

Exploring The Last Green Dragon: Vocabulary & Reading Reflections



Pre-Reading Activity

O.W.L. Chart (Observe - Wonder - Link)

Materials:

- Anchor chart paper (divided like table below)
- Markers
- Sticky notes (3 per kid)
- Cover of *The Last Green Dragon*

1. Briefly introduce the story to the students. Look at the cover, point out text features like the title, the author, publishing company, the summary on the back, etc. (but don't read the summary yet!)

Observe	Wonder	Link

2. Point to the word *observe* and discuss its meaning. Tell the students they are going to be making observations. Put the book somewhere everyone can see, or display it under a document camera, if you are lucky enough to have one!

- *"On one of your sticky notes, I would like you look at the cover of the book and make an observation. Please save the other 2 sticky notes for later. When you are done, walk up to the chart and put your sticky note under the observe column."*

3. Once everyone has written an observation, review their observations and ask a few to share. For more engagement, you may wish to ask *"who made a similar observation?"*

4. Next, let them know we are going to *wonder* about the book.

- *"Readers do not only ask questions during reading – they also ask questions before reading, too! I am going to read you the blurb on the back of the book. It's going to give you some hints about the story. While I read, I want you to think of a question you may have about the story and write it on your second sticky note."*

5. Reread the blurb again to help those that may need to hear it again. It might be helpful to put emphasis on leading phrases like:

- *“...believing he is the last Green Dragon.”*
- *“...Gus’ mysterious past...”*
- *“...shocking discovery about Ev.”*

For struggling writers, write question prompts on the board for them to use, such as:

I wonder if...	I wonder when...
I wonder why...	I wonder who...
I wonder how...	I wonder what...

6. Give students time to write down at least 1 question they have about the book. When they are done, repeat the process of putting it under the *wonder* column.

*If you’ve got a busy group who can handle some fun, ditch the sticky notes and grab a beachball! On each coloured section of the beachball, write one of the above “I wonder” questions. Have everyone stand up and take turns passing the ball, sitting once they’ve had a turn. Whatever question their right thumb lands on is the “I wonder” statement they must make! Record some wonders on the chart.
Ex: Thumb lands on “I wonder how” → “I wonder how Gus became the last Green Dragon?”*

7. For our last column, introduce the term *schema* and write it on the board.

- *“A schema is all the stuff in your head (books you’ve read, shows you’ve seen, life experiences, etc.) that helps you relate (or link) things together. Everyone has a schema, and we use it to make connections to what we are reading. If I were to show the class a picture of a squirrel, for example, using your schema might look like this:*

“Hey! That’s reminds me of Sid from Ice Age!”

“We have so many squirrels in our backyard!”

“I watched a show once and learned their top teeth never stop growing!”

8. For the final column, have students brainstorm some connections (or links) they have to the cover, the blurb, etc. Once they have a link, they can stick it on the chart, and read them as a class.

9. To wrap up, review the term schema, and reiterate the importance of asking questions, as it makes your brain work harder to figure things out, which makes reading more exciting!

Vocabulary Words

In this section of the book, you will be given vocabulary words from each chapter to use at your discretion. Words will be separated into two categories:

- Level 1 - These are simpler words that are easier to locate in the dictionary because they do not contain suffixes, ideal for your students who may need something more straightforward
- Level 2 - These words are more complex in that they have suffixes, are longer, are synonyms or may require deeper levels of thinking

Whether you choose to use the words in a differentiated setting, or altogether class-wide, is up to you! Here are some suggestions on how you could use these vocabulary words.

1. Vocabulary journals
2. Class word wall
3. Vocabulary games like charades using the words from the chapter (ex: writing 5 of the vocab words on the board after learning about them, and playing a round of charades where a student must act out one of the words, if possible).

The number beside each word (or set of words) refers to the page number it can be found on.

Chapter 1	
Level 1	stern (6), captive (8)
Level 2	peered (5), rummaged, enticing (8), tentative (9)

Chapter 2	
Level 1	folk, zesty (12)
Level 2	hoisted (11)

Chapter 3	
Level 1	wistful (14), talon (15)
Level 2	wisp (14), nourish (15)

Chapter 4	
Level 1	rummage (17), heap (19)
Level 2	loomed (17), bulgy (19), reluctantly (20)

Chapter 5	
Level 1	mantel, fruitless (21)
Level 2	sheepish (21), steely (23)

Chapter 6	
Level 1	peony (24), pesky (25)
Level 2	darted (24), clutched (25)

Chapter 7	
Level 1	grim (26), vast (27)
Level 2	horizon, calculation (28)

Chapter 8	
Level 1	bout (29), linoleum (30)
Level 2	seeped (32)

Chapter 9	
Level 1	sway (33), alpine (35)
Level 2	immense, sensible (35)

Chapter 10	
Level 1	shards (39), moss (40)
Level 2	loped (40)

Chapter 11	
Level 1	scent (41), bough (43)
Level 2	blubbering (41), growth spurt (42)

Chapter 12	
Level 1	prophecy (44), embark, heed, counsel (49)
Level 2	devouring (44), peered (45)

Chapter 13	
Level 1	scent (55)
Level 2	slack-jawed (53)

Chapter 14	
Level 1	embrace, meadow (57)
Level 2	hind, capacity (58)

Chapter 15	
Level 1	resemblance (60), bramble (61)
Level 2	grazed (60)

Chapter 16	
Level 1	yank, nourish (64)
Level 2	beckoning (63)

Chapter 17	
Level 1	muck, swift (68)
Level 2	heaved, lurched (67), jagged (68), singleton (69)

Chapter 18	
Level 1	glint (72)
Level 2	taunting (70)

Chapter 19	
Level 1	socket (75), plump (76)
Level 2	fretted (75), notion (76)

Chapter 20	
Level 1	comrade, bitter (80)
Level 2	reinvigorate, parched (80), donned (83)

Chapter 21	
Level 1	eerie (85), immense (86), smidge, regal (89)
Level 2	stalactite, stalagmite (88), bequeathed (90)

Chapter 22	
Level 1	altitude (96), insist (97)
Level 2	hovered (96), jagged (97)

Chapter 23	
Level 1	dusk (98), calculus (103)
Level 2	chrysanthemum (99)

Chapter 24	
Level 1	crater, solo, gratitude (105)
Level 2	fashioned (104)

Chapter 25	
Level 1	transmit, horizon (106)
Level 2	hasty (108)

Chapter 26	
Level 1	budge (110), petunia, errand (111)
Level 2	vaulted (110), drafts (111)

Chapter 27	
Level 1	slab (113), fate (114), weary (116)
Level 2	fretted (113), navigator, undaunted (115)

Chapter 28	
Level 1	leech (118)
Level 2	skittered (119)

Chapter 29	
Level 1	bristles, taunt (123)
Level 2	descended (121), deteriorating (122), steeled, glinted, hanky (123)

Chapter 30	
Level 1	vibrant (126), burly (127)
Level 2	colossus (126)

Chapter 31	
Level 1	poplar, lagoon (129), scrawny (130)
Level 2	spindly (129), hoisted, bellowed (130)

Chapter 32	
Level 1	buzzard (133), salamander (134), amidst (135)
Level 2	double-cross (132), hysterically (134)

Chapter 33	
Level 1	keen, slough (136), taught (137)
Level 2	squeamish, chortled (137)

Chapter 34	
Level 1	oasis (138), grit, haven, lush (139) battalion, dunes (140), pliers (142)
Level 2	gnarled (138), wielding (141), vulnerable (142)

Chapter 35	
Level 1	artillery (143)
Level 2	steadfast conviction, immense (144)

Chapter 36	
Level 1	cranium (145), heed, spires, atrium (147), scowl (148)
Level 2	trepidation, ramshackle, delicacy (145)

Chapter 37	
Level 1	decrepit, dispose (152), latch (154)
Level 2	stealthy (155)

Chapter 38	
Level 1	podium (156), extend, stench (157), occupant (158), slop (161)
Level 2	superior (156), slouched, flex (157)

Chapter 39	
Level 1	wonky, regal (164)
Level 2	tenderly, withered (163)

Chapter 40	
Level 1	dim, (165), mimic (166), bulky (167), horrid (168)
Level 2	escalated (165), depleted (168)

Chapter 41	
Level 1	wisp (172)
Level 2	maneuvered (171), draped (172)

Chapter 42	
Level 1	capture (173), dove, shins (174)
Level 2	madly, buckled (173), disintegrated (174)

Chapter 43	
Level 1	ignite (176), confess (177), volley (179)
Level 2	hastily (176), distorted (178), stunned (179)

Chapter 44	
Level 1	rump (181), unison, glorious, whir (183), stony (185)
Level 2	instantaneous (180), ragged (182), thrum (183)

Chapter 45	
Level 1	bristly (187)
Level 2	crocheted (188)

Chapter 46	
Level 1	debt (192)
Level 2	insisted (46), cringed (190), regally (192)

Chapter 47	
Level 1	menace (194)
Level 2	relented (194)

Chapter 48	
Level 1	birds eye view, manoeuvre (196)
Level 2	luminous (196), savouring (197)

Journal Prompt Ideas

Though you won't have the time to do a journal prompt for each chapter, one is provided should you need a writing activity idea. These journal prompts are created with all the levels of Bloom's Taxonomy (revised) in mind. Each prompt is labelled with the level it suits best.

(R) Remember (U) Understand (A) Apply

(AN) Analyze (E) Evaluate (C) Create

Chapter 1

- *What clues might you use to describe a dragon if you were an author? (C)*

Chapter 2

- *The author the 5 senses in her writing, such as smell and touch. Does this help create a strong mental image? Explain why. (E)*

Chapter 3

- *Gus can activate his magical Think Ink skill by tapping his tooth. Create your own magical skill, and explain how you activate it. (C)*

Chapter 4

- *Have you ever felt the same way as Ev? How did you handle it? What advice could you give her? (A,E)*

Chapter 5

- *Read page 23. Why is Gus upset? What evidence shows you he is upset? (A,U)*

Chapter 6

- *We learn that Ev can speak to animals in this chapter. If you had this power, how would you use it? (A)*

Journal Prompt Ideas

(R) Remember (U) Understand (A) Apply
(AN) Analyze (E) Evaluate (C) Create

Chapter 7

- *How do you feel about the story so far? What has caught your attention? (E)*

Chapter 8

- *What story do you think Granny Jenkins wanted to tell Ev? Why? (AN)*

Chapter 9

- *Write a sympathy letter to Ev expressing your feelings and condolences. Tell her how you will remember Granny Jenkins. Use details from the story. (C)*

Chapter 10

- *In this chapter, Ev sees Gus for the first time. Imagine you're in her shoes—what would your first impression be? How might his appearance, actions, or surroundings make you feel? What might happen next? (A)*

Chapter 11

- *Write a list of at least 3 characters in this story. Describe each with 2 adjectives. (U)*

Chapter 12

- *“Gus stared at the freckle-faced girl. Two thick golden-brown braids hung down her back. She wore jeans and a sweater with colourful buttons.” Use this description of Ev to sketch your mental image of her. (C)*

Journal Prompt Ideas

(R) Remember (U) Understand (A) Apply
(AN) Analyze (E) Evaluate (C) Create

Chapter 13

- *Gus has a feeling the Queen's prophecy is correct and that his mother and aunt are still alive. Have you ever had a feeling something would happen or that you should do something without knowing why? That's called intuition! Write about a time you trusted your intuition. What happened, and how did it feel? (A)*

Chapter 14

- *Gus was given a list of instructions for flight. What challenges might he face? (A, AN)*

Chapter 15

- *Everyone feels afraid sometimes. Ev feels particularly afraid of being kidnapped by a witch. What fear-busting strategies would you recommend to Ev to help her when she feels afraid? (E)*

Chapter 16

- *Why is Ev unable to speak? What do you think needs to happen for her to get her voice back? (R, AN)*

Chapter 17

- *How does Ev's display of courage in this chapter compare to a time you or someone you know showed courage? (AN)*

Chapter 18

- *Ev feels no joy, no hope, and feels lost in this chapter. Write a letter to her giving her advice and encouragement to get through this moment. (C)*

Journal Prompt Ideas

(R) Remember (U) Understand (A) Apply
(AN) Analyze (E) Evaluate (C) Create

Chapter 19

- *Create a rhyming warning poem (like the one in this chapter) for a common safety warning or advice (ex: don't touch a hot stove, eating before swimming, etc.) (C)*

Chapter 20

- *Zelwin only appears in this chapter, but why is his role so important in the story? How might the story be different if the author didn't include him as a character? (AN, E)*

Chapter 21

- *Make a list of as many characters in this book as you can. Circle your top 3 favourite characters. (R)*

Chapter 22

- *Do you think Gus will become a dragonfish? What makes you think that? (E)*

Chapter 23

- *Was Octavia Muzzy truly the evil witch Ev had feared for so long? In what ways was she different than Ev expected? (AN, U)*

Chapter 24

- *What moment in the book has been the most memorable to you? Why? (E)*

Journal Prompt Ideas

(R) Remember (U) Understand (A) Apply
(AN) Analyze (E) Evaluate (C) Create

Chapter 25

- *Write at least 3 ways in which you are similar to either Gus or Ev. (AN)*

Chapter 26

- *Predict what you think will happen next after Gus' argument with Gordo and Eilee. (A)*

Chapter 27

- *This chapter was called "The Duo". If you could rename the chapter, what would you call it? Explain why you chose this name. (C)*

Chapter 28

- *Create a playlist for this book with at least three songs that represent key moments, themes, or characters. For each song, explain why you chose it and how it connects to the story. (C)*

Chapter 29

- *Sketch a scene from this chapter. Write a caption for the scene describing what is happening. (C, U)*

Chapter 30

- *Imagine you are walking through the Colossus Forest. Describe what you would see, smell, hear, and feel. (A)*

Chapter 31

- *Do you think Crusty is a trust-worthy character? Why or why not? (E)*

Journal Prompt Ideas

(R) Remember (U) Understand (A) Apply

(AN) Analyze (E) Evaluate (C) Create

Chapter 32

- Sketch a "Wanted" poster for Relic. What could he be wanted for? Where was he last seen? Why is he dangerous? What does he look like? (C)

Chapter 33

- Sometimes, authors drop little clues about what might happen later in the story. When Ev says they should take another leech 'just to be safe,' what do you think that might mean? Do you think this small detail will be important later? (AN)

Chapter 34

- Compare the sacrifice Gus made to Commander Grim to the sacrifice Ev made to Booger. (AN)
 - *TEACHER NOTE: Gus sacrifices a scale and Ev sacrifices a braid, all for the greater good of saving Kair and Loy.*

Chapter 35

- List some of the important places in this story. Draw an imaginary map to show how these places might look. (A)

Chapter 36

- Why do you think the tooth that Commander Grim takes does not glow? (U)
 - *TEACHER NOTE: The tooth he took does not glow likely because it was not given with love – it was stolen.*

Journal Prompt Ideas

(R) Remember (U) Understand (A) Apply
(AN) Analyze (E) Evaluate (C) Create

Chapter 37

- *Think of the character in this story who could be described as “small but mighty”. How do they demonstrate strength even though they may be young and small? (AN)*
 - *TEACHER NOTE: Ev is small but mighty. Examples may include how she is able to sneak around Castle Grog unnoticed, or other examples of facing fear with bravery (Booger, Snake, Marcie, etc.)*

Chapter 38

- *Choose 4 emojis that best represent the mood, events, or emotions of this chapter. Briefly explain each one. (A)*

Chapter 39

- *The term “bittersweet” means to feel happy and sad about something at the same time. Why might this chapter be a bittersweet moment in the book? (AN)*

Chapter 40

- *Pick 3 of the new vocabulary words from this chapter. Use each one in your own created sentence. (A)*

Chapter 41

- *The Power Tower spell failed, and Grogs are approaching. Imagine you are one of the characters – what is going through your mind in this moment? How do you feel, and what are you going to do next? (AN, A)*

Journal Prompt Ideas

(R) Remember (U) Understand (A) Apply
(AN) Analyze (E) Evaluate (C) Create

Chapter 42

- *Some characters in books play small but important roles. Name a small character from this story, and explain why they are necessary to the story. (AN, E)*

Chapter 43

- *What clues led Ev to learn that she was half-Grog? (R,U)*
 - *TEACHER NOTE: ice-blue eyes, pointy ears, loves liver jerky, purple blood*

Chapter 44

- *Gus feels betrayed by Ev's discovery of being related to Commander Grim. Describe a time you felt betrayed and how you overcame it? (A, AN, E)*

Chapter 45

- *What character has taught you the most? What did they teach you, and how? (AN, E)*

Chapter 46

- *Why does Gus feel unsure about being friends with Ev? (AN)*

Chapter 47

- *What character are you most like in the book? (U, A)*

Chapter 48

- *Did you like the ending of the book? Why or why not? (E)*