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Extract 3

- Skim the text together. Ask: *Is it a dialogue or a monologue, as in the first two extracts? (neither) What type of text is it? (descriptive paragraph, foreshadowing future events)* Read the text aloud and ask the children to find words and phrases in the text that grab their attention. Afterwards, talk about anything they enjoyed about the extract.
- Discuss unusual words and their meanings. Ask: *What is Valhalla? (Norse mythology: the hall where Odin receives the souls of heroes slain in battle.)* Ask the children to highlight descriptive verbs and adjectives on their copy of the text using colour ('raged', 'hurled', 'shrieked', 'averagely enormous', 'largish', 'gobsmackingly vast'). Use a thesaurus to find alternatives to 'big'. Ask: *Do all these words appear in the thesaurus? Why not? (The author made up some words.)*
- Direct the children to underline interesting phrases, expressions and comparisons. Say: *Identify any similes and metaphors in the extract. ('the wind hurled about the walls like fifty dragons trying to get in', 'like a couple of sleeping babies', 'like wild Viking ghosts having a loud party in Valhalla', 'a great, glistening, evil mountain')* *What other comparisons make the dragons sound large? ('about the size of a largish cliff', 'about twenty times as large as a Tyrannosaurus Rex'.)* *Which phrase implies the dragons were dressed for battle? ('He looked like he was wearing a kind of jewelled armour')* *Which phrase shows the dragons were well camouflaged? ('it was the colour of the ocean itself').* *Which expression implies the second dragon was scarier than the first? ('enough to give your nightmares nightmares')*

Extract 4

- Give four volunteers a chance to read a paragraph of the text. Ask: *What type of text is it and how can you tell? (A non-fiction text. It provides facts about the topic, is set out in four clear paragraphs, and uses formal and factual language.) Can you identify the facts?* Ask the children to re-read the text, but this time in a different order – to mix up the paragraphs. Ask: *How important is the order of the information? (The order can be changed: it does not affect the meaning of the text.)* Ask them to suggest where the information comes from and discuss their ideas. (An information text for children in a children's encyclopedia or website about animals or reptiles.)
- Ask the children to underline the headings in the text. Then ask them to go through the text in pairs, underlining the keywords. Remind them that keywords are the important nouns, verbs and adjectives. On the board, draw a basic mind map to show how the text can be summarised. The topic should appear in the middle with the four sub-topics extending out. Ask the children to call out keywords and say where they belong, for example 'eats meat' belongs to the heading 'Hunting'. The order of the keywords is unimportant. They can use their own keywords.
- Focus on each paragraph's main idea. If they were to write a question that each paragraph answers, what would that question be? (How were they discovered? How do they eat? What species of animal are they? Where do they live?) Ask the children to identify other headings they would like to see in order to find out more about the topic.

1. An article – a particle

Objective

To use 'a' or 'an'.

What you need

Photocopiable page 22 'a or an', interactive activity 'a or an'.

What to do

- Say or sing the alphabet; children must clap to replace all the vowels. Repeat, clapping the consonants and sounding the vowels. Using the children's names, identify which ones begin with a vowel or a vowel sound, for example, Alice, Ethan, Isla, Oliver, Uma, Yvette.
- Write these examples on the board: a dragon; an enormous dragon; an honest dragon; a hairy dragon. Ask a volunteer to make up a rule to explain when to use 'a' and 'an'. Explain it does not depend on how you write the word, but how you say the word ('a' + consonant sound, 'an' + vowel sound). If an adjective appears before the noun, 'a' or 'an' must agree with the initial sound of the adjective.
- The words 'a' and 'an' are determiners known as indefinite articles that are used before singular, countable nouns. 'A' and 'an' refers to one so you cannot use 'a' or 'an' with plural nouns or non-countable nouns (like air, fun, advice, information). Go through photocopiable page 22 'a or an' to consolidate the children's understanding.
- Arrange the children in pairs. Show a word and let them make a short sentence using the correct article: eerie – I heard an eerie sound; hour – It took an hour to cook supper; dragon – There is a hairy dragon in my backyard.

Differentiation

Extension: Complete the interactive activity 'a or an' to reinforce this session and discover tricky words that begin with a consonant but have a vowel sound.

2. Fixed on prefixes

Objective

To form nouns using prefixes.

What you need

Printable page 'Cut outs for prefixes', dictionaries, interactive activity 'Puzzling prefixes'.

What to do

- Write these words on the board: angle, disappear, unknown, happy. Ask: *Which are root words only?* (angle, happy) *Which words contain a prefix plus a root word?* (disappear, unknown)
- Revise prefixes by asking volunteers to give an explanation. (A prefix is a group of letters added to the beginning of a word. The spelling of the root word usually stays the same.)
- Consider how prefixes change the meaning of the root words. Display some examples: unhappy; triangle; recharge. Say: *Identify the prefix and then explain how it changes the meaning of the word.* (un = not, tri = three, re = do it again) Ask: *Which part of speech are each of these words?* (triangle – noun; unhappy – adjective; recharge – verb) Discuss how the class of the word with a prefix remains the same as the original root word.
- Arrange the children into small groups. Hand each group a set of cut outs from printable page 'Cut outs for prefixes'. They must use all the cut outs to join root words and prefixes. Then, ask them to arrange the words into word classes to show nouns, verbs and adjectives. Let them use the words in a sentence to demonstrate meaning and function.
- Children complete the interactive activity 'Puzzling prefixes' using prefixes to form nouns, verbs and adjectives.

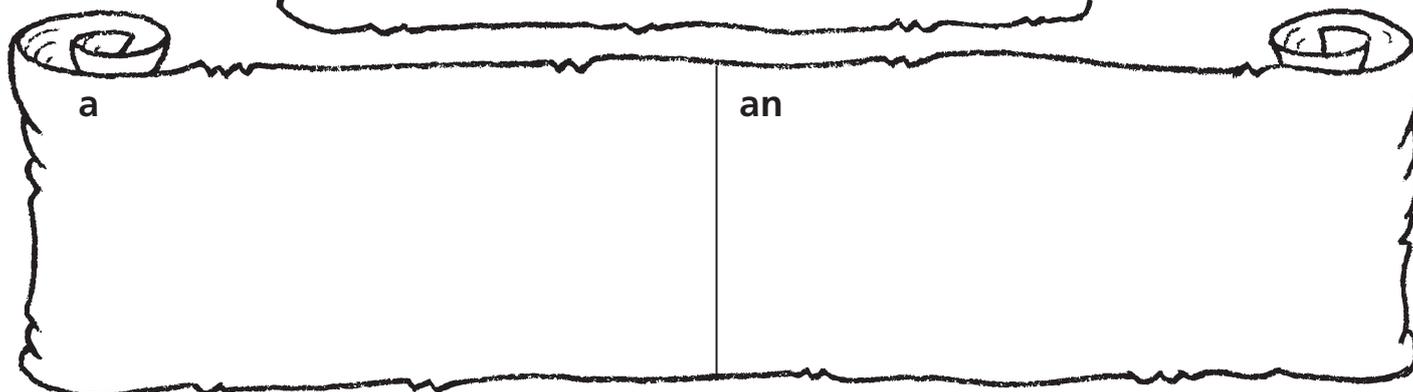
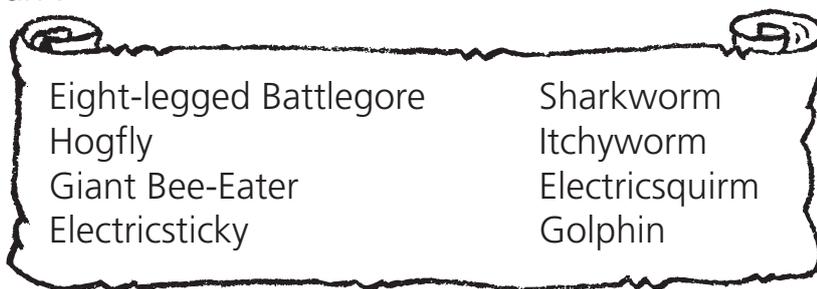
Differentiation

Support: Let the children use dictionaries and work in pairs.

Extension: Write sentences using words from the cut outs on printable page 'Cut outs for prefixes'.

a or an

- 'a' and 'an' are indefinite articles. Find an example of each one in the first chapter of the story.
 1. _____
 2. _____
- Sort the following dragon names into two categories to show when to use 'a' and when to use 'an'.



- Fill in 'a' or 'an' in the sentences below.
 1. Hiccup saw _____ whole pile of dragons in the cave.
 2. Hiccup wasn't your usual thug of _____ Hairy Hooligan but he wasn't _____ coward either.
 3. Snotlout was eager to get _____ awesome dragon.
 4. The Gronckle was _____ heavily-armoured brute.
 5. It opened _____ evil, crocodile eye, then closed it.
 6. Hiccup grabbed _____ unconscious-looking dragon.
 7. Fishlegs was keen to find _____ really cool dragon.
 8. Fishlegs sneezed _____ enormous sneeze.
 9. The boys made _____ early dash for the exit.

