

I Am Dragon

Prereading Vocabulary Predictions

This is a story of complex ideas, and there may be a few vocabulary words you need to know to fully understand the story.

1. List the important vocabulary from the story in the order in which it occurs in the story. For older students and longer stories, the teacher can list the words in columns, grouping them by parts of speech.
2. Have students review the words and mark words they have in their listening vocabulary but not in their reading vocabulary, words they have heard but do not know the meaning or context for use, words that are new to them. If the words are in columns by parts of speech, the teacher can model how words from the different columns might be used to form sentences.
3. Based on the vocabulary reviewed to this point, ask students to predict and record what they think the story will be about.
4. After reading the story, revisit the vocabulary and predictions. Discussion can center on the author's purpose in choosing the vocabulary words for the story, would different words have changed the story or enhanced it, would students have chosen different words for the story, how would changing the words change the story's meaning, mood, or other aspects of the story?

Sample Word List:

Ian
Librarian
Entranced
Medieval
Amulet
Dragon
Understanding
Forgiveness
Kindness

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Short Answer Responses

Why is forgiveness the greatest power Ian possesses? Use at least two details from the story to help you explain your reasoning.

Have you ever been able to use the power of forgiveness? Describe the setting, the characters, the problem and the solution.

I Am Dragon After Reading Activities

Breathe Fire into Your Writing with Similes, Metaphors and Analogies!

Let's start with a simile. We will make a statement about a character in the book that uses like or as to compare the character to something to give the reader an idea about a specific trait.

Complete these statements to make each a **simile**:

Ian is as brave as a _____.

Ian is as forgiving as a _____.

I am as brave as a _____.

My heart is like a _____.

My best friend is like a _____.

Talk to a partner about the feeling that each of these sentences creates for the reader. Why might an author use a simile instead of a paragraph to explain something about a character?

A metaphor compares two things that are not alike by saying one this **IS** another! It takes out the *like* or *as* that we used to write a simile to make a stronger, deeper connection.

Ian is a _____.

I am a _____.

My heart is a _____.

Analogies are powerful comparisons of how one thing is similar to another thing, sharing similar characteristics even if they are very different. An analogy explains the relationship between two things. It is deeper than a metaphor. A metaphor states that one thing is another. An analogy can use metaphor and simile to help

show the reader how and why the two things are similar through several connected examples.

Ian is a dragon because he has scales you can't see to deflect unkind words, he has the ability to fly away in his mind to better and safer places, and he has the power of kindness to smash a mean person without having to use the flame of his words. Ian is a dragon.

I am a _____ because I have _____

_____.

Forgiveness is a superpower because _____

_____.

Let's match the points we need to remember to the literary terms: *analogy*, *metaphor*, *simile*. Write the term in the blank after the points we need to remember about that term.

Figure of speech that says something IS something it is not _____

Figure of speech that says something is LIKE (or as) something _____

An argument that explains how one thing is like another and expands on ideas that connect the two unconnected things. _____

After Reading Inferences

An inference is the thought you come up with when you read a story, use the information the author gives you, use the evidence you can see in the pictures and use what you already know. An inference is how you connect what you already know to what you are discovering as you read, and a good author leaves a little bit out of the story so you can come up with a rich inference that makes the story more personal to you!

Use what you know and information from the story to help you answer this question:

Why did the author put the main character, Ian, into two completely different settings in the story? Use at least two details from the story, and be specific about what information you are using from what you already know to explain your answer.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Lead Up Activities to Inferences

Real Life Inferences: What Happened? How do you know?

1. One morning a boy was getting ready to go to school. He had his backpack, coat, gloves, boots and a hat ready to walk out the door. He took one last look at the tv before he left, smiled, put away his coat, gloves, boots and hat, and took out his computer. What happened? How do you know?
2. A woman and a child were walking down the street in town. The woman was holding the girl's hand and carrying a roll of tape. The girl was carrying a stack of papers. At each telephone pole the two stopped. The girl held a paper up to the telephone pole and the woman taped the paper to the pole. As they continued to walk, the woman and the girl both called out, "Bruno, here boy, Bruno!" What was happening? How do you know?
3. An older man wearing a floppy hat left his home. He was carrying a pole, a pail and a vest. He wore a hat and hip-high boots. Where was the man going? How do you know?

Allow students to make up challenges as they are able.

Inferences Are Driving Me Bananas!

Give students sentences that have a keyword replaced by the word *banana*. Ask students to use their prior knowledge/experiences and the context clues in the sentence to figure out what word should be where the word *banana* is in the sentence.

My dog is crazy about bananas. He barks at them all day long as they run around the yard, bury nuts in the flowerbeds, steal food from the bird feeders and scamper up and down the trees.

We drove our banana to the campground. When we got there, we put the awning out, pushed the button and moved the slides out, and we plugged it into the electric hookup. I get to sleep in the bunk over the driver and passenger seats the whole time we camp!

I rode my banana yesterday at the rodeo. We raced around barrels and roped cows together. After we finished, I took him to the barn to remove the saddle and cool off. I love my banana!

When we went to the restaurant, I ordered a banana. I told the waitress I wanted extra cheese and pepperoni on my banana.

Allow students to work in pairs to make banana sentences to use to challenge their partner. Once partners have created at least 5 good banana sentences, pair partners into groups of four to challenge the other team to solve their banana sentences.

