

Where legends are born, where heroes are made

DRAGON MOUNTAIN

KATIE & KEVIN TSANG

SCHEME OF WORK

PERFECT FOR:

Students aged 10+; an exciting adventure full of magic and danger; writing in role; creating non-fiction texts about dragons; diary entries; soundscapes and music; persuasive travel brochures; tiger art; dragon-themed poems; joining four brave children as they battle evil dragons and save the world!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening
Design Technology & Art
Modern Foreign Languages
Geography

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WEEK 1 (CHAPTERS 1–6): THE MOUNTAIN

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Analyse an author's style of writing and identify different techniques and vocabulary used. - Describe relationships between characters. Drama, Speaking and Listening - Understand a character by completing a Role on the Wall activity. Writing to Entertain and Inform - Create an engaging travel brochure, encouraging people to visit China. Modern Foreign Languages - Keep a dictionary of mandarin phrases and words. Design Technology & Art - Explore the work of Chen Rong and create a piece of art in a similar style.	1. Look at the first page. How do the authors create a sense of the mountain being alive? Is it effective? 2. Use the description on page 13 to draw and label a picture of Camp Dragon. 3. Imagine you are Billy on page 22. What can you see, hear, taste, touch and smell? 4. Dylan thinks that Old Gold is 'off his rocker'. Do you agree? What role do you think Old Gold will play in the rest of the story? (page 23) 5. Billy finds Charlotte 'a bit draining'. What does this mean? How do you think her personality will develop? Could any of her personality traits actually become strengths? (page 28) 6. Old Gold is 'affronted' on page 34? What does this mean? Why does he feel like this? Can you think of any synonyms for this word? 7. Legends and myths are important in the story. How do they add a sense of magic and mystery to the story? Do you notice anything about the language used when Old Gold tells his story? (page 38) 8. Read up to page 45. How do the authors create a sense of tension and excitement? Is it effective? 9. Read page 50. Can you have a go at solving the riddle? 10. What are your first impressions of Billy? Do you like him? Does he remind you of any other story book characters?	Complete a Role on the Wall activity. Draw an outline of Billy. 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. Create a colourful and engaging travel brochure, encouraging tourists to visit China. You could include information about famous landmarks, such as The Great Wall of China, as well as facts about traditional food and culture, the weather and climate, and things to see and do. All of the children have been sent to the camp to improve their mandarin. Keep a dictionary of mandarin words and phrases as you read, recording their meaning. Add to it as you continue to enjoy the story! Old Gold tells the children a legend about the Dragon Realm and the battle between the dragons. Use the painting 'Nine Dragons' by Chen Rong to create your own artistic interpretation of the legend, using ink and watercolours.



SIMON & SCHUSTER



WEEK 2 (CHAPTERS 7–12): DISAPPEARANCES

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information. Design Technology & Art - Explore the work of Chen Rong and create a piece of art in a similar style. Writing in Role - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does. Geography - Describe and explain the formation of rivers and mountains. - Describe the causes and consequences of earthquakes.	1. Write a dictionary definition of these words from Chapter 7: <i>vivid, whimpered, inhaled, boring</i>. Be careful with 'boring'! Use them in a sentence of your own. 2. What do you predict will happen to Dylan? (page 60) 3. Read Chapter 8. Is there anything that makes you laugh? How do the authors use humour in this chapter and to what effect? 4. Work in a group to turn Chapter 8 into a playscript and then act it out. Take it in turns to play the children, thinking about their facial expressions and body language. 5. How do the descriptions of how Ling-Fei is treated make you feel? What effect might they have on a reader? (page 74) 6. Do you agree that the disappearing tiger was a 'group hallucination'? Do you have any other theories about what might have happened? (page 79) 7. Billy 'furrows his brow' on page 81. Can you show a partner what this might look like? What might he be thinking and feeling? 8. How does Chapter 11 develop your understanding of Billy. Does it change your feelings about him at all? 9. Use the descriptions in Chapter 12 to draw and label a picture of the dragons. 10. How are the relationships between Billy and the other characters developing and changing as the story progresses?	The children are attacked by a mysterious tiger in the story. Spend some time exploring 'Tiger in a Tropical Storm' by Henri Rousseau, thinking about the materials used and composition. Use the descriptions in the story and this piece of artwork to paint a scene inspired by the tiger in the book. What might Ling-Fei and Old Gold be thinking when the children return in Chapter 9? 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? Throughout the story there are lots of opportunities to explore physical geography. Earthquakes, mountains and rivers all feature! Work in pairs to create a presentation about the physical features described in the book. How are mountains and rivers formed? What causes earthquakes? Create an informative non-fiction text, using formal language, diagrams and sub-titles.

WEEK 3 (CHAPTERS 13–18): HIDDEN POWERS

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. Poetry - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning. - Write a dragon-themed poem in the style of Brian Patten. Writing to Inform - Plan and write a non-fiction text, describing how to look after a dragon. - Organise your work into paragraphs with sub-titles.	1. <i>Communication</i> is a main theme in the story. Do you agree? Can you find examples throughout the story where communication is important? (page 102) 2. <i>All legends have a grain of truth</i>. What does this mean? Do you agree? (page 109) 3. Spend some time exploring the poem 'I Am Brave' by Laura Mucha. Can you make any connections with the story so far? 4. Compare and contrast Dylan and Charlotte and their reactions to the dragons. How do you think you would react? (page 117) 5. Read Chapter 15. What does each dragon's hoard tell you about them and their personalities? Who do you think they will be bonded with and why? 6. How did you feel reading Chapter 16? Were you surprised by any of the pairings? Do you think the names suited each of the dragons? 7. Using Chapter 16 and 17 as a stimulus, write a set of instructions to describe the bonding process between a dragon and human. 8. Read to page 146. Predict what power each child will be given. 9. Can you describe each dragon in one word? 10. Imagine you are going to be bonded with a dragon. What do you think they would look like? What kind of hoard might they have? Can you describe their personality and name them?	Create an Emotions Graph to plot Billy's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>being trapped by the dragons, finding out about the Dragon of Death, being bonded with Spark, learning about the magical pearls</i>. Look at the poem <i>A Small Dragon</i> by Brian Patten. Discuss what you like and dislike about it, anything that puzzles you and how it links to the story. Work in groups to perform the poem, thinking about how you can use your voice, actions, and musical instruments to convey the feeling of the poem. Perhaps you can write your own poem about the dragons in a similar style? The children are all bonded with their own dragon. Can you create an informative manual about how to look after a dragon? What might it eat? What does it look like? How does it reproduce? Can you describe its habitat and how it's adapted to its environment? You might want to include a range of facts and figures: perhaps your dragon is the length of two buses!

WEEK 4 (CHAPTERS 19–23): THE OTHER SIDE

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. Writing in Role - Empathise with a character by writing in role. - Emulate a character's voice and personality. Drama, Speaking and Listening - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play. - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.	1. Complete these sentences: <i>Dylan convinces Old Gold to leave his door unlocked because... Dylan convinces Old Gold to leave his door unlocked, but...</i>(page 162) 2. Read up to page 170. Do you think it's wrong of the children to steal from Old Gold? What would you do? 3. Read up to page 170. Why do you think Old Gold has the oracle bones? Do you trust him? Why? Why not? 4. Use the information in Chapter 21 to draw pictures of the children's suits. Perhaps you could design one for yourself, too! 5. Read up to page 181. What do you think the Dragon Realm will look like? Maybe you could draw a picture or describe it to a partner? 6. Who is Victor and what is it role in the story? (page 185) 7. Who do you think the 'Great One' is and why? Do you think Victor will return? (page 189) 8. How are Xing and Ling-Fei similar? How are they different? Use a Venn diagram to compare and contrast them. (page 195) 9. The children are now 'champions' who are 'ready for anything'. Do you agree? How have they changed? (page 194) 10. We've heard lots about the Noxious so far in the story. But what do you think they might look like? Share your ideas with a partner.	On page 164, the children write letters for their families. Choose a character and write in role to your family. What might you tell them about the camp so far? The friends you've made? What might you want them to know if you don't return? Consider how this activity develops your understanding of the character. In a group of four, re-create the events from Chapter 20. Think about who will play Billy, Dylan, Charlotte and Ling-Fei. Perform the scene, each time considering another character's perspective and how you will change your body language. You could even turn this part of the story into a playscript to help your performance! As a class, create a Conscience Alley. One side of the class should be voices persuading Billy to return home. The other side of the class should persuade him to go into the Dragon Realm. Take it in turns to play Valerie walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.

WEEK 5 (CHAPTERS 24–28): THE BATTLE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters. Poetry - Explore a range of magical, dragon-themed poems and use them to inspire your own poetry. Design Technology & Art - Create a magical piece of artwork, using the descriptions of the setting to inspire your painting. Music - Use your voice and instruments with control and expression to create a spooky, strange soundscape.	1. What would you say the purpose of the Chapter 24 is? What interesting things do we learn during this chapter? 2. What does the word 'ominous' mean? How is the word 'scary' similar? How is it different? (page 205) 3. Read up to page 209. Do you trust Dimitrius? Why? Why not? Can you describe him in one word? 4. What does the word 'consuming' mean? What does it suggest about Dimitrius? (page 225) 5. Role-play the conversation between the children on page 229, thinking carefully about how to show their feelings through your body language. 7. What role has Charlotte played in the story so far? Can you describe her in three words and explain your word choices? (page 235) 8. What does the word 'blurted' tell you about Billy? What might he be thinking and feeling? (page 239) 9. Read page 246. What do you think the children should do? How could they save their dragons? 10. Describe in one word how Billy is feeling on page 249 and explain your word choice to a partner.	Create a poem in response to these chapters. You could write an evil magic spell to conjure 'The Great One' back to life. You could use 'Demonica' by Phil Bowen as a template to describe Dimitrius. You could use 'Wanted: Wizards' Assistant' by Laura Mucha as inspiration to encourage dragons to join the Noxious. Use the beautiful descriptions in these chapters to create a painting of the Dragon Realm. You could include the dead forest, the three moons, the floating lake and dragons soaring through the sky. You might wish to carry out some research into 'magic realism' or use some of Salvador Dali's strange, surrealist paintings for inspiration. In small groups, create an eerie soundscape for when the children enter the forest. Work together and use musical instruments, your voices, and body percussion to create a creepy atmosphere. You could even create your own simple graphic composition, using symbols to represent your sounds.

WEEK 6 (CHAPTERS 29–34): THE PROMISE OF A DRAGON

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify and discuss the main themes in the story. - Create character profiles. - Summarise information. - Make comparisons within and across books. Creative Writing - Explore how authors create a sense of excitement and danger, and use this to model a new piece of writing in the same style. Writing in Role - Empathise with a character by writing in role. - Emulate a character's voice and personality. Design Technology & Art - Create a class display about the book, using a range of mixed media, poetry and writing.	1. Summarise the events in Chapter 29 in six sentences. Now try and summarise them in three sentences, then one. 2. Read page 253. What do you think Ling-Fei can hear? 3. Use the information in Chapter 30 to draw and label a picture of the rock creature. 4. Read up to page 272. Consider how each of the children treat the rock troll. What does it tell you about their personalities? 5. <i>Being brave for others is easier than being brave for yourself.</i> What does this mean? How does it apply to the story? (page 276) 6. How did you feel when Old Gold returned at the end of the story? Were you surprised? (page 311) 7. How important is nature and our connection to the natural world in this story? What might the authors be trying to say about nature and how we look after the world? 8. How has Billy changed and developed during the story? What important lessons do you think he has learned? 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>adventure, friendship, magic, self-belief, trust, myths and legends.</i> 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Billy, Dylan, Charlotte, Ling-Fei, JJ, Old Gold.</i>	Write a flashback for the story, describing how Old Gold tricks JJ. How might you show old Gold's emotions and actions in a similar style to the authors? How can you create a sense of menace with details about the sights and sounds JJ is experiencing? Write a diary entry in role as Billy at the end of the story. How would he reflect on what has happened? What are the most important things he has learned about the world around him, the Dragon Realm, his new friends, and how we treat other? Create a colourful class display, using mixed media, with the title 'Dragon Mountain'. You may wish to write your own magical fantasy adventure inspired by the story. You could even write the opening chapter for the sequel to this book, which is called <i>Dragon Legend!</i> You could include stories, artwork, posters, diaries, and poems in your display.