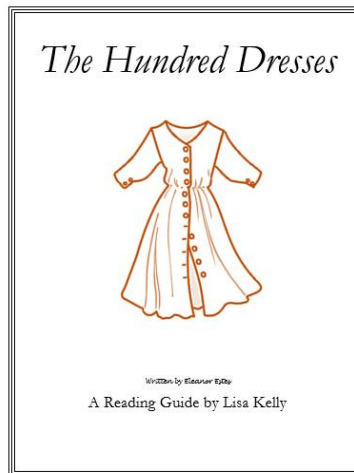
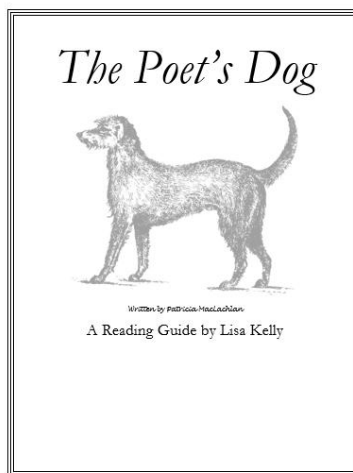
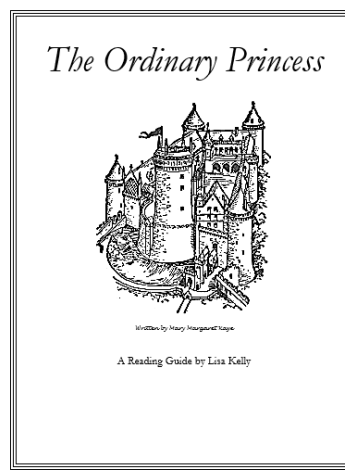
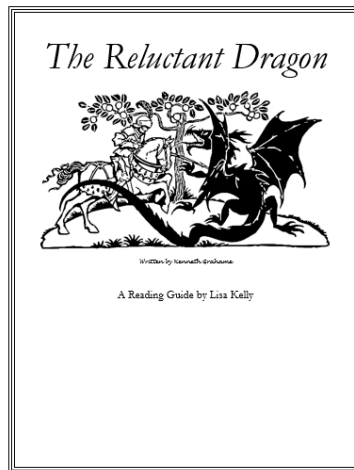


# *Shorter Works Collection*

*Lower School B Literature: Volume 1*



A Reading Guide by Lisa Kelly



## Author's Note:

This reading guide includes the guides of four shorter works used in Lower School B [Years 2-4] which includes:

- The Reluctant Dragon* by Kenneth Grahame
- The Ordinary Princess* by Mary Margaret Kaye
- The Poet's Dog* by Patricia MacLachlan
- The Hundred Dresses* by Eleanor Estes

You will need the books listed above and this guide. The aforementioned books should be easily accessed from the library or other source.

These books are listed as optional suggestions:

- St. George and the Dragon* by Margaret Hodges
- Ox-Cart Man* by Donald Hall
- Molly's Pilgrim* by Barbara Cohen

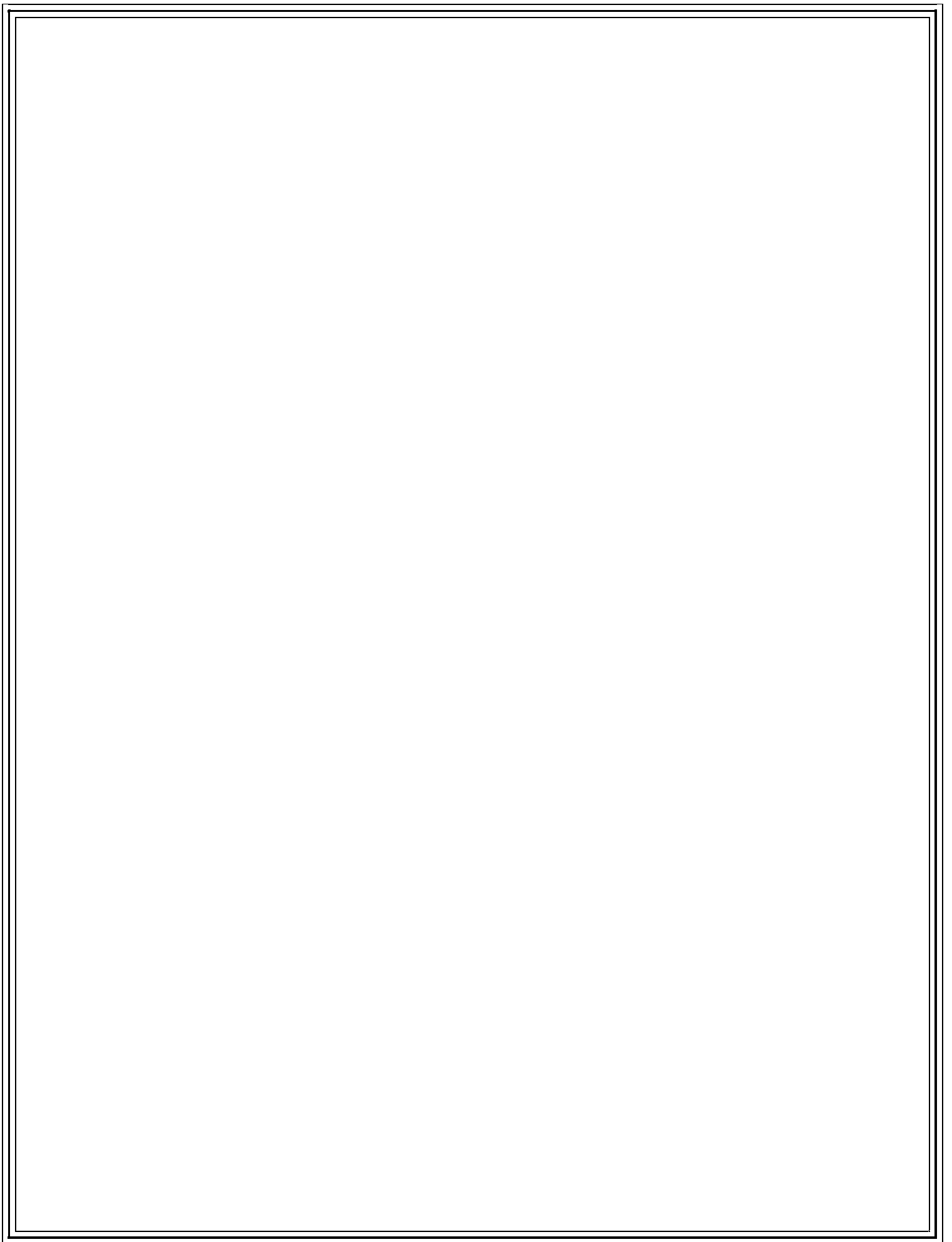


# *The Reluctant Dragon*



*Written by Kenneth Grahame*

A Reading Guide by Lisa Kelly



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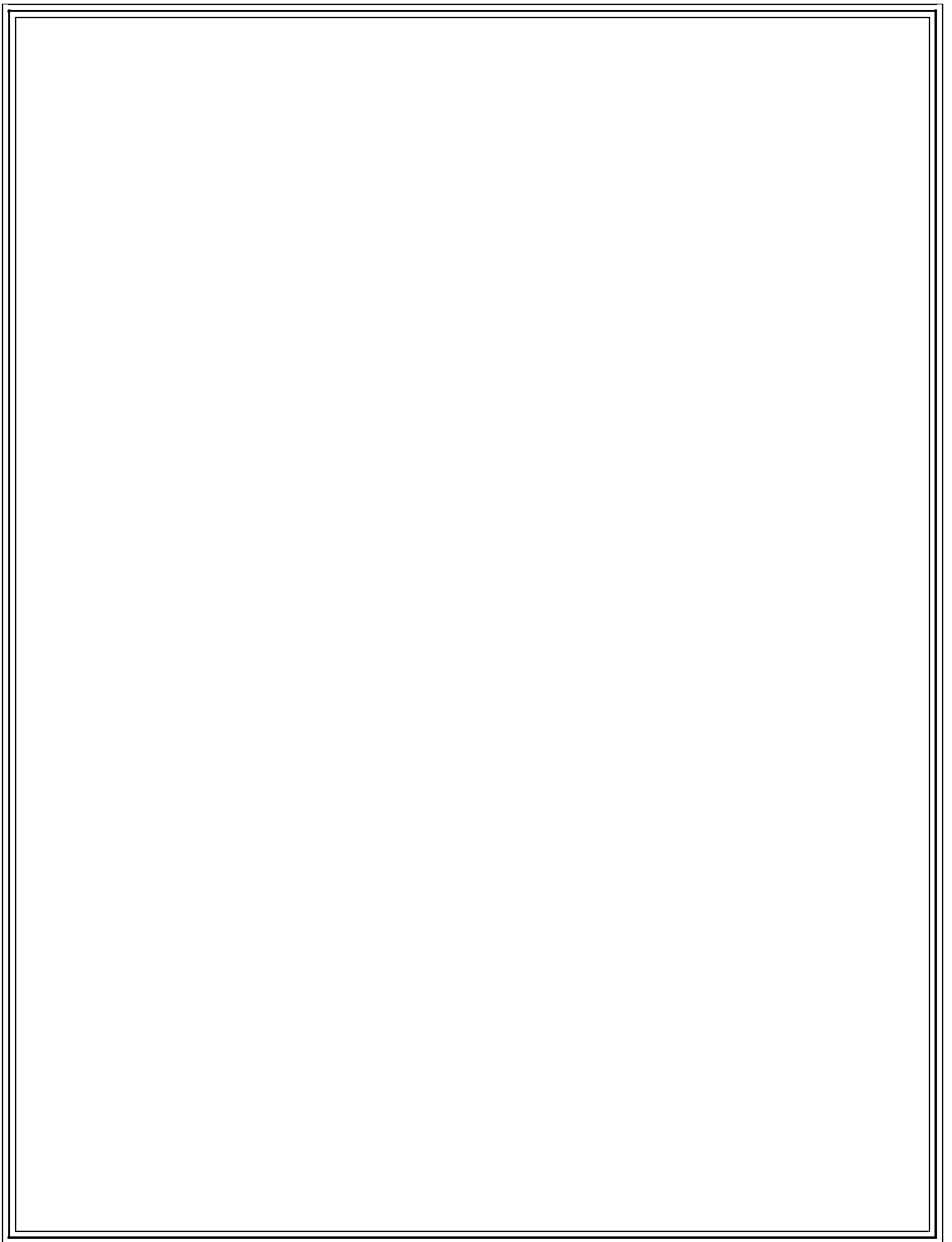
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## Lesson Notes

1. “Connection” questions and prompts were written to bridge the gap between chapter readings. They were designed to bring forth what students already know about a topic so that the new information can be connected to it.
2. Have students define the words listed under “Words to Know” either independently or together orally with the teacher. Teachers and students should locate any listed places, read and discuss any notes included at the beginning of each lesson and discuss the pronunciation of any words, as needed.
3. Students should read each chapter (or reading section) together with the teacher or independently.
4. After reading, students should narrate. There are multiple narration suggestions for each chapter.
5. Any lessons in literary terms can be included or omitted as it best fits the needs of your students.

## Exam Prompts

- Illustrate any scene. Give your picture a title or caption and share it, telling about the scene depicted. Why did you choose to illustrate this scene?
- Give an account of your favorite scene from this book. What made it so memorable?

More prompts are included in the original guide. This is a sample only.



## Reading 1

- \* Complete Reading 1 from *The Reluctant Dragon* by Kenneth Grahame.

### Before the Reading

- Connection: Using the title of the book and the cover, tell what you think this book will be about. What does it mean to be “reluctant”?
- Words to Know: summit, sward and vale
- Note: This story takes place in the Berkshire Downs in Oxfordshire. Michael Hague and Ernest H. Shepard are great illustrators for this story. Consider reading *St. George and the Dragon* by Margaret Hodges to give a fuller picture of St. George in legend, but which will be in contrast to *The Reluctant Dragon*.
- Read approximately 9 pages. Stop the reading just before the words “Hullo, Dragon!” said the Boy...

## Reading Break

Pause the reading just before “Hullo, Dragon!” said the Boy...

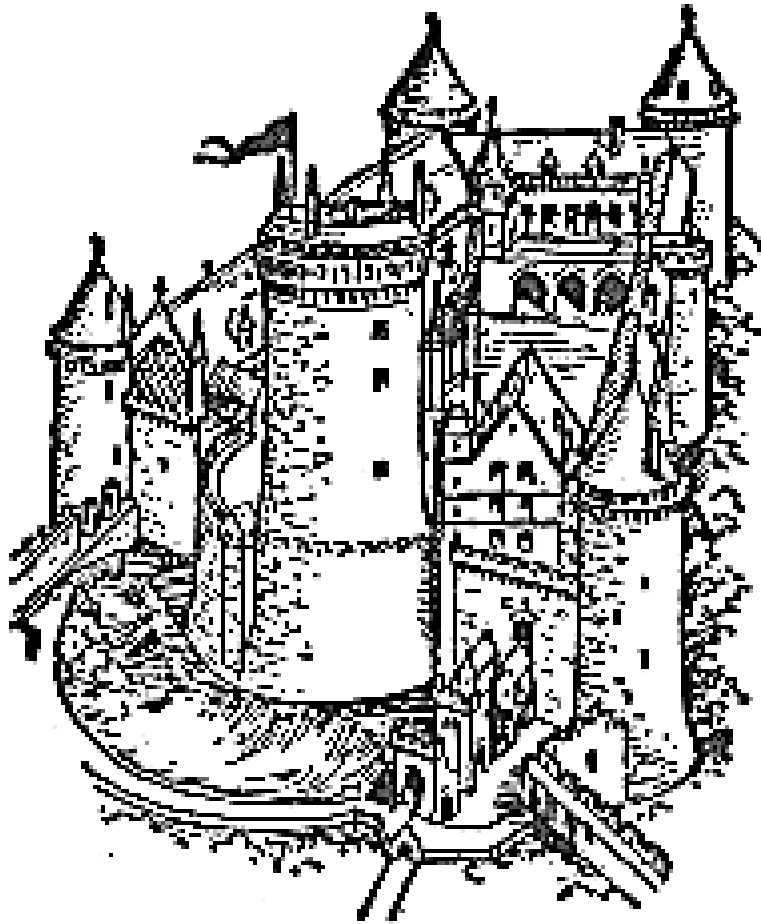
### After the Reading

#### Narration Suggestions –Choose One

- Tell of the Boy and his family.
- Draw or paint a picture of any scene from this reading section. Give it a title or caption and share it with someone, telling about the scene.
- Describe the dragon.
- Write a list with your teacher of 2-3 finer points or details that you took note of while listening to this reading section that others might have missed. Tell about one of these points and what it might tell us about either the characters or the story.

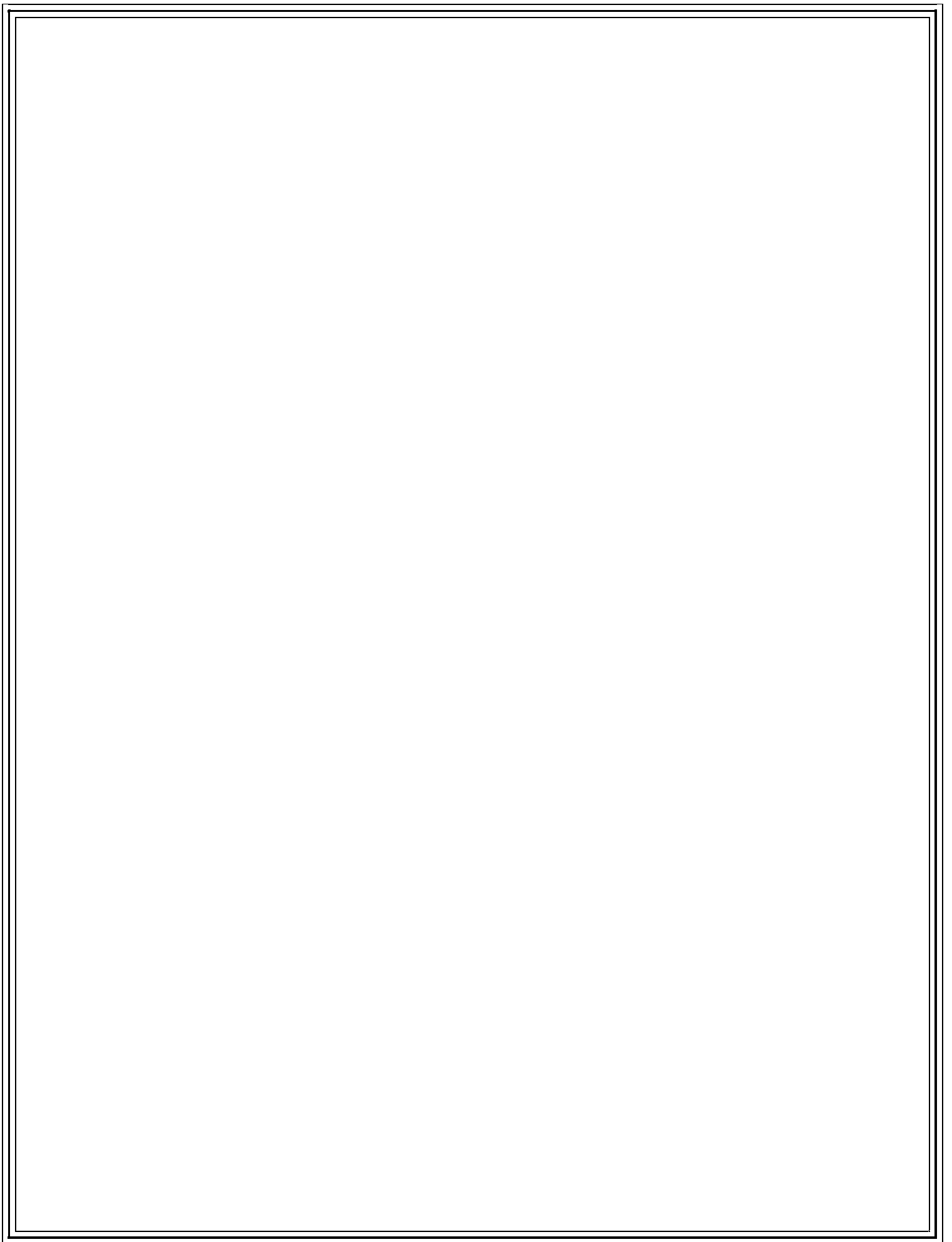


# *The Ordinary Princess*



*Written by Mary Margaret Kaye*

A Reading Guide by Lisa Kelly



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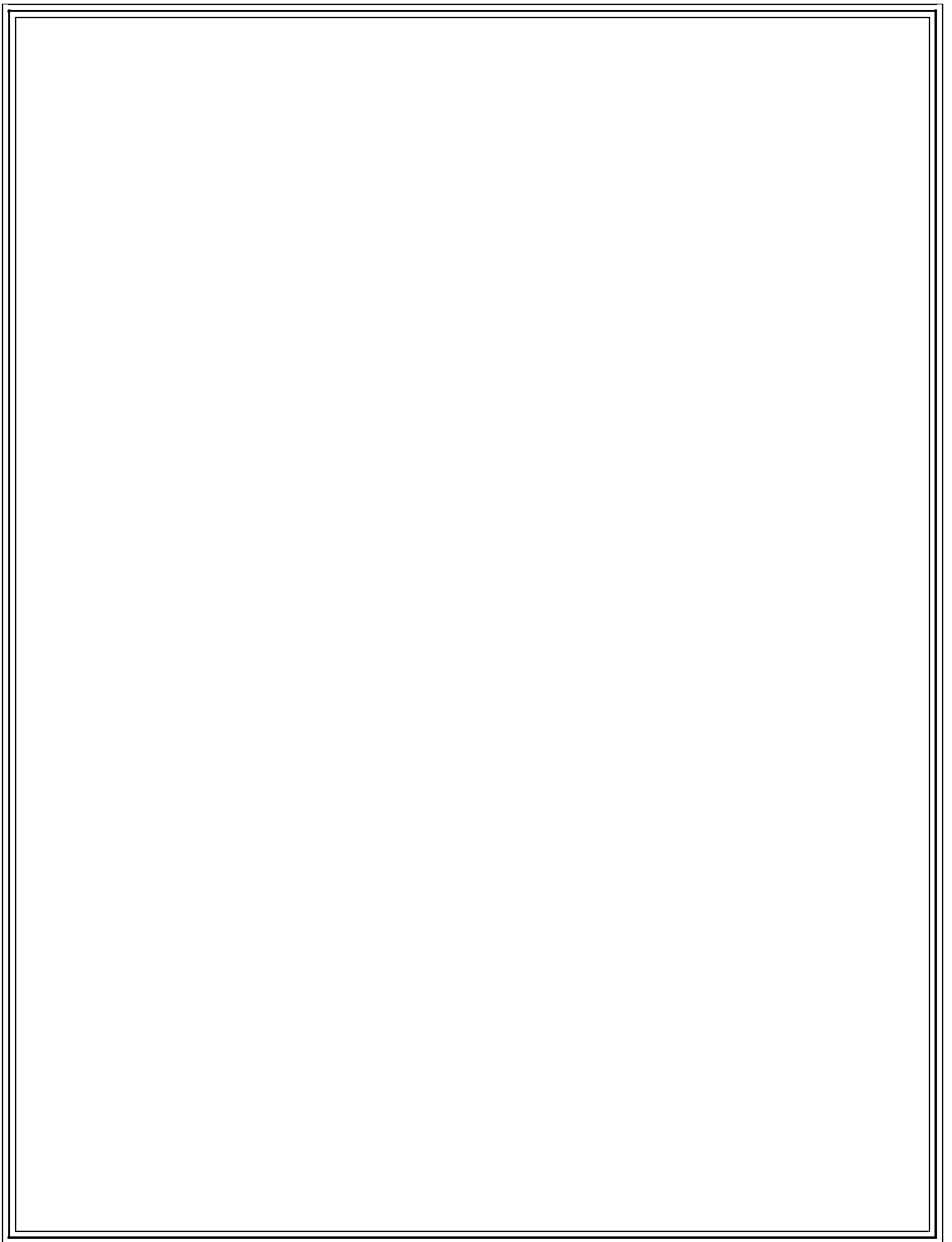
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## Reading 3

- \* Complete Reading 3 from *The Ordinary Princess* by Mary Margaret Kaye.

### Before the Reading

- Connection: Describe Fairy Crustacea.
- Words to Know: deportment, gawky and turrets
- Read pp. 21-27, stopping before “One by one the six beautiful sisters...”



## Reading Break

Pause the reading just before “One by one the six beautiful sisters...”

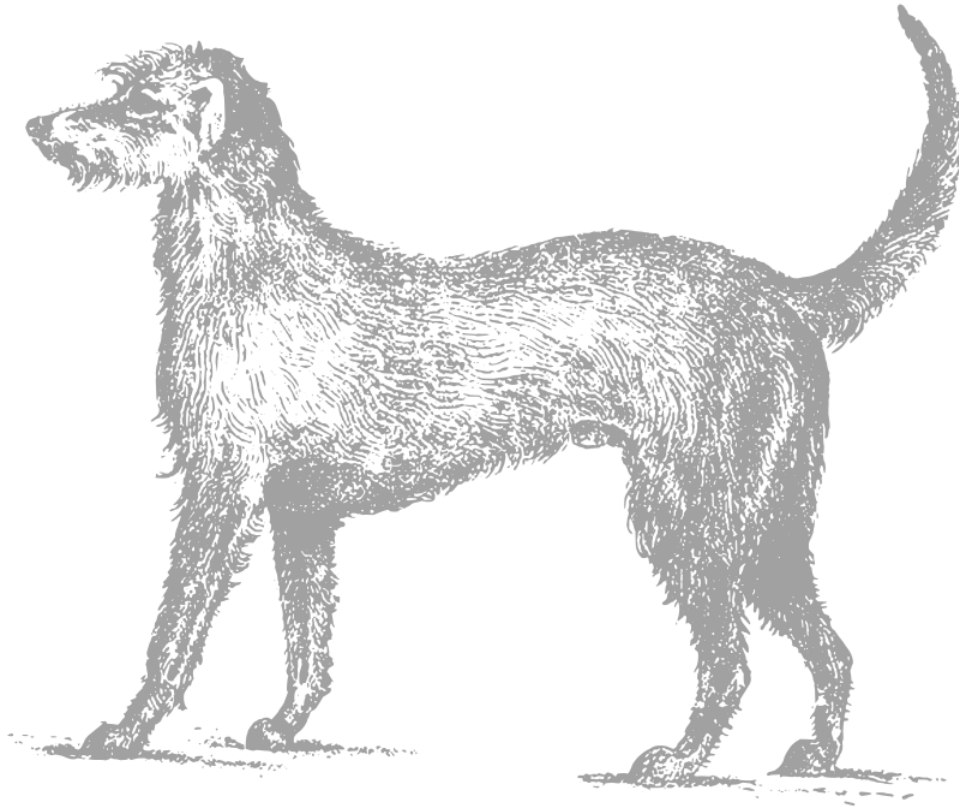
### After the Reading

#### Narration Suggestions –Choose One

- Tell of Amy.
- Draw or paint a picture of The Forest of Faraway. Give your picture a title or caption and share it with someone, telling about the forest.
- Should Amy go into the forest to play?
- Create a chart on a whiteboard, chalkboard or piece of paper by drawing a large lower case “t” shape. On one side write the ways that Amy is like her sisters and on the other side write how she is different from them. Give headings to your chart and give your chart a title. Feel free to write your points using short phrases. Share your chart with someone, describing how Amy compares to her sisters.

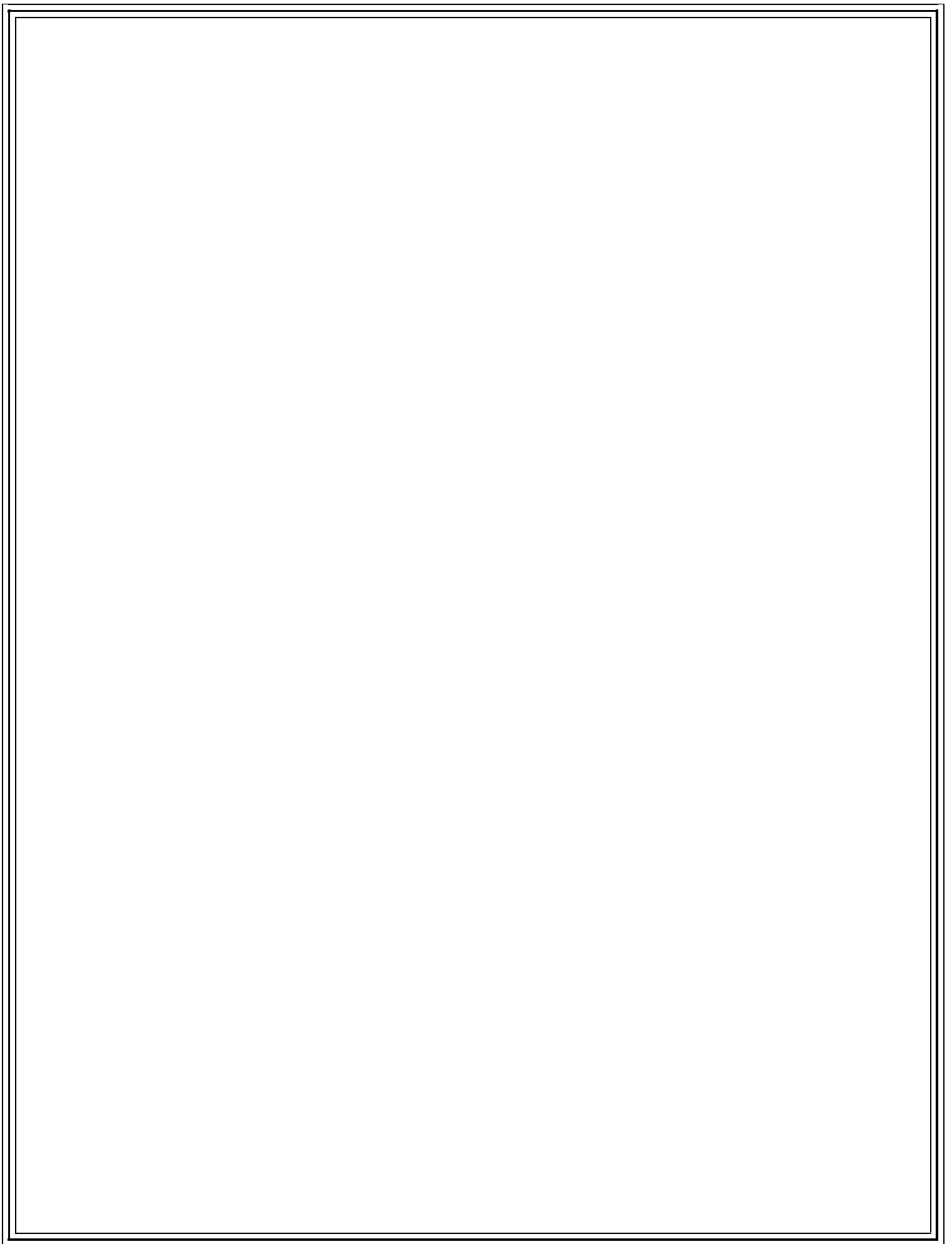


# *The Poet's Dog*



*Written by Patricia Maclachlan*

A Reading Guide by Lisa Kelly



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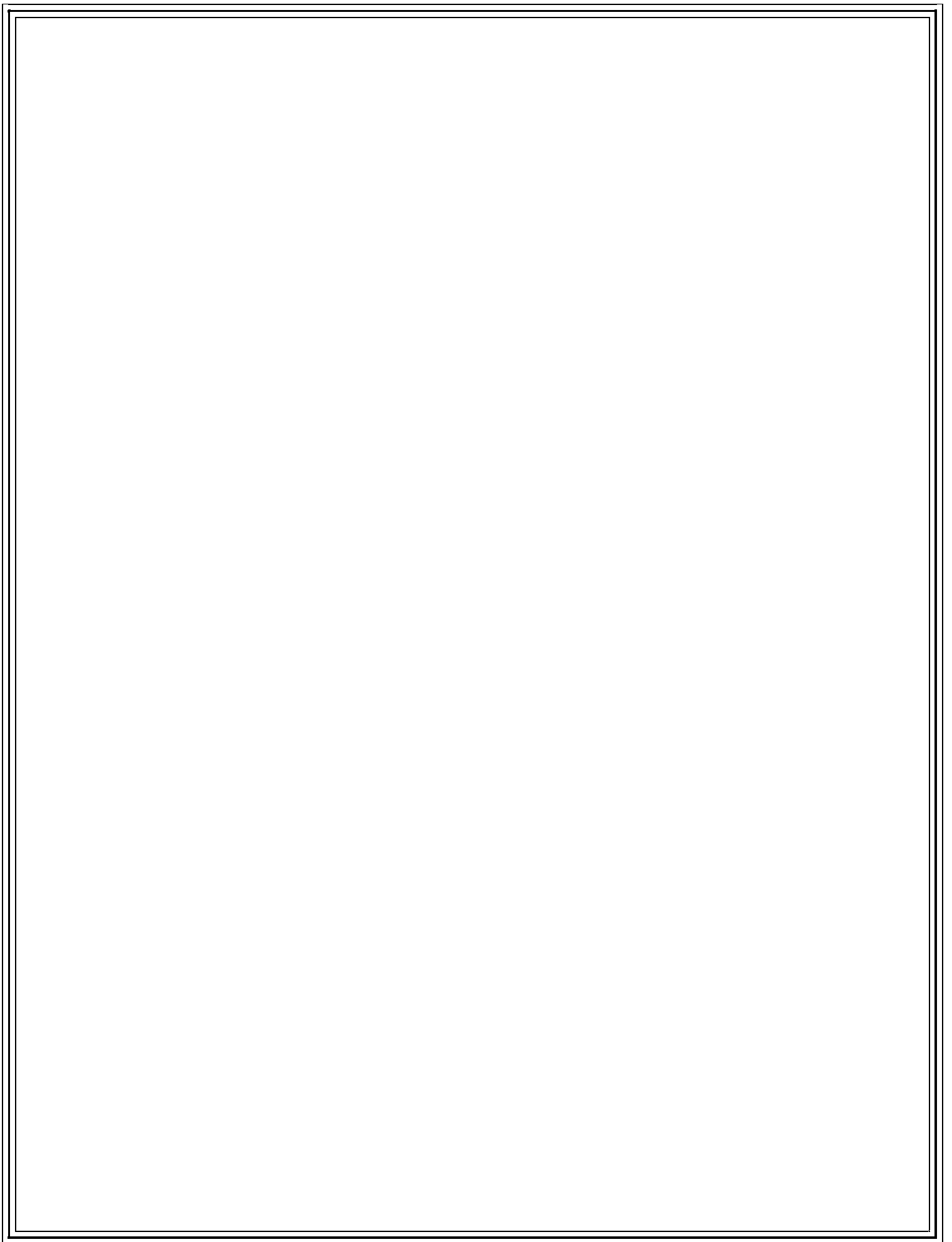
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## Chapter 8

- \* Read Chapter 8 from *The Poet's Dog* by Patricia MacLachlan.

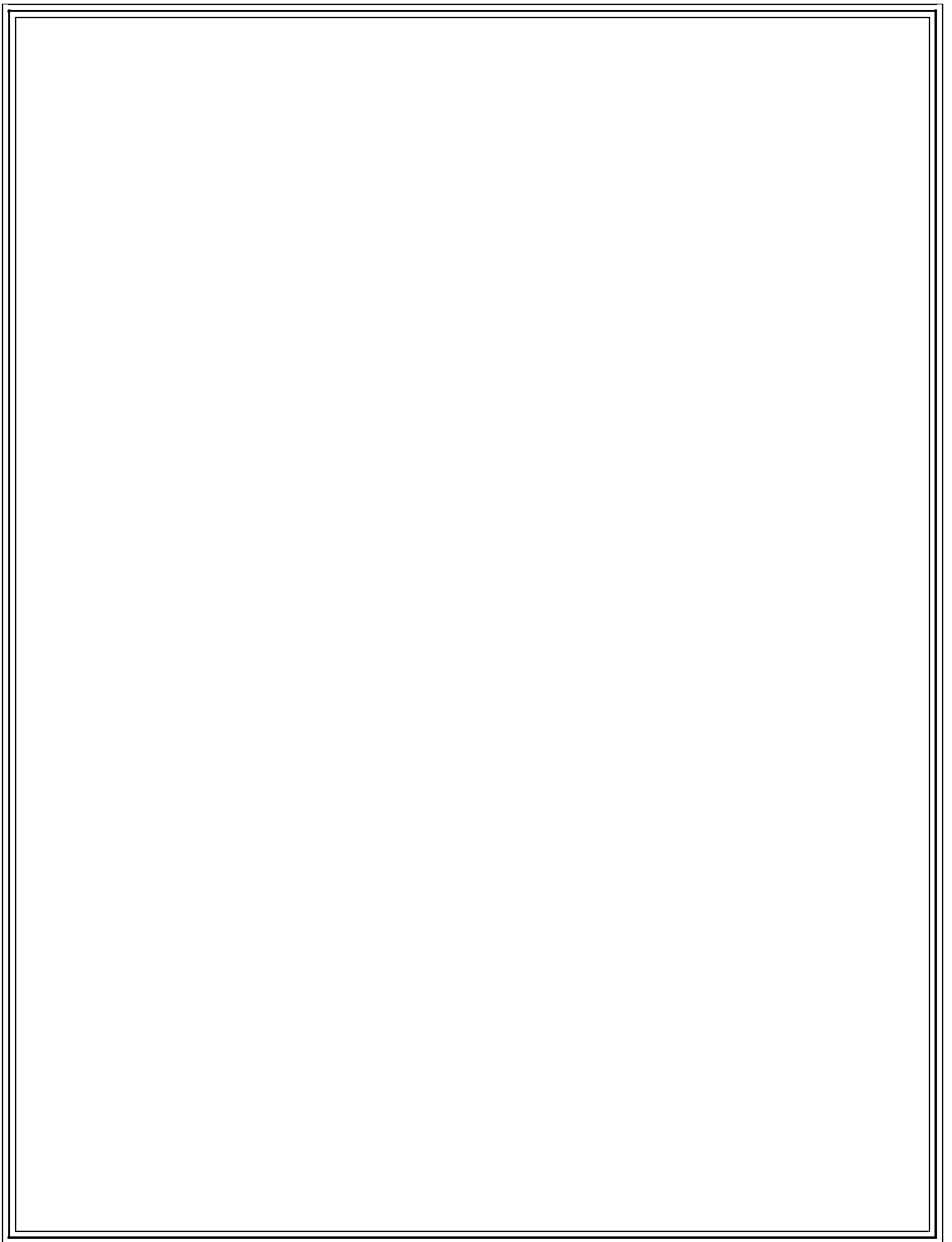
### Before the Reading

- Connection: What more is learned of Sylvan? Ellie?
- Word to Know: curmudgeon

### After the Reading

#### Narration Suggestions –Choose One

- Tell of Sylvan and Ellie's return from the doctor's office.
- "All this time I've been mad that Sylvan left you. But maybe he didn't really leave at all" (53). Who said this? What is meant by it?
- Illustrate the portion of the chapter with "HE the Poet's Dog". Give the illustration a title and share it with someone, telling of it.
- This chapter has the title of "Curmudgeon". Tell how this title fits. Think of a new title and tell how it fits.





# *The Hundred Dresses*



*Written by Eleanor Estes*

A Reading Guide by Lisa Kelly



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## Chapter 5

- \* Read Chapter 5 from *The Hundred Dresses* by Eleanor Estes.

### Before the Reading

- Connection: Tell of the upcoming contest. Predict who you think will win.
- Words to Know: lavish, exquisite and monitor
- “Polack” is Polish.

### After the Reading

#### Narration Suggestions –Choose One

- Tell of the contest winner and of the important letter read aloud to the class.
- “She had stood by silently, and that was just as bad as what Peggy had done” (49). Who thought this? What is meant by this? Do you agree with this?
- Write a note to Mr. Petronski as if the children in Miss Mason’s class, replying to his letter.
- Draw a picture of any scene from this chapter. Give your picture a title or caption and share it with someone, telling of the scene depicted.
- Wanda creates a hundred dresses of different styles and colors. Why would she want a hundred dresses? Of what would you want a hundred?

