

Teaching text: George and the Dragon

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Choose three facts we know about the dragon from the first sentence. ☐ He was mighty. ☐ He ate princesses. ☐ He lived in a dark cave. ☐ He lived on top of a high mountain. ☐ He lived in a deep valley.	• He was mighty. • He lived in a dark cave. • He lived in a deep valley.	1b 1 mark	Remind the children that for most comprehension activities, the questions are in the same order as the information, so questions at the beginning of the page are about the beginning of the text. <i>Question focus: identify information</i> Tell the children to: • read the question slowly and carefully • underline the numbers in the question – it's easy to forget them. • read the first sentence carefully – the question tells them where in the text to look for the answer. • read each of the statements in the question and compare them to the information in the text. All answers must be correct for the mark to be given.
2. Number these events in the order in which we are told them. The dragon could: ☐ Burn down a forest. ☐ Fly higher than the clouds. ☐ Brush away an army. ☐ Smash a castle wall.	2 Burn down a forest. 1 Fly higher than the clouds. 4 Brush away an army. 3 Smash a castle wall.	1c 1 mark	<i>Question focus: identify sequence of events</i> • Tell the children to read the question slowly and carefully. • Tell them that they will need to write numbers in the boxes to show the order of the information. • Do they think any of the words in the question are in the text (yes – they all are). Tell them to scan the text for those words. • Tell them to number the words as they find them in the text.
3. "with a sweep of his monstrous wing." (lines 7–8) What does the word "monstrous" tell us about the dragon's wing? Tick one. ☐ It used to belong to a monster. ☐ It had a monster's face on it. ☐ It was shiny and sharp. ☐ It was very big.	It was very big.	1a 1 mark	<i>Question focus: draw on vocabulary to understand text</i> Tell the children to: • read the question slowly and carefully, thinking about the meaning of the words. • scan the text for the word "monstrous" and read the lines around the word. • consider the information given and tick the best answer.
4. Fill in the missing words in the first sentence. Far, _____ away in the high, _____ mountains in a deep, _____ valley in a dark, _____ cave there lived a mighty dragon. Why do you think the writer chose to use these words?	Far, far away in the high, high mountains in a deep, deep valley in a dark, dark cave there lived a mighty dragon. Accept an answer that recognises the power of repetition, e.g. He wanted to show how mighty the dragon was because everything about him is big; He wanted to make the reader imagine the dragon's home.	1a 1 mark	<i>Question focus: draw on vocabulary to understand text</i> • Tell the children to read the question slowly and carefully. • Tell them to fill in the missing words first. • Then they should think about why the writer used those words. • Ask them to read the whole sentence aloud to themselves. What is the impact of the words? • Point out that this is a "why do you think?" question. That means they will have to think of the answer for themselves.

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5. Fill in the missing words. The dragon could fly higher than a _____ and faster than _____.	house all the birds (Accept "bird" / "a bird" / "the birds".)	1a 1 mark	<i>Question focus: draw on vocabulary to understand text</i> Tell the children to: • read the question slowly and carefully, thinking about what is being asked of them. • scan the text for the word "higher" and read the lines around the word. • copy the word that fits into the space. • do the same with the word "faster". Both answers must be correct for the mark to be given.
6. Why do you think the dragon went to the castle? Choose the best answer. ☐ He liked smashing castles. ☐ He was angry. ☐ He didn't like armies. ☐ He wanted to get a princess from the castle. ☐ He was a terrible dragon. Explain why you think that.	Accept any answer as long as the selection and the explanation match. For example: ☐ He was a terrible dragon. He wanted to show people how terrible he was so he smashed up the castle. ☐ He was angry. Dragons need to be angry to have flames and he had to set something on fire to get rid of his flames.	1d 1 mark	<i>Question focus: make inferences</i> Tell the children to: • read the question slowly and carefully. • reread the whole text, thinking about the options in the question. • tick the answer they think is best. • write a reason using ideas from the text.