

THE  
DOOMFIRE  
SECRET



Cover illustration by Natalie Smillie

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CURRICULUM LINKS FOR THE DOOMFIRE  
SECRET BY ANNALIESE AVERY

# THE DOOMFIRE SECRET BY ANNALIESE AVERY

## YEAR 5 LESSON PLAN

### OBJECTIVES

- To explore characterisation
- To explore myths and legends inspired by the story
- To explore dragons
- To design and create a 3D model using moving parts

### OUTCOMES

- Children will explore how characters feel about the hatching of a creature such as a dragon.
- They will explore their own version of what a Great Dragon might look like.
- They will use their designs for the children to create their own moving parts model of a Great Dragon.

### RESOURCES

- *The Doomfire Secret* by Annaliese Avery book
- Pictures of dragons from different myths and legends
- Moving parts equipment, syringes, tubing, balloons, split pins, etc...
- *Resource Sheet 1 - 'Dragons'*
- *Resource Sheet 2 - 'More Dragons'*
- *Resource Sheet 3 - 'Dragonology'*

### LEAD-IN

Read from page 55 (chapter 4):

***"Hal's eyes fixed on the dragon egg that she had pulled from her satchel and placed on the table."***

To

***"We showed it to an expert, Doc Langley; he's a Dragonologist. He thought that it might be a Great Dragon egg!"***

Explore with the children why the Great Dragons were so special and significant to the story. Discuss with the children how dragons are portrayed in myths and legends. Show the children pictures of different dragons and how they may look unique depending on the country and age of the stories.

Read the rest of the chapter. What do the children think a dragon's egg would look like? Using *Resource Sheet 1: Dragons*, the children need to design the outer eggshell of what they think a Great Dragon's egg might look like. They need to consider that the unhatched dragon from the story is thought to belong to a Great Dragon of old.

### TASK

Read chapter 32 and concentrate on this aspect:

***"She twisted the egg around in her hand, feeling its surface, and as she did her fingers felt a crack in the shell. "Oh no! I think it's hatching!" Paisley said, holding the egg a little away from herself."***

Discuss with the children what they think the unhatched dragon might look like. Think about its colour, size, claws, wings, spines on its back, horns, etc... The children can use Resource Sheet 2: More Dragons, to design their own Great Dragon. They need to label each part of it.

Look at this section towards the end of chapter 32:

***“Hal walked towards the door, then stopped. “What are you going to name her, Paisley?”***

***Paisley looked up at Hal, her eyes wide; she hadn’t given it much thought. She looked back down at the little dragon, who stirred and again opened one bright-red eye lazily before closing it again. “We shall call her Dóm-Fyr. Dóm for short!”***

What will the children name their own dragons? Remember the name needs to be significant and remembers the Great Dragons of old.

Read chapter 33 with the children and explore the newly hatched Great Dragon further.

Read chapter 35 to this part on page 373 and how Dóm tried to fly:

***“Dóm soon tired from trying and falling; each time she had put a bit more effort in, moving closer to her goal of staying airborne. Paisley put her back in the bag to sleep, stroking the soft spines on her back as she slumbered.”***

The children need to look back at the design they made of their own dragons. Using the design, the children need to create a 3D model of a Great Dragon and add moving parts to it, e.g. the wings moving, the legs moving, the head moving, the mouth opening, etc...

## EXTENSION

Look at the character of Doc Langley who is described as a *dragonologist*. Explore what a ‘dragonologist’ is with the children. The children need to create a fact file about their own Great Dragon and can use *Resource Sheet 3: Dragonology*, to help with this.

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**YEAR 5 RESOURCE SHEET 1 - 'DRAGONS'**

Using your imagination, design an outer egg shell of what you think a Great Dragon's egg might look like. You need to think about the unhatched dragon from the story and that it is thought to belong to a Great Dragon of old.



 SCHOLASTIC

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**YEAR 5 RESOURCE SHEET 2 - 'MORE DRAGONS'**

Design your own Great Dragon. Label each part of your Great Dragon explaining the features and why it has them.

FEATURES YOUR DRAGON WILL HAVE:



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**YEAR 5 RESOURCE SHEET 3 - 'DRAGONOLOGY'**

Using the grid below create your own factfile about your own Great Dragon as a Dragonologist.

NAME:	PICTURE:
APPEARANCE:	
OTHER FEATURES/SPECIAL CHARACTERISTICS:	

# THE DOOMFIRE SECRET BY ANNALIESE AVERY

## YEAR 6 LESSON PLAN

*This lesson could be a follow on lesson from the Year 5 lesson or can be taught as a standalone lesson.*

### OBJECTIVES

- To explore characterisation
- To explore animation
- To create a short moving story for a scene in the book

### OUTCOMES

Children will use the characters in a story to create their own stop motion video with sound. This will tell a story of what might happen next in the story.

### RESOURCES

- *The Doomfire Secret* by Annaliese Avery book
- Everyday classroom objects for use with stop motion, e.g. plasticine, spring action clothes pegs, tubing, syringes, etc...
- Camera
- *Resource Sheet 1: What Happens Next?*

### LEAD-IN

Read chapter 38 with the children, up to this part on page 417/8. **Do not read any further.**

***“As Paisley ran, she heard a familiar squark, and as she looked to her left, she saw Dóm-Fyr flying alongside her.***

***‘How did you...? What are you doing?’ she called to the little dragon, who squawked again and flew around Paisley as she ran.***

***‘Dóm, this is serious business!’ Paisley yelled to the dragon as she swung Næss out at a knight who lunged at her. The little dragon swooped down on him, opened her mouth and shot a blast of fire that caught his tunic alight.’***

Discuss with the children what has happened up to this point and who Paisley is running to find. Further discuss with the children what they think might happen next. The children can use *Resource Sheet 1: What Happens Next?* to plot out what they think is going to happen with *Paisley* and *Dóm-Fyr*, as a storyboard or map. They need to add captions and what each character might be saying to each other. The children need to think about:

- The sequence of their story
- Whether they have a clear beginning, middle and end to their storyboard?



## TASK

Now explain to the children that they are going to use stop motion animation to bring their storyboards or maps to life.

Show the children the video of the challenge from the BBC from 2019. (This shows a little bit about using everyday objects to create moving characters and animate them).

**This stop motion animation video can be used for inspiration and guidance to see how stop motion animation can be done and how it is used:**

<https://www.youtube.com/watch?v=4YcOZ7SpyTA>

Once the children have watched the video, they need to re-read their storyboards to ensure that they have a clear sequence and that they have concentrated on the two main characters. They may need to then add action shots and ideas for sound effects to the storyboard.

The children can use everyday materials (see list of resources needed) to make their characters and any objects they need. At this stage, the children may need to practice making their characters move remembering to use small movements between each take.

The children can use their storyboards or story maps to create a short animation about what happens next for Paisley and the young hatchling. They need to consider the following:

- Creation of a background suitable for the events unfolding for Paisley and Dóm-Fyr
- Using small movements between each take
- Think about how the movements will look overall, will they work as a sequence?
- Making sure they have followed their storyboard
- Making sure that their hands are not in the shot (This is a key point!)
- Check the animations to ensure they run smoothly
- Add in sound effects only if needed and if it adds to the overall animation

## EXTENSION

Discuss with the children evaluating each other's work. What would you need to consider to do this? Make a list on the whiteboard of what a good evaluation might look like (for example, positive comments, anything critical with a possible solution to make it better, etc...). The children can then evaluate each other's work.

## RESOURCE SHEETS

- Resource sheets sent as a separate document

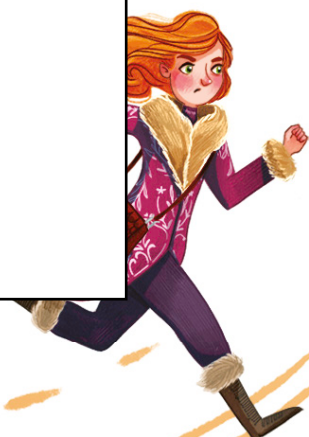
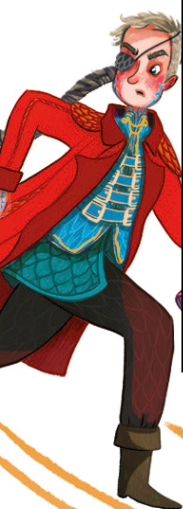
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## YEAR 6 RESOURCE SHEET 1 - 'WHAT HAPPENS NEXT?'

Plot out what you think is going to happen with Paisley and Dóm-Fyr next. Think about:

- The sequence of the next part of your story
- Whether you have a clear beginning, middle and end for the next section of your story board?

You can add more blocks to your storyboard if you need to.

# CURRICULUM LINKS FOR THE DOOMFIRE SECRET BY ANNALIESE AVERY

## UKS2 ENGLISH

### READING

#### COMPREHENSION:

##### Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and fiction.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Provide reasoned justifications for their views.

### WRITING -

#### COMPOSITION:

##### Pupils should be taught to:

- Plan their writing.
- Draft and write.
- Evaluate and edit.
- Proof-read.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION:

##### Pupils should be taught to:

- Develop an understanding of the concepts.
- Indicate grammatical and other features.
- Use and understand the grammatical terminology.

## KS2 ART:

##### Pupils should be taught to:

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Understand about great artists, architects and designers in history.

## KS2 COMPUTING

##### Pupils should be taught to:

- Solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.