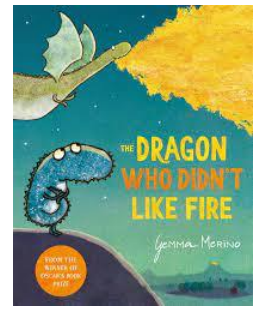


Suggested learning opportunities for *The Dragon Who Didn't Like Fire* by Gemma Merino



- Science, technology, numeracy and mathematics
- Literacy and English
- Health and wellbeing, and social studies
- Expressive arts

Mathematics and numeracy

- Provide a variety of items that are linked to the story that the children can sort and match in different ways. For example: different socks like the ones the dragon collects. Encourage them to notice what is the same and what is different? Can they sort them in different ways? Can they describe how the objects have been sorted? **(MNU 1-20b)**
- At the start of the book, a mouse steals an egg and puts it in a different nest! Hide images of eggs in different locations around school and go on a search together. Give clues of how to find them or add signs to help pupils find trickier eggs and follow directional language. **(MTH 1-17a)**
- Print out some images of different animals and ask the pupils to categorise them under different headings. These could link to the book, for example, animals that can fly versus animals that can swim. Can any do both? **(MNU 1-20b)**

Sciences

- Looking at the backgrounds throughout the book, can you find the volcanoes? **Follow a guide to create your own volcano in class** using bicarbonate of soda and vinegar. Explore why this reaction happens. Can you find something

that does dissolve in water?
(SCN 1-16a)

- The little dragon is actually a crocodile! Look up some facts about crocodiles, including where they live and what they eat. Create a food chain with crocodiles at the centre. **(SCN 1-02a, TCH 1-02a)**

Technology

- Create your own flying dragon by making a paper airplane and decorating it with a face and some scales and claws. You could explore **different types of paper airplane** and measure how far each one flies! **(TCH 1-09a)**
- The Dad dragon enjoys knitting socks out of wool. Talk about the different clothing and materials we wear and design your own pair of socks. What material would you use to make them and why? **(TCH 1-10a, SCN 1-15a)**

Literacy and English

- This story is about a daughter being accepted for who they are. Are there any other stories like this? Compare this story with the ugly duckling – what is the same and what is different? **(ENG 1-19a)**
- The dragons changed as they grew up. Talk about what you are able to do now that you are a little older.

(LIT 1-09a)

- The little dragon thought being in the water felt amazing. What did she see? **Watch an underwater programme or film clip** and talk about what you might see under the water. **(LIT 1-04a)**
- The little dragon wasn't so good at breathing fire but felt amazing in the water. Can you think of something that makes you feel amazing? **(ENG 1-19a)**

Modern languages

- In the book, the little dragon doesn't like fire, but does like swimming. Explore how to say "My name is... and I like..." in the language you are studying. It could be a favourite hobby, food, colour or animal! **(MLAN 1-02b)**

Health and wellbeing

- Look at crocodiles and other types of animals that start life as an egg. Use the library or internet to research them, how they are born and how do they grow. Do any surprise you? **(HWB 1-50a)**
- Dragons and crocodiles are different, and both have their own abilities and skills. Use the book to talk about our similarities and differences, and what makes us unique. **(HWB 1-47a)**

Social studies

- Read some Scottish myths and legends about Scotland's dragons: the Orkney Stoor worm, Cierein Croin or Nessie. Do the dragons in these stories look similar or different to the dragons in the book? **(SOC 1-02a)**

Art

- Look closely at the dragon's skin. Discuss the colours, shapes and pattern. Try and create your own dragon illustration! **(EXA 1-02a, EXA 1-03a)**

Music

- Some of the pages of the book show the dragon exploring underwater. Listen to **Saint-Saens's "Aquarium" from Carnival of the Animals**. How does the music make you feel? Does it sound like underwater? What animals can you imagine when you listen? **(EXA 1-19a)**

Drama

- The book has animals including a mouse, dragons, crocodiles, fish and birds. Take it in turns to suggest an animal and have everyone act out their interpretation of how that animal moves and sounds. **(EXA 1-12a)**