Tell Me a Dragon by Jackie Morris

Please the powerpoint in the file – it also has sound.

Monday

Look at the font cover – why might it be called this?

Read the story using the powerpoint

Talk about each dragon and how its appearance relates to its type or name.

Discuss the meaning of any unusual words or phrases.

Which is your favourite dragon and why?

Tell me about your dragon - Discuss – Can you make up an imaginary dragon? What does your dragon look like? Where does it live? What does it like to do? What kind of dragon is it? (e.g a sky dragon, a rainbow dragon, a cave dragon etc)

Draw a picture of your dragon and colour it in. You need to think about your dragon carefully, and draw all the details because we will be writing about it later this week.

Tuesday

Explain that today we are going to read the story again and they will write down some of the words that have been used to describe the dragons. Explain that sometimes we will write a single word, and sometimes we will write a group of words – a phrase.

e.g

Words and phrases

sparkled with stardust

petals ride on her breath

snaggle-toothed

fierce

brave

jade-winged

amber-eyed

tiny

Words to compare

as big as a village

tail as long as a river

Look at the words and phrases together and discuss how Jackie Morris hasn’t chosen ordinary boring words to describe – she has chosen very powerful words. Tomorrow they will be thinking of powerful words to describe their own dragon.

Wednesday

Read through the list they made yesterday of words to describe the dragons in the story. Remind them that these are very powerful words.

Ask your child to look at the picture of their dragon from Monday.

Explain that today they are going to think of words and phrases to describe different parts of it. Then we will use these ideas to write sentences to describe it. Just ask them to write their words and phrases in a list first. If they’ve got 5 – 8 really powerful words and phrases that is good.

Can they include a phrase comparing a part of their dragon to something else? E.g as\_\_\_\_\_\_\_as\_\_\_\_\_\_\_

eyes

wings

tail

breath

scales

claws

heart

Their next task is to use these words and phrases to write sentences about their dragon.

Use these sentence starters to help:

My dragon is\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with\_\_\_\_\_\_\_\_\_\_\_

Her (or his) breath is\_\_\_\_\_\_\_\_\_\_\_\_\_

Her wings are as\_\_\_\_\_\_\_ as \_\_\_\_\_\_\_\_

Her heart is \_\_\_\_\_\_\_\_\_\_\_ and her eyes are\_\_\_\_\_\_\_\_\_

Look at the last 2 dragons in the story and point out that these sentences start the same way – Curled around……….

Where could your dragon curl and what would it tell you? – Write this as your last sentence.

Thursday

Explain that today they are going to pretend that their dragon is real and they are going to write about it as if they are writing non-fiction – facts.

Discuss these ideas and ask your child to write words/ phrases which will help them write their sentences–

What type of dragon is it? (e.g a sky dragon, a cave dragon etc)

What is its most noticeable feature?

Where are they usually found?

What do they eat?

What do they do – all day? all night?

They can then use their ideas to write 6 sentences about their dragon. (year 2 could extend this to 10 sentences) Encourage them to add extra details using ‘and’ ‘but’ ‘with’ as\_\_\_\_as

e.g Have you ever wanted to find out about cave dragons? They have very dark skin but very bright eyes. They are always found in deep, dark caves in mountainous areas of the world. They only eat bats, woodlice and worms. All day they sleep on a nest made of rocks and sticks in their lonely cave. All night they swoop around the mountains with their wings as large as planes.

Friday

Look at the last picture in the book where the dragons are hatching out of the eggs.

Explain that when dragons are first born they are a little like puppies – they are not trained yet!

They will fly off if you are not careful.

They won’t come when you call them.

You can’t ride them.

They chew your furniture!

So you need to train your dragon!

Discuss ideas, starting with a bossy doing word each time

e.g Your dragon will fly away so what do you need to do?

Tie a dragon lead onto your dragon to stop it flying away when it is still a dragonling.

Can you write instructions? Start each instruction with a bossy doing word.

e.g How to Train your Dragon

1. Tie……… to ….

2, Whistle so that…..

3. Give your dragon… so that….

2. Help … by…….

You may be able to watch the film – How to train your dragon!

<https://www.commonsensemedia.org/movie-reviews/how-to-train-your-dragon>