# 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>☐ The dragon was called Billy.<br>☐ The dragon was in Billy's room.<br>☐ Billy had a pet dragon.<br>☐ Billy saw the dragon in the morning.<br>☐ Billy was surprised to see the dragon. | The dragon was in Billy's room. ✓<br>Billy saw the dragon in the morning. ✓<br>Billy was surprised to see the dragon. ✓ | 1b<br>1 mark | *Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.*<br>Tell the children to:<br>• read the question slowly and carefully.<br>• underline the numbers in the question – it is easy to forget them.<br>• remember that the question tells you where in the text to look for the answer.<br>• read the first sentence carefully.<br>• read each of the statements in the question and compare them to the information in the text. It is important only to use information that is in the text for questions like this.<br>Award 1 mark for all three answers correct. |
| 2. Number these events in the order in which we are told them.<br>☐ Billy went downstairs.<br>☐ Billy patted the dragon's head.<br>☐ Billy did not pat the dragon's head.<br>☐ Billy's mother said, "There's no such thing as a dragon!" | Billy went downstairs 2<br>Billy patted the dragon's head 1<br>Billy did not pat the dragon's head 4<br>Billy's mother said, "There's no such thing as a dragon!" 3 | 1c<br>1 mark | *Question focus: identify and explain the sequence of events in texts.*<br>Tell the children to:<br>• read the question slowly and carefully.<br>• write numbers in the boxes to show the order of the information.<br>• consider if any of the words in the question are in the text (yes – they all are). Scan the text for those words.<br>• number the words as you find them in the text. |
| 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) | *"happily"* | 1a<br>1 mark | *Question focus: draw on knowledge of vocabulary to understand texts.*<br>Tell the children to:<br>• read the question slowly and carefully.<br>• not read the text again because all the information you need is in the question.<br>• reread the sentence carefully, thinking about how the dragon was feeling.<br>• underline the word that gives you the information. |
| 4. How do you think Billy felt when he was getting dressed? Tick **one** answer.<br>☐ He felt happy because there was a dragon in his room.<br>☐ He felt cross with his mother because she did not listen to him.<br>☐ He felt confused because there was a dragon but his mother said it did not exist.<br>☐ 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 did not exist. ✓ | 1d<br>1 mark | *Question focus: make inferences from the text.*<br>Tell the children to:<br>• read the question slowly and carefully.<br>• point out that this is a 'how do you think' question. That means that the answer will not be in the text. You will have to read the text and see what you think.<br>• think about where you will find this information.<br>• read that part of the text carefully, looking for the information.<br>• read all of the multiple-choice options carefully and decide which one is best. |