



# THE BOY WHO SANG WITH DRAGONS

## EXTRACTS AND NOTES FOR KS2 TEACHERS

### INTRODUCTION

**Suitable for:** Ages 8+

**Explore themes of:** Dragons, Magic and Mystery, Adventure Writing, Friendship and Inclusivity

**Subject Checklist:** Reading, Creative Writing, Art, Design & Technology, PSHE, Drama

### CONTENTS

- **BOOK 1! The Boy Who Grew Dragons** (taken from Chapter 3)

**Objectives:** Act-out an extract from the story; illustrate and name your own pet dragon.

- **BOOK 2! The Boy Who Lived with Dragons** (taken from Chapter 4)

**Objectives:** Discuss how the writer and illustrator create humour; write a descriptive paragraph about dragons on the loose.

- **BOOK 3! The Boy Who Flew with Dragons** (taken from Chapter 31)

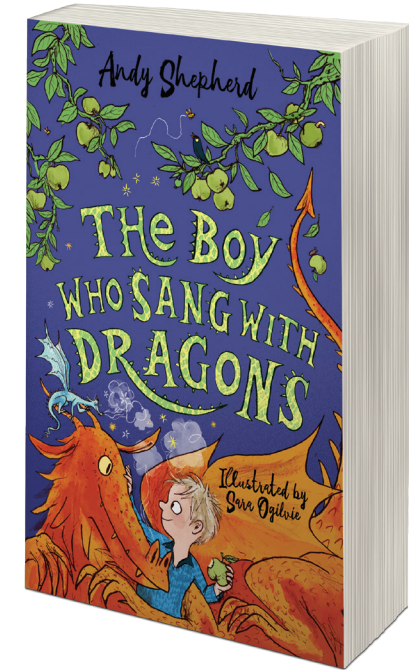
**Objectives:** Reflect on the themes of friendship and inclusivity in the text; work as a team to complete a wordsearch.

- **BOOK 4! The Boy Who Dreamed of Dragons** (taken from Chapter 40)

**Objectives:** Make predictions about the book; write a poem about flying through the night sky on a dragon.

- **BOOK 5! The Boy Who Sang with Dragons** (taken from Chapter 9)

**Objectives:** Design a photograph of you discovering your own dragonfruit tree; write a short book review about the series.





## BOOK !! THE BOY WHO GREW DRAGONS (Taken from Chapter 3)

### COVER CLUES

Take a few moments to look over the cover of *The Boy Who Grew Dragons*. Think about what is unusual about the book's title.

What illustrations have been included?

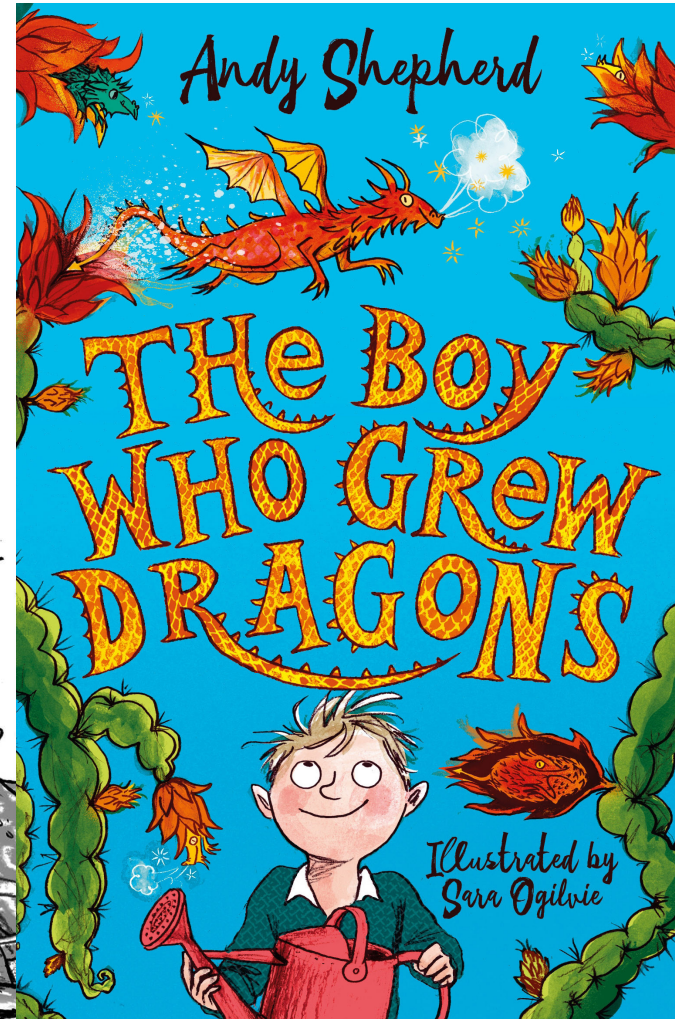
What colours have been used to make the book eye-catching?

Write a few sentences explaining what you like about the book cover using the sentence starters below:

The title is interesting because .....

I like the use of the colour ..... on the cover because .....

I think the cover is eye-catching because .....







I turned back to the fruit and then jumped in alarm as it began to move, shaking the drawer again – and this time I clearly saw one side of it bulge. It was as if something inside was trying to burst out! The skin stretched and the spiky leaves stuck out as the bulge moved under the surface. I thought of the worm I'd once found in a pear from Grandad's garden. What if some kind of monstrous maggot was squirming its way out of the dragon fruit? The thing twisted and writhed and pushed. I started to back away. There was no way I wanted a mutant maggot launching at my face.

But as I took another step, I stumbled over King Kong and came crashing to the floor. I kept my eyes fixed on the still-rattling drawer. And then there was an almighty . . .

POP!

### DISCUSSION QUESTIONS:

- What do you know about dragons? Have you read any other stories about them?
- In the extract, where does the dragon fruit come from?
- What does Tomas think is coming out of the dragon fruit at first?
- What might he be feeling as he watches something 'burst out'?
- Which descriptive words does the writer use to help you imagine this scene? Give examples.





## ACTIVITY: CREATE YOUR OWN PET DRAGON!



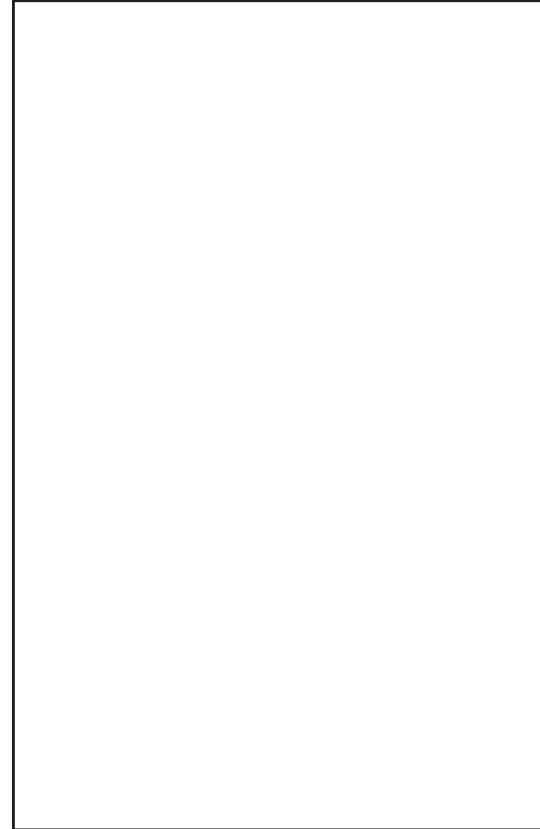
- The amazing illustrations in the books help to bring the characters and story to life. Start by looking at the image of Tomas in bed from page 25 of the text. Discuss what you like about this picture. What does it add to the extract? What details has the illustrator included and why?
- Then, spread out and lie down on the floor in a spacious area. While your teacher reads out the extract, act out what is happening in the text. Re-enact Tomas' shock and surprise as to what is hatching in his drawer.
- After your re-enactment, close your eyes for a moment and imagine your own dragon popping out from the dragon fruit. What does it look like? Does it have any characteristics that make it unique? What might you call your dragon and why?
- Sketch an illustration of your own pet dragon and give it a name! Share your dragons as a class and discuss the trouble they might cause together!





## BOOK 2! THE BOY WHO LIVED WITH DRAGONS (Taken from Chapter 4)

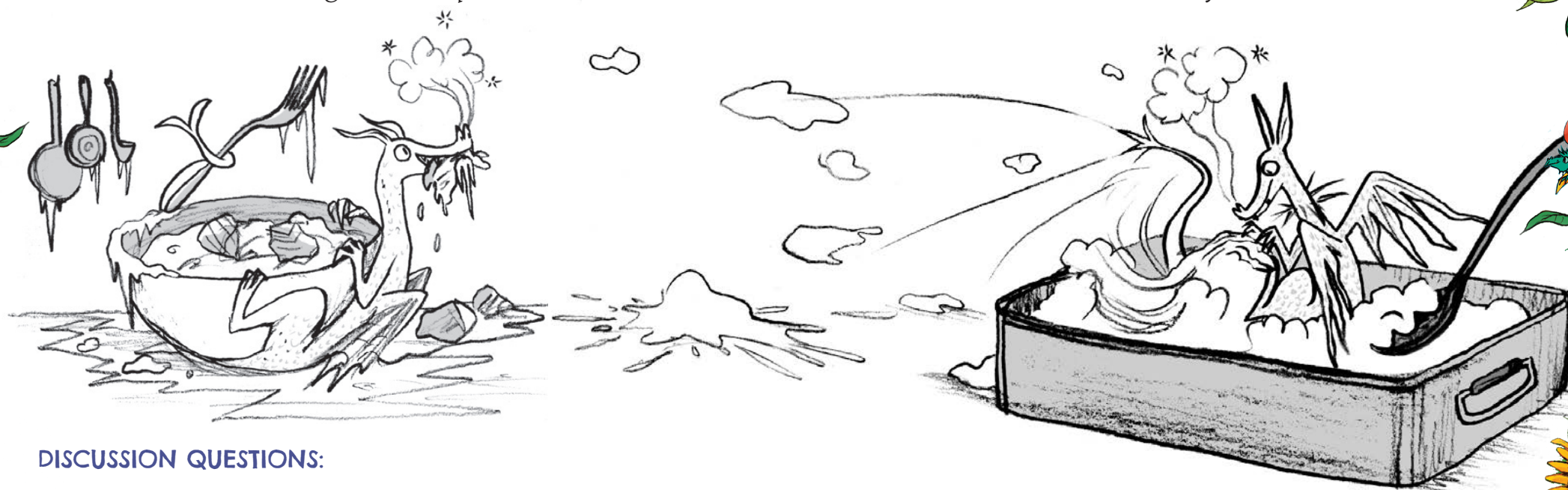
### COVER CLUES



Look over the book cover and the chaos that the dragons are causing in Tomas's room. Think about your bedroom or another room in your home in which your dragon from Lesson 1 could cause lots of mischief! Design your own cover showing the destruction caused by living with a pet dragon!

‘Bat!’ she howled as she sprinted past us. ‘There’s a great flapping bat in the canteen!’

‘The dragons!’ I hissed. We raced off down the corridor and as we skidded into the canteen splodges of mashed potato hit us in the face. Sunny was sitting in a tray of the stuff, his tail flicking great lumps of it into the air as he burrowed his way through the rest. Meanwhile, Crystal had successfully iced the entire kitchen counter and was happily devouring the fish pie. I looked around for Flicker, but couldn’t see him anywhere.



### DISCUSSION QUESTIONS:

- Who is part of the ‘Superhero Squad’? What do they all have in common?
- What mistake have the Superhero Squad made in this extract? What has happened?
- How do the writer and illustrator create humour here? Which other parts of the story made you laugh?
- What kinds of mischief could dragons cause if they escaped in your school? Discuss this together.





## ACTIVITY: DRAGONS ON THE LOOSE!

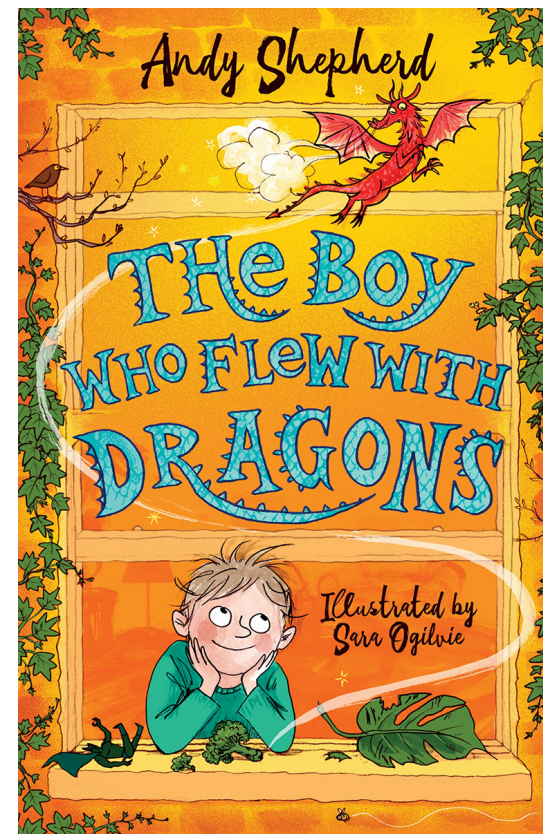
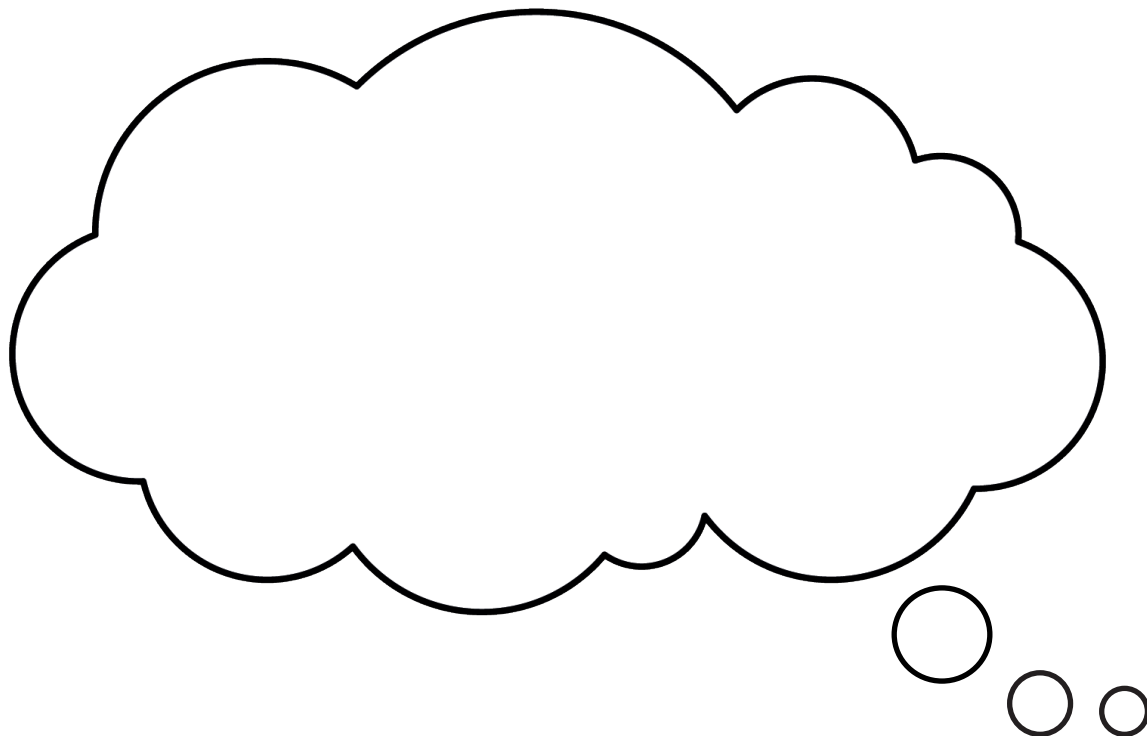
- In pairs, talk about the different rooms and areas of your school in which dragons could cause the most mischief. Then, think about the different objects in these places that dragons could damage or make a real mess of! For example, in the story, the dragons escape from the cupboard and go wild in the canteen with the mash potato!
- Fill in the table below detailing the ideas you come up with together. Feedback your 'high risk' places and objects as a class.
- Using your table and discussions to help you, write a descriptive paragraph about one or more dragons on the loose in your school. Try to create humour by explaining the trouble they cause.

HIGH RISK PLACES AT SCHOOL	HIGH RISK OBJECTS IN THESE PLACES



## BOOK 3! THE BOY WHO FLEW WITH DRAGONS (Taken from Chapter 3!)

### COVER CLUES



By Book 3, the Superhero Squad have managed to restore the dragonfruit tree and Tomas and Flicker are closer than ever. Look closely at Tomas' facial expression and body language on the front cover. What do you think Tomas is thinking? What does this illustration show about his feelings towards Flicker?

In the bubble next to Tomas, write what you think is going through his mind on the front cover. Think about his relationship with Flicker and their adventures together so far.





Frustration got the better of me and I snapped. ‘Why are you doing this? You can’t keep this secret. What’ll happen when people find out? Or maybe that’s what you want. It is, isn’t it? You just want to tell everyone, “Hey, I’m Liam. I’m the King of Dragons.” Just like the show-off you are.’

Liam frowned and I stepped back, braced for the shove I was sure was coming this time. ‘Shut up,’ he shouted. ‘That’s not it.’ ‘Well, why have you done it?’ He opened his mouth to speak and then closed it again. His lips went really thin like he was pinching back the words.

‘Well?’ I snarled. ‘Maxi’s my friend,’ Liam muttered at last. And then added, ‘He’s the only one who’s ever stuck around.’ He stared right at me and I remembered my mum telling me how we had once been friends. Until we’d gone to school, that was. And I’d had Ted there. Ted, who I’d known all my life. And who found it easy to go over to people like Kat and Kai, making friends for us both. Making us a little band of four.

### DISCUSSION QUESTIONS:

- Why is Tomas annoyed with Liam in the extract? What has he done?
- What does Liam reveal in this conversation? How might this help to explain his behaviour?
- Why is Tomas lucky to have the Superhero Squad?
- How can you help to make other people in your class feel included?





### ACTIVITY: DRAGON WORDSEARCH

- Read over the key words below as a class and have a chat about why they are important in the stories so far.
- Next, pair up with someone that you don't know that well or don't often work with. Work together in your pairs to complete the wordsearch. Remember, it's great to have to have your own Superhero Squad but it's also great to be inclusive and get to know other people too!

DRAGONS

FRIENDS

INCLUSIVE

FLICKER

TEAMWORK

SUNNY

CRYSTAL

DODGER

MAXI

I	N	C	L	U	S	I	V	E	K	A
L	D	O	D	G	E	R	V	R	P	R
A	R	T	Q	X	P	K	O	D	C	E
T	A	Y	C	J	Y	W	R	J	O	K
S	G	D	H	N	M	L	S	Y	S	C
Y	O	U	N	A	I	F	M	A	X	I
R	N	U	E	I	Y	B	E	W	N	L
C	S	T	F	S	D	N	E	I	R	F







## BOOK 4! THE BOY WHO DREAMED OF DRAGONS (Taken from Chapter 40)

### COVER CLUES

Look over the covers of Books 1–4; can you spot some similarities between them?

SIMILARITY 1 =

SIMILARITY 2 =

SIMILARITY 3 =

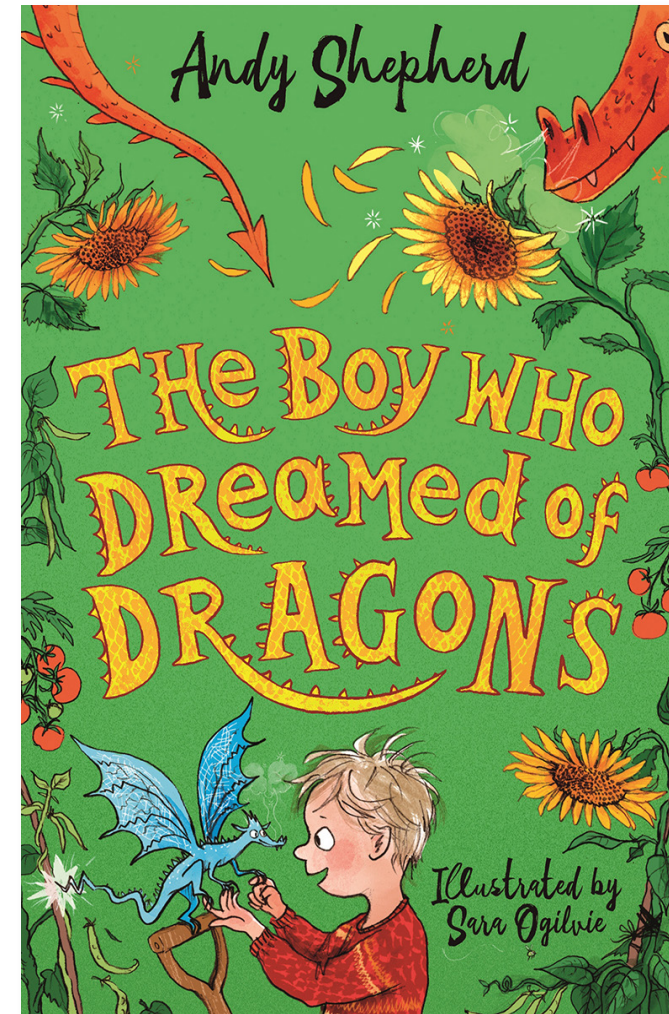
Have you spotted a new character on the cover of The Boy Who Dreamed of Dragons?

Make 3 predictions about who this character is and the fun they will have Tomas and the gang in Book 4!

PREDICTION 1 =

PREDICTION 2 =

PREDICTION 3 =





I thought of all the dreams I'd shared with Flicker, seeing the world through his eyes. And then I pictured all my dreams recently, swapped to scenes of me and Zing. In my dreams, I realised I was still seeing what Flicker saw.

'Just because he's not in the picture himself, doesn't mean he's not still there,' Grandad went on. 'I reckon he just thought you needed a bit of time and space to grow a few new friends.'

And just like that, as I sat tucked into Grandad's side, I felt like I was leaning against the warming scales of Flicker. I knew then with total certainty that Grandad was right. Flicker didn't have to come back, because he hadn't gone anywhere, he'd always been there. Just off to one side, like Grandad.

And I couldn't wait until I saw him again.

### DISCUSSION QUESTIONS:

- Who shares Tomas' dreams? How have his dreams changed recently?
- Why can it be difficult to let go of things or people we love sometimes?
- Where is Flicker? What advice does Grandad give Tomas?
- Which new friends has Tomas gained by the end of the story?
- What has Tomas learned about the history and mystery of the dragonfruit tree by the end of Book 4?





## ACTIVITY: FLYING THROUGH THE NIGHT SKY

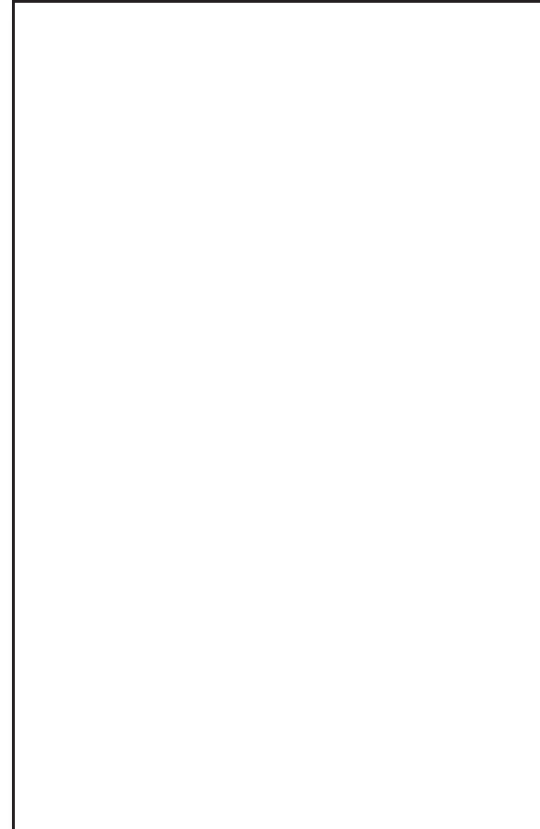
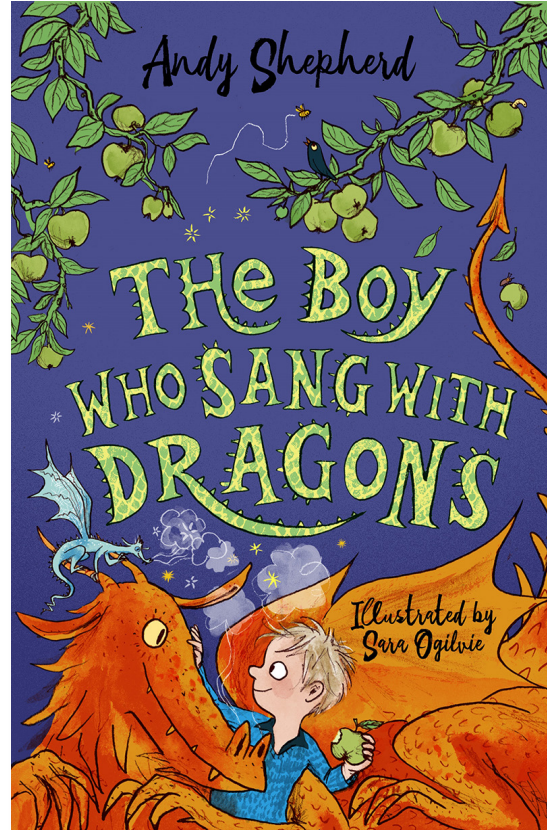
- In Book 4, Tomas continues to unravel the mysteries of the dragonfruit tree at the bottom of the garden. He and his friends also experience the magic of flying with their dragons.
- Close your eyes for a moment and imagine what it would be like to ride a dragon through the night sky as Tomas does in the illustration below. Think about:  
What might you see below? How would your town or city look different from above? What sounds might you hear? What feelings might you have?
- Now it's time to write a poem about flying a dragon through the night sky! Try to capture this amazing experience by using interesting adjectives and verbs. For an extra challenge, see if you can make your poem rhyme!
- If you are happy to, read your poem aloud to the class. Close your eyes as each poem is being read out and try to visualise the incredible view.





## BOOK 5! THE BOY WHO SANG WITH DRAGONS (Taken from Chapter 9)

### COVER CLUES



Now that you have seen all 5 brilliant book covers, decide which one is your favourite and discuss this with a partner. Next, imagine that you have been asked to come up with a cover and title for Book 6 and design it. Think about how you will make it eye-catching and how it will be similar but also different to Books 1–5.

On your tables, compare your covers and give each other 1 piece of positive feedback explaining something you like about it.





On the way to Grandad's garden I described the photo of Elvi standing in front of a wall from the Hidden City, with the exact same grin Aura's mum had just flashed at me. Then I breathlessly rattled off the full story about finding the dragon-fruit tree, the encyclopedia in Grandad's shed with Elvi's name and discovering all the letters and photos. And finally I told her about the photo I'd found later of Elvi holding a little baby and the words 'Sweet Rosa, 1979'. Aura's eyes went wide at hearing all about this.



### DISCUSSION QUESTIONS:

- Who is Elvi? What is her connection to Aura and 'Sweet Rosa'? What does Aura realise in this extract?
- How has Tomas managed to solve the mystery of the Hidden City in Mexico? Who has helped him?
- Who is Arturo? What has he been trying to do for many years?
- How does Tomas, his Grandad, and Aura help Rosa to see a dragon for the first time?
- What does Tomas realise about his dragonfruit tree by the end of the story?





## ACTIVITY: A NEW DISCOVERY!

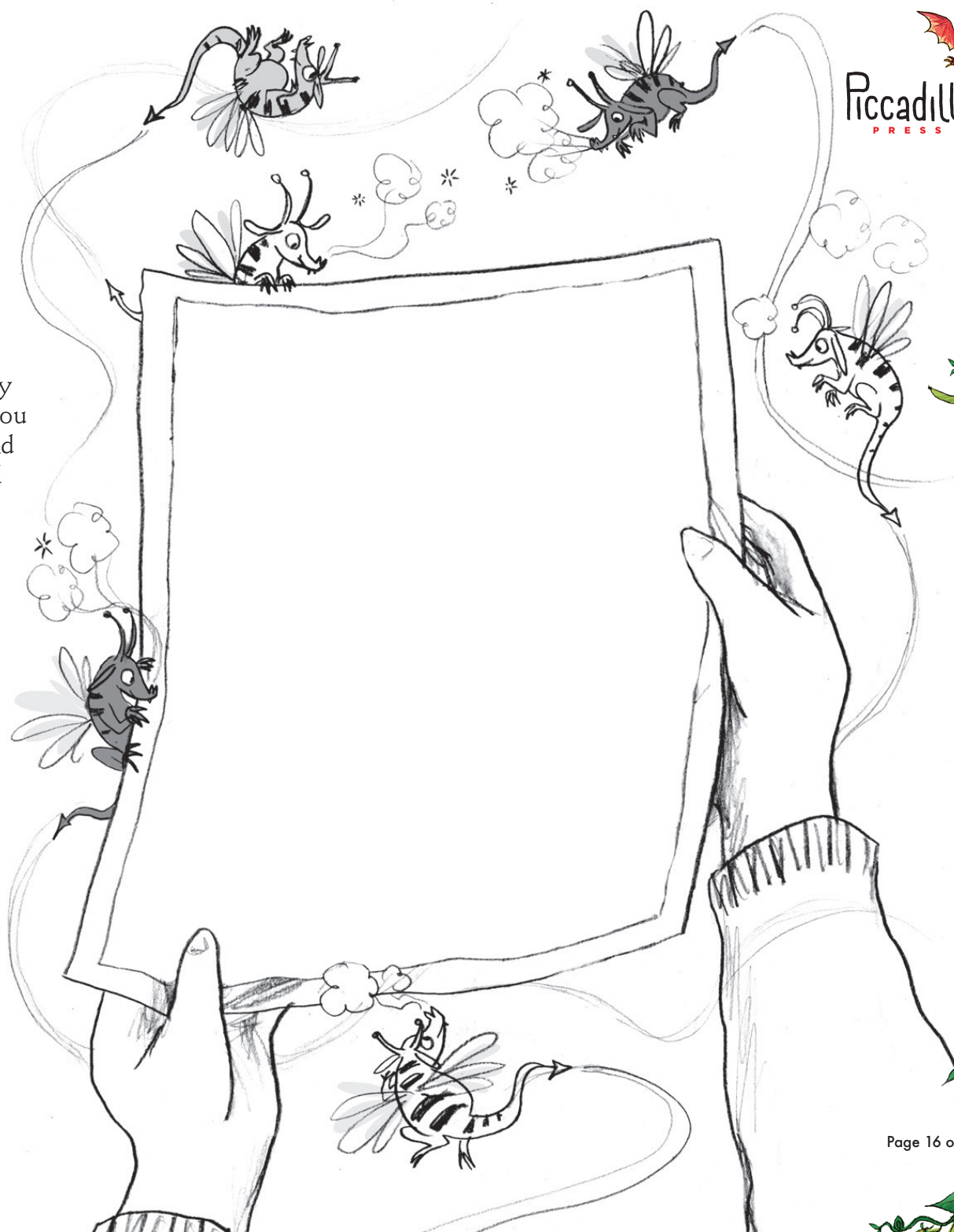
Book 5 comes to an end with Tomas coming to a realisation:

‘So it turns out we were wrong – ours wasn’t the only dragon-fruit tree growing dragons. And that means you should keep your eyes open and your oven gloves and water pistols handy. Because who knows there could be dragons out there waiting for you too!’

Imagine that like Kat and Kai, while out exploring in the holidays, you come across your own dragonfruit tree!

Sketch and colour-in a photograph of you finding this dragontree that you will take home to show a friend.

Your photograph can be taken from anywhere in the world, so try to include as much detail as you can!





Finally, write a short review of your favourite book in the series, explaining:

- o What the book is about
- o Your favourite dragon and character in the book
- o What else you loved about the story
- o Why you think others would enjoy reading it

Share your review with a friend or someone at home who hasn't read the books yet. Then they too can enjoy the magical adventures of Tomas and his friends!

