

Sir Drake the Brave

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Illustrated by
Susan Eaddy

Sir Drake the Brave Teacher's Guide

Story Basics

Most stories have a beginning, middle, and end.

Characters

Most stories have a problem or conflict that the main character has to overcome or solve.

What is Drake's problem?

How does he solve it?



Idea



What is the main idea in "Sir Drake the Brave"?

Setting



Plot

Plot is the cause-and-effect relationship between events in a story.

According to E.M. Forster, "The king died, and then the queen died", is a story, while, "The king died, and then the queen died of grief", is a plot."



How would you describe the plot of "Sir Drake the Brave"?



What are the main settings in "Sir Drake the Brave"? How many settings do you see?



Character

👑 Our main character, Drake has a prosthetic leg, and experiences some bullying. Could the same story be told even if he was not "limb different"?

Who are the other main characters in "Sir Drake the Brave"?

What can you tell about Drake's character from these illustrations?



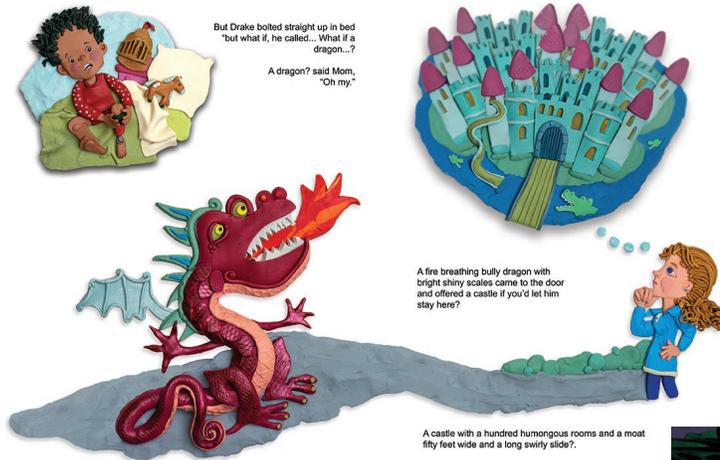
👑 Different characters have different points of view. How would the Dragon describe Drake's character? How would the Pirate or the King or his mom describe Drake?



👑 How would Drake describe the other characters at the beginning of the story? How would he describe them at the end of the story?

Writing Basics

Writers are encouraged to “show, don’t tell” in their stories.
What does this mean?



What can you tell about Drake's personality by these sentences?

"What if a Fire-Breathing, Big Bully Dragon with Bright Shiny scales came to the door and offered a castle if you'd let him stay here?"

**"Hey Dragon! Hey, Pirate! Hey, King!
You can't stay here UNLESS you can
learn to be thoughtful and honest and
gentle and kind."**



In the scene below the text says:
“Pirate learned to play leapfrog and not cheat at chess. King learned to say, “I’m colossally sorry”, when he was wrong and swing his scepter only at balls.

What does this action tell us about Pirate? What about King?



Authors like to show that their characters have “grown and changed” during the course of the book.

How did Drake change?

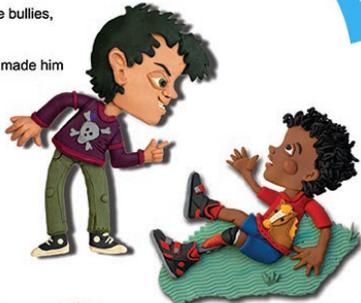
How did the other characters change?

Author and Illustrator Roles

Who is the Author? Who is the illustrator?
How does the illustrator tell the story without the author's words?

What can you tell about Drake through this picture?
Does the text describe his physical appearance?

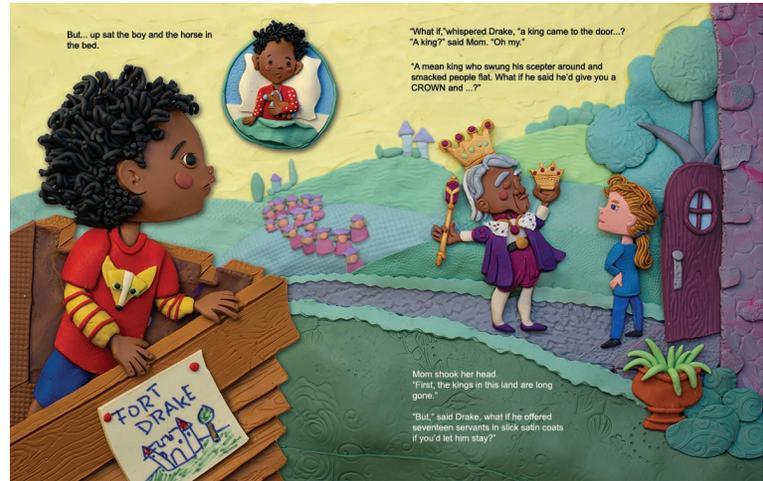
Drake did not like bullies, not one little bit. Sometimes they made him feel frightened.



Sometimes he stomped and he stomped and felt sad.



Sometimes he fumed.



Whose point of view tells the story?
Can you retell this scene from the King's point of view?

How do illustrations set the mood for the story?

Compare and contrast the mood in these two scenes.



But Drake bolted straight up in bed "but what if, he called... What if a dragon...?"
A dragon? said Mom, "Oh my!"



A fire-breathing, bully dragon with bright shiny scales came to the door and offered a castle if you'd let him stay here?



A castle with a hundred humongous rooms and a moat 50 feet wide and a long swirly slide?

Mom smiled, "First, there's no such thing as a dragon. But second, I'd stand up tall and say 'Go away big bully dragon with bright shiny scales!'"

Drake tucked the blankets back over his horse and told him, "You're safe. No bullies here."



Take your castle with a hundred humongous rooms and your moat 50 feet wide with your long swirly slide and don't you EVER come back unless you can learn to be thoughtful and kind."

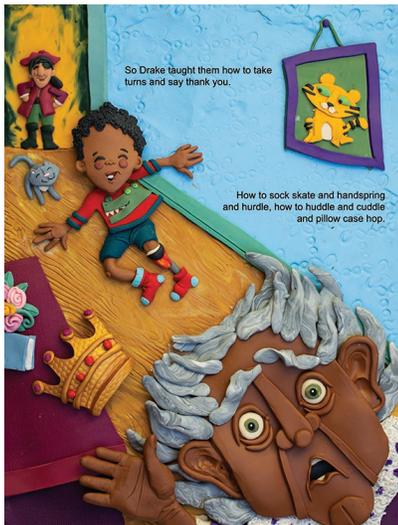
Back off went the light. Curled up went the boy and the horse.

Story Starters

1. What would I do if a pirate offered my Mom gold to let him hang out?
2. What would happen if a dragon offered me a castle to let him move in and bully my friends?
3. "When hundreds of helper moved in, my life sure changed. But not necessarily for the better."
4. Explain- how to do something- like how to teach kindness
5. Write a day in the life story about your pet or favorite toy

OPINION PIECES

Choose a topic from the first two story starters. Write an opinion piece with reasons to back up your ideas. In groups, students compare and contrast their opinions.



PROCEDURAL

- Create a procedural paper with steps that can be followed in the classroom.
- Explain the steps in detail.
- Break into groups and following directions EXACTLY, complete the steps.
- Use a phone or video camera to film the process. As a group, evaluate what works, and what leads to unintentional results.

NARRATIVE PIECE

Use topic # 5 to write a narrative recounting a sequence of events, with details to describe actions, thoughts and feelings.



ELA standards: W1.1,W1.2,W1.3, W1.6-W2.1,W2.2,W2.3, W2.6-W3.1,W3.2,W3.3, W4.1,W4.2,W4.3,W4.6

Here is a resource to share with Parents

A Few Tips on Sleep, Bedtime Fears, and Anxiety in Children

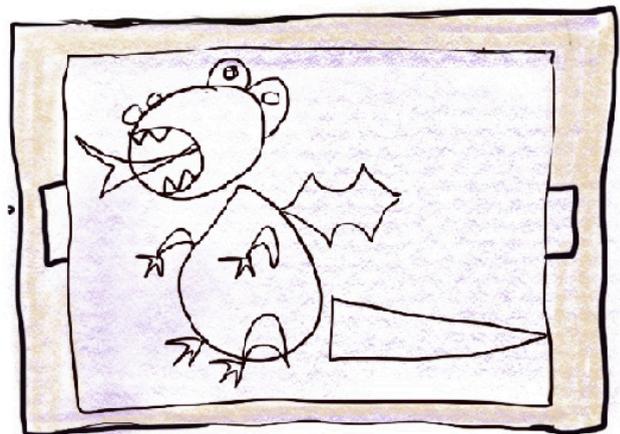
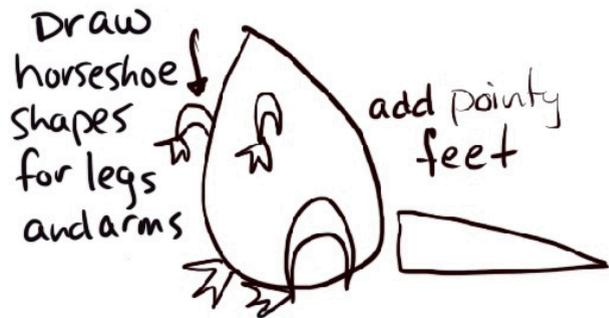
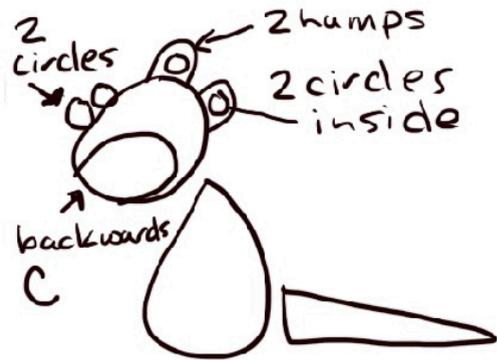
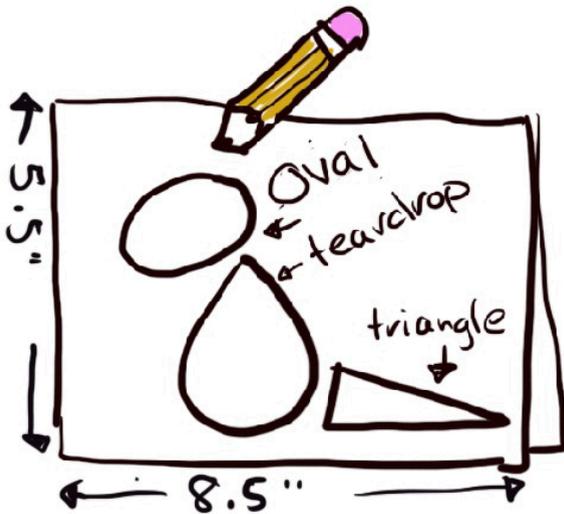
Bedtime is a time and space where the noise is quieted and we can often be left (as children and grown-ups!) with the worries of the day. So you might consider these approaches:

- Create a bedtime routine for you and your child. Practice doing things in the same order (brush teeth, book, bed). Routine helps children feel secure before bed.
- Practice slowing down before it's time for bed. Leave plenty of time to process events of the day.
- Instead of assuring your child with "Those things aren't real!" or "Stop getting out of bed and go back to sleep! I've told you a million times it's time for bed," change the language to validate and assure your child. For example: "These things feel really scary to you, but I will help you stay brave and strong so you can fall asleep."
- Allow your child a space to get worries out before bed. Whether it is talking together as Drake does with his mom, having them write their fears down on slips of paper or in a diary, or drawing a picture of their worry, it is important children are able to express worry so they are ready to sleep.
- Use tools to make worry around bedtime feel easier, such as white noise, a night-light, visuals on the ceiling, etc.
- Explore ways to make your child's room feel safer for more confidence at bedtime. Is there a way to adjust the bed, blankets, or temperature? Allow your child to help make suggestions in this process.
- Spend time with your child imagining being brave in his or her room during the day. Many children do not play in their bedrooms. Practice acting out bravery during the day and adjusting to the space.
- Use books before bed. Stories like this one can allow children to expand imaginative ideas before bed in a calm and safe way. They will also help your child fall asleep faster.
- Model dealing with your own fears and anxieties for your children in a developmentally appropriate way. An example could be, "Mommy feels really nervous sometimes that _____. Something that helps me stay brave and strong is _____."
- Normalize worry for your child. You can assure your child that we all have worries and that part of growing up is learning to work through the big and scary things!

This resource page is provided by Julia Jordan-Lake, LPC (Licensed Professional Counselor), who specializes in child and adolescent mental health (and who is also, the author of this book is thrilled and grateful to say, the author's daughter!).

How to make a clay dragon

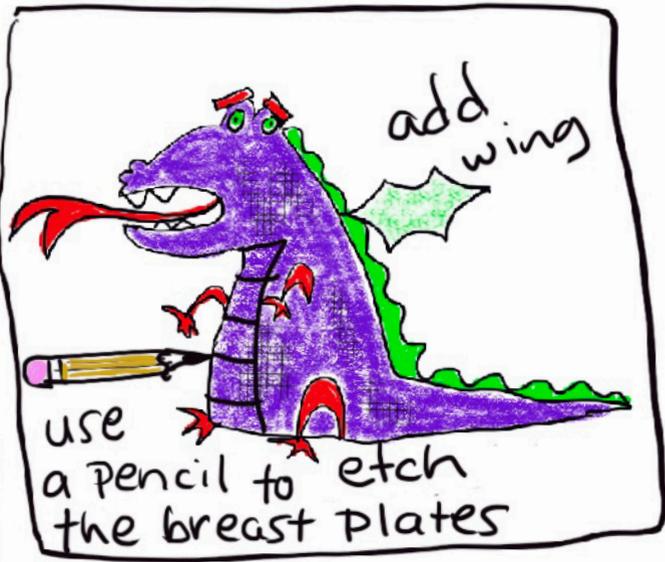
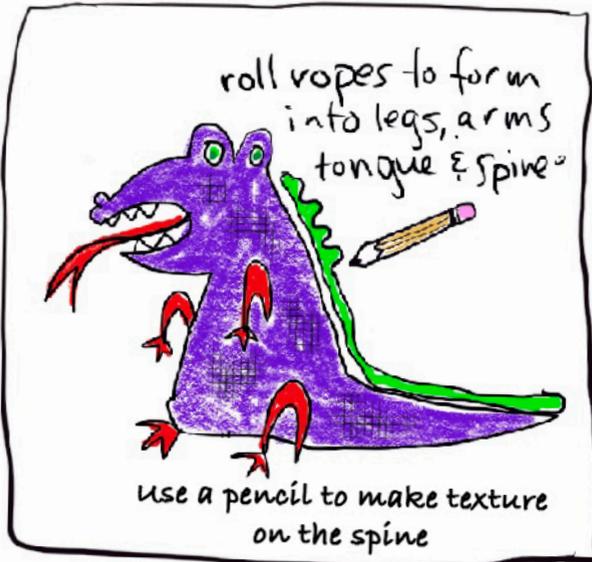
FIRST: DRAW YOUR DRAGON PATTERN



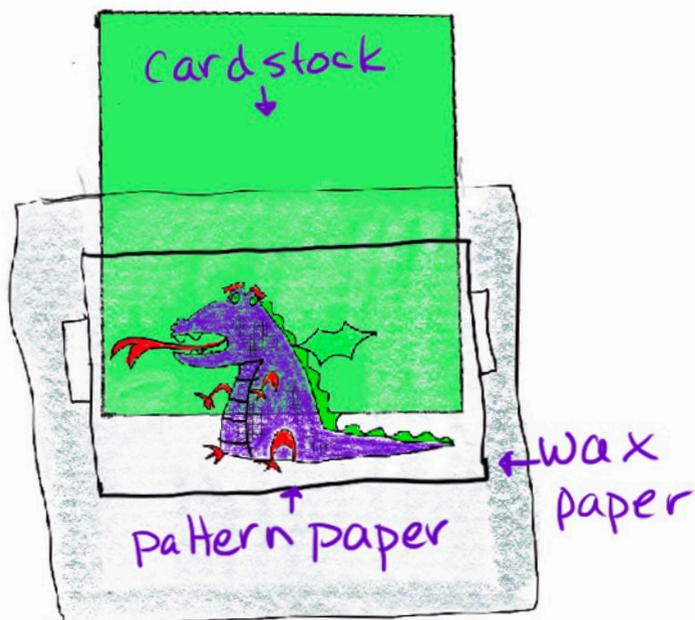
tape wax paper onto your pattern. (put tape on the back of your pattern)

ADD MODELING CLAY- ANY COLOR YOU-LIKE!

I use my thumbs to



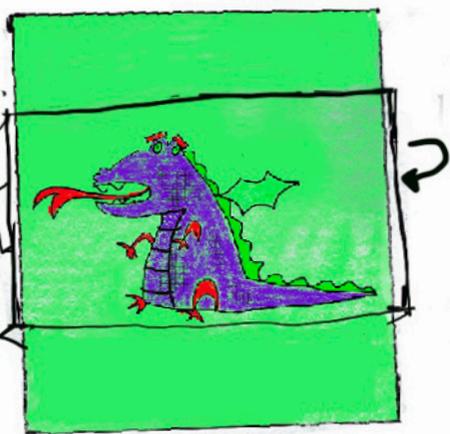
MAKE YOUR DRAGON INTO A CARD!



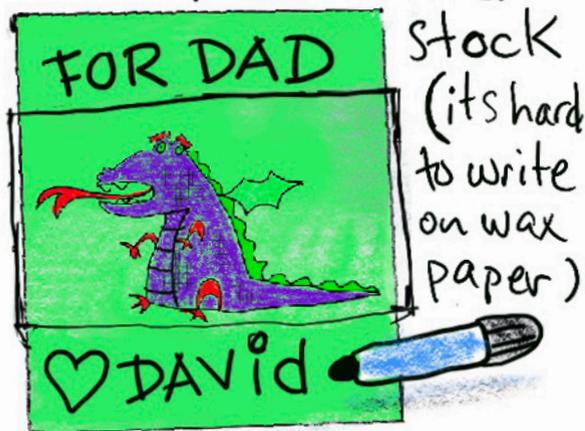
Slip a piece of cardstock or stiff paper between the wax paper & the pattern page



Fold the wax paper edges under the cardstock



Write your message on your card



WATCH THE HOW-TO VIDEO ON KIDLIT TV
OR AT WWW.SUSANEADDY.COM