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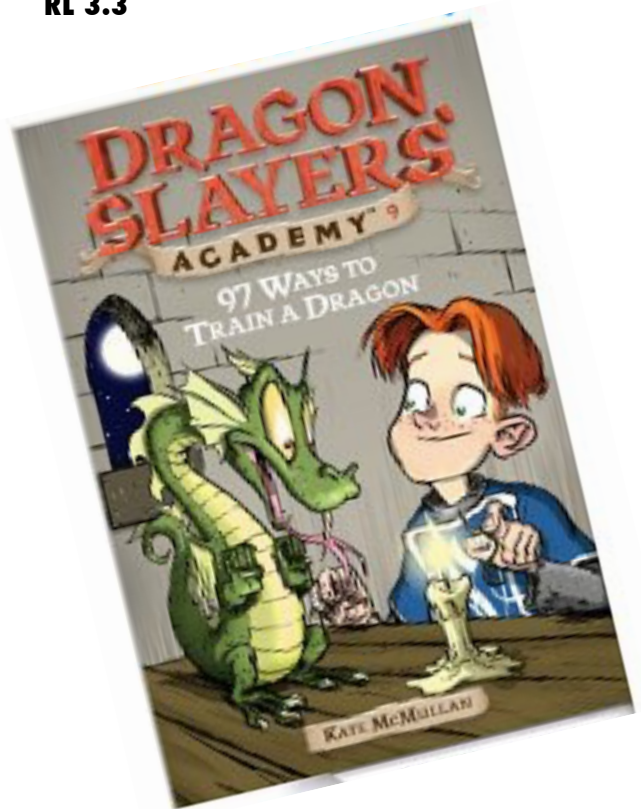
Building Communities that Support Children's Reading

Arizona

97 Ways To Train A Dragon

By Kate McMullan
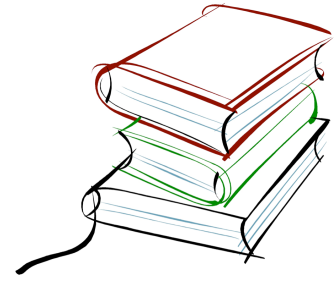
RL 3.3

4rd Grade - L

Contents

Synopsis
97 Ways To Train A Dragon
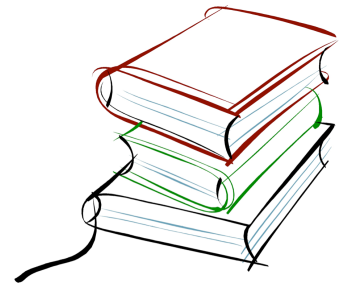
Wiglaf's supposed to be a dragon slayer, but he's more like a dragon *babysitter* when he finds a baby dragon and decides to keep it! The series follows the adventures of a young medieval peasant boy Wiglaf of Pinwick and his two friends, Erica von Royale and Angus du Pangus, as they are educated in the art of dragon slaying at Dragon Slayers' Academy (DSA), run by Angus' greedy Uncle Mordred. The academy is run under the motto "Goldius est goodius," features three pots of gold above a dead dragon on its back on its crest. The school serves only eel for breakfast, lunch, and dinner.

After a mysterious egg hatches into a baby dragon, Wiglaf and his roommate Angus decide to keep it.

Arizona's College and Career Ready Standards
These are the main Arizona English Language Arts Standards addressed by the activities in this module.

4.RL.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.RL.3 -Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
4.RL.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
4.RL.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
4.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
4.W.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
4.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4.W.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary
97 Ways To Train A Dragon

Badge - an emblem (a small piece of plastic or cloth or metal) that signifies your status (rank or membership or affiliation etc.

Headmaster – the leader of a school

Polka dots - a number of large round dots repeated to form a regular pattern on fabric.

Participate - to take or have a part or share, as with others; partake; share

Scour - to clean (something) by rubbing it hard with a rough object

Eel - a long fish that looks like a snake and has smooth slippery skin

Drawbridge - a bridge that can be raised up so that people cannot cross it or so that boats can pass under it

Reeks - to have a very strong and unpleasant smell

Stagger - to move or cause (someone) to move unsteadily from side to side

Tapestry - a heavy cloth that has designs or pictures woven into it and that is used for wall hangings, curtains, etc.

Wobbly - moving from side to side in an unsteady way

High Level Questions
97 Ways to Train A Dragon

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. What were the results of Worm coming into Wiglaf's and Angus's life?

2. Many of the characters in the story have clear weaknesses as well as strengths. Compare and contrast two characters in the story. What are their strengths and weaknesses?

3. Explain Angus's relationship with his uncle.

4. In the story the ways to train a dragon are italicized. Why did the author use this font?
5. How did Wiglaf change from the beginning of the book to the end?

6. If the story were to continue, what would most likely happen?

7. What were two unusual characteristics about Professor Prissius Pluck?

8. When animals or things are talked about as if they are human, it is called personification. Give some examples of personification in the story.
9. What is the main idea of the story?

10. What questions would you ask Daisy if you met her?

Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Arizona Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific Arizona Reading Standards for Literature.
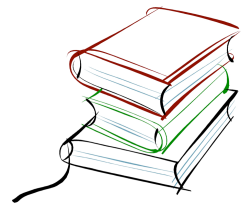
Choice Board
97 Ways to Train a Dragon

Choose a section of the story where Wiglaf feels a strong emotion. Act out the emotion in pantomime and see if others can guess what is happening. 4.RL.2	Choose a character from the story. Describe in depth the character's thoughts, feelings, and actions. 4.RL.3	Write a paragraph describing the point of view of the story. Use evidence from the text to support your description. 4.RL.6
Draw a magazine ad for the story to encourage others to read the novel. 4.RL.2	Many of the characters in the story have clear weaknesses as well as strengths. Compare and contrast the characters using a Venn Diagram. 4.RL.3	Create a poster about the story from Mordred de Marvelous' point of view. 4.RL.6
Fill out the attached table with examples from the text on: Somebody, Wanted, But, So, Then. 4.RL.2	Choose an important event in the story. Describe the event in at least 5 sentences using details from the story. 4.RL.3	Get with a partner and act out a talk show where one of you is the moderator and one a character from the story. 4.RL.6

Choice Board

_____

Table
97 Ways to Train a Dragon

Somebody	Wanted	But	So	Then
Teacher	*Quiet*	*There was a storm*	*She turned on music*	*Everyone calmed down*

Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role, audience, format,* and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffold and can be adjusted according to students' achievement levels, English proficiency, and interests.

RAFT Matrix
97 Ways To Train A Dragon

Role	Audience	Format	Topic
The Headmaster	Parents	Commercial	Enroll at Dragon Slayers' Academy
Eric von Royale	Students	Web page	All about our school
Frypot	Other schools	Recipe	10 Top Ways to prepare Eel
Worm the Dragon	Book readers	Bubble conversations to accompany illustrations	What's happening in at least 4 illustrations

RAFT Matrix Rubric

STUDENT NAME:_____**NOVEL:**_____

Accuracy   5   4   3   2   1
Information is accurate and supported with
specific details from the novel.

Comments:

Role   5   4   3   2   1
The writing is credible in the role
assigned.

Comments:

Format   5   4   3   2   1
The proper format was used.

Comments:

Conventions   5   4   3   2   1
The writing had no errors in grammar,
punctuation, capitalization, or spelling.

Comments:

Creativity   5   4   3   2   1
Writing shows imagination and
originality.

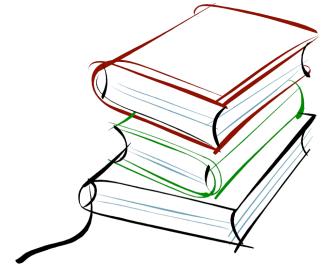Comments:

Assessment Guide
5 = Above and Beyond
4 = Meeting Standard
3 = Working to Standard
2 = Developing
1 = Incomplete

RAFT Matrix

_____

Role	Audience	Format	Topic

Extended Resources
97 Ways to Train a Dragon

Kid friendly writing rubrics and checklists Grades 3-6
http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/

Background on Castles
http://www.castles.org/Kids_Section/Castle_Story/
http://www.primaryhomeworkhelp.co.uk/castles/defence.htm

Background on Dragons
http://kidskonnect.com/animals/dragon/
http://www.activityvillage.co.uk/dragons
http://www.factmonster.com/ipka/A0768948.html

Video
https://www.youtube.com/watch?v=-XT1n2Bs2RY

Dragon Facts

Dragon Facts for Inquisitive Minds

- **So do dragons exist?**

A dragon is a legendary creature that doesn't exist nowadays; dragons do however exist in mythology -meaning they exist in ancient stories passed down through generations from father to son, from mother to daughter. Dragons might have existed wayyyyy back in olden days and there are plenty of old stories with them in but with our modern outlook on life that's all tut tutted away as being nonsense. Who's to know for certain if dragons in all their splendour did or didn't exist, no-one can say for sure, it would be fun if they did though wouldn't it. If you talk of a dragon existing in the minds of people the world over, then they most certainly exist. Dragons can be found in books and films and little internet sites just like this one.

- **So do dragons exist – I thought that this was meant to be dragon facts?**

OK these are the facts, not what you might want to hear but putting some things aside for a moment.. these are the facts.

Dragons do not exist and have never existed, they only exist in folklore and legend. This isn't even at the level of Bigfoot or Nessie, they just didn't exist. Is someone comes up with a reason for dragons existence then generally it's about what animal was mistaken as a dragon, sort of hey y'know crocodiles, well someone in the middle ages might have mistaken them as a dragon, that sort of argument. No-ones out there saying, I saw a dragon lurking in my back garden yesterday, it just doesn't happen.

To test this, if you ever find someone who believes in the existence of Bigfoot, particularly if they've met the big B him/herself and you tell them that you believe in dragons, then they'll probably change the subject and sidle off. They know how to do this well as lots of people have been doing this to them for ages and so they're quite practiced. Dragons I hate to say it are on a level with fairies and trolls, they just did not exist and they don't exist now.

However if you believe in fairies…. Is that the time…. Look a squirrel…

- **So if they didn't exist then how come there are so many tales about them?**

Dragons exist in myths, there are ancient pictures of dragons and there are stories of dragons from every corner of the world, so if there weren't any dragons around then what are these people thinking of?

- **Were they just making up a pack of fibs?**

Well I reckon it could be a lot of things but mostly I think it's people not knowing what something is. Suppose for example someone were to come up against an animal that they've not seen before, well generally that person needs to put that animal into a tidy little envelope and file it as something that they'd understand. So suppose they came across a crocodile and they'd never seen one before, well then they might find themselves a bit confused and do remember this will have been long before the days of the internet or TV – even long before books and libraries. So hang on…. they know that there's this thing called a dragon that their Great Granddad used to talk about, it's big, it's scaly and it has large teeth, well then that crocodile they just met (they still doknow it's a crocodile of course) must be a dragon. Hey presto… it's a stretch I know. Pinch yourself as I know it all sounds a bit strange but it's not just crocodiles that might be confused for dragons,

someone from the middle ages will never ever see exotic animals from other distant countries, so there are lots of animals that they could get mixed up with. There's big snakes, big reptiles like the Komodo Dragon (see there are real dragons, ok to be truthful it is just a big reptile that's named after dragons, confusing isn't it) or monitor lizard and there's even the problem of misleading fossils and bones from dinosaurs that when dug up will confuse the bejeezus out of our distant relatives.

- **Are all dragons the same?**

There are lots and lots of different dragons in mythology but mainly you can split them into dragons from Europe (European dragons) and dragons from in and around China (Chinese dragons)

Dragon Facts – European Dragons

<-European Dragons – This is the kind of dragon that we all see in the movies. It's big and brawny has two or four clawed feet, it has wings but it doesn't necessarily fly, they live in caves or rivers and can sometimes breathe fire. There are some dragons from Europe that have more than one head and they're usually portrayed as not being very nice at all.

Dragon Facts – Chinese Dragons

Chinese Dragons –>These are a bit slimmer than the European dragon, they're usually depicted as being a bit snake –like but sometimes with legs (stuck out at all angles in some pictures). They don't have wings but they can fly and their homes are clouds, rivers or the heavens. They are generally good, wise and can be bringers of luck. In the Chinese animal order dragons are considered to be top of the pile with a whole year of the Chinese calendar reserved to them, children born in the year of the dragon are considered to be gifted with luck and strength and they can remain youthful all their years.

Was I born in the year of the dragon?

If you were born between any of the dates below you can be considered to be born in the year of the Chinese dragon.

8 February 1940 – 26 January 1941: Metal Dragon

27 January 1952 – 13 February 1953: Water Dragon

13 February 1964 – 1 February 1965: Wood Dragon

31 January 1976 – 17 February 1977: Fire Dragon

17 February 1988 – 5 February 1989: Earth Dragon

5 February 2000 – 23 December 2000: Metal Dragon

23 January 2012 – 9 February 2013: Water Dragon

GRADES 4 AND 5

Research Simulation Tasks Rubric and Literary Analysis Tasks Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading **Comprehension of Key Ideas and Details**	The student response demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis and supporting the analysis with **effective** textual evidence.	The student response demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis and supporting the analysis with **adequate** textual evidence.	The student response demonstrates **limited comprehension** of ideas by providing a **minimally accurate** analysis and supporting the analysis with **limited** textual evidence.	The student response demonstrates **no comprehension** of ideas by providing **inaccurate or no** analysis and **little to no** textual evidence.
Writing **Written Expression**	The student response • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to the task by using **clear** reasoning and **relevant, text-based** evidence; • demonstrates **effective** coherence, clarity, and cohesion appropriate to the task; • uses language **effectively** to clarify ideas, attending to the norms and conventions of the discipline.	The student response • addresses the prompt and provides **some** development of the topic that is **generally appropriate** to the task by using reasoning and **relevant, text-based** evidence; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to the task by using **limited** reasoning and **text-based** evidence; *or* • is a developed, text-based response with **little or no awareness** of the prompt; • demonstrates **limited** coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates **limited** awareness of the norms of the discipline.	The student response • is **undeveloped** and/or **inappropriate** to the task; • **lacks** coherence, clarity, and cohesion; • uses language that demonstrates **no clear awareness** of the norms of the discipline.
Writing **Knowledge of Language and Conventions**	The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

Narrative Tasks Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	The student response • **is effectively** developed with narrative elements and is **consistently appropriate** to the task; • demonstrates **effective** coherence, clarity, and cohesion appropriate to the task; • uses language **effectively** to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates **limited** awareness of the norms of the discipline.	The student response • is **undeveloped** and/or **inappropriate** to the task; • **lacks** coherence, clarity, and cohesion; • use of language demonstrates **no clear awareness** of the norms of the discipline.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.