

## Practice text: There's No Such Thing as a Dragon

## Cracking the questions

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Answer                                                                                                                                                                         | CD/Mark      | Useful strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Tick three facts we know from the first sentence.<br><input type="checkbox"/> The dragon was called Billy.<br><input type="checkbox"/> The dragon was in Billy's room.<br><input type="checkbox"/> Billy had a pet dragon.<br><input type="checkbox"/> Billy saw the dragon in the morning.<br><input type="checkbox"/> Billy was surprised to see the dragon.                                                                                                       | <ul style="list-style-type: none"> <li>The dragon was in Billy's room.</li> <li>Billy saw the dragon in the morning.</li> <li>Billy was surprised to see the dragon</li> </ul> | 1b<br>1 mark | <p><i>Question focus: draw on vocabulary to understand text.</i></p> <p>Tell the children:</p> <ul style="list-style-type: none"> <li>to read the question slowly and carefully</li> <li>to underline the numbers in the question – it's easy to forget them</li> <li>the question tells them where in the text to look for the answer.</li> </ul> <p>Read the first sentence carefully</p> <ul style="list-style-type: none"> <li>to read each of the statements in the question and compare them to the information in the text. Tell the children it is important only to use information that is in the text for questions like this.</li> </ul> <p>All answers must be correct for the mark to be given.</p> |
| 2. Number these events in the order in which we are told them.<br><input type="checkbox"/> Billy went downstairs.<br><input type="checkbox"/> Billy patted the dragon's head.<br><input type="checkbox"/> Billy didn't pat the dragon's head.<br><input type="checkbox"/> Billy's mother said, "There's no such thing as a dragon!"                                                                                                                                     | 2 Billy went downstairs<br>1 Billy patted the dragon's head<br>4 Billy didn't pat the dragon's head<br>3 Billy's mother said, "There's no such thing as a dragon!"             | 1c<br>1 mark | <p><i>Question focus: identify sequence of events.</i></p> <ul style="list-style-type: none"> <li>Tell the children to read the question slowly and carefully.</li> <li>Tell them that they will need to write numbers in the boxes to show the order of the information.</li> <li>Do they think any of the words in the question are in the text (yes – they all are). Tell them to scan the text for those words.</li> <li>Tell them to number the words as they find them in the text.</li> </ul>                                                                                                                                                                                                              |
| 3. Read the sentence. Underline the word that tells you how the dragon felt when Billy patted its head.<br>"The dragon wagged its tail happily when Billy patted its head." (line 4)                                                                                                                                                                                                                                                                                    | " <u>happily</u> "                                                                                                                                                             | 1a<br>1 mark | <p><i>Question focus: draw on vocabulary to understand text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>read the question slowly and carefully</li> <li>not read the text again because all the information they need is in the question</li> <li>reread the sentence carefully, thinking about how the dragon was feeling</li> <li>to underline the word that gives you the information.</li> </ul>                                                                                                                                                                                                                                                                             |
| 4. How do you think Billy felt when he was getting dressed? Tick the best answer.<br><input type="checkbox"/> He felt happy because there was a dragon in his room.<br><input type="checkbox"/> He felt cross with his mother because she didn't listen to him.<br><input type="checkbox"/> He felt confused because there was a dragon but his mother said it didn't exist.<br><input type="checkbox"/> He felt silly because he had already patted the dragon's head. | He felt confused because there was a dragon but his mother said it didn't exist.                                                                                               | 1d<br>1 mark | <p><i>Question focus: make inferences.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>read the question slowly and carefully</li> <li>point out that this is a "how do you think?" question. That means that the answer won't be in the text. They will have to read the text and see what they think</li> <li>think about where they will find this information</li> <li>read that part of the text carefully, looking for the information</li> <li>read all of the multiple-choice options carefully and decide which one is best.</li> </ul>                                                                                                                                      |

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| Question                                                                                                                                                          | Answer                                                                                                                                                                                                                                              | CD/Mark      | Useful strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 5. Complete the sentences.<br>At first, the dragon was about the size of a _____.<br>When Billy went down to breakfast. The dragon was about the size of a _____. | kitten<br>dog                                                                                                                                                                                                                                       | 1a<br>1 mark | <p><i>Question focus: draw on vocabulary to understand text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully, thinking about what is being asked of them.</li> <li>• scan the text for the words "about the size of a" and read the lines around the word.</li> <li>• copy the word that fits into the space.</li> <li>• do the same the next time they see "about the size of a".</li> </ul> <p>Both must be correct for the mark to be given.</p>                        |
| 6. Why do you think the dragon was bigger by the time Billy went down to breakfast?                                                                               | <p>Accept reasonable answers such as:</p> <ul style="list-style-type: none"> <li>• He didn't like being ignored.</li> <li>• He wanted Billy to pat him on the head again.</li> <li>• He wanted to show Billy's mother that he did exist.</li> </ul> | 1d<br>1 mark | <p><i>Question focus: make inferences.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully. Point out that this is a "why do you think?" question. That means that the answer won't be in the text. You will need to read the text and see what you think.</li> <li>• decide where to start reading to look for the answer.</li> <li>• think about what they need to know that will help them to answer the question.</li> <li>• find that information in the text.</li> </ul> |