

The background of the cover is a close-up, detailed view of a dragon's scales, rendered in various shades of green. The scales are arranged in a repeating, overlapping pattern. In the lower right quadrant, there is a black silhouette of a dragon's head and neck, facing left, with its tongue flicking out. The title text is centered and overlaid on the scales.

The  
Last Green  
Dragon

RUD VERHAGEN

**A Novel Study Guide**  
*by Lori Burton, B. Ed., M. Ed.*

# **The Last Green Dragon**

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## **A Novel Study Guide**

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YOUR NICKEL'S WORTH PUBLISHING

*These printer- and online-sharing-friendly pages include:  
Get Ready, Planning, First Impressions, Ev's Word Watch, Gus's Question Quizzer,  
Story Mapper, Creative Connector, Comparing Two Characters, Character Catcher  
Character Studies, Artistic Activities, Discussion, Conclusions, Planning a Presentation,  
rubrics for self and peer evaluation, and Connections to Curriculum*

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## **ABOUT THE NOVEL STUDY GUIDE**

Within this guide you will find a variety of activities intended to help readers appreciate and understand the novel, *The Last Green Dragon*. Literary qualities are considered, comprehension is examined, and connections to the curriculum and to readers' real lives are pursued. Each teacher using this guide will be able to choose those exercises that best suit the needs of their students. We encourage you to add other activities as well.

First, you will find some introductory comments about this novel, including some information about the author, why Rud Verhagen wrote the book, and a plot summary.

Second, chapter summaries for every chapter in the novel are grouped together for your use, followed by discussion questions, also organized by chapter. These are formatted to be used by students as journal response questions, if you so choose.

Third, you will find a printer-friendly version of novel study activities that can be used as a whole or in parts with your students. The activities address such literary elements as literature group planning, plot, character, comparisons, connections, vocabulary, as well as planning and evaluating a presentation of the novel.

These printer- and online sharing-friendly pages include Get Ready, Planning, First Impressions, Ev's Word Watch, Gus's Question Quizzer, Story Mapper, Creative Connector, Comparing Two Characters, Character Catcher, Character Studies, Artistic Activities, Discussion, Conclusions, ideas for presentation of the novel, and rubrics for self and peer evaluation.

Last, you will be able to read the curriculum connections that are addressed by the study of this novel. We have included connections from grades 1–6, as most students reading the novel will be in these grades.

## ABOUT THE AUTHOR



Rud Verhagen lives in Victoria, BC with her family. She loves reading, writing and beach picnics. *The Last Green Dragon* is her first novel.

As a figure skating coach, Rud enjoyed spending lots of time in the company of children—teaching them and learning from them. Her next middle-grade novel is a story called *Figure Skater Boy*.

### Why did Rud Verhagen write *The Last Green Dragon*?

“It started with the writing prompt “Once upon a time...” I began writing, and without realizing it the protagonist became me. Old emotions and hurts I had buried came out in my story. I fully experienced them as I wrote and was able to release those old hurts. It was very healing.

“I love children’s books. I have some from my own childhood and lots from when my three kids were young. My goal in writing is to speak to children heart-to-heart, to share some of the things I have experienced and learned along the way, and to be a stepping stone as children discover the absolute joy of reading.”

## INTRODUCTION

### Plot Summary

*Fear shared is a burden lightened. Courage shared is a hope doubled.* These are the opening words of the book summary on the back of *The Last Green Dragon*, a beautiful and uplifting fantasy novel by Rud Verhagen for young readers.

In a world with two suns, Gustavus (Gus), a Green Dragon hatchling, is left in the care of two kind owls. His mother and aunt are presumed dead, but as he grows, Gus just knows they are still alive, somewhere, somehow. Once he earns his wings, Gus vows to find his mother and aunt and rescue them. In a world with one sun, Evelyn (Ev) is found in a cardboard box on Granny Jenkins’ doorstep. Granny Jenkins takes the toddler in and raises her. As Ev grows, she realizes she is different than the other kids. She doesn’t fit in and is bullied. Her only friend is a wise rat named Phillip. When Granny Jenkins shares the secret of the giant fir tree, Ev follows her heart into a different world, a world with two suns.

It is here that Gus and Ev meet and build a friendship. Each must go on a solo mission: Ev to find her voice and Gus to earn his wings. Once they accomplish this, they will be equipped to attempt the rescue of Gus’s family from the Grog dungeon, strengthened by their friendship and their own bravery. Gus and Ev save Gus’s mother and aunt. Ev learns to love herself as she is—a halfling: half-human and half-Grog. Both come to understand that friendship is bigger than hatred.

## CHAPTER SUMMARIES

### CHAPTER 1 *pages 5–9*

#### Dragon Ridge Valley: Gus

In a world with two suns Eilee and Gordo Owl find a Green Dragon hatchling in a nest, along with several leathery green packages. Inside one is a letter from Dragon Princess Kair asking Gordo and Eilee to look after her nephew, Gus. Princess Kair explains that she has left to help Gus's mother lead their enemies, the Grogs, far, far away. Eilee and Gordo take Gus and his nest into their treehouse. Gordo plans to notify Arvid Jaybird and the Bird Alliance of this development.

### CHAPTER 2 *pages 10–13*

#### The Cardboard Box: Evelyn

A one-and-a-half-year-old girl named Evelyn is discovered in a box on Granny Jenkins' step. Inside the box is a note from Dr. Octavia Muzzy, asking Granny to take care of the child. Granny promises to do so, not noticing Arvid Jaybird observing from afar.

### CHAPTER 3 *pages 14–16*

#### A Visit from Arvid: Gus

Arvid Jaybird visits Eilee and Gordo. Gus eavesdrops and finds out that his mother and aunt have been captured and have had their magical teeth removed. Without their teeth the dragon sisters cannot survive. But Gus won't believe it and vows that one day he will find and rescue his mother and aunt.

### CHAPTER 4 *pages 17–20*

#### School Days: Ev

Ev has learned to talk, read, write and draw, and has started school but is not enjoying it. The other girls tease her. Ev is ashamed of her pointy ears, but we learn that she can hear what animals say and communicate with them. Ev's best friend is a rat named Phillip.

### CHAPTER 5 *pages 21–23*

#### Dragon Den: Gus

It is Gus's fifth hatch-day (birthday). A dragon-scale letter opens by magic, and he discovers it is from his mother. She informs him that when Gus is ten he will need to move to Dragon Den, which he will have inherited, and that he will need to practise swimming and holding his breath so he can swim underwater for twenty minutes. To earn his wings? What does swimming have to do with wings? Gus has no idea.

## **CHAPTER 6** *pages 24–25*

### **Right as Rain: Ev**

Ev, now in Grade Three, is being homeschooled by Granny. Suddenly, Granny has a heart episode and Evelyn worries about her.

## **CHAPTER 7** *pages 26–28*

### **Grim: Gus**

Now eight years old, Gus is being educated by Eilee in the treehouse. He learns that when the Grog Empress Ishda Grim was young, a sorcerer predicted that a Green Dragon would kill her future grandson, so she made it Grog law to kill every Green Dragon.

## **CHAPTER 8** *pages 29–32*

### **Use a Bookmark: Ev**

Granny Jenkins is about to tell Ev something important when Ev rushes out the door to return her books to the library. The librarian, Miss Word, admonishes her about dog-eared books. On the way home, Ev is bullied again by Marcie and her cohort. Marcie tells her that it was a witch who left her at Granny Jenkins', and that the witch will eventually come to steal Ev away. Ev worries about the possibility this is true.

## **CHAPTER 9** *pages 33–38*

### **The Secret: Ev**

Granny Jenkins takes Ev to the giant fir tree at the edge of their garden, showing her a secret stepping-stone path to a different world, a world with two suns! Ev explores a cave. She finds a leathery package in a crack in the wall, which she cannot open, and is determined to return to open it. Ev leaves the cave to find Granny Jenkins having another spell. Granny Jenkins takes a pill, and they return to their own world so the old woman can lie down. Dear Granny Jenkins dies.

## **CHAPTER 10** *pages 39–40*

### **Carrying On: Ev**

A sad Ev tries to carry on after Granny Jenkins' funeral. She is now living with Miss Word, but she spends most her time sitting on Granny Jenkins' porch, her porch now. Ev is suddenly compelled, to go NOW to the world with two suns. She bolts for the giant fir and steps into the other world. While there, she sees two owls and what appears to be a dragon heading for the cave she had explored. She returns to her cottage to research dragons.

## **CHAPTER 11** *pages 41–43*

### **A Junior Green: Gus**

Gus is ten and is a Junior Green Dragon. Gus moves to Dragon Den where he must live to have his growth spurt and where he continues to practise swimming and holding his breath. While getting settled, he notices a giant fir tree.

## **CHAPTER 12** *pages 44–51*

### **The Prophecy: Gus**

Gus is hunting near his cave when suddenly Ev appears. As their friendship begins, Gus tells Ev about the dragon-scale packages his mother left him. His description reminds Ev of the leathery package that she hid in the cave, and she takes Gus to the hidden package. It is labelled: To the Last Green Junior Dragon. Gus touches it and it pops open. It informs them of a prophecy from Queen Esmere of the Green Dragons. They discover they both have a quest to accomplish independently, and each are given a warning that will help them. The prophecy also tells them that two Green Dragons are being held in Castle Grog jail and will be killed on the next Dragon Moon. Gus believes these two dragons are his aunt and mother.

## **CHAPTER 13** *pages 52–55*

### **The Stone Cottage: Gus**

Practising his breath-holding, Gus is now up to 14 minutes. He continues to grow quickly. Gus accompanies Ev to her world so he can see where she lives before he gets too big. Miss Word pays Ev a visit, and Ev realizes she better get Gus back to his own world, as the people in her village might not like him. Gus escapes via the secret stepping-stone path by the giant fir tree.

## **CHAPTER 14** *pages 56–58*

### **Almost There: Ev**

As Ev approaches Gus outside his cave, she notices he is way bigger than her. He is excited, as he is fully grown, and his dragon-package opened! The letter has instructions on how Gus can earn his wings. He can hold his breath for over 19 minutes, and he is almost ready for his quest to get wings.

## **CHAPTER 15** *pages 59–62*

### **The Nightmare: Ev**

Ev awakens from a nightmare about the witch to a knocking on her door. Her worst fear is upon her. It *is* the witch! After slamming and locking the door on the old woman, Ev realizes her voice is gone. She draws a picture and an explanation, and when Gus arrives, she shows him what happened. Gus gives Ev a business card he found near the giant fir tree. It has Dr. Octavia Muzzy's name and address on it. Although Ev is scared, she agrees to go with Gus to try to get her voice back. Phillip offers to look after the cottage while they are gone.

## **CHAPTER 16** *pages 63–66*

### **Into the Brambles: Ev**

Gus and Ev travel to the enchanted brambles surrounding Mount Pile of Rock. Gus gives her one of his precious dragon teeth for protection. Gus cannot get through the brambles, but Ev, a whole lot smaller, manages to pass through the bush. She reaches the other side—and a huge snake swallows her whole!



## **CHAPTER 17** *pages 67–69*

### **Snake Poop: Ev**

Ev finds a shard of broken bone inside the snake and jabs at him from within. He vomits her up, causing her to strike her ankle on his fang. Ev prepares for his next attack by looking menacing and shaking the bone shard at him. She stamps her foot, splashing vomit into the snake's eyes, which burns so he slithers away. Although her ankle hurts, she is thankful to have Gus's baby dragon tooth. Ev begins toward Mount Pile of Rock, finds a stream of water along the way, and hears chanting.

## **CHAPTER 18** *pages 70–74*

### **In a Pinch: Ev**

Ev follows the sound of the chanting and sees some elfin children. She is wary of them but needs help for her sore ankle. Ev is bullied by Boogar and his friends, but the dragon tooth seems to protect her, even lighting up and scaring the bullying elfin children away. Ev escapes through the forest, which turns into a giant mushroom patch. The bite on her ankle expands into a black line that goes up her whole body, and Ev is filled with hopelessness.

## **CHAPTER 19** *pages 75–77*

### **Permanent Teeth: Gus**

Gus arrives back at his cave after waiting hours for Ev, who didn't return from the brambles. He decides to travel to the Cave of Wings in the morning, so he visits Eilee and Gordo to say good-bye. They advise him to get his baby tooth back from Ev and never to share his permanent dragon teeth, as he needs them for strength.

## **CHAPTER 20** *pages 78–83*

### **Come Back: Ev**

Ev is awakened under the giant mushroom by a voice that identifies her as a “halfer” (half-human.) He tries to help Ev come to her senses. Images of her enemies flit through her mind: the snake, Booger, Marcie, and the witch. Her rescuer is a goblin named Zelwin. He tells her she must make the decision to come back, for he can't do it for her. Ev fights to return to life. Zelwin restores her with mushroom tea. It turns out the mushroom under which Ev is sheltering sent a message that she needed help. Ev communicates to Zelwin that she is about to climb Mount Pile of Rock, and she begins her ascent.

## **CHAPTER 21** *pages 84–91*

### **Ready or Not: Gus**

Gus begins his quest to the Cave of Wings. When he arrives in the meadow, the white pine deems him worthy and the cave shows itself. He goes in by whomping the rock with his tail. He sees scales belonging to many dragons, including his mother, his aunt, and another family member, Dragon Prince Wilhelmus. Gus follows a buzzing sound down a staircase to a black cave that eventually leads to a staircase going up and out to a bright volcanic crater with a lake in it. He meets Queen Anatema, queen bee of Wing Song Lake. The queen informs Gus that to get wings, he must swim

the length of the lake underwater, to soak up the gift of flight. If he fails, he will become a dragonfish. Gus decides to go for it.

## **CHAPTER 22** *pages 92–97*

### **Gills or Wings? Gus**

Gus begins to swim across Wing Song Lake, but a dragonfish distracts and then tries to trap him. He begins to feel gills forming on his body, but fights the dragonfish off with all he has, barely making it across the lake. Gus wakes up (with wings!) on the bank of the lake, and the bees, led by Queen Anatema, teach him to fly and feed him honeycomb to help him recover.

## **CHAPTER 23** *pages 98–103*

### **Mount Pile of Rock: Ev**

As Ev travels toward Mount Pile of Rock, she comes to a farmhouse. Knocking, she finds the resident—the witch, Dr. Octavia Muzzy. The witch confesses it was she, with the help of Arvid Jaybird, who had brought Ev to Granny Jenkins' house as a baby. Dr. Muzzy encourages Ev to embrace her fear and go beyond it to regain her voice, which she does. When Dr. Muzzy sees Ev's baby dragon tooth, she offers to show her a book that can teach her about dragon's teeth.

## **CHAPTER 24** *pages 104–105*

### **Flyboy: Gus**

Gus is strengthened by the bees and their honeycomb. They refer to him as Dragon Prince Gustavus. Gus continues on his journey.

## **CHAPTER 25** *pages 106–109*

### **Wings and a Voice: Ev**

Gus and Ev are reunited, excited about their wings and restored voice, respectively. Dr. Muzzy gifts them with the book about dragon teeth. As they head home, they plan their trip to Castle Grog to rescue the two Green Dragons.

## **CHAPTER 26** *pages 110–112*

### **Showdown: Gus**

Gus and Ev go to say good-bye to Eilee and Gordo, who figure out that they are planning to go to Castle Grog. The owls and Gus disagree, and Gus argues with them, storming off with Ev.

## **CHAPTER 27** *pages 113–116*

### **The Duo: Gus**

Gus opens the last dragon-scale package, which contains a silver dragon tooth and a letter from Gus's aunt. In the tooth, Gus and Ev can see two Green Dragons. By their scale patterns, Gus recognizes them as Kair and Loy. Kair and Loy each have only one tooth left, so they are very weak. Gus and Ev make plans to rescue them.

## **CHAPTER 28** *pages 117–120*

### **The Power Tower: Ev**

Ev looks in the *Chicken Tooth to Dragon Teeth* book and finds instructions on how to build a Power Tower for Instant Transport. Ev hurries to collect all the items so that they will be ready to build the tower when they find Loy and Kair. Their next destination is Brumley Village to collect young elf toenail clippings, one of the items on the list.

## **CHAPTER 29** *pages 121–125*

### **Hair Today, Gone Tomorrow: Ev**

Ev and Gus go to Brumley Village to find Booger and other elfin bullies. They make a deal to trade Booger's toenails for Ev's braids. She cuts them off and hands them over. Once she has all the ingredients, she climbs up on Gus. Gus scares Booger as they take off flying for Colossus Forest, their next stop.

## **CHAPTER 30** *pages 126–128*

### **The Colossus Forest: Ev**

Gus and Ev get to the Colossus Forest. Peering into the silver dragon tooth, they check in on Gus's mother and aunt. Loy and Kair are being mistreated by a Grog guard! Gus resolves to rescue the dragons—even though he and Ev must now go to collect a scale from the dreaded dragonfish.

## **CHAPTER 31** *pages 129–131*

### **Wet Feathers: Gus**

Gus and Ev fly onward, searching many bodies of water for any sign of a dragonfish. They spot a vulture named Crusty struggling in a fight with a dragonfish, which turns out to be Relic, who Gus fought off during his swim across Wing Song Lake. Gus and Ev save Crusty from drowning and make a deal with the bird. Gus will give him two of his dragon scales: one to pay off a debt Crusty owes Relic and one for Crusty to keep. In exchange, Crusty will talk Relic into swapping a dragonfish scale for the green dragon scale.

## **CHAPTER 32** *pages 132–135*

### **The Swamp: Ev**

Crusty takes the dragon scale to Relic, who agrees to trade it for one of his scales. While the trade is happening, Relic tries to attack Ev but Gus swoops her away and everyone is safe. Crusty flies away without a goodbye. As they are flying away, Ev sees something black and red in the bush but decides it is nothing.

## **CHAPTER 33** *pages 136–137*

### **Leeches: Ev**

Gus stops at a swamp so Ev can get two leeches that they will later use to collect Gus's dragon blood.

## **CHAPTER 34** *pages 138–142*

### **The Oasis: Gus**

As Gus and Ev fly along the desert, they spy an oasis where they stop to rest, drink, and feast on dates. Soon a battalion of Grog, tipped off by Crusty the vulture, attacks and subdues Gus while Ev hides in the bush. Unbeknownst to Ev, Gus throws his pack toward her hiding place. Commander Grim gets pliers to pull Gus's teeth out.

## **CHAPTER 35** *pages 143–144*

### **Hide: Ev**

Commander Grim of the Grog decides not to take Gus's teeth right away but will do so when he executes him, along with Loy and Kair. Ev vows to save Gus, and she finds the pouch that he threw her way. She heads to Castle Grog.

## **CHAPTER 36** *pages 145–150*

### **The Office: Ev**

Ev arrives at the Grog city and sees skulls hanging from the high stone walls. She sneaks through the city and through a window at the castle. Avoiding Commander Grim, Ev creeps into his office where she sees evidence of the torture Grim has inflicted on the Green Dragons, and his plans to kill Loy, Kair, and now Gus. As she studies a map of Grog City and Castle Grog, Ev hears a noise and hides behind the curtains.

## **CHAPTER 37** *pages 151–155*

### **The Nana: Ev**

While hiding in Commander Grim's office, Ev witnesses the commander and Empress Ishda Grim, his grandmother, relishing their plan to kill the remaining three Green Dragons. With Ev following close behind, Commander Grim heads to the dungeon to check on the Green Dragons, leading Ev right to them.

## **CHAPTER 38** *pages 156–161*

### **On the Inside: Ev**

Ev sneaks into the dungeon, swiping a ring of keys from a sleeping guard. She finds Gus's cell, gets him out and feeds him his last baby dragon tooth for strength. At last they find the cell that holds Loy and Kair.

## **CHAPTER 39** *pages 162–164*

### **Meeting: Gus**

Gus and Ev rescue Loy and Kair, who are, of course, thrilled to see them. Despite being weak, they walk out of the cell.

## **CHAPTER 40** *pages 165–169*

### **Pyro-Gyro: Ev**

Sneaking out of the prison, Gus, Ev, Loy, and Kair are cheered on by the other prisoners. They arrive at a gate, only to find it chained and locked. Loy and Kair show Gus how to use his dragon power to bite through the chains. The three dragons work together and they and Ev make their way to freedom. Ev and the dragons walk as far as they can while waiting for the light of the two suns to rise so Ev can create the Power Tower to get them home.

## **CHAPTER 41** *pages 170–172*

### **Power Tower: Ev**

Ev creates the Power Tower, but it doesn't seem to work. In the distance, the Grog army approaches.

## **CHAPTER 42** *pages 173–175*

### **It's Grim: Gus**

With Ev trying to get the Power Tower working, Gus struggles to fight Commander Grim. Gus carries him off to the desert, where he bites Grim's dragon scale vest and the vest disintegrates, losing its protective power. Gus leaves Grim in the desert and rushes back to Ev.

## **CHAPTER 43** *pages 176–180*

### **Try Try Again: Ev**

Ev tries to figure out why the Power Tower won't work. She sees the leech and a drop of purple blood on her elbow, and it clicks. Her blood is purple! Her eyes are icy blue! She loves liver! It all makes sense—Ev understands that she is half Grog! Ev puts her drop of blood on the Power Tower and it ignites. Commander Grim is running at them, but the Power Tower creates a force field to protect Ev and the dragons. Grim gets stuck in the force field and realizes Ev is his sister's "halfer brat," making Ev his niece. Grim is shot by his own army. Gus, Ev, Kair, and Loy quickly make their travelling circle and chant "Dragon Den" over and over.

## **CHAPTER 44** *pages 181–185*

### **Oleomphrum - Gus**

The four heroes land near Dragon Den, but Loy is not well. Using oleomphrum, a magical dragon grass, as well as drumming and chanting, Kair, Gus, and Ev work hard to revive Loy. Gus is disgusted that Ev is half-Grog, as well as being Grim's niece. Loy is revived but Ev leaves, hurt by Gus's rejection. Gus is torn between loyalty to his friend and knowing who she is.

## **CHAPTER 45** *pages 186–188*

### **Home Sweet Home: Ev**

Ev arrives at home through the magical path by the fir tree. Phillip the rat greets her, and she tells him her feelings about the loss of Gus's friendship. Phillip cheers her up, and she realizes that she likes herself and that Miss Word missed her, too.

**CHAPTER 46** *pages 189–192*

**Owls and Dragons: Gus**

Gus, Loy, and Kair awaken at Dragon Den. Gus avoids the topic of Ev and decides to visit Eilee and Gordo instead. The owls are ecstatic that Gus and Ev saved the Green Dragons and meet Kair and Loy. Filled with guilt, Gus sits down to write something.

**CHAPTER 47** *pages 193–194*

**The Package: Ev**

Ev receives a letter of apology from Gus and goes to Dragon Den via the secret path by the fir tree.

**CHAPTER 48** *pages 195–197*

**Family Matters: Gus**

Gus and Ev make up and enjoy watching the Dragon Moon while flying. As they fly, Gus hears and sees visions of future adventures for Ev and for himself.

**NOTE TO THE TEACHER:** The following pages are meant to be used during the novel **at whatever point makes** the most sense. It will be up to each individual teacher's discretion which, if any are given to students, and when. The teacher may also decide to use any of the activities with small groups and/or as springboards for discussion.

## DISCUSSION QUESTIONS

Answer these questions aloud in class, in your journal or on another separate paper. You will be asked to find one interesting vocabulary word per chapter. **NOTE TO THE TEACHER:** The following questions may be used singly or in combination, and may be photocopied directly for use in the classroom.

### Chapter 1

- Before reading: What do you know about dragons?
- After reading: Why do you think Gus's aunt leaves him in the care of Eilee and Gordo?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### Chapter 2

- Before reading: Have you ever heard of a baby being left for someone helpful to find? Talk with your partner or group about it.
- After reading: Why is Granny Jenkins a good choice to care for Evelyn?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### Chapter 3

- Before reading: Each chapter seems to tell the story of a different character, first Gus and then Ev. How do you think they might be connected?
- After reading: Arvid Jaybird visits Eilee, Gordo, and Gus, only to tell them that it seems as though Gus's aunt and mother have not survived. How does Gus feel about this news?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### Chapter 4

- Before reading: Jot down some reflections about what school means to you. What do you like or dislike about it?
- After reading: Ev feels different from her classmates. Have you ever felt different or left out? How did you handle it?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### Chapter 5

- Before reading: Gus is growing much faster than Ev. What is something you can do now that you couldn't do last year?
- After reading: What are some differences about Gus's growing up days and Ev's growing up days? Find three differences.
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### Chapter 6

- Before reading: This chapter is called "Right as Rain," which is a saying. List any other sayings you know from friends and family.
- After reading: Granny had a health issue. What do you think might be wrong with her?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 7**

- Before reading: Gus is being homeschooled. What do you think a dragon might have to learn?
- After reading: What did Gus find out about why the Green Dragons are in danger?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 8**

- Before reading: Granny Jenkins is about to tell Ev something important. What do you think it might be?
- After reading: Ev can communicate with animals. How does the crow help her fight off her bullies?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 9**

- Before reading: Granny Jenkins has a secret for Ev. Write down a time you told someone a secret, or someone told you a secret.
- After reading: What was Granny's secret?
- What happened to Granny?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 10**

- Before reading: Ev is trying to carry on. What do you think will be the hardest part of not having Granny Jenkins there?
- After reading: What strange sight did Ev see in the magical land? Who was it?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 11**

- Before reading: Gus is turning ten. What is one privilege or challenge you might have when you are ten?
- After reading: What is Gus's goal now that he is ten?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 12**

- Before reading: This chapter is titled "The Prophecy." What is a prophecy?
- After reading: What do Gus and Ev learn from the letters?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 13**

- Before reading: Gus is about to visit Ev's home, the stone cottage. What challenges might he have there?
- After reading: What happens in this chapter that Gus and Ev disagree on?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)



### **Chapter 14**

- Before reading: Gus is nearly full-grown. What skill(s) do you think a full-grown dragon might have that you never will?
- After reading: List one skill Gus must have before he is fully ready for flight and ready to rescue his mother and aunt.
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 15**

- Before reading: This chapter is called “The Nightmare.” Jot down anything you can remember about a nightmare you have had.
- After reading: What has happened to Ev? How might this make her quest harder?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 16**

- Before reading: Ev is nervous and doesn’t really want to leave her stone cottage but she goes forward with Gus anyway. What does that tell you about her character?
- After reading: Ev is swallowed whole by a snake! What should she do?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 17**

- Before reading: Ev is inside the pitch-black snake. Have you ever been stuck somewhere frightening? Tell your partner or group about it.
- After reading: How did Ev escape the snake?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 18**

- Before reading: Ev is “in a pinch.” What does that mean?
- After reading: How did Ev fight off the elfin bullies?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 19**

- Before reading: Gus is getting his permanent teeth. Do you have any permanent teeth yet? How do you feel about that?
- After reading: Why are Gus’s permanent teeth so crucial to him?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 20**

- Before reading: This chapter is titled “Come Back.” What is Ev coming back from?
- After reading: Zelwin helps Ev get her strength back. What else does he do for her?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 21**

- Before reading: Gus plans to go to the Cave of Wings, even though he may not be quite ready. Do you agree with his decision?
- After reading: What shows Gus that he is worthy to go into the Cave of Wings?
- What is the buzzing sound Gus follows?
- What purpose do the bees serve in the lake?
- What risk is Gus facing if he isn't ready to swim the entire lake under water?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 22**

- Before reading: This chapter is titled "Gills or Wings?" What does this refer to?
- After reading: What happens in Wing Song Lake? What is the result for Gus?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 23**

- Before reading: Ev is going to try to climb Mount Pile of Rock. What traits make her the perfect person to do this?
- After reading: What does Ev find out from Dr. Muzzy? What helps her to regain her voice?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 24**

- Before reading: Why is this chapter likely called "Flyboy"?
- After reading: What honour do Queen Anatema and the bees bestow on Gus?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 25**

- Before reading: This chapter is titled "Wings and a Voice." What does that mean?
- After reading: What skill does Gus practise in this chapter?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 26**

- Before reading: This chapter is titled "Showdown." What is a showdown?
- After reading: Gus acts like a teenager and becomes angry with Eilee and Gordo. Which side do you agree with?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 27**

- Before reading: This chapter is titled "The Duo." Who are the duo?
- After reading: What information do Gus and Ev get from the dragon tooth?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 28**

- Before reading: Why are Gus and Ev so worried about Loy and Kair?
- After reading: What recipe does Ev read and vow to use in this chapter?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 29**

- Before reading: “Hair Today, Gone Tomorrow” is a play on words. What is the correct expression?
- After reading: What difficult trade does Ev make? Why is the chapter title appropriate?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 30**

- Before reading: Why are Gus and Ev headed to the Colossus Forest?
- After reading: The next step is to collect a dragonfish scale. Why is that so scary for Gus?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 31**

- Before reading: This chapter is titled “Wet Feathers.” Who might the feathers belong to?
- After reading: What deal do Gus and Ev make with Crusty the vulture?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 32**

- Before reading: Gus and Ev don’t really trust Crusty. Why is he the one they get to take the dragon scale to Relic?
- After reading: What happens between Crusty and Relic the dragonfish in the swamp?
- The author uses foreshadowing at the end of this chapter. Did you catch it? What is it?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 33**

- Before reading: How will Ev collect the leeches?
- After reading: Have you ever removed a blood-sucking pest? If so, tell your partner or group about it. If not, ask someone about their experience.
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 34**

- Before reading: This chapter is titled “The Oasis.” What is an oasis?
- After reading: How is Gus alerted to the fact that the Grog army is approaching?
- Why does Commander Grim want Gus’s dragon teeth?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### Chapter 35

- Before reading: What should Ev do as Commander Grim is about to start extracting Gus's teeth?
- After reading: What does Ev see that strengthens her resolve to save Gus?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### Chapter 36

- Before reading: Should Ev sneak into Castle Grog? Why is she attempting such a dangerous move?
- After reading: What four things does Ev see in Commander Grim's office that remind her of his evil intent toward all Green Dragons?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### Chapter 37

- Before reading: This chapter is titled "The Nana." What is a nana?
- After reading: Whose nana is she?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### Chapter 38

- Before reading: Commander Grim has unknowingly led Ev to Castle Grog prison. How do you think she will get inside?
- After reading: Was your prediction correct? Explain.
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### Chapter 39

- Before reading: Gus and Ev find Dragon Princesses Kair and Loy. How do you think they will help them escape the prison cell?
- After reading: The author tells us that Gus felt "...like two missing puzzle pieces from his life had snapped into place." What does she mean?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### Chapter 40

- Before reading: This chapter is titled "Pyro Gyro." What does pyro refer to?
- After reading: What does Gus discover in this chapter that is his super power?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### Chapter 41

- Before reading: Look back to pages 117-118 in Chapter 28. Does Ev have everything she needs for the Power Tower?
- After reading: The Power Tower doesn't seem to work. Why not?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 42**

- Before reading: Can you suggest anything Ev should try differently to make the Power Tower work?
- After reading: Gus flies off, carrying Commander Grim. He thinks about dropping him in the desert but that doesn't sit right with him." What does that mean?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 43**

- Before reading: Gus is motivated to finish his fight with Commander Grim in order to get back to Ev. Write about a time you or someone else was motivated by their friend.
- After reading: What revelation does Ev have in this chapter? What finally activates the Power Tower?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 44**

- Before reading: Why did the four heroes chant "Dragon Den" while activating the Power Tower?
- After reading: What revives Princess Loy?
- Why is Gus treating Ev so badly?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 45**

- Before reading: Gus is disgusted with Ev because she is half-Grog. Do you agree? Explain.
- After reading: How does Phillip the rat show his true friendship to Ev?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 46**

- Before reading: Besides Phillip, Miss Word shows she is a true friend. How does she do this?
- After reading: Gus realizes he was wrong to mistreat Ev. He begins to write something. What might that be?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 47**

- Before reading: If you were Gus, what would you say to Ev?
- After reading: Gus says, "Feathers, green scales, and bristles. That's my family." What does he mean?
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

### **Chapter 48**

- Before reading: Gus is sorry for mistreating Ev. Do you think she will forgive him?
- After reading: Have you ever had to forgive someone? Write about it.
- Find one interesting or new word in this chapter: \_\_\_\_\_ (page \_\_\_\_)

**NOVEL STUDY**

**Get Ready**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Look at your book and answer the following questions.

1. What is the title? \_\_\_\_\_

\_\_\_\_\_

2. Who is the author? \_\_\_\_\_

3. Is there an illustrator or cover designer? If so, what are their names?

\_\_\_\_\_

4. How many pages are there? \_\_\_\_\_

5. How many chapters are there? \_\_\_\_\_

6. Look at the title, front cover and any illustrations inside. Read the back cover. What do you think your book is going to be about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Finish this sentence: I am looking forward to reading this book because...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Planning

DATE \_\_\_\_\_

Look over the book carefully again. With your literature group, decide how you will get the book read. You have from:

\_\_\_\_\_ to \_\_\_\_\_ to read the whole book.  
(date) (date)

That's \_\_\_\_\_ days of reading time on the timetable.

Ex. June 7: Chapters 3 + 4 OR June 8: Pages 42–56

Ch. 1	Ch. 13	Ch. 25	Ch. 37
Ch. 2	Ch. 14	Ch. 26	Ch. 38
Ch. 3	Ch. 15	Ch. 27	Ch. 39
Ch. 4	Ch. 16	Ch. 28	Ch. 40
Ch. 5	Ch. 17	Ch. 29	Ch. 41
Ch. 6	Ch. 18	Ch. 30	Ch. 42
Ch. 7	Ch. 19	Ch. 31	Ch. 43
Ch. 8	Ch. 20	Ch. 32	Ch. 44
Ch. 9	Ch. 21	Ch. 33	Ch. 45
Ch. 10	Ch. 22	Ch. 34	Ch. 46
Ch. 11	Ch. 23	Ch. 35	Ch. 47
Ch. 12	Ch. 24	Ch. 36	Ch. 48

What will you do if you get behind? \_\_\_\_\_

\_\_\_\_\_.

Will you let each other read ahead? \_\_\_\_\_

## First Impressions

DATE \_\_\_\_\_

1. How do you feel about your book so far? \_\_\_\_\_

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2. What is the problem someone is facing? \_\_\_\_\_

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3. How do you think this problem will be solved? \_\_\_\_\_

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4. Who do you like in the story so far? \_\_\_\_\_

Why? \_\_\_\_\_

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5. Ask four good questions about your book that you will try to answer as you keep reading:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_



## Ev's Word Watch

DATE \_\_\_\_\_

Ev loves to learn, including new words! How about you?

1. Choose four tricky or interesting words from the story (look back at your chapter questions to find them).
2. Write down each word and tell what it means from the context.
4. Check with a dictionary if you are not sure.
5. Choose one definition and page number and share it with someone else in your group. Challenge them to find the word.

**WORD: 1)** \_\_\_\_\_

My meaning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dictionary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WORD: 2)** \_\_\_\_\_

My meaning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dictionary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Ev's Word Watch** (continued)

**WORD: 3)** \_\_\_\_\_

My meaning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dictionary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WORD: 4)** \_\_\_\_\_

My meaning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dictionary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Gus's Question Quizzer

DATE \_\_\_\_\_

Gus is a curious Green Dragon—can you be curious, too?

Write four interesting discussion questions. Think of questions that dig into the story, ones that require thinking, not ones with simple “yes” or “no” answers. Beginning your questions with “why” or “how” can be helpful. Answer the questions with good sentences.

**1) Q:** \_\_\_\_\_

A: \_\_\_\_\_

\_\_\_\_\_

**2) Q:** \_\_\_\_\_

A: \_\_\_\_\_

\_\_\_\_\_

**3) Q:** \_\_\_\_\_

A: \_\_\_\_\_

\_\_\_\_\_

**4) Q:** \_\_\_\_\_

A: \_\_\_\_\_

\_\_\_\_\_

# **Story Mapper**

DATE \_\_\_\_\_

Ev memorizes a map of Grog village. Can you make a map, too?

Write three ideas (jot notes) about the story's setting and main characters.

Setting: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Characters: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write at least three jot notes of what happened at the beginning, in the middle, and at the end of the story:

Beginning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Middle: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

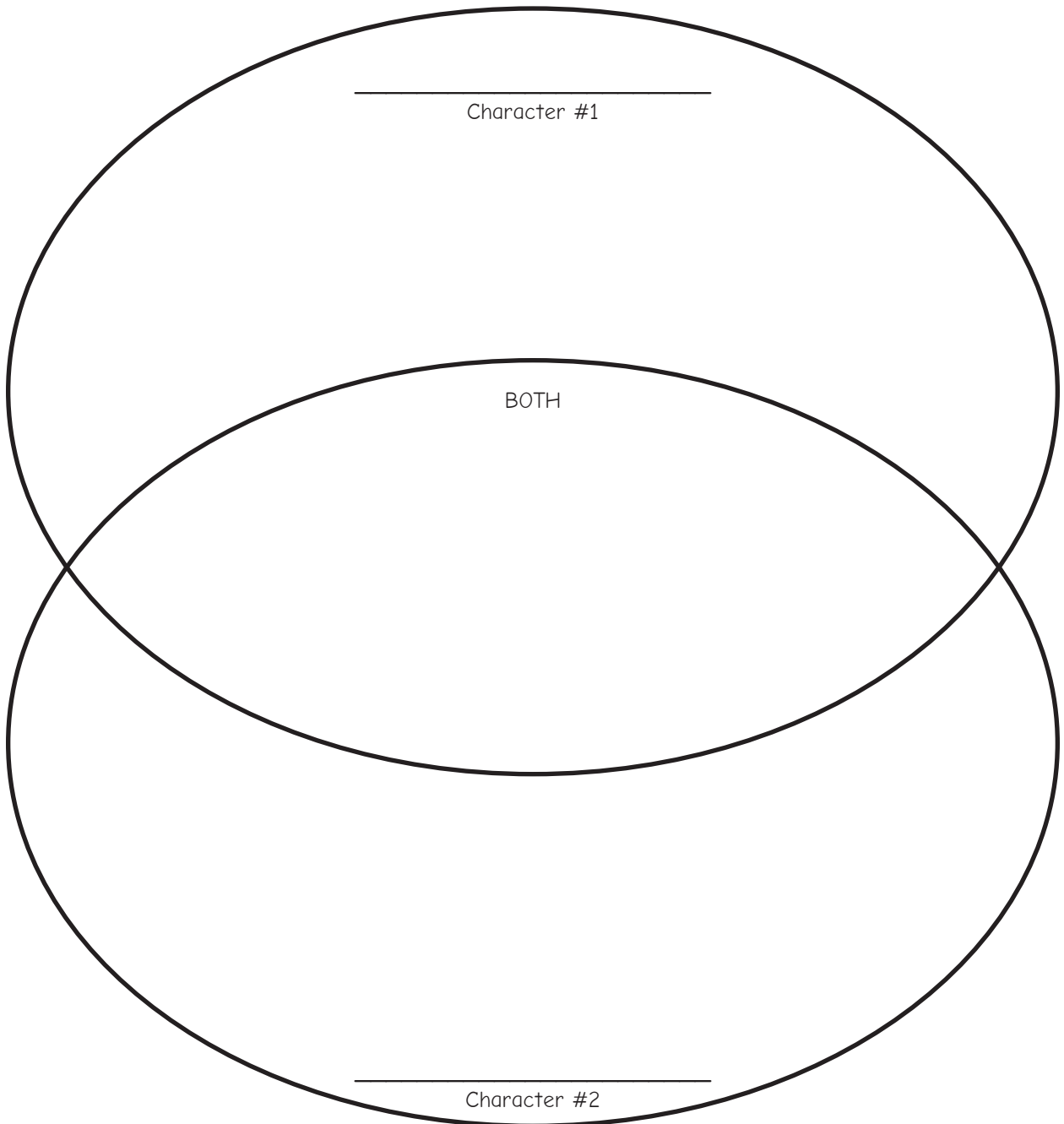


## Comparing Two Characters

DATE \_\_\_\_\_

Think about what you know about Gus and what you know about Ev. Use this Venn diagram to show what is alike about both of them and what is different about each.

You may also choose to compare Ev and Phillip, Granny Jenkins and Ev, or Eilee/Gordo and Granny Jenkins.



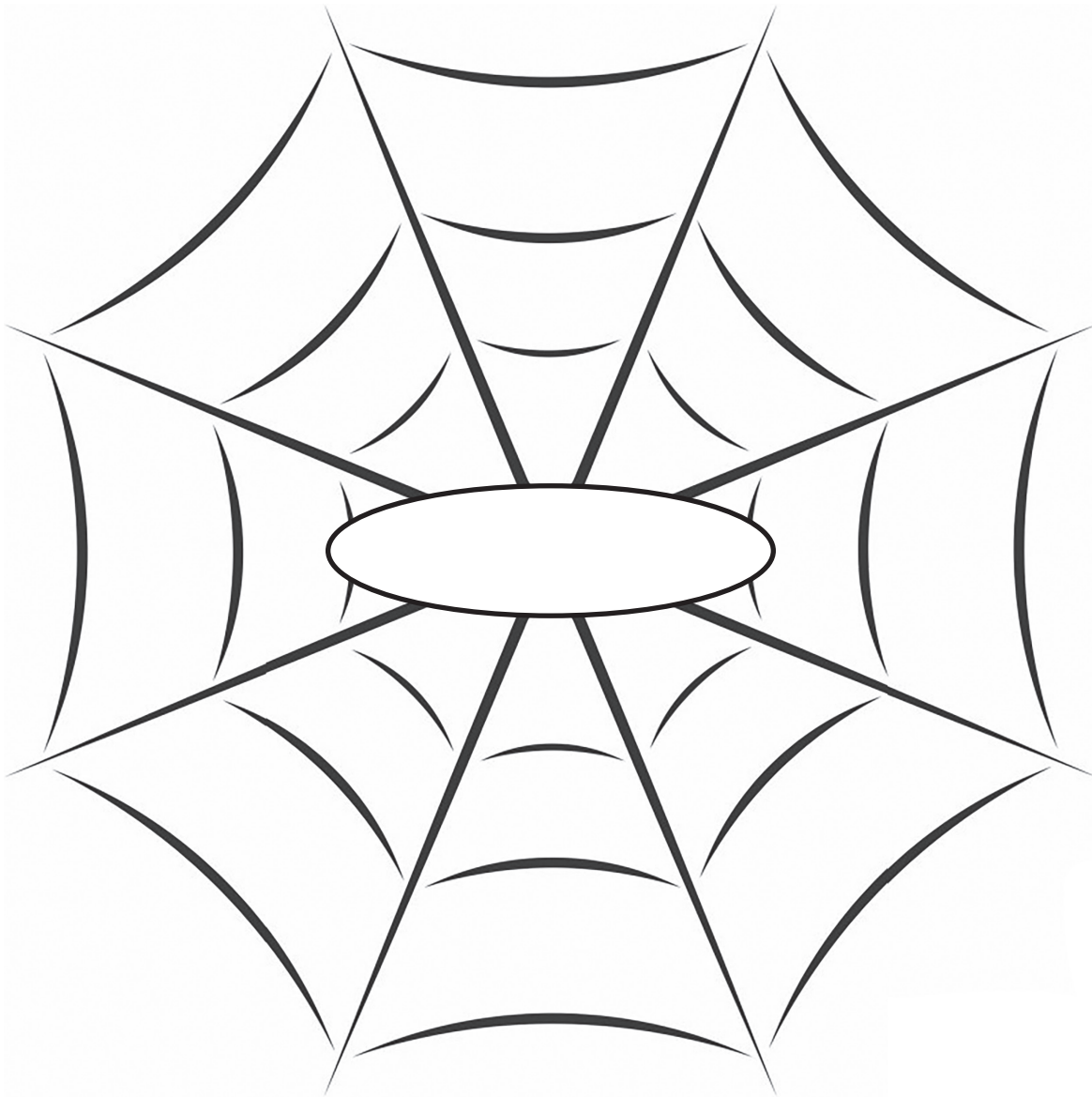
## Character Catcher

DATE \_\_\_\_\_

Dreamcatchers “catch” bad dreams to keep them away from the sleeper. A character-catcher snags the most important characteristics of a person for all to read.

Choose a character from this novel. Write their name in the middle of the “Character Catcher.” Think of or find words to describe your character and “catch” them in the “Character-catcher.” Write these words in the second “ring” of the catcher. Try to use interesting words—choose “ornery” instead of “grouchy,” “joyful” instead of “happy,” and so on.

On the outside of the catcher, tell what the character did or said that made you choose each word.



**Character Study**

DATE \_\_\_\_\_

Granny Jenkins is a pretty wonderful grandmother to Ev.

List three character traits that Granny Jenkins has.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Explain how Granny Jenkins shows each trait. Give examples from the story.

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# Families

DATE \_\_\_\_\_

1. Think about the families you see in The Last Green Dragon (Gus's and Ev's).
2. Choose one family you'd like to write about.
3. Jot down some similarities (things that are kind of the same) and differences (things that are not the same) between this family and your family.

SIMILARITIES	DIFFERENCES

4. What are some special things about your family?

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## **Bullies**

DATE \_\_\_\_\_

Marcie and Booger are bullies. Think about what they do and say that shows us that they are bullies. List at least five examples.

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What have you learned about bullying from this story? What would your advice to Ev be now?

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## **Artistic Activities**

DATE \_\_\_\_\_

Choose one of the following:

1. Draw what you think Castle Grog might look like.
2. Draw what the Green Dragons' scales looked like: Gus's, Dragon Princess Loy's, and Dragon Princess Kair's.
3. Draw how you imagine the Power Tower looks.
4. Draw Dragon Den, where Gus practises being a full-grown Green Dragon.
5. Draw how you imagine Dr. Octavia Muzzy looks.
6. Illustrate any scene from the story. Some suggestions:
  - The trip along the magical path by the fir tree
  - The first meeting between Gus and Ev
  - Ev's battle with the snake
  - Queen Anatema and the bees reviving Gus
  - The fight between Relic and Crusty
  - The Green Dragons meeting Gordo and Eilee
  - Gus and Ev flying in the sky under the Dragon Moon
  - Any other scene

## **Discussion**

DATE \_\_\_\_\_

Discuss the following questions.

1. After Ev's brushes with the bullies Marcie and Booger, how do you think she may approach them from now on?
2. Granny Jenkins sadly died during this book. How does her spirit live on in Ev?
3. Gus is now a full-grown Green Dragon. What abilities and responsibilities do you think he might have now?
4. Gus really has two families, his mother and aunt (Loy and Kair), as well as Eilee and Gordo (the owls who raised him). How did they BOTH contribute to his growing up?
5. At the end of the book, as Gus and Ev fly around enjoying the Dragon Moon, Gus sees a vision of a possible future. What adventures do you imagine the two friends may go on next?

## Conclusions

DATE \_\_\_\_\_

1. Did you enjoy this book? \_\_\_\_\_

2. Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. To whom would you recommend this book? \_\_\_\_\_

4. Why do you think this person would like it? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What surprised you about this book? \_\_\_\_\_

6. Answer the questions you asked in First Impressions, if you can:

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

4) \_\_\_\_\_

\_\_\_\_\_

# Marks Rubric for Novel Study

NAME \_\_\_\_\_ DATE \_\_\_\_\_

GRADING	4 Excellent	3 Adequate	2 Fair	1 Minimal
<b>TIMEFRAME</b>	Kept to the time schedule or kept ahead of the schedule. <input type="checkbox"/>	Mostly kept on schedule. <input type="checkbox"/>	Kept somewhat on schedule. <input type="checkbox"/>	Fell way behind schedule or didn't finish the book. <input type="checkbox"/>
<b>COMPLETION</b>	Completed every response page. <input type="checkbox"/>	Mostly completed the response pages OR completed most of the pages. <input type="checkbox"/>	Completed several response pages—may have omitted one or some questions on several. <input type="checkbox"/>	Many or most pages incomplete or very poorly completed. <input type="checkbox"/>
<b>DISCUSSION</b>	Enthusiastically participated in discussions about the novel and took a leadership role. <input type="checkbox"/>	Was prepared for the discussions at all times. <input type="checkbox"/>	Participated in most discussions or participated somewhat. <input type="checkbox"/>	Was poorly engaged or unengaged in the discussions. <input type="checkbox"/>
<b>DEPTH</b>	Deeply thought out responses; discussion shows effort in making connections, etc. <input type="checkbox"/>	Some thought behind responses; effort made in connections, etc. <input type="checkbox"/>	Mostly simple responses; discussion is mostly surface level. <input type="checkbox"/>	Simple responses; discussion is "off-the-cuff" if there is any participation at all. <input type="checkbox"/>
<b>TOTAL</b>				<b>/16</b>

## Planning a Presentation

You will be presenting this novel to the class on one of the following dates:

DATE \_\_\_\_\_

Think about what you are good at (writing, talking, singing, drawing, etc.).

Plan how you will show everyone the good and bad points about this book without giving away the whole story. You will want to interest your classmates in reading this book but not tell them everything!

You may choose one of the following:

- Make a poster advertising the novel
- Write a poem about your book
- Make a model of the magical fir tree, Castle Grog, Granny Jenkins's stone cottage, or any one of the other places in the book
- Write an interview to have with the author or a character in the book
- Create puppets and give a short play about one scene in the book
- Make a brochure about your book
- Sing a song about your book
- Act out a part of the story
- Do a pretend news report about your book

The list of ideas is endless, limited only by your imagination!

To present my novel, I will \_\_\_\_\_.

(What did you decide?)

Use the following questions, your answers on previous pages, the "Marks Rubric for Novel Study Presentation Rubric" and the "Viewing Guide for Novel Study Presentations" to help you create your presentation:

What kind of book is this?

Who are the characters in your book?

What is the MAIN IDEA of the story?

What made the story COMPELLING (you were unable to put it down)?

Why should anyone read this book?

What connections did I make with this book, and why?

Other questions...

# Marks Rubric for Novel Study Presentation

NAME \_\_\_\_\_

DATE \_\_\_\_\_

GRADING	4 Excellent	3 Adequate	2 Fair	1 Minimal	Total & Comments
<b>Neatness and organization</b>	Ideas are presented in good order, printing/word processing and extra additions are neatly completed.	One or two ideas are out of order. Most of the writing and extra additions show care.	Many ideas are out of order. Writing and extra additions show average effort.	Ideas are not written in order. Writing and extra additions lack neatness and effort.	
<b>Visual aids or extra additions (drawings, photos, costumes, etc.)</b>	A variety of three or more extra additions enhanced the presentation.	Two extra additions added interest to the presentation.	One extra addition helped the audience to understand the presentation.	No extra additions used to support the presentation.	
<b>Citations with page numbers from the novel (Where did I find the info?)</b>	Four or more citations.	Two or three citations.	One citation.	No citations listed.	
<b>Oral presentation and audience contact</b>	A clear voice, good expression and consistent eye contact kept audience engaged	A clear voice and much eye contact were shown.	Little eye contact and a quiet voice were shown.	Oral report was read from notes without eye contact. A quiet voice was shown.	
<b>Grammar, punctuation, and spelling</b>	Proper use of grammar, punctuation, and spelling throughout	Most of the writing shows correct use of grammar, punctuation, and spelling.	Many sentences have errors in grammar, punctuation, and spelling.	Writing does not use proper grammar or punctuation and has many spelling errors.	
<b>Subject knowledge and reflection of novel</b>	Numerous connections to the story demonstrate a full knowledge of the novel.	Three examples of connections demonstrate a good understanding of the novel.	One or two examples of connections to the story show limited understanding of the novel.	No connections or understanding of the novel are shown.	
<b>TOTAL</b>					<b>/24</b>



# Marks Rubric for Novel Study Presentation

(Fillable by teacher or cooperatively with students)

NAME \_\_\_\_\_ DATE \_\_\_\_\_

GRADING	4 Excellent	3 Adequate	2 Fair	1 Minimal	Total & Comments
Neatness and organization					
Visual aids or extra additions (drawings, photos, costumes, etc.)					
Citations with page numbers from the novel (Where did I find the info?)					
Oral presentation and audience contact					
Grammar, punctuation, and spelling					
Subject knowledge and reflection of novel					
TOTAL					/24

## Viewing Guide for Novel Study Presentation

PRESENTER'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

1. Tell 2 things you did or didn't enjoy about the presentation: (4)

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2. What did the presenter do to make this book sound appealing, and why did it make you want to read it? (3)

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3. Tell a connection that the presenter made to this book and explain it: (3)

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4. Tell about the extra additional things the presenter said, did, or showed that helped this presentation be more interesting: (2)

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Total:            **/12**

## CONNECTIONS TO THE SASKATCHEWAN CURRICULUM GUIDES

### LITERACY GOALS

Identify strengths in viewing, listening, reading, speaking, writing, and other forms of representing. Set goals to enhance the development and improvement of the skills and strategies in viewing, listening, reading, speaking, writing, and other forms of representing and take steps to achieve goals.

Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community and social responsibility and relate to own feelings, ideas, and experiences.

Use pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other cues to construct and confirm meaning.

Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).

View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.

**Grade Three:** View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.

**Grade Four:** View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers.

**Grade Five:** View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience.

**Grade Six:** View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.

Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities and follow oral directions and demonstrations.

**Grade Three:** Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.

**Grade Four:** Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.

Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

**Grade Three:** Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures and countries (including Canada) and explain reactions and connections to texts read.

**Grade Four:** Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures and countries (including Canada).

**Grade Five:** Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction.

**Grade Six:** View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts.

Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

## GENERAL

Students demonstrate the understandings, abilities, and dispositions necessary to learn from subject discipline studies, cultural experiences, and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with, and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning. Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments.

## Social Studies

**Grade One:** Assess ways in which relationships help to meet human needs. Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes. Analyze the causes of disharmony and ways of returning to harmony. Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.

**Grade Three:** Analyze the cultures and traditions in communities studied.

**Grade Six:** Evaluate and represent personal beliefs and values by determining how culture and place influence them. Examine the relationship between an individual’s power and authority and the power and authority of others. Examine and analyze factors that contribute to quality of life, including material and non-material factors.

## Health

**Grade One:** Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being. Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment.

**Grade Two:** Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being. Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.

**Grade Three:** Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it. Understand what it means to contribute to the health of self, family and home. Distinguish between examples of real violence (e.g., schoolyard fights, shaking a baby, bullying) and fictional violence (e.g., cartoons, world wrestling entertainment, video games) and determine the influence of both on health and well-being. Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence.

**Grade Four:** Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships. Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.

**Grade Five:** Analyze the connections between personal identity and personal well-being and establish strategies to develop and support a positive self-image. Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying and bullying). Assess the importance of self-regulation and taking responsibility for one’s actions.

**Grade Six:** Analyze the factors that influence the development of personal standards and identity and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege). Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations. Analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact on the identities and the well-being of self, family, and community. Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

## Science

**Grade One:** Differentiate between living things according to observable characteristics, including appearance and behaviour. Explore how humans and animals use their senses to interact with their environment.

**Grade Two:** Compare the growth and development of humans with that of familiar animals.

**Grade Six:** Analyze the characteristics and behaviours of vertebrates (i.e., mammals, birds, reptiles, amphibians, and fish) and invertebrates. Investigate how the forces of thrust, drag, lift, and gravity act on living things and constructed devices that fly through the air.