

# Talk about it

SECTION

5

## Jokes and japes

**Objective:** To offer reasons and evidence for their views; to respond appropriately to the contributions of others.

**What you need:** Copies of *How to Train Your Dragon*, flip chart, individual whiteboards and pens.

### What to do

- Tell the children that this lesson focuses on humour in the novel. Ask them to suggest what they think makes the novel funny or humorous. Write their suggestions on the flip chart. (Funny events, funny characters, jokes, silly names, comical ideas such as Professor Yobbish's book.)
- Arrange the class into small groups. Assign each group one aspect to research.
- Tell them to scan the novel for examples of their category – so, one group is looking for silly names, another for examples of funny events, and

so on. They should note down their examples on their whiteboards.

- When they have finished, bring the class back together and ask volunteers to provide examples for their category. Write them under the headings on the flip chart.
- Ask the children to nominate the funniest part or aspect of the book, encouraging them to back up their choice with reasons.

### Differentiation

**For older/more confident learners:** Challenge groups to parody the style of humour in their category. For example, they could think of other funny Viking names, or another funny character or event.

**For younger/less confident learners:** Let groups discuss what they think are the funniest bits of the novel and why.

## Dragon profile

**Objective:** To develop and use specific vocabulary in different contexts.

**What you need:** Copies of *How to Train Your Dragon*, photocopiable page 22.

**Cross-curricular link:** Art and design.

### What to do

- Discuss which dragon characteristics described in the novel are familiar from other tales/mythology about dragons (they have wings and scales; they breathe fire) and which are invented by the author (they can be trained to hunt fish and deer for their Viking masters; they speak a language called Dragonese).
- Ask the children to cite some of the different species that are described in the novel, from the small, brown dragons that hunt mice to the giant Sea Dragons. Together read the Viking dragon profiles found in Chapters 1 and 2. Ask: *Can you think of other categories for statistics?* (Favourite

foods/diet, likes and dislikes, personality, and so on.) Can they suggest what they would write to describe Toothless under those new headings?

- Arrange the class into small groups and hand out photocopiable page 22. Explain to the children that they are going to invent their own dragon species. They should fill in the profile template and draw and label a sketch of their dragon in the space provided.
- When they have finished, invite volunteers from each group to present the name and key features of their dragon species. Invite the class to vote for the best suggestions.

### Differentiation

**For older/more confident learners:** Ask the children to use the photocopiable sheet to invent another dragon species of their own.

**For younger/less confident learners:** Invite the children to draw and label a dragon species that they invent or make a model of one.

PAGE  
19