were they important to the Vikings? Would you have liked to be part of a Viking tribe? Why? Why not? Do you think Snotlout is a bully? Use what you know so far to justify your answer. You may find pages 60–63 helpful.



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Reading: Comprehension - Discuss words and phrases that capture interest and imagination - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions - Retrieve information Writing to Persuade - Write a job description, advertisement or 'Wanted' poster for 'A Hero of the Future' Writing to Explain - Write a contents page with suitable chapter titles, a glossary and an index. Drama, Speaking and Listening - Participate in performance, focusing on movement and voice	1. What is 'soothsaying'? (page 76). Is Old Wrinkly any good at it? 2. How would you describe Hiccup and Old Wrinkly's relationship? Support your answer using chapter 5. 3. Read the opening paragraph of chapter 6 (page 81). Which words and phrases help you imagine what the Sea Dragon looks like? 4. How long had the Sea Dragon been asleep? (page 82) 5. On page 89, Stoick looks at Toothless with 'uncharacteristic anxiety'. What does that mean and why does he look at Toothless in that way? 6. Fishlegs quickly came up with 'Toothless Daydream' as a species of Dragon when Stoick saw Toothless for the first time. Think of some more possible specie names for Toothless. Try to make them sound positive, without being untrue! 7. 'Stoick's tummy gave out a <u>plaintive</u> rumble like a distant underground explosion' (page 92). Find three synonyms you could use to replace the word 'plaintive'. 8. Read pages 100–102. Look carefully at the verbs, especially related to how Snotlout, Dogsbreath and their dragons move and talk. Why have these particular verbs been chosen? 9. Hiccup decided to name himself, 'HICCUP THE USEFUL and his dragon TOOTHFULL' (page 115). Come up with some equally 'solid, dependable, not too flash' alternatives. 10. If Toothless was a human, what age would you imagine he was? Use his behaviour in Chapter 9 to help you.	On page 77, Old Wrinkly describes a new style of leader – 'A Hero of the Future'. Write a job description, advertisement or 'Wanted' Poster to fill this position. Use the attributes Old Wrinkly describes and add your own. Perhaps you could record a multi-media advertisement, too? 'That book needs a lot more words!' (page 80). Hiccup is disappointed at the lack of advice in Professor Yobbish's book, <i>'How to Train Your Dragon'</i>. Considering what you know from the book and your own understanding of looking after and training pets, suggest suitable chapter titles on a contents page, a glossary and an index. Choose one of the chapters and write the explanatory text for it. Look at pages 100–102. In groups of 4–8, perform a section from these pages, paying particular attention to the movement of the characters and how they might speak. Look carefully at the verbs in the text related to these aspects to help you with your performance.



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Reading: Comprehension - Make predictions - Draw inferences such as inferring characters' feelings, thoughts and motives - Retrieve information Geography - Use the eight points of a compass Mathematics - Write word problems involving units of time and/or distance Creative Writing - Create a word cloud or shape poem Drama, Speaking and Listening - Take part in a debate - Listen and respond appropriately	1. What does the first sentence on page 121 tell you about Snotlout's character or the occasion? 2. On page 127, the author uses the short sentence, 'There was a slightly appalled silence'. Why is the sentence so effective? 3. Toothless finds the early obedience exercises 'extremely dull' (page 128). Why do you think the other dragons don't appear to feel the same? 4. Discuss the link between weather and emotion at the beginning of chapter 11 (page 141). 5. The two Sea Dragons are described on pages 141–143. Find at least three synonyms for 'large'. How many more can you think of? Can you order them by size? 6. Would you describe Old Wrinkly as 'sarcastic'? Justify your answer with examples from the text. Chapter 11 will help you. 7. On page 151, dragons are described as, 'vain, cruel and amoral creatures'. Explore this vocabulary. Do you agree? 8. What happened just after Gobber the Belch lead the Vikings in their Viking War Cry? Refer to pages 151–152 if you need to. 9. Why is Stoick embarrassed at the end of Chapter 11? 10. What do you think would have happened if Hiccup refused to use his skill of being able to talk Dragonese to help the tribes?	Using the map on pages 12–13, plot Meathead's journey described at the beginning of chapter 10. Mark things such as the 'village of tents' in their new positions, and then use 8 compass points (assuming North is at the top of the page) to write statements about the map. For example, 'If you travel NE from The Highest Point you will reach Hooligan Village'. Look at the 'Programme of events' on page 118 and write some word problems for your peers to solve. You will need to give them some more information, such as how many people are taking part (to work out how much time each competitor needs) or you could make up the results from one of the competitions and record them in a table. You could then base your questions on the results, e.g. How much further did the winning hammer thrower throw than the second place competitor? Based on the dragon fight on pages 131–134, write a word cloud or shape poem using the text as inspiration. As the reader, we don't hear the debate 'The Elders of the Tribes' have in the traditional 'Elder Huddle'. Take on the role of one of the Elders. Consider their viewpoint and convey this in a debate of your own.



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Reading: Comprehension - Discuss words and phrases that capture interest and imagination - Draw inferences such as inferring characters' feelings, thoughts and motives - Retrieve information - Explore the spelling of words History / Design Technology and Art - Draw and label a cross-section diagram of a Viking longship - Design, make and evaluate a model of a Viking longship Creative Writing - Re-write an event from the book from a different perspective Science - Classify dragons based on their observable characteristics PSHE and Citizenship - Identify the characteristics of positive and healthy friendship	1. Which sentence on page 196 tells you the Green Death wants revenge against Hiccup before he dies? 2. Why do you think Hiccup was 'strangely calm' on page 201? 3. Write three different mantras Hiccup could have repeated to himself instead of 'I need to live, I need to live,' (page 203). 4. Discuss Toothless's selfless act on pages 205–206. What do you think made him do it? Why is he so different from the other dragons? 5. Hiccup's way of overcoming the Green Death was very clever. Can you think of anything else Hiccup or the rest of the tribe could have done? 6. In the Green Death's Death Song (page 213), 'roar' and 'shore' rhyme, but are spelt differently. How many other words can you find that could rhyme with those two words? How many ways can you find to spell the same sound? 7. Which sentence on page 222 suggests Toothless is special and unusual? 8. Re-write Stoick the Vast's letter to Professor Yobbish, correcting his spelling mistakes. 9. What does the word 'melancholy' mean on page 227? 10. Hiccup became a 'Hero the Hard Way'. Reflecting on the whole story, what actions did Hiccup take that you would consider heroic. Why was it 'the Hard Way'?	One of the difficulties of battling the Sea Dragons was the lack of a Viking fleet due to it being destroyed. After researching Viking longships, draw a cross-section diagram with parts labelled, detailing their purpose. Then design, make and evaluate your own model of a Viking longship. Choose your favourite event from the book. Write it from the perspective of a different character. Add illustrations in the style of Cressida Cowell. Design a dragon (or use the 'Top Trumps' style cards you made in week 1). Explore and create classification keys to identify different dragons. Once you are confident with classification keys, use them for other living things, such as plants, mammals, reptiles etc. Do classification keys have any limitations or challenges? The friendship between Hiccup and Fishlegs is an important part of the story. Draw a timeline of their interactions throughout the story. Is it a positive and healthy friendship? Are there any aspects of their friendship they could develop?



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Reading: Comprehension - Discuss the language of probability - Draw inferences such as inferring characters' feelings, thoughts and motives - Retrieve information Design Technology and Art - Learn about the work of different artists and illustrators - Evaluate pieces of work finding similarities, differences and discussing impact - Improve art and design techniques Reading: Word reading - Understand the etymology of words History / Food Technology - Research what Vikings used to eat - Understand seasonality - Design a healthy and varied celebration menu	1. 'It is a lot easier to be brave when you know you have no alternative' (page 159). Look at the third paragraph on this page. Have you ever been in a situation when you felt you had no choice but to be brave? 2. What does the word 'malevolent' mean? (page 160) 3. As you read chapter 12, use the language of probability to discuss how likely it is that the dragon will kill and eat Hiccup. Does it differ at points throughout the chapter? 4. The Green Death comes across as quite philosophical at times. Find some life advice from him on pages 165–167. 5. What uncharacteristic gesture does Hiccup perform on page 169? 6. 'Hiccup stood on tiptoe and tried to look like a Hero.' What does a typical Hero look like? What else could Hiccup do to make himself appear more Heroic? 7. What are the twenty dragons belonging to the Novices doing on pages 178–179? 8. On page 189, find the paragraph starting, 'Hiccup and the boys ran after them...' Rewrite this paragraph using different vocabulary, whilst trying to keep the meaning. 9. What are the advantages and disadvantages of Hiccup's plan? 10. Write three new alliterative Viking names.	The dragon's eye is portrayed as powerful and persuasive. Use a tutorial video to draw your own dragon's eye. Next, study the eyes in famous paintings. Compare and contrast them. What impact do they have on you? You could use Da Vinci's 'Mona Lisa', Vermeer's 'Girl with a Pearl Earring' or Magritte's 'The False Mirror'. Look closely at Cressida Cowell's drawings of people, particularly on page 173. Describe the style of her drawing to a partner. Now look at the work of other illustrators, such as Tony Ross, Michael Foreman, Oliver Jeffers and Sophie Blackall. Compare and contrast their styles. Describe each one in five words. Create a Venn diagram to explore how Thuggory and Snotlout view Hiccup. Is there any overlap? Research words we use today that have their roots in the Viking times. Present your 'Words Vikings gave us' as a class display. Conduct some research into a Viking diet and how it changed throughout the seasons. Next, design a menu using ingredients they would have used. Remember, Stoick the Vast has a huge appetite!