BCSCR

Building Communities that
Support Children's Reading

Texas

Jeremy Thatcher, Dragon Hatcher

By Bruce Coville

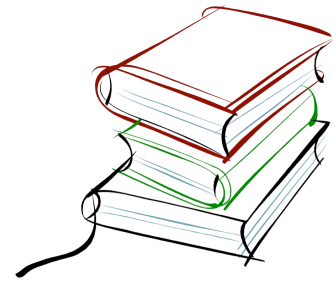RL 4.9

5th Grade - M

Contents
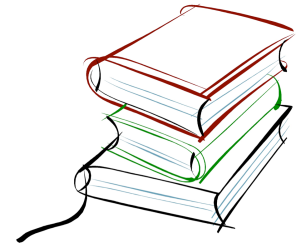
Synopsis
Jeremy Thatcher, Dragon Hatcher

Jeremy Thatcher has lived in Blodgett's Crossing his entire life. Now in sixth grade, he has a passion for drawing and hopes to win the spring art contest. Mary Lou Hutton has a crush on Jeremy and wants to kiss him. While running away from her, Jeremy stumbles upon a magic store he has never seen before--Elives' Magic Supplies.   Jeremy enters the strange store and soon finds himself owning a beautiful dragon egg.

The egg, which Jeremy purchased for only a quarter, comes with strict instructions on how to help it hatch. Using a combination of moonlight, magic and friendship, Jeremy becomes the caretaker of a very tiny dragon and names her Tiamat. He is able to use thought to communicate with her and finds himself connected to her both physically and emotionally.

As Tiamat grows, Jeremy is faced with a multitude of feelings about her. She becomes too big for his room, and eats an enormous amount of meat and milk.   She is invisible to everyone except Jeremy and Mary Lou. Tiamat's curiosity and loyalty to Jeremy get him into some difficult situations both at home and at school. Although she brings chaos to his life, he is fiercely loyal to her, and protects her at all costs. When the time comes to send Tiamat back to her own world, Jeremy is faced with the difficult task of saying good-bye.

Vocabulary
Jeremy Thatcher – Dragon Hatcher

aloud – in a spoken voice; not silently; in a way that can be heard by others

created - brought into being; caused to exist; designed or originated; made, formed, or produced; invented; established or founded

extended - outstretched; fully reaching

ferret - a small animal that has yellowish fur and belongs to the weasel family

glumly - dejectedly; sullenly or moodily; dismally; sadly

index - an alphabetical listing of names and topics along with page numbers where they are discussed within a book or other publications

livers - organs located in the abdomen of all animals with spines, used to produce bile and filter out toxins

Midsummer Night - June 23rd, a date filled with magic peril; a state of danger

notch - a v-shaped indentation; a nick or groove; a chip
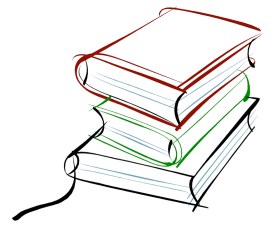
quicken - to bring to life

slither - to move or slide with a side-to-side motion

sphere - a three-dimensional circle; a ball or globe; a round or circular object

squirm - to twist or wiggle, usually due to pain or nervousness or while struggling; to experience humiliating pain; to suffer in a way that shames or embarrasses

**summoning** - to gather up, call forth

High Level Questions
Jeremy Thatcher, Dragon Hatcher

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. Do you believe in worlds other than the one we live in? Defend your answer.

2. What does Jeremy learn from his experience with hatching the egg, raising the dragon and then having to say good-bye?

3. What does the following statement mean? "Nothing you love is lost."

4. Would you be willing to take on the responsibility of raising a dragon and then letting her go? Why?

5. This story can be considered a fantasy. What evidence in the book helps you identify that the author intended his work to be considered a fantasy?

6. What changes occur in Jeremy's personality throughout the story?

7. How did Tiamat communicate with Jeremy?

8. What 4 questions would you ask Mr. Elives?

9. What could be some of the consequences of Jeremy not being in the art contest?

10. What could have happened if Jeremy had not returned Tiamat?
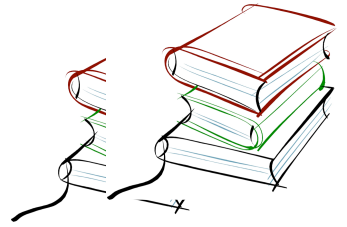
Using Choice Boards

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 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.
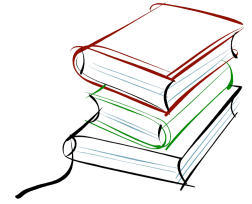
Choice Board
Jeremy Thatcher, Dragon Hatcher

Write another stanza for one of the poems Jeremy had to chant.	Draw a picture of the town or Jeremy's home and label key places.	Choose a chapter or event and describe the perfect visual element for that chapter or event. Explain how your visual connects to the text.
Create a table comparing Jeremy's town to your town.	Look at the first sentence and last sentence of the book. Write a paragraph on how they are connected.	Sketch a dragon you would like to hatch.
Get others and pantomime the scene of the dinner party.	Fast-forward 10 years in Jeremy's life. Write a final chapter of what he is doing.	Create a PowerPoint about dragons.

Choice Board

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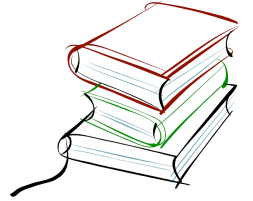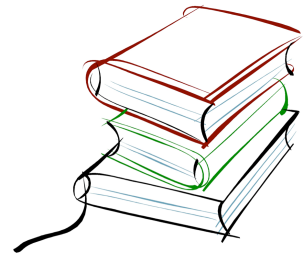
Using a RAFT Matrix

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

Jeremy Thatcher, Dragon Hatcher

Role	Audience	Format	Topic
Jeremy	Mr. Elives	Adoption papers	Why he should adopt Tiamat
Tiamat	Miss Priest	Job description	Next dragon hatcher
Mary Lou	Jeremy	Love letter	Why she wants to kiss Jeremy
Jeremy's Dad	Mr. Kravitz	Dialogue	Parent - teacher conference

RAFT Matrix Rubric

STUDENT NAME:_____**NOVEL:**_____

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

Comments:

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

Comments:

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

Comments:

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

Comments:

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

Comments:

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

RAFT Matrix

_____

Role	Audience	Format	Topic
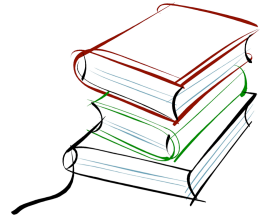
Extended Resources
Jeremy Thatcher, Dragon Hatcher

Kid friendly writing rubrics and checklists Grades 3-6

http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/

Background on Dragons

http://www.kidskonnect.com/subjectindex/13-categories/animals/439-dragons.html

http://dragonwisdom.wikia.com/wiki/Facts_of_Dragons

http://dragonsforkids.co.uk/dragon-facts/

DRAGONS

Dragons are among the most popular and enduring of the world's mythological creatures. Dragon tales are known in many cultures, from the Americas to Europe to India to China. Though they populate our books, films, and television shows, they have a long and rich history in many forms.

It's not clear when or where stories of dragons first emerged, but the huge, flying serpents were described by the ancient Greeks and Sumerians. For much of history dragons were thought of as being like any other exotic animal: sometimes useful and protective, other times harmful and dangerous. That changed when Christianity spread across the world; dragons took on a decidedly sinister interpretation and came to represent Satan. In medieval times, most people who heard anything about dragons knew them from the Bible, and it's likely that most Christians at the time believed in the literal existence of dragons.

The belief in dragons was based not just in legend but also in hard evidence — or so it seemed. For millennia no one knew what to make of the giant bones that were occasionally unearthed around the globe, and dragons seemed a logical choice for people who had no knowledge of dinosaurs.

Though most people can easily picture a dragon, people's ideas and descriptions of dragons vary dramatically. Some dragons have wings; others don't. Some dragons can speak or breathe fire; others can't. Some are only a few feet long; others span miles. Some dragons live in palaces under the ocean, while others can only be found in caves and inside mountains.

Dragons continue to capture the public's imagination in fantasy books and films, appearing in everything from the kid-friendly 2010 film "How to Train Your Dragon" to the more adult-oriented "Game of Thrones" books and to "The Hobbit" book and movies. The popular role-playing game Advanced Dungeons and Dragons describes more than a dozen varieties of dragons, each with unique personalities, powers, and other characteristics

A history of dragons

The word "dragon" comes from the ancient Greek word "draconta," meaning "to watch," suggesting that the beast guards valuables. Dragons typically guard treasure such as mountains of gold coins or gems, though this makes little logical sense: a creature as powerful as a dragon surely doesn't need to pay for anything. It is instead a symbolic treasure, not for the hoarding dragon but instead booty for the brave knights who would vanquish it.

Dragons are one of the few monsters cast in mythology primarily as a powerful and fearsome opponent to be slain. They don't simply exist for their own sake; they exist largely as a foil for bold adventurers. Other mythical beasts such as trolls, elves and fairies interact with people (sometimes mischievously, sometimes helpfully) but their main role is not as combatant.

The Christian church created legends of righteous and godly saints battling and vanquishing Satan in the form of dragons. The most celebrated of these was St. George the Dragon Slayer, who in legend comes upon a town threatened by a terrible dragon. He rescues a fair maiden, protects himself with the sign of the cross, and slays the beast. The town's citizens, impressed by St. George's feat of faith and bravery, immediately convert to Christianity.

Vanquishing a dragon was not only an important career opportunity for any ambitious saint, knight or hobbit, but according to legend it was also a way to raise armies. As Michael Page and Robert Ingpen note in their "Encyclopedia of Things That Never Were" (Viking Penguin, 1987), "The use of dragon's teeth provides a simple method of expanding the armed forces of any country. It was first practiced by Cadmus, King of Thebes. First, prepare a piece of ground as though for sowing grain. Next, catch and kill any convenient dragon and draw all its teeth. Sow these in the furrows you have prepared, cover lightly, and stand well away."

Soon veteran warriors "clad in bronze armor and armed with swords and shields ... emerge rapidly from the earth and stand in ranks according to the way in which the dragons teeth were sown." Apparently these *draconis dentata* soldiers are a quarrelsome lot and will turn on each other lacking a ready enemy, so if you plan to do this, be sure your adversaries are nearby.

Scholars believe that the fire-breathing element of dragons came from medieval depictions of the mouth of hell; for example, art by Hieronymus Bosch and others. The entrance to hell was often depicted as a monster's literal mouth, with the flames and smoke characteristic of Hades belching out. If one believes not only in the literal existence of hell, but also the literal existence of dragons as Satanic, the association is quite logical.

Medieval theology aside, few people today believe in the literal existence of dragons in the way they may believe in the existence of Bigfoot or the Loch Ness monster, for example. The dragon (or at least the dragon version most familiar to Westerners) is simply too big and too fantastic to take seriously or literally. In the modern age of satellite imagery and smart phone photos and videos, it's simply implausible that any giant, unknown winged fire-breathers inhabit Earth's skies unseen.

However, only a few centuries ago rumors of dragons seemed to have been confirmed by eyewitness accounts from sailors returning from Indonesia who reported encountering dragons — Komodo dragons, a type of monitor lizard — which can be aggressive, deadly, and reach 10

feet in length. (In a possible parallel to dragons, it was previously believed that the bite of a Komodo dragon was especially deadly because of toxic bacteria in its mouth, though that myth was debunked in 2013 by a team of researchers from the University of Queensland who discovered that the Komodo dragon's mouths are no dirtier than those of other carnivores.)Western scientists only verified the existence of the Komodo dragon around 1910, but rumors and stories of these fearsome beasts circulated long before that.

Dragons, in one form or another, have been around for millennia. Through epic fantasy fiction by J.R.R. Tolkien and others, dragons have continued to spark our collective imagination and — unlike the dinosaurs that helped inspire stories about them — show no sign of dying out.

Research Simulation Task and Literary Analysis Task 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 Task 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**.

N