

Fire Quest

Fiction

Content domain focus:

2a give/explain the meaning of words in context

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

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

2e predict what might happen from details stated and implied

Text summary

This is an extract from a short story called 'Fire Quest'. In the story, Luke has risen to the challenge of going on a quest in search of fire. In true quest fashion, he has overcome various obstacles and, in the extract, finds himself outside a cave in which he hopes to find the Keeper of Fire. He steels himself for yet another challenge, only to discover that the cave's occupant is a poorly dragon with a sore throat. Can Luke help the dragon and bring fire back to his village?

Unit summary

The initial questions involve the children in finding key details in the story. They then move on to making inferences about some of the language that is used in the extract. Finally, the children are asked to predict what the characters might do and what might happen next, based on their impressions of the characters and on what they have read so far.



Teaching prompts

- Discuss with the children any stories that they have read or heard recently. Ask them to describe the main events in the stories. Focus on any stories where a character had to overcome obstacles (real or imagined) in order to achieve their goal.
- Explain to the children that they often need to think about the meanings of words and phrases when they read to fully understand what is happening in a story. Remind them that authors sometimes give clues about characters and events rather than telling the reader everything.

Revisiting the text

Ask the children to:

- draw pictures of Luke and the dragon to give an idea of what the two characters are like
- create a 'role on the wall' by drawing an outline of either Luke or the dragon and then, using vocabulary from the story and self-generated words and phrases, annotate the image
- role-play the meeting between Luke and the dragon
- role-play the next scene in the story to demonstrate what they predict might happen
- read the extract aloud with expression.



Answers

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

1. Luke [2b]
2. a dragon [2b]
3. A search for something/a journey to find something/a mission. [2d]
4. dark [2d]
5. He gasped. [2d]
6. Luke took a deep breath [2d]
7. croaked; hoarsely; rasped [2a]
8. Any acceptable answer, e.g. Yes, because it will make his sore throat better.
No, because one cough sweet couldn't help a dragon's sore throat. [2c]
9. Any acceptable answer, e.g. Yes, because Luke has helped the dragon.
No, because he isn't feeling well enough. [2e]
10. Any acceptable answer, e.g. Yes, because he discovered that the Keeper of Fire
was a dragon and he helped the dragon. No, because the dragon is too ill to hurt Luke. [2d]



Assessment

The children will be secure in their understanding if they are able to quickly find details in the story and if they can identify and look for key words and phrases in the question. They can visualise these key words when scanning the text and look for particular spelling patterns that might make the words stand out.

The children can make inferences about vocabulary if they think about word meanings, shades of meaning and by gradually building up an idea or image based on clues given by the author.

The children can make informed predictions if they refer back to events in the story they are reading, think about how they would feel or act in a particular situation and draw on other reading.

Next steps

Develop the children's scanning skills by challenging them to find particular words in dictionaries or other alphabetical texts. You may wish to put a time limit on the activity.

Develop the children's inferential skills by exploring images of people interacting, e.g. in photos, works of art, stills from films and TV programmes. Ask the children to discuss the relationship between the people in the images and what they might be saying. Use the same images to develop prediction skills by asking "What happened next?"