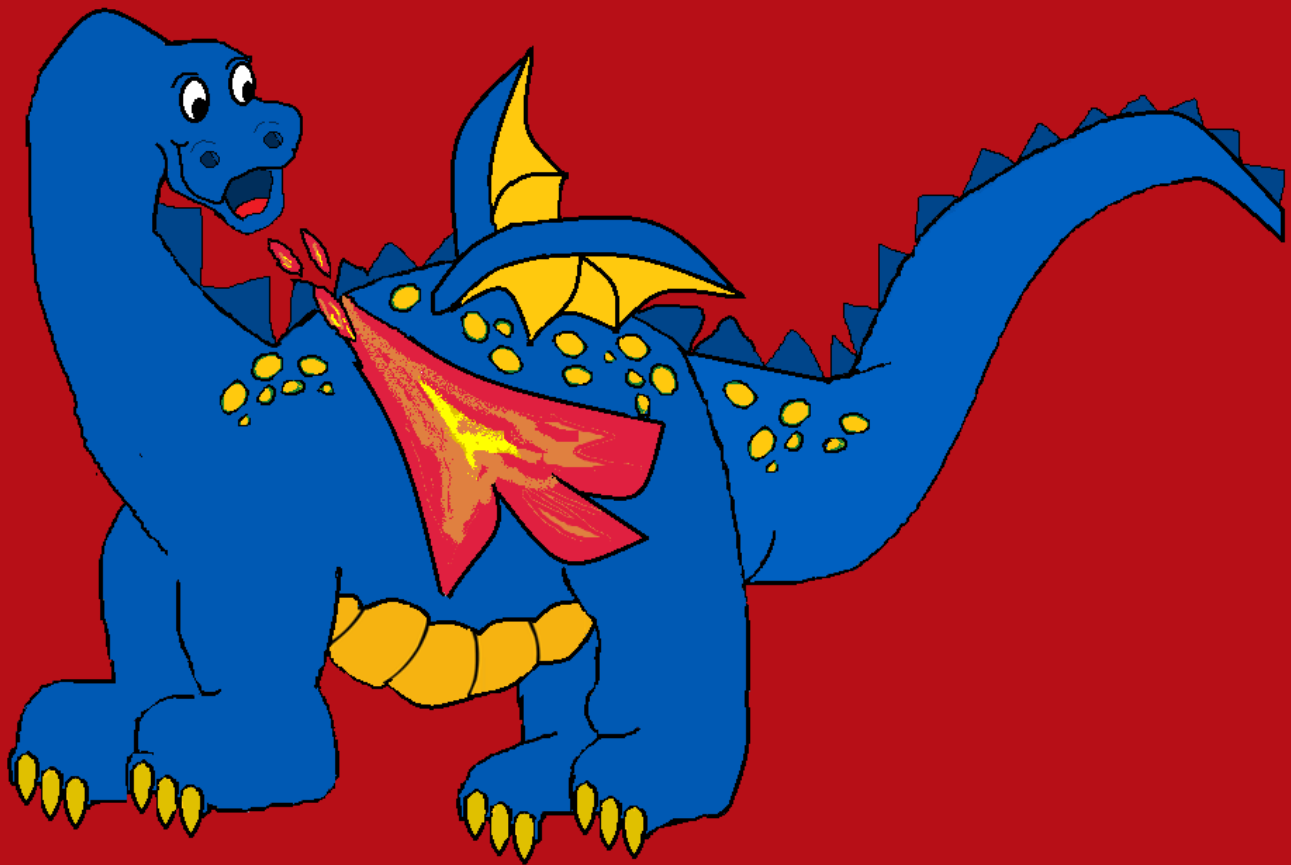


# The Dragonslayers Unit



Created by Gay Miller

# Lesson Plans for The Dragonslayers

	Vocabulary	Reading	Comprehension Questions	Skill Worksheets	English Lesson	Extra Activities
Day1	astride genre	Chapter 1			Lesson 1 --- Fiction, Nonfiction, Poems, & Drama Page 69-70	Listen to First 2 Songs while making an edible potion Page 98
Day 2	fiction, nonfiction, poetry, drama	Chapter 2	Chapters 1-2 page 19-20	Reality Versus Fantasy Page 41-43		Listen to next two songs.
Day 3	astonishment page 4	Chapter 3		Oral Traditions Page 44-46		Listen to 5th Song
Day 4	fairy tales, folktales, fables, myths	Chapter 4	Chapters 3-4 page 21-23		English Lesson 2 - -- Rhyming Words Page 71-74	Listen to 6th Song Make cardboard swords Page 99
Day 5	prevail rhyme	Chapter 5		Fact or Opinion Page 47-48		Listen to 7th Song Build a castle Page 100
Day 6	alliteration	Chapter 6	Chapters 5-6 page 24-25		English Lesson 3 - -- Alliteration Page 75-76	
Day 7	gallant author's purpose	Chapter 7		Author's Purpose Page 49-54		spider pencil toppers Page 101
Day 8	repetition	Chapter 8	Chapters 7-8 page 26-27		English Lesson 4 - -- Repetition Page 77-78	Listen to 8th Song
Day 9		Chapter 9		Sentence Combining Page 55-59		Listen to 9th song
Day 10	Vocabulary Worksheet page 13-14 stalk	Chapter 10	Chapters 9-10 page 28-30		English Lesson 5 - -- Review Page 79-80	
Day 11	trudge	Chapter 11		Usage Errors Page 60-62		Listen to 10th song
Day 12	simile	Chapter 12	Chapters 11-12 page 31-32		English Lesson 6 - -- Simile Page 81-82	
Day 13	destine	Chapter 13		Using Illustrations Page 63-64		Missing Poster
Day 14	metaphor	Chapter 14	Chapters 13-14 page 33-35		English Lesson 7 - -- Metaphor Page 83-84	Listen to 12th song
Day 15	garish	Chapter 15		Skill Test Page 65-66		Make a witch Page 102
Day 16		Chapter 16	Chapters 15-16 page 36-37		English Lesson 8 - -- Review Page 85-86	Listen to 13th song
Day 17	befuddle Vocabulary Worksheet page 15-16	Chapter 17	Chapter 17 Page 38-39		English Test Page 87-90	
	Vocabulary Test page 17-18					

# Vocabulary for The Dragonslayers

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## Book Vocabulary

**astride** /&-'strId/

Definition - with one leg on each side, straddle : astride a horse <she rode **astride**, not sidesaddle>

Page 5 - Grabbing her broom, she leapt **astride** it and soared into the darkness.



**astonishment** /&-'stä-nish-m&nt/

Definition - in amazement or wonder, bewilderment, surprised, shocked

Page 15 - Sir Pentamon blinked in **astonishment**. "A *dragon*?" he squeaked. Then lowering his voice, he repeated: "A dragon?"

Page 17 - Elizar stared at the king in **astonishment**. Suddenly his eyes rolled back in his head and his knees buckled.



**prevailed** or prevail /pri-'vA(&)/

Definition - to use persuasion successfully, triumph, succeed, overcome, win

Page 33 - The wardrobe had not always been a mess inside, but Willie had long ago trained the woman in charge of cleaning her room not to touch what was in there. It hadn't been easy, but Willie had **prevailed**.



**gallant** /'ga-l&nt/

Definition - courageous, fearless, brave, heroic

Pages 44 - 46 - "Not while her back is turned," said Willie grimly, raising her sword once more.

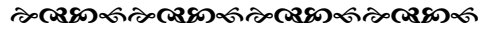
"How **gallant**," hissed the spider, turning to face Willie again. "And how foolish!"



**stalking** stalk /stalk/

Definition - to go through (an area) in search of prey or quarry , hunt <*stalk* the woods for deer>

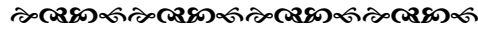
Page 66 - Brian was standing nearby. He looked as surprised as she felt ---though whether he recognized her, or was simply surprised to find anyone else **stalking** the dragon, she could not tell.



**trudged** - trudge /'tr&j/

Definition - to walk or march steadily and usually laboriously, walk with heavy steps, stomped  
<trudged through deep snow>

Page 74 In another part of the forest a new group of questers **trudged** wearily into a clearing.



**destined** - destine /'des-t&n/

Definition - determined beforehand, going to happen, fated

Page 87 - Brian nodded. "It's my birthmark. I've always felt my fate must be connected to a dragon somehow. When news of this one reached the court, I was sure I was **destined** to kill it."



**garish** /'gar-ish/

Definition - offensively or distressingly bright, flashy, gaudy

Page 100 - A moment later a column of flame shot straight into the air, casting a **garish** mix of harsh light and deep shadow across the little band as it scrambled to get ready to face the monster's arrival.



**befuddled** - befuddle /bi-'f&-d&l/

Definition - to muddle or stupefy with or as if with drink, confused

Page 117 - "Wait, Father," said Willie. "I have half a kingdom to run now, and I'm going to need some help. Let me, please."

**Befuddled**, the king turned to the queen. She smiled and nodded.



## **Skill Vocabulary**

**genre** a kind of literary work



**fiction** - writing that is a work of the imagination and is not necessarily based on fact



**nonfiction** - writing based upon facts and reality



**poetry** - writing in musical form



**drama** - writing having dialogue (conversation) or pantomime (gesturing without speech)



**fairy tales** - stories with imaginary characters such as witches, giants and elves, dragons, ogres, or fairies.

Fairy tales. . . .

- usually begin with "Once upon a time" and end with "And they lived happily ever after."
- have good and evil characters.
- have heroes which are often princesses or princes.
- generally contain magic.
- have a problem and a solution.
- have events happening in "threes" or "sevens".



**folktales** - a story based on either a real or fictional person.

Folktales . . . .

- often begins with "Long, long ago" or something similar.
- have main characters with extraordinary abilities such as great strength.



**fables** - very short story that makes an educational or cautioning point.

Fables . . . .

- often end with, "And the moral of the story is . . ."
- use animals as characters that speak and act like humans
- have a conflict and a resolution (a problem and a solution)



**myths** - a very old story that explains features of the natural world such as why the sun rises each morning, where thunder comes from, or why the ocean has waves.

Myths. . . .

- often include gods and goddesses and other supernatural characters who have the power to make unexpected things happen.

- try to answer serious questions about how things began or occurred.

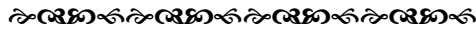


**rhyme** - words that end with the same sound

Examples

boat moat goat wrote coat tote

Often rhyming words end with the same letter, but not always, as with tote and coat.



**alliteration** - the repetition of the same sounds or of the same kinds of sounds at the beginning of words



**author's purpose**

Authors write for many reasons. Some of the following are:

to entertain	<i>Entertain</i> means to amuse someone. fictional stories, comics, poems, jokes, riddles
to inform	<i>Inform</i> means to give someone information about something news reports, research papers, encyclopedias, school news letters, instructions, pamphlets from health clinics, maps, timelines, schedules, charts, graphs
to persuade	<i>Persuade</i> means to try to convince someone to think the same way you do. advertisements, newspaper editorials, junk mail, posters
to share feelings	<i>Sharing feelings</i> means to tell the reader what you are thinking. journals, diaries, letters



**repetition** - repeating words, phrases, and/or sentences. It is used to make a point.



**simile** - a figure of speech in which two unlike things are compared using the words **like** or **as**

Examples

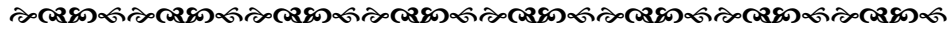
Princess Wilhelmina was as angry as a hornet.  
Sir Pentamon was coward like a first time batter at the plate.



**metaphor** - comparison of one thing to another without the use of *like* or *as*.

Examples

Elizar became a raging tiger when faced by the dragon.  
During the night the forest was a dark, frightening battlefield.



*The following cards may be duplicated onto card stock and used in the following ways:*

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- as response cards with the teacher calling out definitions and the student holding up the correct word
- as game cards in review activities
- as flash cards with a partner holding up the word side and the student defining the word
- as review cards when studying for the unit test

<p><b>astride</b> /&amp;-'strId/</p> <p>Definition - with one leg on each side, straddle : astride a horse &lt;she rode <b>astride</b>, not sidesaddle&gt;</p> <p>Page 5 - Grabbing her broom, she leapt <b>astride</b> it and soared into the darkness.</p>	<p><b>astonishment</b> /&amp;-'stā-nish-m&amp;nt/</p> <p>Definition - in amazement or wonder, bewilderment, surprised, shocked</p> <p>Page 15 - Sir Pentamon blinked in <b>astonishment</b>. "A <i>dragon</i>?" he squeaked. Then lowering his voice, he repeated: "A dragon?"</p> <p>Page 17 - Elizar stared at the king in <b>astonishment</b>. Suddenly his eyes rolled back in his head and his knees buckled.</p>
<p><b>prevailed</b> or prevail /pri-'vA(&amp;)l/</p> <p>Definition - to use persuasion successfully, triumph, succeed, overcome, win</p> <p>Page 33 - The wardrobe had not always been a mess inside, but Willie had long ago trained the woman in charge of cleaning her room not to touch what was in there. It hadn't been easy, but Willie had <b>prevailed</b>.</p>	<p><b>gallant</b> /'ga-l&amp;nt/</p> <p>Definition - courageous, fearless, brave, heroic</p> <p>Pages 44 - 46 - "Not while her back is turned," said Willie grimly, raising her sword once more.</p> <p>"How <b>gallant</b>," hissed the spider, turning to face Willie again. "And how foolish!"</p>
<p><b>stalking</b> stalk /stalk/</p> <p>Definition - to go through (an area) in search of prey or quarry , hunt &lt;<i>stalk</i> the woods for deer&gt;</p> <p>Page 66 - Brian was standing nearby. He looked as surprised as she felt ---though whether he recognized her, or was simply surprised t find anyone else <b>stalking</b> the dragon, she could not tell.</p>	<p><b>trudged</b> - trudge /'tr&amp;j/</p> <p>Definition - to walk or march steadily and usually laboriously, walk with heavy steps, stomped &lt;<i>trudged</i> through deep snow&gt;</p> <p>Page 74 In another part of the forest a new group of questers trudged wearily into a clearing.</p>



<p><b>destined</b> - destine /'des-t&amp;n/</p> <p>Definition - determined beforehand, going to happen, fated</p> <p>Page 87 - Brian nodded. "Its's my birthmark. I've always felt my fate must be connected to a dragon somehow. When news of this one reached the court, I was sure I was destined to kill it."</p>	<p><b>garish</b> /'gar-ish/</p> <p>Definition - offensively or distressingly bright, flashy, gaudy</p> <p>Page 100 - A moment later a column of flame shot straight into the air, casting a <b>garish</b> mix of harsh light and deep shadow across the little band as it scrambled to get ready to face the monster's arrival.</p>
<p><b>befuddled</b> - befuddle /bi-'f&amp;-d&amp;l/</p> <p>Definition - to muddle or stupefy with or as if with drink, confused</p> <p>Page 117 - "Wait, Father," said Willie. "I have half a kingdom to run now, and I'm going to need some help. Let me, please."</p> <p>Befuddled, the king turned to the queen. She smiled and nodded.</p>	<p><b>genre</b> - a kind of literary work</p> <p>A genre is a category in which writing may be grouped.</p> <p>Examples:</p> <p>mysteries, fables, science fiction, fairy tales</p>
<p><b>fiction</b> - writing that is a work of the imagination and is not necessarily based on fact</p> <p>Examples of fictional works:</p> <p>short stories, novels, fantasies, fairy tales, fables, legends, myths, folktales, comics, animations, video games</p>	<p><b>nonfiction</b> - writing based upon facts and reality</p> <p>Examples of nonfiction:</p> <p>biographies, letters, articles, procedures and instructions, charts, maps, dictionary, journals, textbooks</p>

<p><b>poetry</b> - writing in musical form</p> <p>Examples of poetry:</p> <p>proverbs, riddles, limericks, simple poems, nursery rhymes</p>	<p><b>drama</b> - writing having dialogue (conversation) or pantomime (gesturing without speech)</p> <p>Examples of drama:</p> <p>skits, plays, television shows</p>
<p><b>fairy tales</b> - stories with imaginary characters such as witches, giants and elves, dragons, ogres, or fairies.</p> <p>Fairy tales. . . .</p> <ul style="list-style-type: none"> <li>• usually begin with "Once upon a time" and end with "And they lived happily ever after."</li> <li>• have good and evil characters.</li> <li>• have heroes which are often princesses or princes.</li> <li>• generally contain magic.</li> <li>• have a problem and a solution.</li> <li>• have events happening in "threes" or "sevens".</li> </ul>	<p><b>folktales</b> - a story based on either a real or fictional person.</p> <p>Folktales . . . .</p> <ul style="list-style-type: none"> <li>• often begins with "Long, long ago" or something similar.</li> <li>• have main characters with extraordinary abilities such as great strength.</li> </ul>
<p><b>fables</b> - very short story that makes an educational or cautioning point.</p> <p>Fables . . . .</p> <ul style="list-style-type: none"> <li>• often end with, "And the moral of the story is . . ."</li> <li>• use animals as characters that speak and act like humans</li> <li>• have a conflict and a resolution (a problem and a solution)</li> </ul>	<p><b>myths</b> - a very old story that explains features of the natural world such as why the sun rises each morning, where thunder comes from, or why the ocean has waves.</p> <p>Myths. . . .</p> <ul style="list-style-type: none"> <li>• often include gods and goddesses and other supernatural characters who have the power to make unexpected things happen.</li> <li>• try to answer serious questions about how things began or occurred.</li> </ul>

<p><b>alliteration</b> - the repetition of the same sounds or of the same kinds of sounds at the beginning of words</p>	<p><b>author's purpose</b>          Authors write for many reasons. Some of the following are:</p> <table border="1" data-bbox="1060 233 1560 636"> <tr> <td data-bbox="1060 233 1052 306">to entertain</td> <td data-bbox="1060 233 1560 306"><i>Entertain</i> means to amuse someone.</td> </tr> <tr> <td data-bbox="1060 306 1052 417">to inform</td> <td data-bbox="1060 306 1560 417"><i>Inform</i> means to give someone information about something</td> </tr> <tr> <td data-bbox="1060 417 1052 529">to persuade</td> <td data-bbox="1060 417 1560 529"><i>Persuade</i> means to try to convince someone to think the same way you do.</td> </tr> <tr> <td data-bbox="1060 529 1052 636">to share feelings</td> <td data-bbox="1060 529 1560 636"><i>Sharing feelings</i> means to tell the reader what you are thinking.</td> </tr> </table>	to entertain	<i>Entertain</i> means to amuse someone.	to inform	<i>Inform</i> means to give someone information about something	to persuade	<i>Persuade</i> means to try to convince someone to think the same way you do.	to share feelings	<i>Sharing feelings</i> means to tell the reader what you are thinking.
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to share feelings	<i>Sharing feelings</i> means to tell the reader what you are thinking.								
<p><b>repetition</b> - repeating words, phrases, and/or sentences. It is used to make a point.</p>	<p><b>simile</b> - a figure of speech in which two unlike things are compared using the words <b>like</b> or <b>as</b></p> <p>Examples</p> <p>Princess Wilhelmina was as angry as a hornet.          Sir Pentamon was coward like a first time batter at the plate.</p>								
<p><b>metaphor</b> - comparison of one thing to another without the use of <i>like</i> or <i>as</i>.</p> <p>Examples</p> <p>Elizar became a raging tiger when faced by the dragon.          During the night the forest was a dark, frightening battlefield.</p>	<p><b>rhyme</b> - words that end with the same sound</p> <p>Examples</p> <p>boat moat goat wrote coat tote</p> <p>Often rhyming words end with the same letter, but not always, as with tote and coat.</p>								

# Vocabulary Practice

---

astride

astonishment

prevailed

gallant

stalking



Complete the following analogies using one of the words from the list above.

1. astride : sidesaddle :: indifference : \_\_\_\_\_
2. gallant : gentlemanly :: pestering : \_\_\_\_\_
3. prevail : triumph :: straddling : \_\_\_\_\_
4. stalking : hunting :: succeed : \_\_\_\_\_
5. astonishment : expected :: coward : \_\_\_\_\_



genre

fiction

fairy tales

alliteration

myth

author's purpose

repetition

folktales

nonfiction

poetry

drama

fables

rhyme

Fill in the blanks using one of the vocabulary words in the list above.

6. Musical sounding words such as limericks and nursery rhymes are a form of \_\_\_\_\_.
7. A story based on either a real or fictional person which often begins with "Long, long ago" or something similar & has main characters with extraordinary abilities such as great strength is a \_\_\_\_\_. Johnny Appleseed and Paul Bunyan are examples of these.
8. A very old story that explains features of the natural world such as why the sun rises each morning, where thunder comes from, or why the ocean has waves, and usually have gods and goddesses is a \_\_\_\_\_.

9. Stories with imaginary characters such as witches, giants and elves, dragons, ogres, or fairies which usually begin with "Once upon a time" and end with "And they lived happily ever after." are \_\_\_\_\_.
10. Writing that is a work of the imagination and is not necessarily based on fact is \_\_\_\_\_.
11. Writing having dialogue (conversation) or pantomime (gesturing without speech) is \_\_\_\_\_.
12. Peter Piper picked a peck of pickled peppers is a form of \_\_\_\_\_.
13. I'm making a dragon. I'm making a dragon. is an example of \_\_\_\_\_.
14. Girls hung up on pretty. Miss the nitty gritty. is an example of \_\_\_\_\_.
15. The reason an author writes is called \_\_\_\_\_.
16. A short story that ends with, "And the moral of the story is . . ." is most likely a \_\_\_\_\_.
17. Encyclopedias, instructions, labels are examples of this kind of writing \_\_\_\_\_.
18. A type of writing that literature is grouped or categorized is called \_\_\_\_\_.

# ***Vocabulary Practice with all of the Words from The Dragonslayers***

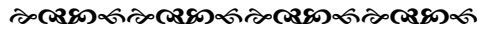
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astride  
stalking  
befuddled

astonishment  
trudged

prevailed  
destined

gallant  
garish



Match each word with its definition.

- |                       |  |
|-----------------------|--|
| 1. _____ destined     | a. determined beforehand, going to happen, fated                                     |
| 2. _____ trudged      | b. offensively or distressingly bright, flashy, gaudy                                |
| 3. _____ garish       | c. to walk or march steadily and usually laboriously, walk with heavy steps, stomped |
| 4. _____ befuddled    | d. to use persuasion successfully, triumph, succeed, overcome, win                   |
| 5. _____ astride      | e. in amazement or wonder, bewilderment, surprised, shocked                          |
| 6. _____ astonishment | f. to go through (an area) in search of prey or quarry , hunt                        |
| 7. _____ prevailed    | g. to muddle or stupefy with or as if with drink, confused                           |
| 8. _____ gallant      | h. with a leg on each side   |
| 9. _____ stalk        | i. nobly or selflessly determined, courageous, fearless, brave, heroic               |



Using the words below, write two **synonyms** for each vocabulary word.

meant            amazement    confused        flashy        knightly        puzzled  
 tromped        won            marched        predecided    succeeded        chasing  
 showy          hunting        courageous    surprise

<u>10. astonishment</u>	<u>11. prevailed</u>	<u>12. gallant</u>	<u>13. stalking</u>
<b>amazement</b>			
<u>14. trudged</u>	<u>15. destined</u>	<u>16. garish</u>	<u>17. befuddled</u>



Fill in the blanks using one of the vocabulary words using one of the following words.

astride                      astonishment                      prevailed                      gallant  
 stalking                      trudged                      destined                      garish  
 befuddled

18. The hunter began \_\_\_\_\_ the lion two days ago.
19. The hikers \_\_\_\_\_ up the steep mountain.
20. The lion tamer \_\_\_\_\_ in teaching the lion to jump through the ring of fire.
21. The \_\_\_\_\_ decorations looked like the discos of the 70's.
22. Bill became \_\_\_\_\_ when he took the pain medication.
23. Sally was \_\_\_\_\_ to be a doctor since both her parents had been doctors.
24. The \_\_\_\_\_ knight fought the battle to win the queen's praise.
25. The princess would not ride side-saddle. She preferred to ride \_\_\_\_\_ .
26. The crew \_\_\_\_\_ through the woods on their way to find the dragon.
27. The crowd cheered in \_\_\_\_\_ as the bi-plane turned a triple loop.
28. The teacher \_\_\_\_\_ in getting all of her students to learn the multiplication tables.

# Vocabulary Test

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- |                           |  |
|---------------------------|--|
| 1. _____ alliteration     | a. writing that is a work of the imagination and is not necessarily based on fact  |
| 2. _____ rhyme            | b. a story based on either a real or fictional person which often begins with "Long, long ago" or something similar & has main characters with extraordinary abilities such as great strength.   |
| 3. _____ genre            | c. comparison of one thing to another without the use of <i>like</i> or <i>as</i> .  |
| 4. _____ repetition       | d. very short story that makes an educational or cautioning point which often end with, "And the moral of the story is . . ."  |
| 5. _____ poetry           | e. reasons authors write   |
| 6. _____ author's purpose | f. a very old story that explains features of the natural world such as why the sun rises each morning, where thunder comes from, or why the ocean has waves                                     |
| 7. _____ folktales        | g. writing having dialogue (conversation) or pantomime (gesturing without speech) such as skits or plays   |
| 8. _____ myths            | h. writing based upon facts and reality such as biographies, procedures and instructions, charts, dictionaries, or textbooks   |
| 9. _____ fairy tales      | i. the repetition of the same sounds or of the same kinds of sounds at the beginning of words  |
| 10. _____ nonfiction      | j. a kind of literary work such as fiction, nonfiction, poetry, or drama   |
| 11. _____ metaphor        | k. writing in musical form such as limericks or nursery rhymes   |
| 12. _____ fiction         | l. repeating words, phrases, and/or sentences  |
| 13. _____ drama           | m. a figure of speech in which two unlike things are compared using the words <b>like</b> or <b>as</b>   |
| 14. _____ fables          | n. stories with imaginary characters such as witches, giants and elves, dragons, ogres, or fairies which usually begin with "Once upon a time" and end with "And they lived happily ever after." |
| 15. _____ simile          | o. words that end with the same sound  |





16. \_\_\_\_\_ astonishment a. to use persuasion successfully, triumph, succeed, overcome, win
17. \_\_\_\_\_ trudge b. courageous, fearless, brave, heroic
18. \_\_\_\_\_ destine c. with one leg on each side, straddle
19. \_\_\_\_\_ gallant d. offensively or distressingly bright, flashy, gaudy
20. \_\_\_\_\_ stalk e. to muddle or stupefy with or as if with drink, confused
21. \_\_\_\_\_ garish f. in amazement or wonder, bewilderment, surprised, shocked
22. \_\_\_\_\_ astride g. determined beforehand, going to happen, fated
23. \_\_\_\_\_ befuddle h. to walk or march steadily and usually laboriously, walk with heavy steps, stomped
24. \_\_\_\_\_ prevail i. to go through (an area) in search of prey or quarry , hunt

# ***The Dragonslayers***

## ***Chapters 1 & 2 Pages 1 - 11***

---

1. What were Grizelda and Phrenella making?
  - a) a dragon
  - b) a prince
  - c) a disappearing potion
  - d) lizards
  
2. What creature did the witches put in the cauldron?
  - a) snake
  - b) rat
  - c) lizard
  - d) cat
  
3. Who helped Grizelda and Phrenella with the magic potion?
  - a) the elves
  - b) the trolls
  - c) the dwarf
  - d) the goons
  
4. Why did Grizelda want a dragon?
  - a) as a pet
  - b) to revenge her lost child
  - c) to fight the prince
  - d) to kill the goons
  
5. Why was the king teased as a boy?
  - a) The king was very short.
  - b) The king couldn't hold his sword properly.
  - c) The king had a girl name.
  - d) The king's sister could beat him up.
  
6. Why was Princess Wilhelmina upset with her father, King Mildred?
  - a) King Mildred wanted to pick her husband.
  - b) King Mildred wouldn't let her ride with the knights.
  - c) King Mildred wanted her to wear pink, frilly dresses.
  - d) King Mildred wanted her to travel to England.

7. Princess Wilhelmina is \_\_\_\_\_ years old.

- a) 18
- b) 20
- c) 16
- d) 14

8. Before she married Princess Wilhelmina wanted \_\_\_\_\_.

- a) to buy a beautiful gown
- b) to be a knight
- c) to have a big party
- d) to cut her hair

9. A peasant woman came into the castle wailing. She told King Mildred \_\_\_\_\_.

- a) her house burned down
- b) she was attacked by one of his knights
- c) she had seen a dragon
- d) she wanted to help take care of Wilhelmina

10. Read the following sentence from *The Dragonslayers*.

The wind began to pick up.

Now read the dictionary entry. Which dictionary definition shows how the word pick is used in the sentence?

- 1. to choose or select from among a group: to pick a contestant from the audience
- 2. to open (a lock) with a device other than the key
- 3. to accelerate; gain (speed)
- 4. to pluck or gather one by one: to pick flowers

- a) 1
- b) 2
- c) 3
- d) 4

11. After reading Chapters 1-2 which question are you able to answer?

- a) Will Princess Wilhelmina get married?
- b) What will King Mildred do about the dragon that is in his kingdom?
- c) How many items did the goons toss into the cauldron?
- d) What is Grizelda making in her bubbling cauldron?

12. Which statement contains a cause and effect relationship?

- a) The two witches were standing in front of Grizelda's cottage.
- b) Phrenella stood near the fire, muttering the names of the things the goons tossed into the cauldron.
- c) Bolts of lightning streaked through the jet-black sky, sending the goons scurrying for shelter.
- d) Grizelda leapt astride her broom and soared into the darkness.

# *The Dragonslayers*

## **Chapters 3 - 4 Pages 12 - 28**

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1. What was Wilhelmina's reaction to hearing there was a dragon in the kingdom?
  - a) Wilhelmina was scared.
  - b) Wilhelmina wanted to go fight the dragon.
  - c) Wilhelmina ran and hid in her room.
  
2. King Mildred's knights were \_\_\_\_\_.
  - a) the meanest and toughest men around
  - b) a brave lot
  - c) a collection of fools and clowns
  
3. Sir Pentamon said he could not fight the dragon because \_\_\_\_\_.
  - a) he had a broken arm
  - b) he had a cold
  - c) he had back trouble
  - d) he must visit his mother in the next kingdom
  
4. King Mildred said he would give \_\_\_\_\_ to the person who killed the dragon.
  - a) half his kingdom
  - b) his sword
  - c) a small castle
  - d) gold
  
5. \_\_\_\_\_ volunteered to slay the dragon.
  - a) Sir Pentamon, the head knight
  - b) Sir Filibuster, the second most senior knight
  - c) Sir Wexler, the lowest knight
  - d) Elizar, the oldest squire
  
6. Elizar asked for \_\_\_\_\_ to help him in his quest for the dragon.
  - a) a squire, sword, and shield
  - b) a suit of armor
  - c) a horse
  - d) an army
  
7. Why were Edric, Farrell, Velton, and Georg mad at Brian?
  - a) Brian locked them in the castle.
  - b) Brian beat each of them at arm wrestling.
  - c) Brian asked if they could come and help him slay the dragon.
  - d) Brian made them look like cowards.
  
8. Brian named his sword \_\_\_\_\_.
  - a) Dragonwhacker
  - b) Excalibur
  - c) Wonder
  - d) Avenger

9. Brian and Elizar knew they were following the dragon when \_\_\_\_\_.

- a) they saw broken branches.
- b) they saw the scorched earth.
- c) they saw its footprints.

10. Read this selection from *The Dragonslayers*.

He didn't notice the look on his daughter's face, nor hear her mutter to herself, "Not if I get there first, Daddy."

Based on the selection it is likely that in the future that Princess Wilhelmina

- a) will marry one of the knights
- b) will try to slay the dragon.
- c) will travel to the next kingdom to get help
- d) will wear a suit of armor.

11. *The Dragonslayer* can best be described as a work of \_\_\_\_\_.

- a) reality
- b) fantasy

12. Which statement from *The Dragonslayers* is an opinion?

- a) I dislocated my shoulder during jousting practice last week.
- b) I will! Half my kingdom to whoever slays that dragon!
- c) The other page boys stared at him in a way that indicated they would be perfectly happy if the dragon managed to swallow him whole at some point during the adventure.
- d) King Mildred raised his hand and said, "I pronounce you - the Dragonslayers!"

13. Read these lines from *The Dragonslayers*.

"I've heard stories about this place since I was little," Brian whispered as they drew closer to its borders.

These lines suggest

- a) Brian has never been to the Forest of Wonder.
- b) the forest is full of talking animals and half-human creatures.
- c) odd enchantments befall humans that enter the forest.
- d) the forest would hold all manner of strange and terrible things

14. Complete the following story map.

Story Map

<b>Main Characters</b> Wilhemia Elizar Brian	<b>Setting</b> Castle Magical Forest
<b>Problem</b>	<b>Solution</b> Elizar and Brian set out to slay the dragon.

- a) King Mildred tells his daughter she must marry.
- b) Grizelda losses her husband and child.
- c) A dragon that was made by Grizelda is terrorizing King Mildred's kingdom.
- d) The Forest of Wonder is full of strange and terrible things including talking animals and half-human creatures.

# *The Dragonslayers*

## **Chapters 5 -6 Pages 29-40**

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1. Why was Willie upset with her father?
  - a) He wanted her to wear pink gowns, and she hated pink.
  - b) She wanted chicken for supper, and he wanted beef.
  - c) She wanted to go slay the dragon, and he wouldn't let her because she was a girl.
  - d) He wanted her to learn how to dance the waltz and Willie had two left feet.
  
2. The maid wanted Willie to \_\_\_\_\_.
  - a) take a carriage ride
  - b) cook
  - c) embroider
  - d) come downstairs for dinner
  
3. Willie did not want the palace staff to clean out her wardrobe \_\_\_\_\_.
  - a) because they might take her jewelry
  - b) because they might find the boy's clothes hidden in it
  - c) because she liked it cluttered
  - d) because she hid food for her midnight snack inside it
  
4. To look more like a peasant Willie \_\_\_\_\_.
  - a) smeared dirt on her face
  - b) put on boots
  - c) tore her clothes
  - d) wore a big overcoat
  
5. How did Willie get out of the castle unseen?
  - a) No one recognized her in her peasant clothes.
  - b) Willie climbed out of the castle through a secret passageway.
  - c) Willie hid inside the laundry basket that was carried out of the castle.
  - d) Willie waited until everyone was asleep and slipped outside.
  
6. Who was yelling, "Help! HeIIIIIIIIp!"?
  - a) Queen Hortense
  - b) King Mildred
  - c) Sir Pentamon
  - d) a fox
  
7. Elizar and Brian had their first fight with \_\_\_\_\_.
  - a) the goons
  - b) some foxes
  - c) three bears
  - d) several elves

8. Who is Grizelda?
- a knight
  - the chief witch
  - a talking fox
  - the dragon
9. The fox could help Brian and Elizar by \_\_\_\_\_.
- tracking down the dragon
  - showing them where to find food
  - showing them how to find the witch
  - taking them to the circle of magic
10. Which statement from The Dragonslayers is an opinion?
- She slammed her door, then threw herself across her bed.
  - Throwing aside the pillow, she jumped from the bed and went to the large chair near the window.
  - At that moment one of the maids-in-waiting poked her head into the room.
  - Look at that skin. Peaches and cream, Mother always calls it. It's so wholesome it's revolting!
11. Which sequence best describes the order of events in The Dragonslayers?
- Elizar and Brian go to the Forest of Wonder to find the dragon.
  - A peasant woman runs into the castle to tell King Mildred she has seen a dragon.
  - King Mildred's knights make up reasons why they can not slay the dragon.
  - Grizelda casts a spell on a lizard to turn it into a dragon.
- 2, 4, 3, 1
  - 2, 3, 1, 4
  - 4, 2, 1, 3
  - 4, 2, 3, 1
12. Which of the following is NOT a main character in The Dragonslayers?
- Elizar
  - Edric
  - Brian
  - Princess Willie
13. What is the setting of The Dragonslayers?
- a magical kingdom during the times of knights
  - Elizar, Brian, and Princess Willie
  - A dragon is terrorizing King Mildred's kingdom.
  - King Mildred knights Elizar so that he may go slay the dragon.
14. Based on the story so far it is likely that
- Elizar and Brian will meet Princess Willie in the Forest of Wonder.
  - Princess Willie will embroider a banner for the knights.
  - King Mildred will go slay the dragon.
  - Queen Hortense will make a lady out of Princess Wilhelmina.



# *The Dragonslayers*

## **Chapters 7 - 8 Pages 41 - 55**

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1. Princess Wilhelmina learned about tracking from \_\_\_\_\_.
  - a) her father
  - b) Brian
  - c) Elizar
  - d) books
  
2. As Willie was trying to decide the best way to track the dragon she heard \_\_\_\_\_ yelling for help.
  - a) a bear
  - b) a spider
  - c) Brian
  - d) Elizar
  
3. The bear was \_\_\_\_\_.
  - a) caught in a trap
  - b) entangled in a spider web
  - c) stuck in the middle of the stream
  - d) wounded by an arrow
  
4. Willie killed the giant spider by \_\_\_\_\_.
  - a) cutting off its head
  - b) stabbing it in the belly with her sword
  - c) backing it into the river
  - d) catching it on fire
  
5. The bear was \_\_\_\_\_.
  - a) so thankful that it wanted to help Willie kill the dragon
  - b) embarrassed to be rescued by a girl
  - c) proud to have such a brave princess
  - d) mad at Willie for cutting him down
  
6. What did the dragon eat?
  - a) cows
  - b) bears
  - c) deer
  - d) people
  
7. \_\_\_\_\_ were the witches' spies.
  - a) The goons
  - b) The spiders
  - c) The bears
  - d) The peasants

8. Grizelda made the dragon \_\_\_\_\_.
- a) just for kicks
  - b) for money
  - c) to get revenge on King Mildred
  - d) to see if the spell would really work
9. What made Grizelda go bad?
- a) King Mildred told Grizelda she must work at the castle.
  - b) The soldiers stole her money.
  - c) Her husband and child were killed.
  - d) She was captured by an evil wizard.
10. Grizelda gave the goon \_\_\_\_\_ as a special treat.
- a) a chocolate covered bat wing
  - b) a pickled egg
  - c) a liver cookie
  - d) a cinnamon frog
11. Which question does The Dragonslayers answer in Chapters 7-8?
- a) Who will slay the dragon?
  - b) What happened to the giant spider?
  - c) How big is the dragon?
  - d) Will the dragon hurt King Mildred?
12. Bruce Coville wrote The Dragonslayers \_\_\_\_\_.
- a) to entertain readers with a magical story about heroes and dragons
  - b) to inform readers about the dangers of dragons
  - c) to persuade readers to read more fantasy stories
  - d) to share feelings about an experience Coville had as a young boy
13. Which statement about The Dragonslayers contains a cause and effect relationship?
- a) Because Grizelda felt King Mildred was responsible for the loss of her family, she created a dragon to seek revenge.
  - b) Grizelda studied for three years to learn how to become a witch.
  - c) King Mildred's men took Grizelda's husband off to fight in a war.
  - d) Grizelda's son had a birthmark that looked like a dragon on his shoulder.
14. Which statement about The Dragonslayers contains an opinion?
- a) It took three years for Grizelda to gather all that she needed to create a dragon.
  - b) Grizelda closed her eyes for a moment.
  - c) Grizelda made a gesture, and a giant mushroom sprouted beneath her hand.
  - d) The other witches were thrilled at how evil Grizelda's dragon had become.

# *The Dragonslayers*

## **Chapters 9 - 10 Pages 56 - 73**

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1. Brian heard \_\_\_\_\_ before falling asleep.
  - a) birds
  - b) singing
  - c) wind
  - d) bells
  
2. The spirits of the forest put Brian to sleep \_\_\_\_\_.
  - a) to keep him from finding the dragon
  - b) to make sure it was safe to talk to him
  - c) because Grizelda sent them to catch Brian
  - d) because Brian was invading their home
  
3. The spirits wanted Brian to \_\_\_\_\_.
  - a) kill the dragon
  - b) send help to rescue Tymbal
  - c) free the bear
  - d) carry a message to King Mildred
  
4. What did the spirits tell Brian?
  - a) The dragon sleeps in a cave nearby.
  - b) The forest would help him fight the dragon.
  - c) Grizelda had made the dragon.
  - d) The trees would show him the way to the dragon.
  
5. The first thing Brian noticed about the dragon was \_\_\_\_\_.
  - a) it smelled like sulfur
  - b) it was 20 feet tall
  - c) it was green
  - d) it could fly
  
6. The dragon was \_\_\_\_\_.
  - a) yellow with fins
  - b) green with feathers
  - c) bronze with wings
  - d) purple with horns
  
7. Willie told Brian that she was \_\_\_\_\_.
  - a) Princess Wilhelmina
  - b) Bill
  - c) the dragonslayer
  - d) a friend

8. What did Elizar say that surprised Willie?
- a) She could come along and help fight the dragon.
  - b) The dragon wasn't scary.
  - c) The dragon had a weak spot.
  - d) The dragon had laid eggs.

9. Willie wanted to rest in \_\_\_\_\_ for the night.
- a) the fox's den
  - b) the bear's cave
  - c) Grizelda's cottage
  - d) the hollow tree

10. What conclusions can the reader draw from this passage?

"Well, stop worrying," said Brian, resting his hand on his sword. "I'm here to kill the beast."

"It is not that simple," said Tymbal. "The strength of one alone cannot do it."

"But the forest has powers to help," added a fourth spirit, who had somehow arrived without Brian noticing.

"What do you mean?" Brian asked.

"The old magic of the earth is strongest here in the forest," said Florissa. "If you reach out for it, it will give you strength."

- a) Brian will not be able to slay the dragon without the help of the peasants in the village.
- b) The trees will come alive and help battle the dragon.
- c) The spirits of the forest are evil creatures for casting a spell on Brian.
- d) The powers of the magical forest will help slay the dragon.

11. Which sequence best describes the order of events in The Dragonslayers?

- 1) Brian finds Willie staring at the dragon.
- 2) The tree spirits speak with Brian about finding strength from the forest to help slay the dragon.
- 3) The tree spirits cast a spell on Brian to make him sleep.
- 4) Willie finds Grizelda's cottage.
- 5) Elizar asked Willie to come with them to hunt for the dragon.

- a) 3, 5, 4, 2, 1
- b) 5, 4, 3, 2, 1
- c) 3, 2, 1, 5, 4
- d) 2, 1, 5, 3, 4

12. Which question does *The Dragonslayers* answer in Chapters 9-10?

- a) How will the dragon be slain?
- b) What will Grizelda do when she sees Brian, Elizar, and Willie near her cottage?
- c) What do the fox and the bear say to one another when they first meet?
- d) Why do the tree spirits cast a spell to put Brian to sleep?

13. Which statement about *The Dragonslayers* contains a cause and effect relationship?

- a) Between the fact that she wanted to learn more about the old man, and the fact that it was nice to have a little company, she decided she would stay with the group until nightfall.
- b) There's a clearing with a cottage at the far side.
- c) "My feet are killing me," moaned the bear.
- d) Brian and Willie both launched into descriptions of the monster.

14. The main conflict in *The Dragonslayers* is mostly the result of which event?

- a) Brian wants to slay a dragon.
- b) Grizella wants to seek revenge on King Mildred.
- c) Elizar told Willie that he doesn't care how the dragon is slain as long as it gets done.
- d) King Mildred offered a reward of half his kingdom and his daughter's hand in marriage to the person who slays the dragon.

# *The Dragonslayers*

## **Chapters 11 - 12 Pages 74 - 85**

---

1. King Mildred and Queen Hortense regretted \_\_\_\_\_.
  - a) that Wilhelmina was not a boy
  - b) that they had not listened to what Wilhelmina wanted
  - c) that they had not kept a guard on Wilhelmina
  
2. Grizelda \_\_\_\_\_ when she knew guests were coming.
  - a) looked into the crystal ball to see what they wanted
  - b) fixed a magical supper
  - c) hid the goons in the closets
  - d) cast a spell over the house to make it appear as if it were empty
  
3. When Elizar sat on the stump \_\_\_\_\_.
  - a) it turned into a frog
  - b) it yowled
  - c) it moved
  - d) it told him to get off
  
4. Bill wanted Brian to \_\_\_\_\_ the stump.
  - a) kiss
  - b) kick
  - c) cut
  - d) burn
  
5. Elizar went to the creek \_\_\_\_\_.
  - a) to wash his hands
  - b) to get a drink of water
  - c) to soak his bruised foot
  - d) to get water for the fox and bear
  
6. What did Grizelda do to Brian?
  - a) tied up his hands
  - b) cast a spell of pain, doom, and tears
  - c) pushed him in the creek
  - d) gave him to the goons
  
7. Which statement from The Dragonslayers contains an opinion?
  - a) It turned out that his armor really was leaking and he had water in his boots.
  - b) "Come and sit over here, my dear," said the queen, leading the king to a mossy spot in the clearing.
  - c) Across the clearing King Mildred was sitting on a tree stump while the queen rubbed his neck.
  - d) Things won't be any different you know. You're both very stubborn-and you both want different things.

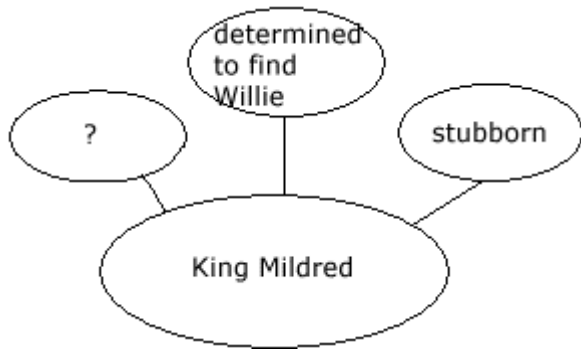
8. What inference can the reader make from this text?

"Don't you think we've looked long enough, Your Majesty?" moaned Sir Pentamon.

"Nonsense," snapped the king, who had dark circles under his eyes. "We won't stop until we find her!"

- a) King Mildred will not be able to find Princess Willie.
- b) King Mildred and his knights have been searching for Princess Willie for a long time.
- c) Sir Pentamon is a hard-working, faithful knight to King Mildred.
- d) Princess Willie is loved by the knights.

9. Complete the story web.



- a) loves and misses Willie
- b) angry
- c) an evil tyrant
- d) mean and hateful

10. What prediction can the reader make from Grizelda's spell?

Spirits of the dark and gloom  
Cast a spell of pain and doom:  
Stay his hand when dragon nears  
And let his quest bring pain and tears!

- a) Brian will slay the dragon.
- b) Brian will be unable to move a hand against the dragon.
- c) The dragon will kill Brian.
- d) Brian will live happily ever after.

# *The Dragonslayers*

## **Chapters 13 - 14 Pages 86 - 99**

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1. Brian had \_\_\_\_\_ on his shoulder.
  - a) a dragon birthmark
  - b) a bruise
  - c) a deep cut
  - d) freckles in the shape of the big dipper
  
2. When Grizelda heard Brian say he had a dragon-shaped birthmark, she \_\_\_\_\_.
  - a) knew the spell had worked
  - b) knew he was her son
  - c) knew he would be the one to kill the dragon
  - d) knew he was really the son of King Mildred
  
3. When Elizar spilled water on the stump \_\_\_\_\_.
  - a) sparks flew out of it
  - b) it grew into a live tree
  - c) it caught on fire
  - d) it turned into a cat
  
4. Grizelda gave Brian \_\_\_\_\_.
  - a) a cape
  - b) a magic wand
  - c) a spell book
  - d) a healing potion
  
5. Grizelda took out the dragon's heart \_\_\_\_\_.
  - a) so it wouldn't have feelings
  - b) because dragons are usually killed by putting a sword through their hearts
  - c) so she could control its emotions
  
6. The dragon was vulnerable \_\_\_\_\_.
  - a) only on its heels
  - b) in the stomach
  - c) if someone knew its name
  - d) if you knew the right spell
  
7. Why did Brian NOT want to win Wilhelmina's hand in marriage?
  - a) Brian thought she was ugly.
  - b) Willie acted like a boy.
  - c) Brian wanted to marry for love.
  - d) Brian thought Willie liked Edric and wanted to marry him.



8. Fewmets are \_\_\_\_\_.
- a type of bird
  - small furry animals
  - dragon droppings
  - plants
9. Willie woke the bear \_\_\_\_\_.
- so they could go find the dragon
  - to keep him from snoring
  - so he could help her hunt breakfast
10. Which question is NOT answered in Chapters 13-14?
- How is the tree stump spell broken?
  - Who is Grizelda's son?
  - How is the dragon vulnerable?
  - What is the dragon's name?
11. Based on the story one could conclude all of the following EXCEPT
- the dragon will be killed by a stab to the heart.
  - Willie, Elizar, and Brian will try to figure out the dragon's name.
  - Grizelda is upset that she cast a spell against her own son.
  - Willie will find the dragon first.
12. The Dragonslayers is similar to the kind of writing found in
- a play
  - a biography
  - nonfictional essay
  - personal narrative
13. Which sequence best describes the order of events in The Dragonslayers?
- Brian learns that the dragon is vulnerable to the person who knows its name.
  - The tree stump turns into a cat.
  - Willie and the bear sneak off to hunt for the dragon.
  - Grizelda gives Brian a healing potion.
  - Grizelda casts a spell on Brian.
- 5, 1, 3, 2, 4
  - 5, 2, 4, 1, 3
  - 5, 1, 3, 4, 2
  - 2, 4, 1, 5, 3

14. Complete the graphic organizer.



- a) Willie
- b) Elizar
- c) fox
- d) Brian

# *The Dragonslayers*

## **Chapters 15 - 16 Pages 100 - 111**

---

1. Elizar told Brian to \_\_\_\_\_.
  - a) get out of harm's way
  - b) attack the dragon first
  - c) go for help
  - d) let Bill slay the dragon
  
2. Which animal rushed to fight the dragon after Elizar was down?
  - a) cat
  - b) fox
  - c) bear
  
3. What decision did Brian have to make?
  - a) whether to fight the dragon or help Elizar
  - b) whether to stay and fight or run for help
  - c) whether to attack the dragon from the front or rear
  - d) whether to use Dragonwhacker or his ax to fight the dragon
  
4. \_\_\_\_\_ saved Brian and Elizar from the dragon.
  - a) The bear
  - b) Grizelda
  - c) Willie
  - d) The fox
  
5. The dragon \_\_\_\_\_ stopped Willie from attacking.
  - a) speaking to her
  - b) blowing smoke in her face
  - c) hitting her with his tail
  - d) rolling over and playing dead
  
6. How did the voice of the forest help Brian?
  - a) The voice said the trees would not let the dragon leave.
  - b) The voice said it could blow out the dragon's fire.
  - c) The voice told Brian that the dragon's source of strength was fear.
  - d) The voice told Brian where he should stab the dragon.
  
7. The dragon's name was \_\_\_\_\_.
  - a) Puff
  - b) Dragon Heart
  - c) Brian
  - d) Fear

8. \_\_\_\_\_killed the dragon.
- a) Bill
  - b) Brian
  - c) Elizar
  - d) The bear
9. \_\_\_\_\_came after the dragon died.
- a) Grizelda
  - b) King Mildred and Queen Hortense
  - c) The goons
  - d) The bear
10. Which statement from The Dragonslayers contains a cause and effect relationship?
- a) Brian helped Elizar buckle his armor.
  - b) Because the dragon lashed out with its right foreleg, the old knight swooshed into the air and smashed against a tree.
  - c) "It's too late to help me," moaned the old knight.
  - d) Finally he used his teeth to get the cork loose.
11. Which statement below shows the reader that The Dragonslayers is a fantasy?
- a) The dragon chuckled, causing smoke to curl from its nose.
  - b) Willie gasped and took a step back.
  - c) Feel the fear that freezes bones.
  - d) Suddenly Brian heard the sound of bells from somewhere nearby.
12. Which conclusion may a reader of The Dragonslayer make after reading Chapter 16?
- a) Brian will discover that Grizelda is his real mother.
  - b) Elizar will die from his wounds.
  - c) The king's knights will have a tough battle trying to slay the dragon.
  - d) King Mildred will have to give half of his kingdom to his own daughter Willie.
13. The Dragonslayers was most likely written for:
- a) adults learning martial arts
  - b) designers making a dragon for the Chinese New Years parade
  - c) historians wanting to learn the history of dragon tales
  - d) young people wanting to read a captivating story
14. Select the best title for Chapter 16.
- a) King Mildred to the Rescue
  - b) A Downed Warrior
  - c) A Fight to the Death
  - d) The Bear, the Fox, and the Cat

# *The Dragonslayers*

## **Chapters 17 Pages 112 - 119**

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1. What promise did King Mildred make to the slayer of the dragon?
  - a) a wagonload of gold
  - b) his daughter's hand in marriage
  - c) to be knighted
  - d) a dozen of the finest horses
  
2. Willie's hair was \_\_\_\_\_.
  - a) black
  - b) brown
  - c) blond
  - d) red
  
3. What misunderstanding did Elizar and Grizelda have?
  - a) They each thought the other was dead.
  - b) They both thought the king was evil.
  - c) They both thought Brian was living with the king.
  
4. Willie asked of Elizar \_\_\_\_\_.
  - a) if he could live with Grizelda
  - b) if he could take a fourth of the kingdom
  - c) if he could be her chief of knights
  - d) if she would marry him
  
5. What did Willie do for Brian?
  - a) gave him a feast
  - b) knighted him
  - c) gave him the bear as a pet
  - d) gave him the cottage
  
6. Which sequence best describes the order of events in The Dragonslayer?
  - 1) King Mildred and Queen Hortense arrive.
  - 2) Willie pulls off her hat showing everyone that she is really the princess.
  - 3) Willie slays the dragon.
  - 4) Elizar and Brian learn the truth about their family.
  - 5) Willie asks Elizar and Brian to be her knights.
  - 6) King Mildred gives Willie half his kingdom.
  - a) 3, 1, 6, 2, 4, 5
  - b) 3, 1, 6, 4, 2, 5
  - c) 3, 5, 1, 6, 2, 4
  - d) 1, 6, 5, 4, 2, 3

7. Which of the following is NOT a main character in The Dragonslayers?

- a) Brian
- b) Grizelda
- c) Queen Hortense
- d) Willie

8. Which question does The Dragonslayers answer?

- a) Will Willie get married?
- b) Will Grizelda continue to cast spells?
- c) What will Brian do with his life?
- d) What quests will Wilhelmina the Bold send Brian to do?

**Skill**

**Practice**

# ***Skill Lesson Reality vs. Fantasy***

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## **Rules**

Reality is something that is real. People can prove that is genuine, authentic, or true. It is something that actually exists.

Fantasy is something that is make believe. In stories fantasy is from the author's imagination, invented by the author.

## **T Chart**

Below is a list of characters from *The Dragonslayers*. Fill in the T chart below. Write the characters under the correct topic heading.

King                      goon                      dragon                      page                      spiders as big as a bear  
knight                      queen                      talking animals such as bears, foxes, or cats                      squire                      witch

**Reality**

**Fantasy**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Real or Fantasy

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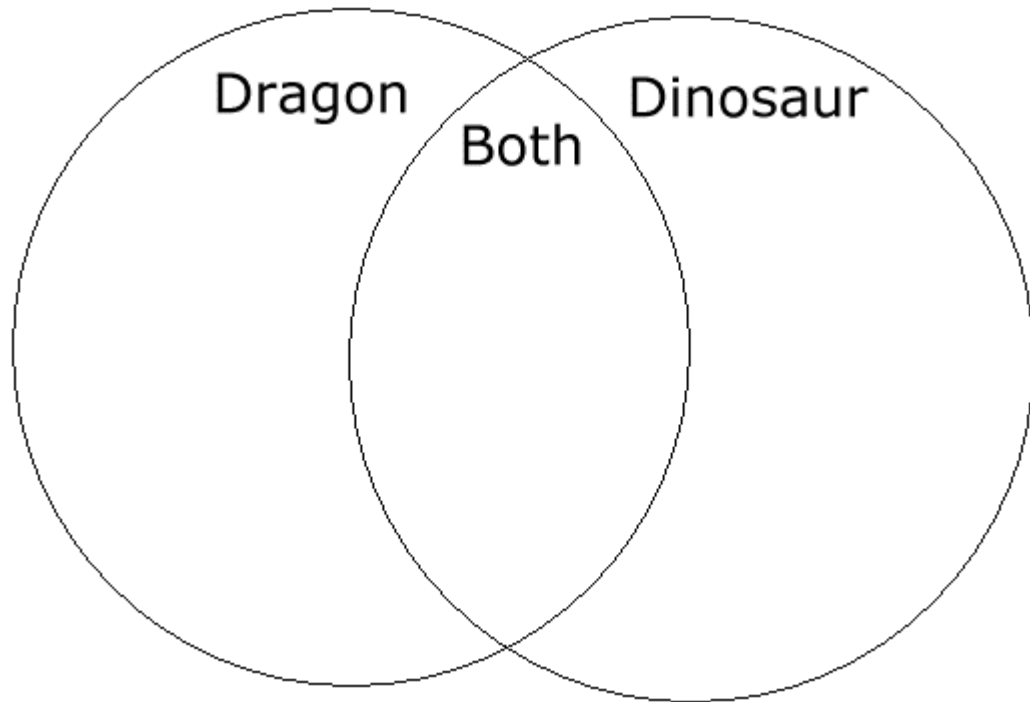
Although *The Dragonslayer* is a book of fantasy, excerpts could be real. Decide if each selection from *The Dragonslayer* is an example of reality or fantasy. Write **R** in front of each item that is real or write **F** in front of each item that is fantasy.

1. \_\_\_\_\_ Grabbing her broom, she leapt astride it and soared into the darkness.
2. \_\_\_\_\_ "Why?" asked her mother, Queen Hortense. "That's what I don't understand, Willie. I would think you would be delighted that your father is ready to choose your husband."
3. \_\_\_\_\_ Then a tiny creature-something like a lizard, yet somehow . . . different-scrambled from the wreckage. Rearing on its hind legs, it spit fire at one of the goons, which ran shrieking into the forest as flames singed its pants.
4. \_\_\_\_\_ While waiting for his knights, King Mildred sent the peasant woman to be cared for by a doctor.
5. \_\_\_\_\_ The boy looked at the old man. With his ramshackle armor and battered shield, he was hardly the kind of knight Brian himself dreamed of becoming.
6. \_\_\_\_\_ Other trees stretched to the sides and into the distance as far as they could see-which was not far, given the thick undergrowth. Streamers of moss and thick vines trailed from the branches.
7. \_\_\_\_\_ A dragon from the Forest of Wonder is ravaging the kingdom! A fierce, man-eating, house-burning dragon. He's eight feet tall and twenty feet long. He has a face made of fear, teeth like daggers, a roar that can stop your heart.
8. \_\_\_\_\_ When the fox spotted the two humans it cried, "Help! Hellllllllp! You have to save me!"
9. \_\_\_\_\_ An enormous spiderweb stretched across the center of the clearing. Its intricate pattern was woven from silvery strands as thick as her little finger. Stuck in the middle of the web was a fat bear.
10. \_\_\_\_\_ Once, a long time ago, I was a mere peasant woman, just as normal as could be. I had a little house where I lived with my husband, who was very old, and my son, who was very young. Life was hard, but I was happy.

## Venn Diagram

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Stories of dragons have been told for thousands of years. Some people think stories of dragons were invented after someone found dinosaur fossils. How are these creatures, one real and one fantasy, alike and different? Complete the Venn Diagram below with some of your thoughts.



# ***Skill Lesson Genres***

## ***(Oral Traditions)***

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### **Real or Fantasy**

<p><b>Fairy tales</b> are stories with imaginary characters such as witches, giants and elves, dragons, ogres, or fairies.</p> <p>Fairy tales. . . .</p> <ul style="list-style-type: none"> <li>• usually begin with "Once upon a time" and end with "And they lived happily ever after."</li> <li>• have good and evil characters.</li> <li>• have heroes which are often princesses or princes.</li> <li>• generally contain magic.</li> <li>• have a problem and a solution.</li> <li>• have events happening in "threes" or "sevens".</li> </ul>	<p>A <b>folktale</b> is a story based on either a real or fictional person.</p> <p>Folktales . . . .</p> <ul style="list-style-type: none"> <li>• often begins with "Long, long ago" or something similar.</li> <li>• have main characters with extraordinary abilities such as great strength.</li> </ul>
<p>A <b>fable</b> is a very short story that makes an educational or cautioning point.</p> <p>Fables . . . .</p> <ul style="list-style-type: none"> <li>• often end with, "And the moral of the story is . . ."</li> <li>• use animals as characters that speak and act like humans</li> <li>• have a conflict and a resolution (a problem and a solution)</li> </ul>	<p>A <b>myth</b> is usually a very old story that explains features of the natural world such as why the sun rises each morning, where thunder comes from, or why the ocean has waves.</p> <p>Myths. . . .</p> <ul style="list-style-type: none"> <li>• often include gods and goddesses and other supernatural characters who have the power to make unexpected things happen.</li> <li>• try to answer serious questions about how things began or occurred.</li> </ul>

What do fairy tales, folktales, fables, and myths all have in common?

- fictional stories
- told and retold for generations before they were written down
- very old

## Categorizing - Oral Activity

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Have the students use response cards. Name the following titles and have students hold up the response card that tells which of the following Oral Traditions the title could best be described as.

1. Mike Fink (river-boatman) **folktales**
2. The Ant and the Grasshopper **fables**
3. Hansel and Gretel **fairy tales**
4. Davy Crockett (king of the wild frontier) **folktales**
5. The Little Engine that Could **fables**
6. The Shoemaker and the Elves **fairy tales**
7. Beauty and the Beast **fairy tales**
8. Pecos Bill (helped in taming of the Western frontier) **folktales**
9. The Sun God Apollo Drives his Chariot Across the Sky **myths**
10. Annie Oakley (amazing talent and luck led to a starring role in Buffalo Bill's Wild West Show) **folktales**
11. Rapunzel **fairy tales**
12. Achilles Heel **myths**
13. Little Red Riding Hood **fairy tales**
14. Snow White and the Seven Dwarfs **fairy tales**
15. Paul Bunyan (fictional lumberjack of huge size and strength) **folktales**
16. Little Mermaid **fairy tales**
17. The Boy who Cried Wolf **fables**
18. The Princess and the Pea **fairy tales**
19. Tuli drives an earth-laden sled pulled by flea-infested dogs: when the dogs stopped to scratch, the earth shakes **myths**
20. Town Musicians **fairy tales**
21. Persephone travels to the underworld changing summer into fall **myths**
22. Brer Rabbit (a fictional character, the hero of the Uncle Remus stories) **folktales**
23. Sacajawea (lead Louis and Clark to Pacific Ocean) **folktales**
24. The Emperor's New Clothes **fairy tales**
25. John Henry (built railroads) **folktales**
26. The Fox and the Grapes **fables**
27. The Native American Great Spirit Makes Earth **myths**

Ask students to name additional titles that fall into these 4 categories, and have students use response cards to categorize.

## Complete the Chart

Place each of the following titles under the correct category.

Cinderella

The Lion and the Mouse Paul Bunyan

Thoth, God of the Moon

The Tortoise and the Hare

Poseidon, the sea god, Creates a Tidal Wave Sleeping Beauty

Johnny Appleseed

<b>fairy tales</b> 1. _____ 2. _____	<b>folktales</b> 1. _____ 2. _____
<b>fables</b> 1. _____ 2. _____	<b>myths</b> 1. _____ 2. _____

## Why

Which category would you place *The Dragonslayers* in? List the reasons why:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

# ***Skill Lesson Fact or Opinion***

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## **Rules**

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- A fact is a statement that can be proved.
- An opinion is a person's thoughts or feelings. Look for these clue words to help you determine if the statement is an opinion.

feel, believe, always, never, none, most, least, best, and worst

Descriptive words are also a sign of an opinion. The **beautiful** cottage belonged to Grizelda.

## **Determining Fact and Opinion**

---

Some of the following sentences are statements of fact. Some are statements of opinion. In the blank before each sentence, write the letter F if that sentence is a statement of fact. Write O if that sentence is a statement of opinion.

Example:

\_\_\_\_\_ O \_\_\_\_\_ This peaches and cream skin is so wholesome it's revolting!

- \_\_\_\_\_ 1. The two witches were standing in front of Grizelda's cottage.
- \_\_\_\_\_ 2. Rolling up her sleeves, she began to wave her arms over the cauldron.
- \_\_\_\_\_ 3. Grizelda began to chant strange and incomprehensible words.
- \_\_\_\_\_ 4. The fire made their shadows flicker and dance around the edge of the clearing.
- \_\_\_\_\_ 5. The potion began to boil.
- \_\_\_\_\_ 6. She hurled a newt into the cauldron.
- \_\_\_\_\_ 7. Thunder seemed to shake the trees where they stood.
- \_\_\_\_\_ 8. As far as he was concerned, he had been so much kinder in naming his daughter than his parents had been to him.
- \_\_\_\_\_ 9. The suitors are anxious to meet you.

\_\_\_\_\_ 10. They're all willing to marry you-which is no small thing, considering how pig-headed you are.

\_\_\_\_\_ 11. She fell over in a dead faint.

\_\_\_\_\_ 12. Pulling the door shut behind her, she leaned her head against it and whispered, "So long, Mom and Dad!"

# ***Skill Lesson Author's Purpose***

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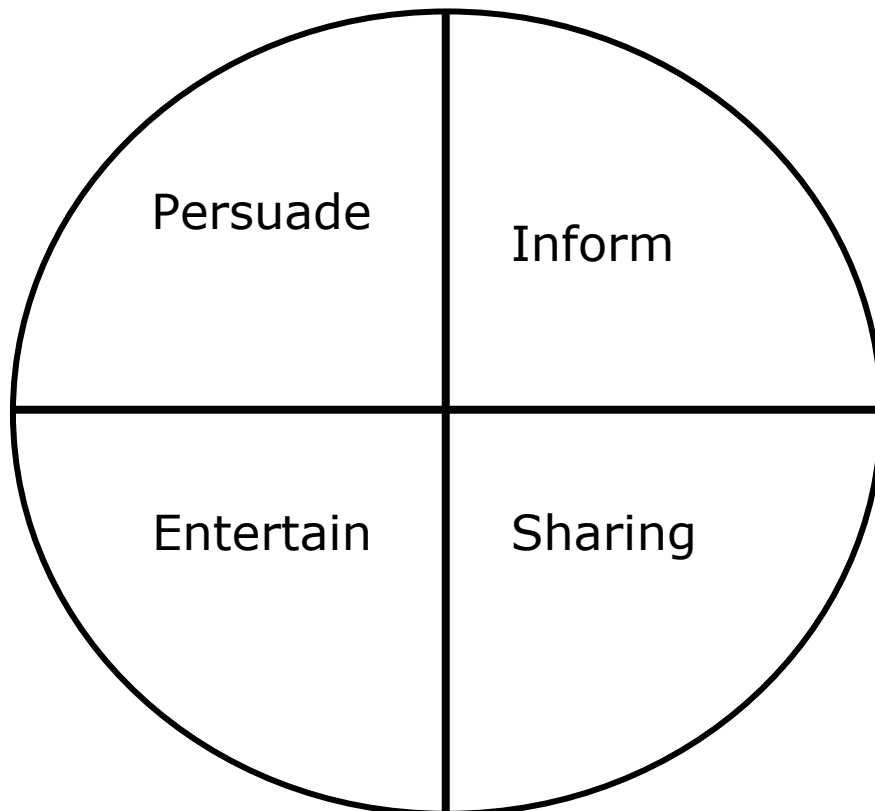
## **Rules**

---

Authors write for many reasons. Some of the following are:

to entertain	<i>Entertain</i> means to <b>amuse</b> someone. fictional stories, comics, poems, jokes, riddles
to inform	<i>Inform</i> means to give someone <b>information</b> about something news reports, research papers, encyclopedias, school news letters, instructions, pamphlets from health clinics, maps, timelines, schedules, charts, graphs
to persuade	<i>Persuade</i> means to try to <b>convince</b> someone to think the same <b>way you do</b> . advertisements, newspaper editorials, junk mail, posters
to share feelings	<i>Sharing feelings</i> means to tell the reader what you are <b>thinking</b> . journals, diaries, letters

Remember A Author's Purpose with the acronym PIES.





Graphic Organizer (Four Door)

<p><i>Persuade</i> means to try to _____ someone to think the same _____.</p>	<p>Examples advertisements, newspaper editorials, junk mail, posters, editorials, campaign speeches, bumper stickers, billboards, commercials</p>
<p><i>Inform</i> means to give someone - _____ about something</p>	<p>Examples news reports, research papers, encyclopedias, school newsletters, instructions, pamphlets from health clinics, maps, timelines, schedules, charts, graphs</p>
<p><i>Entertain</i> means to _____ someone.</p>	<p>Examples fictional stories, comics, poems, jokes, riddles</p>
<p><i>Sharing feelings</i> means to tell the reader what you are _____.</p>	<p>Examples journals, diaries, letters</p>

After copying, cut off the extra around the four sides of the organizer. Have students write key words in the definitions. Fold the organizer in half on the dotted line towards the center. Cut on the solid lines on the right of the organizer up to the dotted line

## Practice

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Read each of the following writings. Decide the author's purpose for writing each text. On the blank after each selection write persuade, inform, entertain, or share ideas.

1. Grizelda's Directions for Making a Dragon

Place the following items into a cauldron over a hot fire:

moon dust and mildew  
toad tongues  
Bat wings  
fireflowers  
wormwood  
eye of a newt

Stir until the mixture smells of sulphur. Add a lizard and repeat these magical words.

Powers of the deep and dark,  
Grizelda calls! Send me your spark-  
Use my hate to fuel this fire;  
Let it work my heart's desire.  
Let King lose child, as I lost mine,  
Let him drink revenge's bitter wine.  
Raise the dragon, Raise him now,  
To fill Grizelda's hate-born vow!

Author's Purpose \_\_\_\_\_

2. Buy this magical stuffed dragon. Piper is a fanciful green plush dragon. His tummy and horns have orange scales. Piper has pearl-colored wings. He is soft and cuddly. For just \$16.49 you can have this extraordinary dragon today.

Author's Purpose \_\_\_\_\_

3. Tyrannosaurus Rex means tyrant lizard. This 40 feet long, 15 to 20 foot tall beast weighed 5 to 7 tons. During the Cretaceous Period the large pointed teeth of this meat eater terrorized the other dinosaurs.

Author's Purpose \_\_\_\_\_

4.

For Sale



Frilly pink dress  
Over forty buttons  
Layers of Lace  
Worn by Princess  
Wilhelmina  
Slightly Damaged  
Half Off the Original Price

5. Author's Purpose \_\_\_\_\_

6. To make your own dragon you will need construction paper, scissors, a crimper, markers, tape, and feathers. First draw the head and tail of your dragon on two different pieces of construction paper. Cut the head and tail out and then decorate them with feathers and markers. For the body take a third piece of paper and run it through a crimper. To assemble tape the head to the body and the body to the tail.

Author's Purpose \_\_\_\_\_

6. March 1230  
Young Brian and I set out to slay the dragon that was scaring the peasants in the Forest of Wonder. My armor is rusty and squeaks. My spirits are high and I am ready for this adventure.

Author's Purpose \_\_\_\_\_

7. The Toaster

A silver-scaled dragon with jaws flaming red  
Sits at my elbow and toasts my bread.  
I hand him fat slices, and then, one by one,  
He hands them back when he sees they are done.

--William Jay Smith

Author's Purpose \_\_\_\_\_

8. Forecast for King Mildred's Kingdom

Colder air will work into the region Tuesday. A slight chance of rain may fall in the Forest of Wonder on Wednesday, but will taper off by the weekend. Temperatures will be milder by Friday with plenty of sunshine for the peasants to get out and enjoy.

Author's Purpose \_\_\_\_\_

9.



Author's Purpose \_\_\_\_\_

10. I was camping in the Forest of Wonder with my dad. We sat that night, huddled around the orange flames of a fire. I ate the sweet, juicy, tender bird we had caught. I looked at the luscious green forest and sighed in satisfaction. . . .

Author's Purpose \_\_\_\_\_

11.



Author's Purpose \_\_\_\_\_

12. Dear Wilhelmina,

I miss you terribly. Please come home. I'm sure I can convince your father to wait a while before choosing a husband. I am afraid you will be hurt out in the Forest of Wonder on your own. I love you.

Sincerely,  
Mom

Author's Purpose \_\_\_\_\_

# ***Skill Lesson Combining Sentences***

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## **Rules**

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In this lesson you will learn how to correct choppy sentences that have words that are **repeated** in two or more sentences. You can determine this by asking, "**Do neighboring sentences contain the same subject and/or the same verb?**"

### **Rule 1: Different Subjects - Same Predicate**

When two people or things do the same thing, try to tell about it in one sentence.

Tymbal knelt down beside Brian. Florissa knelt down beside Brian.  
**Tymbal and Florissa** knelt down beside Brian.

If you use I as part of a combined subject, put I last.

I will wake him. Vessan will wake him.  
**Vessan and I** will wake him.

### **Rule 2: Different Predicates - Same Subject**

If you have one person doing more than one thing, then place the verbs in a string.

Brian raised his sword. Brian turned in a slow circle, looking for the enemy.  
Brian **raised his sword and turned** in a slow circle, looking for the enemy.

### **Rule 3: Avoid writing sentences that repeat the same words again and again.**

Brian would like to find the dragon. Brian would like to slay the dragon.  
Brian would like to **find and slay** the dragon.

Remember if more than two things are named then you must use commas.

Brian stood beside a fallen tree, looking around in confusion.  
Elizar stood beside a fallen tree, looking around in confusion.  
The fox stood beside a fallen tree, looking around in confusion.

**Brian, Elizar, and the fox** stood beside a fallen tree, looking around in confusion.

## Sentence Writing

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Correctly combine the following sentences.

1. Brian suddenly stopped. Brian looked around.

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2. Tymbal began to sing. Florissa began to sing too.

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3. Brian was part of the earth. Brian was part of everything.

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4. Tymbal bent above Brian. Florissa bent above Brian. Vessan bent above Brian.

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5. Feel the forest. Feel its roots.

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## Multiple Choice

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1. Choose the sentence that correctly combines the following underlined sentences.

The spirits of the forest came to seek Brian's help.  
The spirits of the forest came to offer Brian help.

- a. The spirits of the forest came to seek Brian's help, and the spirits of the forest came to offer Brian help.
  - b. The spirits of the forest came to seek Brian's help and to offer him help.
  - c. The spirits of the forest came to and the spirits of the forest offered Brian help.
  - d. The spirits of the forest came to seek Brian's help, and they came to offer Brian the help of the spirits of the forest.
2. Which of the following is written correctly?
- a. The dragon is death, wounds, and fear.
  - b. The dragon is death and wounds and fear.
  - c. The dragon is death, and it is wounds, and it is fear.
  - d. The dragon is death, wounds, and it is fear.

3. How can the error in the following sentence be fixed?

The forest is life. The forest heals. The forest gives courage.

- a. The healing forest is life and it gives the forest courage.
  - b. The forest is life and it heals and it gives courage.
  - c. The forest is life and heals and it gives courage.
  - d. The forest is life, heals, and gives courage.
4. Choose the answer that correctly combines the following underlined sentences.

Taking up his sword, he stood.  
He began to move in the direction of the dragon.

- a. Taking up he stood and he began his sword to move in the direction of the dragon.
- b. Taking and moving his sword in the direction of the dragon.
- c. Taking up his sword, he stood and began to move in the direction of the dragon.
- d. The direction of the dragon his sword began to move.

5. Choose the sentence which is worded the best.

- a. He moved past another tree. He stopped in horror.
- b. He moved past another tree and he stopped in horror.
- c. He moved past in horror and stopped another tree.
- d. He moved past another tree and stopped in horror.



6. Which of the following is written correctly?
- An upsetting fear had set in and it was terrifying.
  - An upsetting, terrifying fear had set in.
  - An upsetting fear and a terrifying fear had set in.
  - A fear that was terrifying, and it was upsetting had set in.
7. Choose the answer that correctly combines the following underlined sentences.

Tymbal was upset because of the dragon.  
Florissa was upset because of the dragon.  
Vessan was upset because of the dragon.

- Tymbal, Florissa, and Vessan was upset because of the dragon.
  - Tymbal, and Florissa, and Vessan were upset because of the dragon.
  - Tymbal, Florissa, and Vessan were upset because of the dragon.
  - Tymbal and Florissa and Vessan were upset because of the dragon.
8. Which of the following is written correctly?
- The forest spirits whispered, sang, and warned Brian.
  - The forest spirits whispered. The forest spirits sang. The forest spirits warned Brian.
  - The forest spirits whispered and sang, and the forest spirits warned Brian.
  - The forest spirits whispered, sang, and the forest spirits warned Brian.

### Write a Paragraph

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Write a paragraph from the sentences below. Use your best sentence sense to turn these short choppy sentences into mature sentences. You may leave out unnecessary words, but do not leave out important concepts. For example, if "The tiny dragon gave a piercing cry.", "The tiny dragon turned around.", and "The tiny dragon raced in the other direction." you probably don't need to repeat "the tiny dragon."

- Two witches stood before a cauldron stirring a magical brew.
- Grizelda rolled up her sleeves ready to start the conjuring potion.
- Phrenella rolled up her sleeves ready to start the conjuring potion.
- The shadows from the fire danced around the dark forest.
- The shadows from the fire danced around the big forest.
- One by one ingredients were added to the cauldron.
- Moondust and mildew were added.
- Toad tongues and bat wings were added.
- Fireflowers and wormwood were added.
- Finally the most important ingredient was added: a lizard.
- The cauldron exploded, and a tiny dragon appeared.
- The tiny dragon gave a piercing cry.
- The tiny dragon turned around.
- The tiny dragon raced in the other direction.
- Soon it disappeared among the trees.



# ***Skill Lesson Usage Errors***

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## **Rules**

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A homophone is a word that sounds exactly like another word but is spelled differently. In this lesson you will practice with three sets of troublesome homophones.

1. there, they're, and their
  - **There** is a place apart from where you are. Notice that it contains the word here inside it to help you remember that it is a place. There is also used in the following type of sentences. There was no way Brian could fight the dragon alone. There is a magic in the air.
  - **They're** is a contraction for the words they are. If you cannot substitute the words they are in the sentence do not use they're.
  - **Their** is the possessive form of they. Their mother ..... Their sword.....
2. to, too, and two
  - **To** is a preposition. Brian wants to go to the forest.
  - **Too** means "also" or "as well". Brian ate too much. This is too hard for me. OR Brian wants to go too.
  - **Two** is the number 2 -- one two three
3. its and it's
  - **Its** is the possessive form of it. The dragon turned on its side.
  - **It's** is a contraction for it is OR it has. It's going to be scary to go into the Forest of Wonder. If you can not substitute the words it is OR it has in the sentence do not use it's.

## Practice

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Write **there**, **they're** or **their** to correctly complete each of the following sentences.

1. The tail itself was curling, twisting and coiling so fast that \_\_\_\_\_ was no way Willie could guess its actual length.
2. The dragon was looking \_\_\_\_\_ way.
3. But though the beast continued to stare in \_\_\_\_\_ direction, the thickness of the forest worked in \_\_\_\_\_ favor, hiding them from its eyes.
4. What \_\_\_\_\_ really wondering is whether he'll give up half the kingdom.
5. \_\_\_\_\_ words tumbled over each other as they talked of its great size and terrible fierceness.
6. \_\_\_\_\_ is a clearing with a cottage at the far side.

Write **to**, **too**, or **two** to correctly complete each of the following sentences.

7. Barely avoiding a gasp that might have betrayed her \_\_\_\_\_ the dragon, she swung \_\_\_\_\_ her right.
8. The bear sighed with relief. Brian sighed \_\_\_\_\_.
9. \_\_\_\_\_ hours later they were still trudging wearily through the forest.
10. Queen Hortense was with them \_\_\_\_\_.
11. The maids-in-waiting had been expected \_\_\_\_\_ stay home.
12. You must try \_\_\_\_\_ relax.
13. I miss her \_\_\_\_\_.

Write **its** or **it's** to correctly complete each of the following sentences.

14. \_\_\_\_\_ head was easily twice as long as that of the largest horse.
15. \_\_\_\_\_ even bigger than before. \_\_\_\_\_ much bigger than that peasant woman said.
16. \_\_\_\_\_ a miracle that \_\_\_\_\_ bigger now than just a day ago.
17. \_\_\_\_\_ tail slashed out at the group.

## Practice

---

Correct the following paragraph. You are to find 10 homophone errors.

In another part of the forest a new group of questers trudged wearily into a clearing. The sun beat it's warmth upon they're heads. Even though they were to tired to continue there leader, King Mildred, dragged the group on and on. He had forced his knights into the forest with him two seek not the dragon, but Willie. Queen Hortense was their, two, for she had insisted that she would not be left behind while her daughter was in danger. She felt the dragon was two fierce too be dealt with without all the king's resources. Even the page boys had been forced too come along.

# ***Skill Lesson Using Illustrations to Deepen Understanding of Text***

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## **Rules**

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Captions are short descriptions next to a picture in newspapers, textbooks, magazines, and other reading materials. They help the reader relate to the picture and the story.

A good caption might give additional information about a story, but it must always relate to the picture.

## **Practice**

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After looking at the drawings from the pages indicated in each problem below, choose the best caption for each.

1. page 2

- a. The witches of the Forest of Wonder conjure a dragon potion.
- b. The number of dragons in Europe is increasing.
- c. Dragonslayers help keep dragons under control.
- d. The number of witches conjuring evil potions is on the rise.

2. page 9

- a. Girls should be allowed to go off on adventures the same as boys.
- b. The page boys are amused by the princess.
- c. Well-mannered princesses are expected to embroider.
- d. Princess Wilhelmina throws a temper tantrum because she is not allowed to fight the dragon.

3. page 19

- a. Kneeling shows respect for a king and queen.
- b. Elizar and Brian ask the queen and king if they may hunt for the dragon that has been frightening everyone in the Forest of Wonder.
- c. King Mildred is a fine and noble king.
- d. Mildred's castle is very impressive.

4. page 32

- a. Princess Wilhelmina rids herself of her royal clothes and disguises herself as a peasant boy in order to go slay the dragon.
- b. The huge wardrobe was twice as tall as Wilhelmina and carved all over with unicorns and gryphons.
- c. Princess Wilhelmina wears an elegant pink dress with frilly layers and over forty buttons.
- d. Princesses should always use their best manners, even when they are alone.

5. page 45

- a. The bear cries for help when he hears a human voice.
- b. Bill slays the monster spider and saves the bear's life.
- c. The eyes of the spider are huge with sparkling facets.
- d. The spider web has threads as big around as Willie's finger.

6. page 59

- a. The dragon was killing the forest.
- b. Brian heard the sound of bells.
- c. After putting Brian to sleep so he wouldn't run away, the spirits of the forest give him advice about how to slay the dragon.
- d. The forest spirits sing a sad song.

7. page 67

- a. Some dragons are as tiny as an insect while others are enormous.
- b. Puff the Magic Dragon lived by the sea.
- c. Many dragons have wings, although most can not fly.
- d. The dragon is terrifying humans and animals in the Forest of Wonder.

8. page 82

- a. Magic surrounds the Forest of Wonder.
- b. A magic spell is holding someone imprisoned.
- c. Elizar, Bill, and Brian examine the tree stump.
- d. The tree stump is in the front of Grizelda's cottage.

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## Practice

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Make a wanted poster. You may choose from one of the following:

- King Mildred Searches for Daughter
- King Mildred Looking for Able-Bodied Knights to Slay the Dragon
- Grizelda Looking for Missing Husband and Son

What details are important to list on the poster?

- Make a heading that will grab the reader's attention. The heading must be short so think about what is most important.
- Is there any special criteria for a person to help, or can anyone help?
- Is there a reward? If so, how much?
- Who do I contact if I wish to help? Where can this person be found?

## Multiple Choice

---

1. Which line from *The Dragonslayers* is an example of fantasy?
  - a. They drew their swords and began to wave them in the air.
  - b. The unexpected action so startled the goon facing him that it screamed and began backing away.
  - c. Remembering a tip from one of the books, she pressed her finger against some of the overturned soil.
  - d. She rolled up her sleeves, then waved her skinny arms.
  
2. Which line from *The Dragonslayers* is an example of reality?
  - a. Fewmets means dragon droppings.
  - b. "My feet don't hurt anymore!" said the bear.
  - c. The spider's scream was terrible to hear. "Aaaaiieeeee! You got me, you wretched child!".
  - d. The others said their good-nights and lay down to sleep.
  
3. *The Dragonslayers* is similar to the kind of writing found in:
  - a. folktale
  - b. fairy tale
  - c. myth
  - d. fable
  
4. Which statement about *The Dragonslayers* is an opinion?
  - a. Princess Wilhelmina was a royal pain.
  - b. The peasants lived in the Forest of Wonder.
  - c. Grizelda conjured a dragon.
  - d. Bill was really Wilhelmina in a peasant's disguise.
  
5. Which statement from *The Dragonslayers* is an opinion?
  - a. His feet were surrounded by growth that had sprouted from the base of the stump.
  - b. Elizar put down his plate.
  - c. You're just a peasant, so you can't imagine what it's like at court, Bill.
  - d. The cat shook its head.
  
6. For Sale  
Sword used to slay Grizelda's Dragon  
See the dragon's blood still on the blade.  
  
The author of the advertisement most likely wrote it to:
  - a. to entertain readers with a humorous story
  - b. to inform readers that the dragon has been slain
  - c. to persuade readers to buy a sword
  - d. to share feelings about what it was like to kill a dragon



7. "Dragon for Sale"  
lyrics by Benjamin Newman

Dragon for sale! Dragon for sale!  
Invincible 'xcept where he's missing a scale,  
And the sight of him makes even grown men grow pale!  
Does anyone want to buy him?

- Which is most likely the author's purpose in writing the song?
- to entertain readers with an amusing song about a dragon
  - to inform readers that the dragon is missing a scale
  - to persuade readers to buy a dragon
  - to share feelings about what it is like to own a dragon

8. Choose the answer that correctly combines the following underlined sentences.

Sir Wexler did not want to slay the dragon.  
Sir Pentamon did not want to slay the dragon.  
Sir Filibuster did not want to slay the dragon.

- Sir Wexler, Sir Pentamon, and Sir Filibuster did not want to slay the dragon.
  - Sir Wexler, and Sir Pentamon, and Sir Filibuster did not want to slay the dragon.
  - Sir Wexler, Sir Pentamon, did not want to slay the dragon and neither did Sir Filibuster.
  - Sir Wexler and Sir Pentamon and Sir Filibuster did not want to slay the dragon.
9. Which of the following is written correctly?
- Willie disguised herself as a peasant. She went into the Forest of Wonder. She slay the dragon.
  - Willie disguised herself as a peasant, and she went into the Forest of Wonder, and she slay the dragon.
  - Willie disguised herself as a peasant, went into the Forest of Wonder, and slay the dragon.
  - Willie disguised herself as a peasant and went into the Forest of Wonder and slay the dragon.
10. Which is the correct way to write a sentence?
- The queen couldn't stay home. She wanted to go on the quest to.
  - The dragon raised up on its hind legs.
  - Even though there swords were rusty and banged up, Brian and Elizar were glad to have them.
  - After to hours of walking through the forest, the group came two Grizelda's house.
11. Which is the correct way to write a sentence?
- They're were to smoking fires in the forest: the dragon's and Elizar's.
  - Bill wanted too get to the dragon first.
  - There going to sleep before going after the dragon.
  - The forest was too quiet.
12. After looking at the drawing on page 98, choose the best caption.
- Fires keep away the night chill.
  - Sleeping in body armor is uncomfortable.
  - Bill and the bear sneak away from the group during the night to slay the dragon.
  - Elizar snores while he sleeps.

13. After looking at the drawing on page 107, choose the best caption.
- a. Brian saves Elizar's life while Bill jumps in to slay the dragon.
  - b. Elizar is hurt when the dragon lashes out with its right foreleg.
  - c. Dragons are slow to die.
  - d. The dragon was a huge, scaly beast with wings, sharp claws and a barbed tail.
14. After looking at the drawing on page 114, choose the best caption.
- a. Brian blinked in astonishment when he saw Bill remove his hat.
  - b. The king's reward is half his kingdom and his daughter's hand in marriage.
  - c. After slaying the dragon Bill removes his hat to reveal that he is really Princess Wilhelmina.
  - d. Willie has masses of red hair.

# English Lessons

# ***English Lesson 1 --- Fiction, Nonfiction, Poems, and Drama***

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Common Core

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

## **Activity 1**

Using four index cards students write Fiction, Nonfiction, Poems, and Drama in large letters, one word for each card across the fronts of the cards. On the back of the cards have students write the definitions below:

Fiction - writing that is a work of the **imagination** and is not necessarily based on fact

Nonfiction - writing based upon **facts and reality**

Poetry - writing in **musical form**

Drama - writing having **dialogue (conversation) or pantomime (gesturing without speech)**

Discuss the meanings of each form of text.

## **Activity 2**

Name a type of writing. Have students determine which form of text the type of writing would best be categorized, then hold up the correct word card to show the answer.

## Example

Teacher says short stories, and students hold up the card that says fiction.

<p>Fiction</p> <ul style="list-style-type: none"><li>• short stories</li><li>• novels</li><li>• fantasies</li><li>• fairy tales</li><li>• fables</li><li>• legends</li><li>• myths</li><li>• folktales</li><li>• comics</li><li>• animation</li><li>• video games</li></ul>	<p>Nonfiction</p> <ul style="list-style-type: none"><li>• biographies</li><li>• letters</li><li>• articles</li><li>• procedures and instructions</li><li>• charts</li><li>• maps</li><li>• dictionary</li><li>• journal</li><li>• textbook</li></ul>
<p>Poetry</p> <ul style="list-style-type: none"><li>• proverbs</li><li>• riddles</li><li>• limericks</li><li>• simple poems</li><li>• nursery rhymes</li></ul>	<p>Drama</p> <ul style="list-style-type: none"><li>• skits</li><li>• plays</li></ul>

### Activity 3

Tell students that while reading *The Dragonslayers* they will also be learning more about poetry. The reason poetry was paired with a book that is a mostly a fairy tale, is that Bruce Coville first wrote *The Dragonslayers* as a musical play for his fourth grade students to perform. He wrote 12 songs for the musical. Songs are simply poems put to music.

While reading *The Dragonslayers* the class will listen to and read the words to each song. Students will cover the following skills during this unit.

# *English Lesson 2 --- Rhyming Words*

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## **Activity 1**

Go over the meaning of rhyming words - Words that end with the same sound. Have students make a word card with the word rhyme on the front and the definition of rhyme on the back.

Review word cards from Lesson 1 & Skill Lesson 2 (fiction, nonfiction, poetry, drama, fairy tales, folktales, fables, and myths plus the new word rhyme)

Oral Activity - Have students name words that rhyme with **compare** while the teacher makes a list on the board.

### **compare**

repair	hair hare
bear	lair
dare	pare pair
rare	tear
care	wear
mare	swear
fair fare	stair stare
flare	glare

Point out to students that rhyming words may or may not end with the same letters, and that not all words that end with the same letters rhyme.

Examples:

storm worm

## Activity 2

Divide the class into 3 to 4 groups. Have each group write words that rhyme with a given word for one minute. See which group can come up with the most rhyming words. Here are a few words to try.

<b>rhyme</b>		<b>report</b>		<b>stain</b>	
time	climb	abort	snort	pain	drain
I'm	crime	port		cane	train
dime	grime	court		lain	slain
lime		fort		main	grain
mime		sort		rain	brain
slime		tort		vane vain	
		wart			

## Activity 3 - Worksheet

Circle all of the words that rhyme with the given word.

1. <b>dragon</b>	toad	eye	son	fun
2. <b>princess</b>	toad	dismiss	kiss	strange
3. <b>goon</b>	soon	dragon	moon	cauldron
4. <b>witch</b>	ditch	stitch	hitch	pitch
5. <b>castle</b>	damsel	hassle	pasture	closer
6. <b>king</b>	sing	jingle	fling	incomprehensible

7. <b>queen</b>	been	clean	mean	seen
8. <b>knight</b>	lizard	site	right	trance
9. <b>sword</b>	bored	behind	gourd	forward
10. <b>kingdom</b>	bum	come	tremendous	numb

#### Activity 4

Discuss rhyming patterns using letters.

From *The Dragonslayers* page 4

Powers of the deep and dark, A  
 Grizelda calls! Send me your spark- A  
 Use my hate to fuel this fire; B  
 Let it work my heart's desire. B  
 Let King lose child, as I lost mine, C  
 Let him drink revenge's bitter wine. C  
 Raise the dragon, Raise him now, D  
 To fill Grizelda's hate-born vow! D

Discussion -

- Notice the rhyming words come at the end of the lines. The most common type of rhyme in poetry is the end rhyme which occurs in two or more lines. This is called external rhyme.
- Some poems have internal rhyming. This occurs in the middle of a line.

A dragon with death in his breath

- Since this poem has 4 different rhyming pairs the first four letters of the alphabet are used.



### **Activity 5**

Hand out copies of rhyming poems. These websites will help you find some good ones.

[Giggle Poetry http://www.gigglepoetry.com/](http://www.gigglepoetry.com/)

Giggle Poetry is the premier web site for humorous children's verse on the web.

Sunnie Bunniez <http://sunniebunniezz.com/>

Have students write letters to show the rhyming pattern.

### **Activity 6**

Read and discuss the following poems from The Dragonslayers. Use letters to identify the rhyming patterns.

# *English Lesson 3 --- Alliteration*

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## **Activity 1**

Review the following words:

fiction, nonfiction, poetry, drama, fairy tales, folktales, fables, myths, rhyme

Make a new word card with the word alliteration.

The repetition of the same sounds or of the same kinds of sounds at the beginning of words.

Discussion

- The knight needed nine napkins.  
(Notice that even though knight starts with a **k** it begins with a **n** sound so the words in the line all have the end sound.)
- **thank** and **tale** begin with the letter **t** yet they have different sounds and do not alliterate.
- If the beginning sound of the word is not stressed such as in the word **below** (in which the **l** is stressed) it does not alliterate with other words that start with **b**. Therefore **below** and **book** do not alliterate.

Read some examples of alliteration from this website:

An Alliteration for each Letter of the Alphabet

<http://volweb.utk.edu/Schools/bedford/harrisms/1allitera.htm>

## **Activity 2**

Have students write an alliteration starting with their first names. Students may illustrate these for a create bulletin board.

Examples:

Sally slides silly sandals sideways.

Peter places pizza on his purple plate.

## **Activity 3**

Although it is fun creating exaggerated alliterations, literature is usually full of alliterations that are not so obvious. Here are a few common phrases that are examples of predictable alliteration:

down in the dumps

do or die

right as rain

sink or swim

pay the price

Coca-Cola

back to the basics

green as grass

live the life

Many characters have names that alliterate.

Examples:

Lex Luther, Lois Lane, and Clark Kent    Daffy Duck, Donald Duck, Daisy Duck    King Kong

Minnie Mouse and Mickey Mouse

Woody Woodpecker

Fred Flintstone

Run off copies of The Princess Fairy Page 5 <http://www.mothergoosecaboose.com/morepoems.pdf>  
Have students highlight words in the poem that alliterate. Point out that in most poetry on a few words in a line will alliterate.

#### Activity 4

REVIEW Identify rhyming pattern in the following poem from *The Dragonslayers*.

#7 (Chapter 5)

Well some girls can just sit  
They can spin, they can knit  
They'll pretend it's a jolly good  
time  
They will gladly stay home  
Never daring to roam  
Just growing a big behind

Well this girl needs more  
Of what life's for  
I'm ready to take a chance  
I've got to live  
Get up and give  
Life's a ball and I wanna dance.

You've got to kick up your heels  
To see how life really feels  
Don't sit there mopin'  
Wishing and a' hopin'  
If you want what life can give  
You've got to be positive.  
Now baby if you want what live  
can give  
You've got to get up get out  
and live.

Dresses sweet and frilly  
Necklaces and rings.  
I get so sick of wearing all  
these things.  
Well clothes may make the  
man.  
They don't make the girl.  
And princess or not  
I'm taking on the world.

You've got to tear off that fluff  
Don't mess with all of that stuff  
Girls hung up on pretty  
Miss the nitty gritty  
You can set your life on frills  
But you miss the bigger thrills  
So baby if you want you life can  
give  
You've got to get up get out  
and live.

I've got skin like peaches.  
I've got skin like cream.  
I look so sweet  
I think I'm going to scream.  
This skin is so thin  
Just a bag that I live in.  
If skin is all you see  
Then you ain't seeing me.

You've got to dig in the dirt.  
And take a chance that you'll get  
hurt  
When that dragon's warring  
And your spirit's soaring.  
That's the time to take your  
stand  
You've got to show that life is  
grand  
You can set your life on frills  
But you miss the bigger thrills  
so baby if you want life can give  
You've got to think positive  
Think of every single little  
moment is a superlative  
You've got to get up get out and  
live.

-- Princess Willie

# English Lesson 4 --- Repetition

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**Activity 1** Review the following words:

fiction, nonfiction, poetry, drama, fairy tales, folktales, fables, myths, rhyme, alliteration

Make a new word card with the word repetition.

Repetition means repeating words, phrases, and/or sentences. It is used to make a point.

**Activity 2** Read the words to Grizelda's Story below.

#8 (Chapter 8)

Once I was a peasant  
As normal as can be  
I had a little house  
Beneath an old oak tree  
I had a kind old husband  
We had a lovely son,  
But then one day my man was gone  
And it seemed like life was done.

Twas the king who took my husband.  
He lead him off to war  
I sat up nights and cried and cried  
As I never had before.  
And when the war was over  
My man did not come back  
My life that once seemed so full  
Was like an empty sack.

But the war did more than that Dear.  
It took all that I still had  
For the soldiers came with sword and flame  
And that's when I went bad.  
They burned my little cottage  
While I was in my field.  
I lost my man, my house, my son  
And though it seemed like life was done  
And now I was the only one  
I stayed alive for just one of thing-

Revenge

Revenge can be sweet  
Can be fine - Can be fun  
Revenge is what's left when all else has been done.  
Revenge is the thing that has kept me alive  
And hatred is the food on which revenge can thrive.

Revenge, revenge, revenge, revenge,  
Revenge, revenge, revenge, revenge

When you have been hurt  
And your heart is filled with pain  
Revenge is the word that keeps burning in your brain.  
Revenge is a dragon that can set the world aflame.  
Revenge is what you want on whoever is to blame.

Revenge, revenge, revenge, revenge,  
Revenge, revenge, revenge, revenge  
Revenge, revenge, revenge, revenge,  
Revenge, revenge, revenge, revenge, revenge

Revenge, revenge, revenge, revenge,  
Revenge, revenge, revenge, revenge  
Revenge, revenge, revenge, revenge

Revenge can be sweet  
Can be fine - Can be fun.  
Revenge is what's left when all else has been done.  
Revenge is the thing that has kept me alive.  
Revenge is the food on which revenge can thrive.

-- Grizelda

- Why is the word revenge repeated over and over?
- What other poetic devices are used in this song?

### Activity 3

Why did Bruce Coville use repetition in each of the following excerpts from *The Dragonslayers*?

1. page 30

Back to the chair: "Yes, but that was different."

Back to the bed: "Why?"

Back to the chair: "Because I was a boy!"

---

2. Page 31

"I've been waiting [bounce] for a chance [bounce] to prove [bounce] what I can do.

[Bounce, bounce.] I'm not [bounce] hoping to let [bounce] it get past [bounce] me now!"

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# ***English Lesson 5 - Review of Alliteration, Rhyme, and Repetition***

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## **Activity 1**

Write rhyme, repetition, or alliteration to show which poetic device is being used in the lines from the poems.

1. \_\_\_\_\_ Old, strange and old are the trees.
2. \_\_\_\_\_ Spirits of the dark and gloom  
Cast a spell of pain and doom
3. \_\_\_\_\_ You've got to dig in the dirt.
4. \_\_\_\_\_ Don't sit there mopin'  
Wishing and a' hopin'
5. \_\_\_\_\_ silent trees, ancient trees
6. \_\_\_\_\_ Revenge is the word that keeps burning in your brain.
7. \_\_\_\_\_ Oh the boys can do this,  
And the boys can do that,  
And the boys can have all the fun.
8. \_\_\_\_\_ Well this girl needs more  
Of what life's for  
I'm ready to take a chance  
I've got to live  
Get up and give  
Life's a ball and I wanna dance.
9. \_\_\_\_\_ Stay his hand when dragon nears  
And let his quest bring pain and tears!
10. \_\_\_\_\_ I've got skin like peaches.  
I've got skin like cream.
11. \_\_\_\_\_ He's scary and scaly
12. \_\_\_\_\_ And I'm gonna shout it  
To the whole wide world

## Activity 2

Listen the 9th song from Chapter 9

Old, strange and old  
Are the trees  
In this great wood.  
Roots run deep  
In the soil,  
Drawing strength  
From the Mother,  
The Earth.

Silent trees,  
Ancient trees  
Filled with the magic,  
Of the Earth.  
In these trees  
Lie the blessings  
Of the forest.

These are the blessings,  
The blessings of the wood.

-- *The forest spirits*

1. Does this poem rhyme?
2. Can you find any alliteration in this poem?
3. What words repeat?

# English Lesson 6 - Simile

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## Common Core

- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

### Activity 1

Review the following words:

fiction, nonfiction, poetry, drama, fairy tales, folktales, fables, myths, rhyme, alliteration, repetition

Make a new word card with the word simile. A simile is a figure of speech in which two unlike things are compared using the words **like** or **as**.

### Examples

Princess Wilhelmina was as angry as a hornet.  
Sir Pentamon was coward like a first time batter at the plate.

### Activity 2

Complete the following similes.

1. The night was as clear as

\_\_\_\_\_.

2. Princess Wilhelmina was as pretty as

\_\_\_\_\_.

3. Sir Filibuster was as helpless as

\_\_\_\_\_.

### Activity 3

Complete the following sentences.

1. \_\_\_\_\_ as metal.

2. \_\_\_\_\_ as a tack.



#### **Activity 4**

Read this poem by Shel Silverstein. Highlight all the similes.

Audio Versions of The Dragon of Grindly Grun 1:01

<http://www.wyckoffschools.org/eisenhower/teachers/olejarz/digitalvideo/2001/dragone.html>

[The Dragon of Grindly Grun](#)

# English Lesson 7 - Metaphor

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## Common Core

- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

### Activity 1

Review the following words:

fiction, nonfiction, poetry, drama, fairy tales, folktales, fables, myths, rhyme, alliteration, repetition, simile

Make a new word card with the word metaphor. The comparison of one thing to another without the use of *like* or *as*.

### Examples

Elizar became a raging tiger when faced by the dragon.  
During the night the forest was a dark, frightening battlefield.

### Activity 2

Below are some sentences from *The Dragonslayer*. Write **metaphor** or **simile** in front of each sentence to indicate which poetic device is being used. Highlight the two items that are being compared in each sentence.

1. simile page 13 He has a face of fear, **teeth like daggers**, a roar that can stop your heart.
2. \_\_\_\_\_ page 14 He had three knights, and they were the shame of the kingdom, a bumbling collection of fools and clowns that could be counted on to embarrass him in important situations.
3. \_\_\_\_\_ page 31 I've said that a hundred times, and here I stay, pretty as a picture-and just about as active.
4. \_\_\_\_\_ page 40 "I'm a good tracker," it said. "Got a nose as sharp as a hawk's eye."
5. \_\_\_\_\_ page 43 Its intricate pattern was woven from silvery strands as thick as her little finger.

page 43 Eyes wide, heart pounding, she peered through a curtain of new spring leaves.

6. \_\_\_\_\_

page 44 Willie found herself staring into eyes as big as her fists.

7. \_\_\_\_\_

page 44 Its head was the size of a melon.

8. \_\_\_\_\_

page 44 They seemed to have as many facets as the best diamonds in her father's treasury.

9. \_\_\_\_\_

page 62 Now the others joined him, singing of dewdrops that hung like diamonds along the edges of green leaves.

10. \_\_\_\_\_

page 63 The dragon is death, but the forest is life.

11. \_\_\_\_\_

page 63 The dragon is fear, but the forest gives courage.

12. \_\_\_\_\_

page 65 It had a head that was easily twice as long as that of the largest horse.

13. \_\_\_\_\_

page 65 Broad at the top, it tapered to a pointed snout that curved down like a bird's beak.

14. \_\_\_\_\_

page 65 The nostrils, each the size of a man's fist, widened and dilated as the dragon breathed.

15. \_\_\_\_\_

# ***English Lesson 8 - Review of Poetic Devices***

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Common Core

- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

## **Activity 1**

Review the following words:

fiction, nonfiction, poetry, drama, fairy tales, folktales, fables, myths, rhyme, alliteration, repetition, simile, and metaphor

## **Activity 2**

Look for poetic devices in the following poems. Highlight poetic devices using the following colors:

Repetition

Similes

Metaphors

Alliteration

The Tale of Custard the Dragon By Ogden Nash

Dragon Smoke By Lillian Moore

#13 (Chapter 16)

Fight with a Dragon

Fool look at me and know fear.  
The fear that freezes bones.  
Look into these hate-filled eyes  
And know you stand alone.  
Feel your blood run cold with fear.

Fear is his weapon.  
Fear is his power.  
A heart steeled against fear  
Will win in this hour.  
The dragon is fearsome.  
But the forest is stronger.  
Draw on its blessings  
And you will last longer.

Think my friend  
Think of the magic of the wildwood  
Think of blood dripping down  
Think of the moon that lit your childhood  
Think of death's thorny crown  
Think of laughter, Think of spring  
But no one can flame can bring  
Think of green things Think of life  
Feel my claw It's like a knife

There's magic in the forest  
Let it work for you  
Hush you foolish youngster or you'll be dragon  
food  
There's no stopping this song I'll sing it till I die  
Let me be quite soon then. You're walking into  
that time.

I feel the forest power coursing through my  
veins.  
Now have that big dragon. We'll see who then  
remains.

Dragon, Brian, and Willie

# English Test

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1. Which of these lines from the poem is an example of **repetition**?
  - a. Girls are soft and gentle.
  - b. I've got two arms  
And I've got two legs.  
I've got a heart  
And I've got a brain.
  - c. They say that wearing dresses  
Has turned our brains to messes.
  - d. And I'm gonna shout it  
To the whole wide world,  
If boys can do it  
So can a girl!

2. Read this line from the poem:

For these plans and these schemes  
And these hopes and these dreams  
Keep pounding away in my brain.  
Like the beat of a drum  
Something good's got to come.

This line includes which literary technique?

- a. simile
  - b. metaphor
  - c. alliteration
  - d. repetition
3. Which **rhyming pattern** is found in the poem below?

We'll do our best.  
We'll give it a try,  
We'll face this great test  
And we'll do it or die!  
We'll find the courage to fight  
We'll give it all of our might  
Though you're not one of the boys-you're alright.

- a. AABBCCC
- b. ABABCCC
- c. ABBABBA
- d. ABCDEFG

4. This passage is similar to the kind of writing found in :

"You shall be Elizar's squire, Brian. Serve him well on this great quest."

"I will, Your Majesty," said Brian, making a deep bow.

- a. myth
- b. poetry
- c. nonfiction
- d. drama

5. Read this line from the poem:

He's scary and scaly.

This line includes which literary technique?

- a. simile
- b. metaphor
- c. alliteration
- d. repetition

6. Which of these lines from the poem is an example of rhyme?

- a. Oh the boys can do this,  
And the boys can do that,  
And the boys can have all the fun.
- b. While we girls stay home,  
Never daring to roam,
- c. Just sitting on our behinds.
- d. Well I get needles,  
And they get a sword.  
They get horses to ride.

7. Which of these statements about this poem's use of rhyme is true?

Oh girls can be strong  
And girls can be brave.  
Boys can be wrong  
And by girls be saved.

- a. The last word in each line rhymes.
- b. The first word in each line rhymes.
- c. The poem is written without rhyme.
- d. Every other line rhymes.

8. This passage is similar to the kind of writing found in :

Knight

In the early Middle Ages the term knight designated a professional fighting man in the emerging feudal system. Some were as poor as the peasant class. However, over time, as this class of fighter became more prominent in post-Carolingian France, they became wealthier and began to hold and inherit land. Eventually, on the Continent of Europe, only those men could be knighted whose fathers or grandfathers had been knights; and the knightly families became known as the nobility.

From Wikipedia, the free encyclopedia

- a. fiction
- b. poetry
- c. nonfiction
- d. drama

9. Read this line from the poem:

The dragon will be mud now that Bill knows his name.

This line includes which literary technique?

- a. simile
- b. metaphor
- c. alliteration
- d. repetition

10. Read this line from the poem:

She's making a dragon with canines as sharp as a knife.

This line includes which literary technique?

- a. simile
- b. metaphor
- c. alliteration
- d. repetition

11. Which of these lines from the poem is an example of **alliteration**?

- a. He'll crunch up a bunch  
Of your bones for a stew.
- b. Revenge is a dragon that can set the world aflame.  
Revenge is what you want on whoever is to blame.
- c. Think my friend.  
Think of the magic of the wildwood.
- d. Powers of the deep and dark



12. This passage is similar to the kind of writing found in :

In another part of the forest Grizelda was pacing back and forth in her cottage, muttering to herself about the dragon and whether it would actually work her revenge on the king.

- a. fiction
- b. poetry
- c. newspaper
- d. folktale

# Words to Songs

#1 (Chapter 1)

I'm making a dragon  
I'm making a dragon  
A dragon with death in his breath;  
With teeth for a fat king  
And claws to flay that king  
A dragon to scare him to death.

She's making a dragon  
She's making a dragon  
With canines as sharp as a knife  
He ain't blonde and blue eyed  
So if I were you I'd-  
Get ready to run for your life!

We'll start with this toad skin  
I'm chopping. I'm dripping.  
Ayobbby  
Now throw in that moondust  
No not dust that goon dust  
Youdobby  
Eyes of a newt  
He'll be a beaut.  
Now throw in the cheek of an old vampire bat.  
Here, look what I've got-  
Some old lizard snot.  
Old spiders that --- and a tail of a rat.  
Now throw in some tough skin.  
That's probably ---.  
That's ---- and picked to the brew.  
Now he's almost ready.  
Throw in ----- is heavy.  
You won't break a blade till you do.

We'll feel adulation  
When our new creation is in action  
He'll frighten our girls.  
Putting all who oppose him in traction.  
He'll be power young maids  
Bright sunny glades.  
His manners are awful,  
But what can you do  
When he wants some lunch,  
It's you that he'll munch.  
He'll crunch up a bunch  
Of your bones for a stew.

We're making a dragon  
With long tail a waggin'  
A dragon to fill you with fright.  
With claws that can crunch you  
And teeth that can munch you  
We're making a dragon tonight!

He's scary and scaly  
You'd better be wary  
We're making a dragon tonight"

-- *Grizelda and the witches*

#2 (Chapter 1)

From *The Dragonslayers* page 4

Powers of the deep and dark,  
Grizelda calls! Send me your spark-  
Use my hate to fuel this fire;  
Let it work my heart's desire.  
Let King lose child, as I lost mine,  
Let him drink revenge's bitter wine.  
Raise the dragon, Raise him now,  
To fill Grizelda's hate-born vow!

-- *Grizelda*

#3 (Chapter 2)

Oh the boys can do this,  
And the boys can do that,  
And the boys can have all the fun.  
While we girls just sit,  
And spin and knit,  
And let our brains grow numb.

Oh the boys can go here,  
And the boys can go there.  
Have adventures of all kinds.  
While we girls stay home,  
Never daring to roam,  
Just sitting on our behinds.

I get so disgusted  
When I see how boys get trusted  
With jobs so fine.  
I would like to work too.  
I do twice the work those jerks do,  
But in half the time.

Well I get needles,  
And they get a sword.  
They get horses to ride.  
They trot out at the head of a troop,  
While I stay home and make soup.

I've got two arms  
And I've got two legs.  
I've got a heart  
And I've got a brain.  
And I've got the hutzpah,  
To make a monster whirl.  
So if boys can do it, why can't a girl?

Girls are soft and gentle.  
They should be sentimental.  
That's what they're for.  
And a girl is happy,  
To act just like her pappy  
Would be a bore.  
You girls never were made for such things.  
You should stay home and sew.  
And that world out there is just too rough.  
It's made for boys cause we're tough.

Girls should stay home and cook lovely things.  
Girls should stay home and treat men like kings.  
And girls should not ever try to be a man.  
Boys are like heroes. Girls are their fans.

Just cause they wear trousers  
They think they've special powers.  
Well what a joke!  
They say that wearing dresses  
Has turned our brains to messes.  
Well, that's just smoke.  
They're scared 'cause they know that we can-  
Do things just like a man.  
They know if we ever cut loose  
The thing we'll cook is their goose!

Oh girls can be strong  
And girls can be brave.  
Boys can be wrong  
And by girls be saved.  
And I'm gonna shout it  
To the whole wide world,  
If boys can do it  
So can a girl!

#4 (Chapter 2)

I was working in my ground  
When I heard an awful sound  
So I slowly turned around.  
That's when I saw him.  
Saw him, saw who?  
A dragon, that's who.  
You saw a dragon?  
I saw a dragon.  
My word!  
And was he awful.  
Yes, he was awful.  
Oh lord!

This dragon's made by magic.  
That's what all the folks are saying.  
And now the folks are praying-  
For some protection.  
From me?  
That's right.  
From you and all your knights.  
You want my help.  
We need your help.  
My word!  
It's a royal task-  
And nothing more to ask.  
Oh lord!

Tell me more.

He's a horrible monster  
With flashing eyes and smoking nose  
Monstrous claws upon his toes  
Jaws that catch and teeth that snare  
Claws that rip and snatch and tear.  
Yesterday he ate my sheep.  
Burnt a cornfield in his sleep.  
Stepped on my sister.  
The jerl, poor girl.  
She really was a pearl.

He did all that?  
She's nearly flat.  
My word!  
He must be slain.  
He can't remain.  
Oh no!  
He is awful.  
Yes, he is awful.

--The Peasant

#5 (Chapter 3)

Dragon, dragon  
Did he say a dragon?  
Oh yes your royal highness.  
This really is an honor  
But in the shape we're in now  
We know we'd all be goners.

I've trouble with my shoulder  
I've a back that doesn't work right.  
Send me to face that dragon  
And you could say good-bye, good  
knight

Some other day  
Some other night  
I'm afraid  
I just can't fight  
Some other night  
Some other day  
I'm afraid I just can't play.

My lord, I hate to say this  
I'm not the one you're seeking.  
Oh, I could slay that monster  
But heck my armor's leaking.  
I'm half filled up with water.  
I'm a pot all wrapped in metal.  
If that beast turned the heat on-  
I'd make a lovely tea kettle

Some other day  
Some other night  
I'm afraid  
I just can't fight  
Some other night  
Some other day

Oh please your majesty  
Send someone else  
But don't send me.  
My back is bad.  
My eyes are weak.  
I'm so shy I can hardly speak  
--- are creeping, ---'s leaking  
I'm not the hero lad you're seeking.  
Once more I implore you.  
Even though I adore you  
Don't make me do this for you.  
My bloodshed would only bore you.

Some other day  
Some other night  
I'm afraid  
I just can't fight  
Some other night  
Some other day  
I'm afraid I just can't play.

--Knights

#6 (Chapter 4)

You can be lazy  
Or even a fool  
You can shove folks around  
And act pretty cruel.  
But if you're one of the boys  
They really won't care.

You can be tough.  
Put your heart on the shelf.  
You can be anything  
But don't be yourself.  
Just act like one of the boys  
And do as they say.  
If you're one of the boys, it's OK.

Don't be too good.  
Don't try too hard.  
You've got to give nobody wants.  
Don't do your best.  
Don't aim too high.  
What ever you do  
Don't ever ask why.

If you want to work  
Get out with your best.  
You're breaking the rules.  
You're being a pest.  
Just join the brotherhood.  
And do less than you should-  
Cause it you're not one of the boys  
You're no good.

If the best is too good—  
If being good is a crime—  
Then why be alive-  
Just to use up time?  
Something is missing  
In the way they think;  
It's a broken chain  
But you're the missing link.

We'll do our best.  
We'll give it a try,  
We'll face this great test  
And we'll do it or die!  
We'll find the courage to fight  
We'll give it all of our might  
Though you're not one of the boys-  
You're alright.

-- Sir Elizar the knight

Well some girls can just sit.  
They can spin, they can knit.  
They'll pretend it's a jolly good time.  
They will gladly stay home  
Never daring to roam  
Just growing a big behind

Well this girl needs more  
Of what life's for.  
I'm ready to take a chance.  
I've got to live.  
Get up and give.  
Life's a ball and I wanna dance.

You've got to kick up your heels  
To see how life really feels.  
Don't sit there mopin'  
Wishing and a' hopin'  
If you want what life can give  
You've got to be positive.  
Now baby if you want what live can give  
You've got to get up get out and live.

Dresses sweet and frilly  
Necklaces and rings.  
I get so sick of wearing all these things.  
Well clothes may make the man.  
They don't make the girl.  
And princess or not  
I'm taking on the world.

You've got to tear off that fluff.  
Don't mess with all of that stuff.  
Girls hung up on pretty.  
Miss the nitty gritty.  
You can set your life on frills.  
But you miss the bigger thrills.  
So baby if you want you life can give.  
You've got to get up get out and live.

I've got skin like peaches.  
I've got skin like cream.  
I look so sweet.  
I think I'm going to scream.  
This skin is so thin.  
Just a bag that I live in.  
If skin is all you see-  
Then you ain't seeing me.

You've got to dig in the dirt.  
And take a chance that you'll get hurt  
When that dragon's warring  
And your spirit's soaring.  
That's the time to take your stand.  
You've got to show that life is grand.  
You can set your life on frills.  
But you miss the bigger thrills.  
So baby if you want life can give-  
You've got to think positive.  
Think of every single little moment is a  
superlative.  
You've got to get up get out and live.

-- *Princess Willie*

Once I was a peasant  
As normal as can be  
I had a little house  
Beneath an old oak tree.  
I had a kind old husband.  
We had a lovely son,  
But then one day my man was gone  
And it seemed like life was done.

Twas the king who took my husband.  
He lead him off to war.  
I sat up nights and cried and cried-  
As I never had before.  
And when the war was over  
My man did not back.  
My life that once seemed so full  
Was like an empty sack.

But the war did more than that Dear.  
It took all that I still had.  
For the soldiers came with sword and flame-  
And that's when I went bad.  
They burned my little cottage  
While I was in my field.  
I lost my man, my house, my son  
And though it seemed like life was done  
And now I was the only one  
I stayed alive for just one of thing-

Revenge

Revenge can be sweet  
Can be fine - Can be fun  
Revenge is what's left when all else has been done.  
Revenge is the thing that has kept me alive  
And hatred is the food on which revenge can thrive.

Revenge, revenge, revenge, revenge,  
Revenge, revenge, revenge, revenge

When you have been hurt  
And your heart is filled with pain  
Revenge is the word that keeps burning in your brain.  
Revenge is a dragon that can set the world aflame.  
Revenge is what you want on whoever is to blame.

Revenge, revenge, revenge, revenge,  
Revenge, revenge, revenge, revenge,  
Revenge, revenge, revenge, revenge, revenge

Revenge, revenge, revenge, revenge,  
Revenge, revenge, revenge, revenge  
Revenge, revenge, revenge, revenge

Revenge can be sweet  
Can be fine - Can be fun.  
Revenge is what's left when all else has been done.  
Revenge is the thing that has kept me alive.  
Revenge is the food on which revenge can thrive.

-- Grizelda

Old, strange and old  
Are the trees  
In this great wood.  
Roots run deep  
In the soil,  
Drawing strength  
From the Mother,  
The Earth.

Silent trees,  
Ancient trees  
Filled with the magic,  
Of the Earth.  
In these trees  
Lie the blessings  
Of the forest.

These are the blessings,  
The blessings of the wood.

-- *The forest spirits*

#10 (Chapter 11)

On a day long ago I became-  
Something new, hard to do, or explain.  
That was the day she was born-  
My dear little girl.

As the king I command all I see-  
But I can't force my child to love me.  
I can't understand how such things can be.

I had a daughter once long ago.  
Now I have lost her - Why? I don't know.  
What did time do, or did I do to my child?  
Why did she go? Doesn't she know-  
That I'm wild? Wild from missing her so-  
Miss my baby-she's no baby anymore.

There are things we should say that we don't.  
There are things that we know that we hide.  
One of these things is our love-  
Why hide it away?

People are funny look how we act.  
Things we love most are the things we attack.

This much I have learned  
When you have love-  
If you have love let it stay.

You better say it.

This much I have learned  
When you have love-  
If you have love let it stay.

--King Mildred

#11 (Chapter 12)

Spirits of the dark and gloom  
Cast a spell of pain and doom:  
Stay his hand when dragon  
nears  
And let this quest bring pain  
and tears!

#12 (Chapter 14)

I can't close my eyes.  
Can't close my eyes.  
I can't go to sleep.  
Can't go to sleep.  
My hearts too full of dreams right now.  
My heads too full of schemes right now.  
I'll never get to sleep.

There's something that burns like a flame-  
deep in me.  
Something that no one can touch-or can  
see.  
I feel something great about to wake.  
I see a chance for me to be.  
The kind of girl I've dreamed I'd be.  
I'm feeling this way.  
I'll never get to sleep.  
I'll never get to sleep.

For these plans and these schemes  
And these hopes and these dreams  
Keep pounding away in my brain.  
Like the beat of a drum  
Something's good got to come  
Or I know it could drive me insane.  
I want to do something great.  
I want to do something grand.  
I want to go and slay me a dragon-  
Do it with my bare hands.  
I'll never let up.  
I'll hold my head up-  
Proud as a mountain stands.

I want to do great things.  
Be a man who can walk with kings.  
And I've got a heart that's sprouting  
wings.  
Stand back now and watch me fly,  
I am a seed set to grow.  
I am a bud set to bloom.  
Hope I'm the one to-  
Hope I'm the one to-  
Slay me a dragon soon.  
Me a dragon  
World better watch out.  
I've got to stretch out.  
Stand back and give me room.

Can't hold it in no more.  
I want to touch the sky.  
My heart's about to soar.

And when you hear my thundering  
You'll know I can do great things!

There's nothing at all that I can't do.  
Great things make great dreams come  
true.

Brian and Willie

#13 (Chapter 16)

Fight with a Dragon

Fool look at me and know fear.  
The fear that freezes bones.  
Look into these hate-filled eyes  
And know you stand alone.  
Feel your blood run cold with fear.

Fear is his weapon.  
Fear is his power.  
A heart steeled against fear  
Will win in this hour.  
The dragon is fearsome.  
But the forest is stronger.  
Drawl on its blessings  
And you will last longer.

Think my friend.  
Think of the magic of the wildwood.  
Think of blood dripping down  
Think of the moon that lit your childhood.  
Think of death's thorny crown.  
Think of laughter. Think of spring.  
But no one can flame can bring  
Think of green things. Think of life.  
Feel my claw It's like a knife.

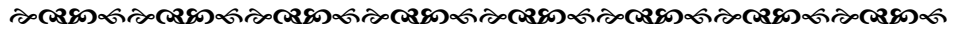
There's magic in the forest.  
Let it work for you.  
Hush you foolish youngster or you'll be dragon food.  
There's no stopping this song. I'll sing it till I die.  
Let it be quite soon then. You're walking into that time.

I feel the forest power coursing through my veins.  
Now have that, Big Dragon. We'll see who then remains.

Dragon, Brian, and Willie

# **Activities**





## Witch's Brew

Only Two Ingredients:

Orange Sherbet

Lemon-Lime Soda





Brian got his first sword to use in his quest to kill the dragon. He even named it Dragonwhacker. You can make your own sword.



Swords can be made from an empty wrapping paper roll. Flatten the roll. Cut one end into a point. Wrap the roll with silver duct tape. Add a piece of poster board to make the handle. Wrap the bottom of the sword with black electrician's tape.

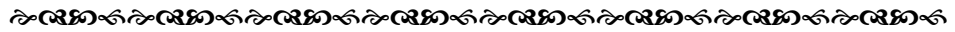


A helmet may be made from a gallon milk jug. Cut out the side opposite the handle and the bottom of the jug. The opening you cut needs to be large enough to put your face through. From the left over pieces of plastic cut a chin strap. Staple the chin strap onto the helmet. Cover the helmet with aluminum foil. Add a paper plume at the top of the helmet.



To go on the quest for the dragon Willie must sneak out of the castle. Learn more about castles, then try building one of your own.

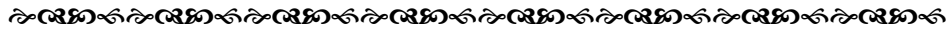
Build a Cardboard Castle <http://www.enchantedlearning.com/crafts/Boxcastle.shtml>



In *The Dragonlayers* the goons help Grizelda by spying. What exactly is a goon?

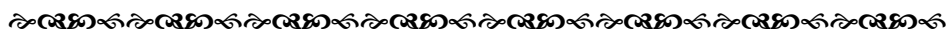
- What does a goon look like?
- How tall is it?
- Does it have a long nose?
- Big eyes?

Draw your version of a goon.



In *The Dragonlayers* Wilhelmina rescued a bear from a giant spider web before the spider could kill him. She then had to fight the giant spider. Try making your own spider or spider web. Here are several sites with craft directions:

- Clay Pot Spider <http://familycrafts.about.com/library/projects/blcpspider.htm>
- Paper Mache Spider <http://familycrafts.about.com/library/projects/blpmchspd.htm>
- Spider Pencil Topper <http://www.daniellesplace.com/html/bugs.html#pencil%20topper>  
(Note - See spiderweb made from a plate at the bottom of the page.)
- Pony Bead Spider [http://207.54.184.206/project/kids/bead\\_spider.html](http://207.54.184.206/project/kids/bead_spider.html)







# **Answer**

# **Keys**

# Vocabulary Practice and Test

Vocabulary Practice 1	Vocabulary Practice 2	Vocabulary Test																								
<ol style="list-style-type: none"> <li>1. astonishment</li> <li>2. stalking</li> <li>3. astride</li> <li>4. prevailed</li> <li>5. gallant</li> <li>6. poetry</li> <li>7. folktale</li> <li>8. myth</li> <li>9. fairy tales</li> <li>10. fiction</li> <li>11. drama</li> <li>12. alliteration</li> <li>13. repetition</li> <li>14. rhyme</li> <li>15. author's purpose</li> <li>16. fable</li> <li>17. nonfiction</li> <li>18. genre</li> </ol>	<ol style="list-style-type: none"> <li>1. a</li> <li>2. c</li> <li>3. b</li> <li>4. g</li> <li>5. h</li> <li>6. e</li> <li>7. d</li> <li>8. i</li> <li>9. f</li> </ol> <table border="1" data-bbox="613 630 1286 1031" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><u>10.</u> astonishment</td> <td style="padding: 5px;"><u>11.</u> prevailed</td> <td style="padding: 5px;"><u>12.</u> gallant</td> <td style="padding: 5px;"><u>13.</u> stalking</td> </tr> <tr> <td style="padding: 5px;"><b>amazement</b></td> <td style="padding: 5px;">won</td> <td style="padding: 5px;">knightly</td> <td style="padding: 5px;">chasing</td> </tr> <tr> <td style="padding: 5px;">amazement</td> <td style="padding: 5px;">succeeded</td> <td style="padding: 5px;">courageous</td> <td style="padding: 5px;">hunting</td> </tr> <tr> <td style="padding: 5px;"><u>14.</u> trudged</td> <td style="padding: 5px;"><u>15.</u> destined</td> <td style="padding: 5px;"><u>16.</u> garish</td> <td style="padding: 5px;"><u>17.</u> befuddled</td> </tr> <tr> <td style="padding: 5px;">tromped</td> <td style="padding: 5px;">predetermined</td> <td style="padding: 5px;">flashy</td> <td style="padding: 5px;">confused</td> </tr> <tr> <td style="padding: 5px;">plodded</td> <td style="padding: 5px;">predecided</td> <td style="padding: 5px;">showy</td> <td style="padding: 5px;">bewildered</td> </tr> </table> <ol style="list-style-type: none"> <li>18. stalking</li> <li>19. trudged</li> <li>20. prevailed</li> <li>21. garish</li> <li>22. befuddled</li> <li>23. destined</li> <li>24. gallant</li> <li>25. astride</li> <li>26. trudged</li> <li>27. astonishment</li> <li>28. prevailed</li> </ol>	<u>10.</u> astonishment	<u>11.</u> prevailed	<u>12.</u> gallant	<u>13.</u> stalking	<b>amazement</b>	won	knightly	chasing	amazement	succeeded	courageous	hunting	<u>14.</u> trudged	<u>15.</u> destined	<u>16.</u> garish	<u>17.</u> befuddled	tromped	predetermined	flashy	confused	plodded	predecided	showy	bewildered	<ol style="list-style-type: none"> <li>1. i</li> <li>2. o</li> <li>3. j</li> <li>4. l</li> <li>5. k</li> <li>6. e</li> <li>7. b</li> <li>8. f</li> <li>9. n</li> <li>10. h</li> <li>11. c</li> <li>12. a</li> <li>13. g</li> <li>14. d</li> <li>15. m</li> <li>16. f</li> <li>17. h</li> <li>18. g</li> <li>19. b</li> <li>20. i</li> <li>21. d</li> <li>22. c</li> <li>23. e</li> <li>24. a</li> </ol>
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# Comprehension Quizzes

Chapters 1 – 2	Chapters 3 – 4	Chapters 5 – 6	Chapters 7 – 8	Chapters 9 – 10
1. (a) 2. (c) 3. (d) 4. (b) 5. (c) 6. (a) 7. (d) 8. (b) 9. (c) 10. (c) 11. (d) 12. (c)	1. (b) 2. (c) 3. (c) 4. (a) 5. (d) 6. (a) 7. (d) 8. (a) 9. (b) 10. (b) 11. (b) 12. (c) 13. (a) 14. (c)	1. (c) 2. (c) 3. (b) 4. (a) 5. (b) 6. (d) 7. (a) 8. (b) 9. (a) 10. (d) 11. (d) 12. (b) 13. (a) 14. (a)	1. (d) 2. (a) 3. (b) 4. (b) 5. (a) 6. (a) 7. (a) 8. (c) 9. (c) 10. (c) 11. (b) 12. (a) 13. (a) 14. (d)	1. (d) 2. (b) 3. (a) 4. (b) 5. (a) 6. (c) 7. (b) 8. (a) 9. (c) 10. (d) 11. (c) 12. (d) 13. (a) 14. (b)
Chapters 11 – 12	Chapters 13 – 14	Chapters 15 – 16	Chapter 17	
1. (b) 2. (d) 3. (b) 4. (a) 5. (c) 6. (b) 7. (d) 8. (b) 9. (a) 10. (b)	1. (a) 2. (b) 3. (d) 4. (d) 5. (b) 6. (c) 7. (b) 8. (c) 9. (a) 10. (d) 11. (a) 12. (a) 13. (b) 14. (d)	1. (a) 2. (b) 3. (a) 4. (c) 5. (a) 6. (c) 7. (d) 8. (a) 9. (b) 10. (b) 11. (a) 12. (d) 13. (d) 14. (c)	1. (b) 2. (d) 3. (a) 4. (c) 5. (b) 6. (a) 7. (c) 8. (c)	



# Skill Lessons

Reality vs Fantasy	Genres	Fact or Opinion																					
<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Reality</td> <td style="text-align: center;"> </td> <td style="text-align: center;">Fantasy</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;"> </td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">king</td> <td style="text-align: center;"> </td> <td style="text-align: center;">dragon</td> </tr> <tr> <td style="text-align: center;">knight</td> <td style="text-align: center;"> </td> <td style="text-align: center;">goon</td> </tr> <tr> <td style="text-align: center;">queen</td> <td style="text-align: center;"> </td> <td style="text-align: center;">talking animals</td> </tr> <tr> <td style="text-align: center;">page</td> <td style="text-align: center;"> </td> <td style="text-align: center;">big spiders</td> </tr> <tr> <td style="text-align: center;">squire</td> <td style="text-align: center;"> </td> <td style="text-align: center;">witch</td> </tr> </table> <p>1. F 2. R 3. F 4. R 5. R 6. R 7. F 8. F 9. F 10. R</p> <p>Answers will vary.</p> <p>Dragon</p> <p>breathed fire fantasy lived with men</p> <p>Dinosaur</p> <p>real plant or meat eaters lived before the time of man</p> <p>Both</p> <p>meat eaters large walked on 2 to 4 legs</p>	Reality		Fantasy	_____		_____	king		dragon	knight		goon	queen		talking animals	page		big spiders	squire		witch	<p><b>Fairy Tale</b></p> <p>Cinderella   Paul Bunyan</p> <p>Sleeping Beauty   Johnny Appleseed</p> <hr/> <p><b>Fables</b></p> <p>The Tortoise and the Hare   Poseidon, the sea god, Creates a Tidal Wave</p> <p>The Lion and the Mouse   Thoth, God of the Moon</p> <p><b>Folktale</b></p> <hr/> <p><b>Myths</b></p> <p><i>The Dragonslayers is most like a fairy tale.</i></p> <ul style="list-style-type: none"> <li>• Characters are kings, queens, and princesses.</li> <li>• Good vs. Evil</li> <li>• contains magic</li> <li>• has a problem and a solution</li> </ul>	<p>1. F 2. F 3. O 4. O 5. F 6. F 7. O 8. O 9. O 10. O 11. F 12. F</p>
Reality		Fantasy																					
_____		_____																					
king		dragon																					
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queen		talking animals																					
page		big spiders																					
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<p><b>Author's Purpose</b></p> <ol style="list-style-type: none"> <li>Directions - to inform</li> <li>Advertisement - to persuade</li> <li>Report - to inform</li> <li>Sale Advertisement - to persuade</li> <li>Instructions - to inform</li> <li>Journal Entry - to share feelings</li> <li>Poem - to entertain</li> <li>Forecast - to inform</li> <li>Wanted Poster - to inform</li> <li>Short Story - to entertain</li> <li>Business Card - to inform</li> <li>Letter - to share feelings or to persuade</li> </ol>	<p><b>Combining Sentences</b></p> <p><b>Sentence Writing</b></p> <ol style="list-style-type: none"> <li>Brian suddenly stopped and looked around.</li> <li>Tymbal and Florissa began to sing.</li> <li>Brian was part of the earth and everything.</li> <li>Tybal, Florissa, and Vessan bent above Brian.</li> <li>Feel the forest and its roots.</li> </ol> <p><b>Multiple Choice</b></p> <ol style="list-style-type: none"> <li>b</li> <li>a</li> <li>d</li> <li>c</li> <li>d</li> <li>c</li> <li>c</li> <li>a</li> </ol> <p><b>Write a Paragraph</b></p> <p>Two witches stood before a cauldron stirring a magical brew. Grizelda and Phrenella rolled up their sleeves ready to start the conjuring potion. The shadows from the fire danced around the big, dark forest. One by one moondust, mildew, toad tongues, bat wings, fireflowers, and wormwood were added to the cauldron. Finally the most important ingredient was added: a lizard. The cauldron exploded, and a tiny dragon appeared. The tiny dragon gave a piercing cry, turned around, raced in the other direction. Soon it disappeared among the trees.</p>	<p><b>Usage Errors</b></p> <ol style="list-style-type: none"> <li>there</li> <li>their</li> <li>their, their</li> <li>they're</li> <li>Their</li> <li>There</li> <li>to, to</li> <li>too</li> <li>Two</li> <li>too</li> <li>to</li> <li>to</li> <li>too</li> <li>Its</li> <li>It's, It's</li> <li>It's, it's</li> <li>Its</li> </ol> <p>In another part of the forest a new group of questers trudged wearily into a clearing. The sun beat <b>its</b> warmth upon <b>their</b> heads. Even though they were <b>too</b> tired to continue <b>their</b> leader, King Mildred, dragged the group on and on. He had forced his knights into the forest with him <b>to</b> seek not the dragon, but Willie. Queen Hortense was <b>there, too</b>, for she had insisted that she would not be left behind while her daughter was in danger. She felt the dragon was <b>too</b> fierce <b>to</b> be dealt with without all the the king's resources. Even the page boys had been forced <b>to</b> come along.</p>
<p><b>Usage Illustrations</b></p> <ol style="list-style-type: none"> <li>a</li> <li>d</li> <li>b</li> <li>a</li> <li>b</li> <li>c</li> <li>d</li> <li>c</li> </ol>	<p><b>Skills Test</b></p> <ol style="list-style-type: none"> <li>b</li> <li>d</li> <li>b</li> <li>a</li> <li>c</li> <li>c</li> <li>a</li> <li>a</li> <li>c</li> <li>b</li> <li>d</li> <li>c</li> <li>a</li> <li>a</li> </ol>	

# English Lessons

<p><b>Lesson 1</b></p> <p>Answers are in lesson.</p>	<p><b>Lesson 2</b></p> <ol style="list-style-type: none"><li>1. son</li><li>2. dismiss kiss</li><li>3. soon moon</li><li>4. ditch stitch hitch pitch</li><li>5. damsel hassle</li><li>6. sing fling</li><li>7. clean mean seen</li><li>8. site right</li><li>9. bBored gourd forward</li><li>10. come numb</li></ol>	<p><b>Lesson 3</b></p> <p>See page 76.</p>
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<p><b>Lesson 4</b></p>	<p><b>Lesson 5</b></p> <ol style="list-style-type: none"><li>11. Repetition</li><li>12. Rhyme</li><li>13. Alliteration</li><li>14. Rhyme</li><li>15. Repetition</li><li>16. Alliteration</li><li>17. Repetition</li><li>18. Rhyme</li><li>19. Rhyme</li><li>20. Repetition</li><li>21. Alliteration</li><li>22. Alliteration</li></ol>	<p><b>Lesson 6</b></p> <p>Answers will vary.</p>
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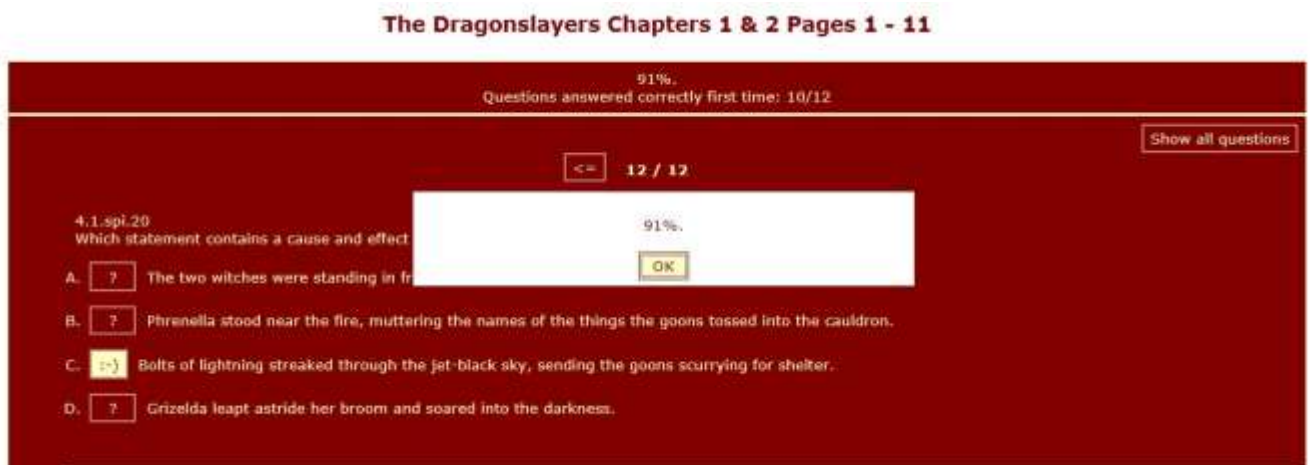
Lesson 7	Lesson 8	English Test
<ol style="list-style-type: none"> <li>1. Simile</li> <li>2. Metaphor</li> <li>3. Simile</li> <li>4. Simile</li> <li>5. Simile</li> <li>6. Metaphor</li> <li>7. Simile</li> <li>8. Metaphor</li> <li>9. Simile</li> <li>10. Simile</li> <li>11. Metaphor</li> <li>12. Metaphor</li> <li>13. Simile</li> <li>14. Simile</li> <li>15. Metaphor</li> </ol>	<p>13 (Chapter 16)</p> <p>Fight with a Dragon</p> <p>Fool look at me and know fear. The <b>fear</b> that <b>freezes</b> bones. Look into these hate-filled eyes And know you stand alone. Feel your blood run cold with fear.</p> <p><b>Fear is his</b> weapon. <b>Fear is his</b> power. A heart steeled against fear Will win in this hour. The dragon is fearsome. But the forest is stronger. Drawl on its blessings And you will last longer.</p> <p><b>Think</b> my friend <b>Think</b> of the magic of the wildwood <b>Think</b> of blood <b>dripping down</b> <b>Think</b> of the moon that lit your childhood <b>Think</b> of death's thorny crown <b>Think</b> of laughter, <b>Think</b> of spring But no one can flame can bring <b>Think</b> of green things <b>Think</b> of life Feel my <b>claw It's like a knife</b></p> <p>There's magic in the forest Let it work for you Hush you foolish youngster or you'll be dragon food There's no stopping this song I'll sing it till I die Let me be quite soon then. You're walking into that time.</p> <p>I feel the forest power coursing through my veins. Now have that big dragon. We'll see who then remains.</p> <p>Dragon, Brian, and Willie</p>	<ol style="list-style-type: none"> <li>16. b repetition</li> <li>17. a simile</li> <li>18. b rhyming pattern</li> <li>19. d drama</li> <li>20. c alliteration</li> <li>21. b rhyme</li> <li>22. d Every other line rhymes.</li> <li>23. c nonfiction</li> <li>24. b metaphor</li> <li>25. a simile</li> <li>26. d alliteration</li> <li>27. a fiction</li> </ol>

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interactive quizzes:

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