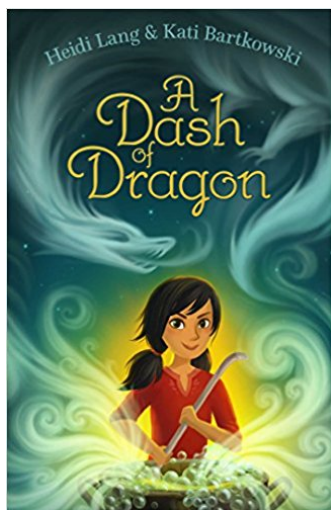


A Curriculum Guide for Educators & Readers



Discussion points, activities, and writing prompts to help educators use *A Dash of Dragon* as a classroom read-aloud or as a selection for independent reading. Great for book clubs, too!

Heidi Lang and Kati Bartkowski

Heidi (right) and Kati (left) are a writing team of two sisters with twenty years of experience in judo. Heidi likes to fling food across her stove while attempting to cook new dishes, and Kati enjoys trying new cuisine at fancy restaurants. Between the two of them, they love creating characters that kick butt both inside and outside the kitchen.



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Common Core Aligned for 3rd-7th Grades

3rd: ELA.RL.3.1, 2, 3, 4, 5, 6, 7; W.3.1, 2, 3, 4, 7, 8; SL.3.1, 2, 3, 4
4th: ELA.RL.4.1, 2, 3, 4, 5; W.4.1, 2, 3, 4, 7, 8; SL.4.1, 2, 3, 4
5th: ELA.RL.5.1, 2, 3, 4, 5; W.5.1, 2, 3, 4, 7, 8; SL.5.1, 2, 3, 4
6th: ELA. RL.6.1,2,3,4,5,6,9; W.6.3a-e,4; SL.6.1a, 3,4,5; L.6.1,2,3
7th: ELA. RL.7.1,2,3,4,5,6,9; W.7.3a-e,4; SL.7.4,5; L.7.1,2,3

Before You Read...

1. Take a close look at the cover of *A Dash of Dragon*. What do you see? Describe who you see. Can you guess what the story might be about? What clues can you find in the cover art to support your prediction?
2. Read the text on the back of the book. What do you learn from this blurb? What questions does it raise about the story?
3. Open the book and read the first five chapter titles. Do the titles give any further information regarding what the book might be about?
4. Read the front jacket flap copy. List at least five facts about Lailu Loganberry. List at least five questions you would ask Lailu.
5. Using all this information, can you make any predictions about what might happen in the book?

Chapters 1-7

1. Using chapters one through seven as evidence, who is Lailu Loganberry? Draw an outline of a human figure, which will represent Lailu, on a large piece of paper.
 - a. Write any known details about Lailu inside the outline. Outside of the outline, discuss and write any questions about Lailu that you might have.
2. We meet several characters, besides Lailu, in the first seven chapters. Choose three, based on who you think might be more important. Draw three outlines of human figures, which will represent each of the three characters, on a large piece of paper.
 - a. Using chapters one through seven as evidence, write any known details about each chosen character inside the outline. Outside of the outline, discuss and write any questions that you might have.
3. *A Dash of Dragon* is a fantasy novel, meaning that the world of the book is fictional. Most fantasy uses magic or other supernatural elements as a main plot element, theme, or setting. Create a list of details that support *A Dash of Dragon* as fantasy.
4. Create a newspaper article about Mystic Cooking, much like the one Master Slipshod shows Lailu about Greg's restaurant.

5. What is the agreement between Mr. Boss and Master Slipshod, regarding the restaurant?
 - a. Does the agreement seem fair to you? Why or why not?
6. Explain, in your own words, the history and current relationship between Lailu and Greg. Use actual evidence from the text to support your answer.
 - a. What three words do you think Lailu would choose to describe Greg?
 - b. What three words do you think Greg would choose to describe Lailu?
 - c. What is your impression of Greg? Do you think he is as bad as Lailu says? Why or why not?
7. Why does Master Slipshod say Mystic Cooking will not be serving dragon soon?

Making Connections:

Lailu attended the Chef Academy where she learned the skills of hunting mythical beasts and cooking.

Using the internet, find a culinary arts school closest to you. Browse through the course offerings.

Then, using the culinary arts school as inspiration, create a brochure for the Chef Academy. Be sure to include course descriptions, based on what you know about Lailu's world and schooling.

Chapters 8-15

1. Who is Lord Elister the Bloody and how did he get that nickname?
 - a. How does Lailu know who he is?
 - b. What is Mr. Boss's proposition for Lord Elister?
 - c. How do the Elves play into the proposition?

- d. What is Lord Elister's response to Mr. Boss's offer? Why?
 - e. How does Mr. Boss react to Lord Elister's response?
2. In your own words, what is Hannah's opinion of Master Slipshod? Do you agree with her? Support your answer with evidence from the book.
3. What is Hannah's plan to help Lailu and Master Slipshod?
4. List some of the inventions that Lailu sees in the Industrial District.
 - a. What information does Hannah give regarding the scientists in the Industrial District?
5. What does Brennon give to Lailu? Where did he get it?
6. What is the deal that the elf offers Lailu?
 - a. Why is he looking for Hannah?
7. Imagine you are Lailu and write about the hunting of the basilisk fish in your diary.
8. Why does the Butcher visit Lailu? What message does he have for her?
9. Do you trust Ryon? Why or why not?
 - a. What new information does Lailu learn from him?
10. What do you think happened to Brennon? Who do you think did it? And why?

Making Connections:

Lailu and Hannah are alike in some ways, but very different in others. Finding what you have in common with people who are different from you can be a good way to start a meaningful relationship. Here is a way to learn what you have in common with your classmates, while also celebrating what makes each of you different and unique.

Finding Commonalities and Differences

Materials: A pen and two pieces of paper.

This activity can be done as a class or in pairs.

(cont'd)

- On one sheet of paper, you will have ten minutes to come up with a list of things in common. Completely obvious answers such as “we both have hair” or “we are both in _____ class” are not allowed!
- After ten minutes, switch to the other paper. You now have ten minutes to come up with a list of things that are unique to each person.
- Share both lists with the class when finished.

Chapters 16-21

1. Who is Wren Volan? Draw an outline of a human figure, which will represent Wren, on a large piece of paper.
 - a. Write any known details about Wren inside the outline. Outside of the outline, discuss and write any questions about Wren that you might have.
2. What important information does Lailu overhear at the dinner party?
3. Lord Elister, after catching Lailu spying, asks her to spy for him. Who does he want her to spy on and what information is he hoping to get?
4. What happens to Lailu’s Mr. Frosty unit? And why do you think she chooses to go to Greg for help?
5. Hannah has been staying at Greg’s but she said all he wants to talk about is Lailu. Why do you think he wants to talk about Lailu?
 - a. Write a scene between Hannah and Greg, demonstrating how he wants to talk about Lailu.
6. Why was Hannah kicked out of school?
 - a. What is Hannah’s solution for not going back to school and staying with Lailu?
7. What information does Lailu give Mr. Boss at the Crow’s Nest? What is his reaction?
 - a. What information does Lailu get for Lord Elister while spying at the Crow’s Nest?

8. Why are the elves looking for Hannah?
9. Do you think it was wise for Lailu to give Ryon the vile of elf blood? Why or why not?
10. As the plot thickens, it is more and more difficult to decide who to trust and who not to trust. Make a list of all the characters in A Dash of Dragon and each character's place in the story. Then determine if you think Lailu can or should trust this person.

Making Connections:

Detect a Lie Like an Elf

Elves can tell when someone is lying to them, but can you tell when someone is lying?
How?

When lying, people are more likely to:

- offer shorter responses
- laugh nervously
- talk really fast
- get emotional
- make more speech errors - more um's, er's, ah's...
- blink often
- fidget more

Here's a short activity to help develop the skill of catching a lie.

1. Have everyone in the classroom close their eyes.
2. While eyes are closed, place a small item into the hands of one student. This item must remain hidden.
3. Once the item is hidden, have students open their eyes.

4. An Elf volunteer can begin questioning students on the whereabouts of the item:

- Do you have the item?
- Do you know who has the item?
- Could you describe the item to us? What does it feel like when you hold it?
- If you had the item, would you let us know?

When questioned, all students must answer honestly, except for the student who holds the item. The guilty student must lie.

The Elf, and other students, must keep an eye and ear out for the lie.

5. After everyone in the class has been questioned, ask if anyone has an idea of who was lying. What are the reasons the suspect's answers led to the accusation?
6. Play can go on by changing up the Elf and the thief in each round.

Chapters 22-28

1. What is Lailu's plan to save Hannah?
2. Others are always commenting on whether Master Slipshod is a good mentor to Lailu. What do you think? Using evidence from the book so far, support your opinion.
3. Describe The Incident in your own words. If you were Lailu, would you still be mad at Greg? Why or why not?
4. How did Hannah help defeat the dragon? And how did Hannah also play a part in Lailu's escape from the Butcher?
5. What does Lailu promise Wren? Why?

Chapters 29-35

1. Why do you really think Greg offers to stay and help with the dragon feast?
 - a. Would you consider Greg and Lailu friends? Why or why not?
2. Why does Lailu tell Ryon that she needs Mr. Boss to come earlier to Mystic Cooking?
3. What do you think Starling takes out of her vest pocket that is pipe-like with a handle? What does she use the item for?
4. How do you feel about Master Slipshod's transformation? Do you think he can be a better mentor to Lailu now? Do you think his actions have redeemed him?
5. Lailu's debt to Mr. Boss was cleared when he died. But why is she now in debt to the elves? Do you think this is fair? Why or why not?
6. Revisit the list of characters you created. Imagine you are Lailu and write about each character and how you feel about them at the end of the book.

After You Read...

Here are a few extension activities to further the learning and the fun!

1. Several themes run through A Dash of Dragon.

Responsibility	Friendship	Trust
Loneliness	Abandonment	Risk-taking

Choose one of these themes on which to base a 500-word essay.

What can readers take away from A Dash of Dragon in relation to this theme?

2. Choose one character and explore how he or she has changed from the beginning to the end.
3. Create your own book trailer.
4. In July 2018, a sequel to A Dash of Dragon, called A Hint of Hydra will publish. Brainstorm a list of possible story ideas, including where the story might pick up and what it will be about. Will the Elves find out who stole their blood? Will Mystic Cooking be thriving? Will Greg be up to his old tricks?

Then, predict what adventure Lailu Loganberry will be up to next and write a 500-word synopsis of your imagined sequel.

5. Working Together as a Team—Lailu, Hannah, and Greg might not have defeated the mountain dragon if they were working alone. But together they were successful! Try these team-building activities.

Rubber band Trial (groups of 4-5)

- You will need several plastic cups, one rubber band and four or five ribbons or strings.
- To make the rubber band grabber, tie pieces of string to the rubber band, spacing them as evenly apart as possible (it should look like a sunshine with sun rays going out in all directions).
- Each member of the team should hold onto one of the strings that are attached to the rubber band.
- Each group will be tasked with stacking all of the plastic cups on top of each other using only the rubber band grabber. The group then uses this tool to pick up the cups and place them on top of each other by pulling the rubber band apart and then bringing it back together over the cups.
- Teams should work to increase speed and accuracy.

Kid-Tangled Challenge

In a group of 6 or more people (even numbers works best) form a circle. Each person should hold out their right hand and grab the right hand of the person across from them as though the two were shaking hands. Then each person should hold hands (left hands) with a person standing next to them. Each person should be holding hands with two different people.

Goal of the Game: The goal of this warm up is for the students to untangle themselves from their situation so that a human circle is formed.

Rules: The physical hand to hand contact that you have with your partner cannot be broken in order to facilitate an "unwinding movement". Sometimes the people in the final circle will end up facing alternating directions. This is OK.

If the group has been struggling with a tangle for a long time, offer "Tangled First Aid." Let the students decide amongst the group, which grip needs first aid. This pair of hands may then be temporarily undone and re-gripped in order to help the group.

Additional Challenge: Attempt to untangle without the use of words.