
A TEACHER'S ACTIVITY GUIDE FOR
CEDRIC AND THE DRAGON

ALIGNED TO THE
COMMON CORE STATE STANDARDS

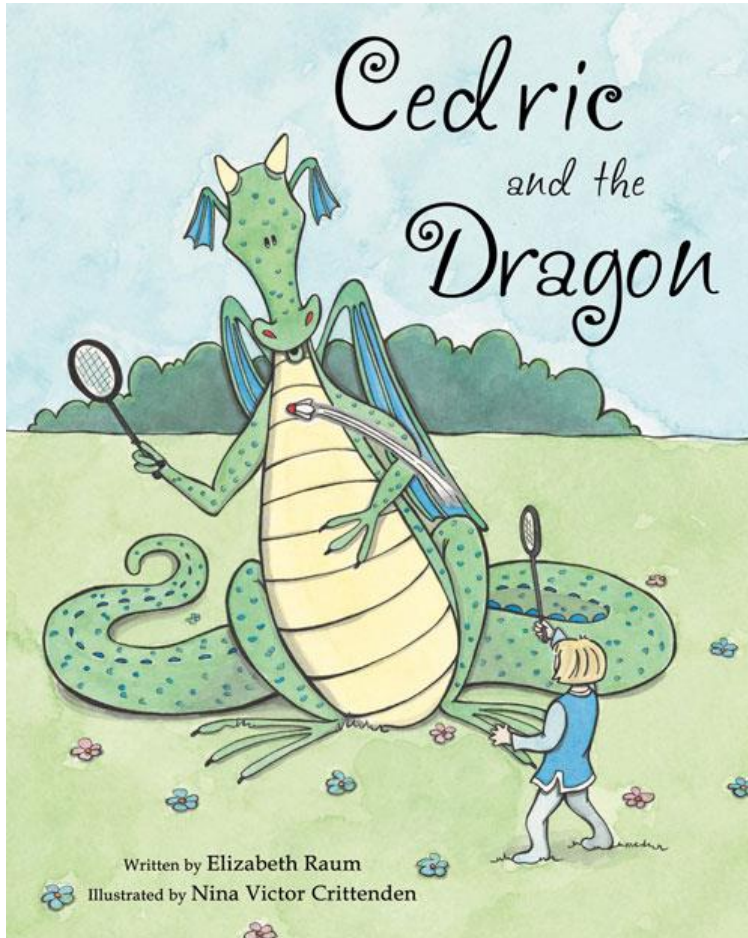
BOOK AND GUIDE BY ELIZABETH RAUM
ILLUSTRATIONS BY NINA VICTOR CRITTENDEN

ACTIVITIES BASED ON
COMMON CORE STATE STANDARDS
-
KINDERGARTEN THROUGH GRADE THREE

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ABOUT THE BOOK



The unlikely hero in this story is young Prince Cedric, who was slow to walk, has a tough time with reading and math, and fails miserably at dragon-slaying school. But with kindness and his love of hugs, Cedric saves the kingdom. This cheerful picture book reminds us there is more than one way to solve a problem and reinforces the idea that everyone has something special to offer. A gentle message about kindness with delightful watercolors and a loveable dragon.

32 PAGES; 8"X10"

HARDCOVER ISBN 978-1-934617-05-2 \$16.95

CEDRIC AND THE DRAGON is available from major wholesalers and your favorite booksellers. Or order direct online at MilitaryFamilyBooks.com or by phone, 651-357-8770.

ABOUT THE AUTHOR

Wherever Elizabeth Raum has lived (and she's lived in Vermont, New Jersey, North Dakota, New York, and Michigan), she has checked the neighborhood for dragons.

"I love the idea that there are fantastic adventures awaiting us in our own backyards," she says. But since she never found a dragon of her own, she decided to write about one instead in **CEDRIC AND THE DRAGON**.

Cedric reminds her of her granddaughters who are learning to look for the good in others and to treat everyone with kindness. Elizabeth has written nearly 100 books for children. She enjoys biking, reading, and hugging!

ABOUT THE ILLUSTRATOR

Nina Victor Crittenden is an artist, certified veterinary technician, mother of two, and a self-proclaimed night owl and daylily junkie. She has never met a dragon, but was once an iguana-sitter. She loves popcorn, can't do cartwheels, and has always wanted to go to Switzerland.

Nina lives in Minnesota with her husband, daughters, dog, and cat. **CEDRIC AND THE DRAGON** is her first book.

KINDERGARTEN ACTIVITIES

KINDERGARTEN – KEY IDEAS AND DETAILS – ACTIVITY ONE

- ✓ MEETS CCSS.ELA-LITERACY.RL.K.1 WITH PROMPTING AND SUPPORT, ASK AND ANSWER QUESTIONS ABOUT KEY DETAILS IN A TEXT.

Read the story aloud, showing children the illustrations as you read. Discuss:

1. What happens when Cedric is born?
2. Describe Cedric's family. Who else lives in the castle?
3. How is Cedric different from his brothers and sisters?
4. Why does the king want Cedric to go to dragon-slaying school? (That's what princes do. It's especially important because dragons are causing problems in the kingdom.)
5. What happens when Cedric goes to dragon-slaying school?
6. Why does Cedric hug everyone?
7. Why does Nanny worry when Cedric goes on the dragon hunt?
8. What happens to Cedric on the hunt?
9. Why does Cedric hug the dragon? What happens next?
10. How do the people in the kingdom feel about Cedric at the end of the story?

KINDERGARTEN – KEY IDEAS AND DETAILS – ACTIVITY TWO

- ✓ MEETS CCSS.ELA-LITERACY.RL.K.2 WITH PROMPTING AND SUPPORT, RETELL FAMILIAR STORIES, INCLUDING KEY DETAILS.

Ask students to retell the story in their own words.

KINDERGARTEN – KEY IDEAS AND DETAILS – ACTIVITY THREE

- ✓ MEETS CCSS.ELA-LITERACY.RL.K.3 WITH PROMPTING AND SUPPORT, IDENTIFY CHARACTERS, SETTINGS, AND MAJOR EVENTS IN A STORY.

Discuss:

1. List the important characters in this story.
2. Which character do you like best? Why?
3. Describe the dragon.
4. Did you notice that the author did not name the dragon? What do you think its name should be?
5. Where does this story take place? Is it a real place or an imaginary one?
6. Something happens that surprises everyone in the kingdom. What is it?

KINDERGARTEN – CRAFT AND STRUCTURE – ACTIVITY FOUR

- ✓ MEETS CCSS.ELA-LITERACY.RL.K.4 ASK AND ANSWER QUESTIONS ABOUT UNKNOWN WORDS IN A TEXT.

Read the story aloud, showing children the illustrations as you read. Discuss the story:

1. The king wants to “slay” the dragon. What does that mean?
2. The queen says that Cedric is not “suited” to slaying dragons. What does she mean? Can you think of something you are not suited to? For example, most kindergarteners are not suited to play professional basketball -- they are too short – but they are suited to playing other games.

KINDERGARTEN – CRAFT AND STRUCTURE – ACTIVITY FIVE

- ✓ MEETS CCSS.ELA-LITERACY.RL.K.5 RECOGNIZE COMMON TYPES OF TEXTS (E.G., STORYBOOKS, POEMS).

Is this a true story or an imaginary story? Why or why not?

KINDERGARTEN – CRAFT AND STRUCTURE – ACTIVITY SIX

- ✓ MEETS CCSS.ELA-LITERACY.RL.K.6 WITH PROMPTING AND SUPPORT, NAME THE AUTHOR AND ILLUSTRATOR OF A STORY AND DEFINE THE ROLE OF EACH IN TELLING THE STORY.

Discuss the book:

1. Look at the book’s cover and find the name of the author and illustrator. Now turn to the title page. Do you see the names there, too?
2. Turn to pages 10-11. Look very closely at the map on this page. Can you find the author’s name? The illustrator’s? (This is something the illustrator did for fun and to honor her family and the author).
3. What did the author do to create this book?
4. What did the illustrator do?

KINDERGARTEN – INTEGRATION OF KNOWLEDGE AND IDEAS – ACTIVITY SEVEN

- ✓ MEETS CCSS.ELA-LITERACY.RL.K.7 WITH PROMPTING AND SUPPORT, NAME THE AUTHOR AND ILLUSTRATOR OF A STORY AND DEFINE THE ROLE OF EACH IN TELLING THE STORY.

Read the story aloud, showing children the illustrations as you read. Discuss:

1. Look at the book cover and find the name of the author and illustrator. Now turn to the title page. Do you see the names there, too? What hints does the illustrator give readers about the story?
2. Turn to page 10-11. Look very closely at the map on this page. Can you find the author's name? The illustrator's? (This is something the illustrator did for fun and to honor her family and the author).
3. What did the author do to create this book?
4. What did the illustrator do?
5. What is your favorite illustration in the story? Why?
6. The illustrator has included two special characters on almost every page. The writer never even mentions them. Who are these special characters? (Cat and dog). Look closely. Can you find them on every page?

KINDERGARTEN – INTEGRATION OF KNOWLEDGE AND IDEAS – ACTIVITY EIGHT

- ✓ MEETS CCSS.ELA-LITERACY.RL.K.7 WITH PROMPTING AND SUPPORT, NAME THE AUTHOR AND ILLUSTRATOR OF A STORY AND DEFINE THE ROLE OF EACH IN TELLING THE STORY.

Dragon Discussion:

1. Show the children a variety of dragon pictures from other books and ask them to compare these drawings to the dragon in Cedric and the Dragon.
2. Which drawings are the scariest? Why?
3. Which dragon looks friendly? Why do some look scary and other look friendly? Help children appreciate the difference in the artist choice of color, media, or style. (Illustrator Nina Crittenden used ink and watercolors in pastel tones to create a whimsical dragon in Cedric and the Dragon.)
4. If you could put one of these pictures up on your bedroom wall, which one would you choose? Why?

Draw your own dragon. Be sure to give it a name that matches its personality.

KINDERGARTEN – RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
– ACTIVITY NINE

- ✓ CCSS.ELA-LITERACY.RL.K.10 ACTIVELY ENGAGE IN GROUP READING ACTIVITIES WITH PURPOSE AND UNDERSTANDING.

Choose one of the following:

1. Reread the story without showing the students the illustrations and then asking the students to draw a picture describing an event in the story. Each one can then present and explain the drawing.
2. Assign the following parts: Cedric, Nanny, king, queen, brothers and sisters, dragon baby, dragon mother. Then have the students act out the story as you read it.

GRADE ONE ACTIVITIES

GRADE ONE – KEY IDEAS AND DETAILS – ACTIVITY ONE

- ✓ MEETS CCSS.ELA-LITERACY.RL.1.1 ASK AND ANSWER QUESTIONS ABOUT KEY DETAILS IN A TEXT.

Read the story aloud, showing children the illustrations as you read. Discuss:

1. What happens when Cedric is born?
2. Describe Cedric's family. Who else lives in the castle?
3. How is Cedric different from his brothers and sisters?
4. Why does the king want Cedric to go to dragon-slaying school? (Not only because that's what princes do, but also because dragons are causing problems in the kingdom.)
5. What happens when Cedric goes to dragon-slaying school?
6. Why does Cedric hug everyone?
7. Why does Nanny worry when Cedric goes on the dragon hunt?
8. What happens to Cedric on the hunt?
9. Why does Cedric hug the dragon? What happens next?
10. How do the people in the kingdom feel about Cedric at the end of the story?

GRADE ONE – KEY IDEAS AND DETAILS – ACTIVITY TWO

- ✓ MEETS CCSS.ELA-LITERACY.RL.1.2 RETELL STORIES, INCLUDING KEY DETAILS, AND DEMONSTRATE UNDERSTANDING OF THEIR CENTRAL MESSAGE OR LESSON.

Ask the students to retell the story in their own words.

GRADE ONE – KEY IDEAS AND DETAILS – ACTIVITY THREE

- ✓ MEETS CCSS.ELA-LITERACY.RL.1.3 DESCRIBE CHARACTERS, SETTINGS, AND MAJOR EVENTS IN A STORY, USING KEY DETAILS.

Discuss:

1. Find one detail on each of the following pages that describes Cedric: 5, 6, 8, and 10.
2. Where does the story take place? Did the text (words) or the illustrations give you the answer?
3. What happens in dragon-slaying school? Why is this an important detail?
4. The little dragon does not have a name. Can you think of a name that would help describe the dragon?

GRADE ONE – CRAFT AND STRUCTURE – ACTIVITY FOUR

- ✓ MEETS CCSS.ELA-LITERACY.RL.1.4 IDENTIFY WORDS AND PHRASES IN STORIES OR POEMS THAT SUGGEST FEELINGS OR APPEAL TO THE SENSES.

Read the story aloud, showing children the illustrations as you read. Discuss:

1. What words on page 5 describe how the brothers and sisters felt about their new baby brother?
2. On page 10, why does the author use the word “muddled”? What kinds of feelings does it suggest?
3. On page 15, the king says, “We must stop the dragons or we are doomed!” What does he mean?
 - a. Think about the word “doomed.” Say it. Now look at others saying it. Notice their facial expression. Now try to smile right after you say “doomed.” Is it easy?
 - b. Now say the word “happy.” Notice that you can smile easily after saying that word.
4. Reread page 23. What words tell you how the dragon was feeling?

GRADE ONE – INTEGRATION OF KNOWLEDGE AND IDEAS – ACTIVITY FIVE

- ✓ MEETS CCSS.ELA-LITERACY.RL.1.7 USE ILLUSTRATIONS AND DETAILS IN A STORY TO DESCRIBE ITS CHARACTERS, SETTING, OR EVENTS.

Read the story aloud, showing children the illustrations as you read. Discuss:

1. The little dragon does not have a name. Can you think of a name that would help describe this dragon?
2. What does the illustration and text on page 29 tell you about Cedric?
3. Look at the book’s cover (front and back). Does this illustration show Cedric and the dragon at the beginning of the story or at the end? Why do you think that the publisher chose this illustration for the cover?

GRADE ONE – TEXT TYPES AND PURPOSES – ACTIVITY SIX

- ✓ MEETS CCSS.ELA-LITERACY.W.1.1 WRITE OPINION PIECES IN WHICH THEY INTRODUCE THE TOPIC OR NAME THE BOOK THEY ARE WRITING ABOUT, STATE AN OPINION, SUPPLY A REASON FOR THE OPINION, AND PROVIDE SOME SENSE OF CLOSURE.

Write the following sentences on the board:

- Hugs help.
- Everyone should be kind.
- Everyone has a special talent.

Briefly discuss these ideas in relation to the story of Cedric and the Dragon. Then ask students to write an opinion piece based on the book and on one of the sentences above.

For example:

1. Do hugs help? How did they help Cedric or the dragon? Do hugs help you?
2. Is it important to be kind? Was Cedric kind? What happened because of his kindness?
3. What was Cedric's special talent? Do you have a special talent? What is it? How do you use your talent?

GRADE TWO ACTIVITIES

GRADE TWO – KEY IDEAS AND DETAILS – ACTIVITY ONE

- ✓ MEETS CCSS.ELA-LITERACY.RL.2.1 ASK AND ANSWER SUCH QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY, AND HOW TO DEMONSTRATE UNDERSTANDING OF KEY DETAILS IN A TEXT.

Read the story aloud, showing children the illustrations as you read. Discuss:

1. Who is the main character in this story? List some other important characters. Why are they important?
2. What is special about Cedric? List some of the words used to describe Cedric.
3. Where does the story take place? How do you know the setting of the story?
4. Briefly tell what the story is about?
5. On page 6, the author says that Cedric’s first word was “hug.” Why is this important to the story?
6. How did Cedric save the kingdom?

GRADE TWO – KEY IDEAS AND DETAILS – ACTIVITY TWO

- ✓ MEETS CCSS.ELA-LITERACY.RL.2.2 RECOUNT STORIES, INCLUDING FABLES AND FOLKTALES FROM DIVERSE CULTURES, AND DETERMINE THEIR CENTRAL MESSAGE, LESSON, OR MORAL.

Briefly retell the story. What can readers learn from this story?

GRADE TWO – KEY IDEAS AND DETAILS – ACTIVITY THREE

- ✓ MEETS CCSS.ELA-LITERACY.RL.2.3 DESCRIBE HOW CHARACTERS IN A STORY RESPOND TO MAJOR EVENTS AND CHALLENGES.

Read the story aloud, showing children the illustrations as you read. Discuss:

1. When Cedric first sees the dragon, do you think he’s afraid? Why or why not? What does the dragon do that helps Cedric to know what is wrong? How does Cedric try to help?
2. Reread page 30. How do the king and queen greet Cedric? Do you agree with what the king and queen say about Cedric?

GRADE TWO – CRAFT AND STRUCTURE – ACTIVITY FOUR

- ✓ MEETS CCSS.ELA-LITERACY.RL.2.4 DESCRIBE HOW WORDS AND PHRASES (E.G., REGULAR BEATS, ALLITERATION, RHYMES, REPEATED LINES) SUPPLY RHYTHM AND MEANING IN A STORY, POEM, OR SONG.
- ✓ MEETS CCSS.ELA-LITERACY.RL.2.5 DESCRIBE THE OVERALL STRUCTURE OF A STORY, INCLUDING DESCRIBING HOW THE BEGINNING INTRODUCES THE STORY AND THE ENDING CONCLUDES THE ACTION.

Work with the class to divide the story into “scenes” as if for a play.

Scene 1: Cedric is born.

Scene 2: Cedric hugs everyone.

Scene 3: Cedric has trouble at regular school and is sent to dragon-slaying school.

Scene 4: Dragon-slaying school and starting out on the hunt.

Scene 5: Cedric encounters the dragon.

Scene 6: Cedric’s action is celebrated.

This will help students understand the structure and provides an opportunity to introduce the idea of story development, climax, and denouement.

GRADE TWO – CRAFT AND STRUCTURE – ACTIVITY FIVE

- ✓ MEETS CCSS.ELA-LITERACY.RL.2.6 ACKNOWLEDGES DIFFERENCES IN THE POINTS OF VIEW OF CHARACTERS, INCLUDING BY SPEAKING IN A DIFFERENT VOICE FOR EACH CHARACTER WHEN READING DIALOGUE ALOUD.

Divide the class into several groups. Assign parts within each group:

- Narrator
- Cedric
- Nanny
- the queen
- the king
- the dragon

Each group can then present the story as a mini-play, acting out the parts and reading the dialogue.

Discuss how well each “actor” presents the point of view and tone of voice of the character portrayed.

GRADE TWO – INTEGRATION OF KNOWLEDGE AND IDEAS – ACTIVITY SIX

- ✓ MEETS CCSS.ELA-LITERACY.RL.2.7 USE INFORMATION GAINED FROM THE ILLUSTRATIONS AND WORDS IN A PRINT OR DIGITAL TEXT TO DEMONSTRATE UNDERSTANDING OF ITS CHARACTERS, SETTING, OR PLOT.

Read the story aloud, showing children the illustrations as you read. Discuss:

1. Take a close look at the illustrations. Do you notice two characters (who never speak) but appear on almost every page? (Cat and dog.) What are they? Why do you think the illustrator added these characters?
2. Turn to page 21. Notice that the print changes sizes on this page. Why do you think that the book designer did this? What does this tell readers?
3. Look at the facial expressions on pages 26-27. What message is the illustrator sending to readers?

GRADE THREE ACTIVITIES

GRADE THREE – KEY IDEAS AND DETAILS – ACTIVITY ONE

- ✓ MEETS CCSS.ELA-LITERACY.RL.3.1 ASK AND ANSWER QUESTIONS TO DEMONSTRATE UNDERSTANDING OF A TEXT, REFERRING EXPLICITLY TO THE TEXT AS THE BASIS FOR THE ANSWERS.

Read the story aloud, showing children the illustrations as you read. Discuss:

The text is relatively easy for 3rd graders to understand. Questions might focus on character motivation:

1. Why was the king determined to send Cedric to dragon-slaying school?
2. How is Cedric different from his brothers and sisters? Why does the author take the time to explain these differences? How are his unique characteristics important to the story?

GRADE THREE – KEY IDEAS AND DETAILS – ACTIVITY TWO

- ✓ MEETS CCSS.ELA-LITERACY.RL.3.2 RECOUNT STORIES, INCLUDING FABLES, FOLKTALES, AND MYTHS FROM DIVERSE CULTURES; DETERMINE THE CENTRAL MESSAGE, LESSON, OR MORAL AND EXPLAIN HOW IT IS CONVEYED THROUGH KEY DETAILS IN THE TEXT.

Read the story aloud, showing children the illustrations as you read. Discuss:

1. What lesson can you draw from this story? How does the author help make the message clear?
2. Are there other messages in this story? If so, what are they?
3. Cedric surprised everyone by saving the kingdom with a hug. Sometimes people surprise us. Can you think of a time when someone surprised you by showing kindness or a special talent or skill?

GRADE THREE – KEY IDEAS AND DETAILS – ACTIVITY THREE

- ✓ MEETS CCSS.ELA-LITERACY.RL.3.3 DESCRIBE CHARACTERS IN A STORY (E.G., THEIR TRAITS, MOTIVATIONS, OR FEELINGS) AND EXPLAIN HOW THEIR ACTIONS CONTRIBUTE TO THE SEQUENCE OF EVENTS.

Read the story aloud, showing children the illustrations as you read. Discuss:

Choose one character in the story, and write a brief description of that character. Beside each sentence, note the page number (in parenthesis) where you found details that describe the character. You may have to draw your own conclusions from the character's actions or comments (note the page that gives you this idea). Example: Cedric is friendly (page 8).

GRADE THREE – CRAFT AND STRUCTURE – ACTIVITY FOUR

- ✓ MEETS CCSS.ELA-LITERACY.RL.3.4 DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, DISTINGUISHING LITERAL FROM NONLITERAL LANGUAGE.

Reread page 13. What is the meaning of the sentence: The armor was indestructible. What does it tell readers about Cedric and his experience at dragon-slaying school?

On page 30, the king says, “Cedric’s so brave.” Is bravery the right word to describe Cedric’s actions? Why or why not?

GRADE THREE – CRAFT AND STRUCTURE – ACTIVITY FIVE

- ✓ MEETS CCSS.ELA-LITERACY.RL.3.5 REFER TO PARTS OF STORIES, DRAMAS, AND POEMS WHEN WRITING OR SPEAKING ABOUT A TEXT, USING TERMS SUCH AS CHAPTER, SCENE, AND STANZA; DESCRIBE HOW EACH SUCCESSIVE PART BUILDS ON EARLIER SECTIONS.

Imagine that you are using this story to write a play for younger children. Divide the story into scenes. How many scenes are there? Which scene is the climax or most dramatic?

GRADE THREE – CRAFT AND STRUCTURE – ACTIVITY SIX

- ✓ MEETS CCSS.ELA-LITERACY.RL.3.6 DISTINGUISH THEIR OWN POINT OF VIEW FROM THAT OF THE NARRATOR OR THOSE OF THE CHARACTERS.

Read the story aloud, showing children the illustrations as you read. Discuss:

1. This story suggests that a hug can solve big problems. Do you agree? Why or why not?
2. Expand your thinking. Could the “hug” stand for something else? If so, what?

GRADE THREE – INTEGRATION OF KNOWLEDGE AND IDEAS – ACTIVITY SEVEN

- ✓ MEETS CCSS.ELA-LITERACY.RL.3.7 EXPLAIN HOW SPECIFIC ASPECTS OF A TEXT’S ILLUSTRATIONS CONTRIBUTE TO WHAT IS CONVEYED BY THE WORDS IN A STORY (E.G., CREATE MOOD, EMPHASIZE ASPECTS OF A CHARACTER OR SETTING)

Read the story aloud, showing children the illustrations as you read. Discuss:

1. Which illustration in the book is your favorite? Explain how that particular illustration contributes to the story.
2. Imagine you are reading the book to a preschooler just before bed. What did the illustrator do to make this book about dragons gentle enough for little children? Consider the colors, characters, and scenes in the book.