

Week 1 lesson plans

Expected outcomes

- All children can compare myths and legends, comment on stories about dragons and use information to create their own dragon profile.
- Most children can contribute to a group presentation about dragons in myth and legend.
- Some children can write a significantly more detailed profile of a dragon that might be found in a story.

Curriculum objectives

- To identify themes and conventions in a wide range of books.

Resources

Pre-prepared interactive whiteboard screen containing various images of dragons; photocopiable page 104 'Dragonfile'

As they will have met some dragons already, the unit begins with the children completing a 'Dragonfile sheet', recording their current dragon knowledge. Over the week, they will read a dragon myth from China and read and compare two dragon legends, reinforcing their understanding of how myths and legends differ. They will look for similarities and differences in the two legends. They will create together a dragon word wall, gathering vocabulary for use in their writing over the unit. The week concludes with them using their new knowledge to write a short guide for authors on how to create dragons for their stories.

I: What do we know about dragons?

Introduction

- Show the class a variety of images of dragons on the interactive whiteboard, as a stimulus to thinking and discussion. Select a wide range of types from different illustrative techniques and include a photograph of a real-life Komodo dragon.
- Explain to the children that they will be using dragons as the theme for this half-term's work. They will start by thinking about what they already know about them.

Independent work

- Hand out photocopiable page 104 'Dragonfile' for the children to complete individually before discussion begins.
- The photocopiable sheet asks them a number of questions about what they know about dragons. Reassure the children that you are not expecting them to have extensive knowledge – this is a starting point from which they will build, and it is good to know what information they already have, and to compare with each other.

Paired work

- After they complete their photocopiable sheet, invite the children to find a partner to share and compare their results with. Do they have similar knowledge and if not, what differences are there? Encourage the children to discuss their work, asking each other questions for extra information or further clarification.

Group work

- Now ask the pairs to form into small groups to further compare their answers about dragons. Do they notice any common features that all or most of them have recorded? Does anyone have a piece of knowledge that no-one else has recorded? Are they building up a picture of dragons that most people would recognise?

Review

- Bring the class together and ask a representative from each group to summarise their group's results. When all the groups have reported back, pick up on both common and unusual points as the basis for a class discussion. Are there any particular named dragons or dragon stories that come to the fore? Do most people agree on the characteristics of dragons, and if so, what are they? Does anyone mention friendly dragons? Where does their knowledge of dragons come from – is it books, TV, film or elsewhere? Tell the children to bear this introductory thinking in mind as they go through the week, to see how their knowledge and ideas match with what they will learn.