

# Dragons and Giants

## Fiction

### Content domain focus:

**2b** retrieve and record information/identify key details from fiction and non-fiction

**2c** summarise main ideas from more than one paragraph

**2d** make inferences from the text/explain and justify inferences with evidence from the text

### Text summary

This extract is taken from the story 'Dragons and Giants', a chapter in the book *Frog and Toad Together* by Arnold Lobel. In the story, Frog and Toad set themselves the challenge of climbing a mountain to test whether they are brave. On their way, they are faced with a number of threats: a snake, an avalanche and a hawk. Despite their protestations that they aren't afraid, there are clues aplenty to tell us that the opposite is in fact true.

### Unit summary

Initially, the children are asked some straightforward information-retrieval questions. The focus then moves to making inferences based on interpretation of the characters' reactions to situations and the vocabulary used in the extract. Towards the end, the children are asked to draw information from across the extract to summarise their thoughts and responses to the characters and the story.



### Teaching prompts

- Activate prior knowledge about stories by discussing some that the children have read recently and by reflecting on the main characters and their behaviour.
- Establish that sometimes in a story a character will behave in a certain way or say something that doesn't truly reflect what they are feeling.
- Remind the children that making inferences from reading involves reading between the lines and thinking about clues that the author has left in the text.

### Revisiting the text

Ask the children to:

- draw pictures of Frog and Toad at the beginning of the story and at the end of the story
- role-play the main events in the story
- freeze frame the scene where Frog and Toad finally reach Toad's house
- write thought and speech bubbles on A4 whiteboards and display them next to the appropriate character in the freeze frame
- highlight words and phrases that show what the two characters are really thinking and feeling
- rewrite the story, using dialogue that really shows what the characters are thinking and feeling.

 **Answers**

Links to content domain requirements are in brackets after the answer.

- 1. Dragons and Giants [2b]
- 2. Reading a book together. [2b]
- 3. Because it would be hard for them and if they could do it then it would show that they were brave. [2d]
- 4. He's out of breath/feeling tired. [2d]
- 5. Because snakes eat frogs and toads, and because he wants to eat them. [2d]
- 6. Toad was shaking. [2d]
- 7. He was feeling scared because he was trembling. [2d]
- 8.

	True	False
A snake came out of a dark cave.	✓	
Frog and Toad hid in a cave to get away from the avalanche.		✓
Frog and Toad hid in a cave to get away from the hawk.		✓
Frog and Toad said they weren't afraid when they ran down the mountain very fast.	✓	

- 9. Because they wanted to go somewhere safe/go home [2b]
- 10. Accept either 'Yes' or 'No' as long as the explanation supports the answer, e.g. No. They want to think they are brave but they aren't really. They say they are brave but they run away, they shake and tremble. [2d]

 **Assessment**

The children will be secure in their understanding if they can find information efficiently and effectively by using clues in the questions, e.g. looking for, and visualising, key words and phrases.

They can demonstrate that they are able to make inferences by thinking about what they are told about a character, what that character says and does, and whether the character's dialogue and behaviour seem to be in keeping with one another.

The children can summarise information effectively if they can draw information together from across the text and identify the main message in the text.

**Next steps**

Putting together jigsaws and playing 'spot the difference' in images are both activities that develop the children's skimming and scanning skills and build up the ability to read closely for detail.

Use visuals that contain images of people talking and interacting, and encourage the children to develop their inferential skills by describing what they think could be happening in the image and what might be being said.

Use simple texts such as nursery rhymes and ask the children to summarise them in a sentence. Challenge the children to orally summarise longer texts in a given number of words.