**Elmer and the Dragon**

**Teacher’s Guide**

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Suggested Vocabulary, Discussion questions and Activities

 AR 4.6 Lexile 800

**Chapters 1 - 2 (Pages 9 – 25)**

Vocabulary

|  |  |
| --- | --- |
| aboard | blackening |
| ferocious | thrashing |
| peering | shrieked |
| anxiously | shallower |
| emergency | drizzly |
| burlap | sand bar |

Discussion Questions Chapters 1-2

1. Preview this book. What text features do you notice? Predict what this story will be about.
2. What genre is this text?
3. What is the main idea or central message of the first two chapters?
4. Describe the dragon?
5. What may have caused Elmer and the dragon to end up flying in the wrong direction?
6. Predict what you think will happen in the next two chapters.

Suggested Activities

* Start a timeline to sequence the events of Elmer and the dragon’s adventure.
* Have the students brainstorm a list of things they would take with them in their knapsack if they were going on an adventure.

Chapters 3 - 5 (pages 27 - 44)

Vocabulary

|  |  |
| --- | --- |
| complained | sloping |
| unstiff | peered |
| whimpered | startled |
| limber | trilled |
| hobbled | suffer |
| boulders | curiosity |

Discussion Questions Chapters 3 - 5

1. Why did Elmer pretend like he didn’t see the dragon crying?
2. Who is telling this story?
3. What does the author mean by wilted when she says, “There was the ***wilted*** baby dragon…..”?
4. What clues lead Elmer to believe someone must live on the island?
5. How did Elmer know the canary?
6. What is the island disease the canaries are suffering from?
7. Why do you think the settlers sailed away after a month or two?
8. How do the illustrations help you to understand the story?

Suggested Activities

* Continue filling in the timeline, sequencing the events from chapters 3 -5.
* Have students draw Elmer’s adventure in chapters 3 -5 as a cartoon strip.
* Compare and contrast Elmer and the dragon using a double bubble map.
* Have the students take turns retelling different parts of the each chapter that has been read so far.

Chapter 6 -7 (pages 45 -57)

Vocabulary

|  |  |
| --- | --- |
| perched | plague |
| suspiciously | nervously |
| flustered | drooped |
| flattered | spoiled |
| snorted | filtered |
| bulging | clang |

Discussion Questions

1. What five words would you use to describe Elmer?
2. What five words would you use to describe the dragon?
3. What is the King’s mood in chapter 6?
4. What is the main idea being expressed in chapter 6?
5. Why do you think the settlers never returned to Feather Island?
6. Summarize the events of chapter 7?
7. Predict what items might be in the treasure chest?

Suggested Activities

* Continue to update the timeline with events from chapters 6 and 7.
* Compare and contrast Elmer and King Can XI.
* Have the students draw a map of Feather Island and label the location of at least four events that have occurred in the story thus far.
* Break the students up into small groups so they can write a short play to act out the events in chapter 7. Let the groups act out their plays.

Chapters 8 - 10 (58 - 87)

Vocabulary

|  |  |
| --- | --- |
| hoisted | solemnly |
| staggered | jig |
| illustrious | wharf |
| canvas | lantern |
| rubbish | awfully |
| strutting | rummaging |

Discussion Questions

1. How did the group solve the problem of getting the treasure out of the hole?
2. Where was the key to the chest hidden?
3. What does the author mean by stating Elmer was “sick with excitement”? Share a time when you have felt sick with excitement.
4. How has Elmer changed since the beginning of the story? How has the dragon changed since the beginning of the story?
5. What does Flute mean when he says, “…I’ll be even richer than the King because I’ll keep my treasure where I can see it every day”?
6. What does this story remind you of? What connections can you make?

Suggested Activities

* Finish filling in the timeline with events from chapters 8 - 10.
* Create an individual or class collage around themes or characters in the book.
* Make a class poster comparing and contrasting My Father’s Dragon and Elmer and the Dragon. Discuss the similarities and differences in the two books.
* Have the students design a book jacket for the book with a new cover, author page, description of main characters and summary of the book.