



ST GEORGE & THE DRAGON

Retold by Ruth Merttens
Illustrated by Anne Holm Petersen

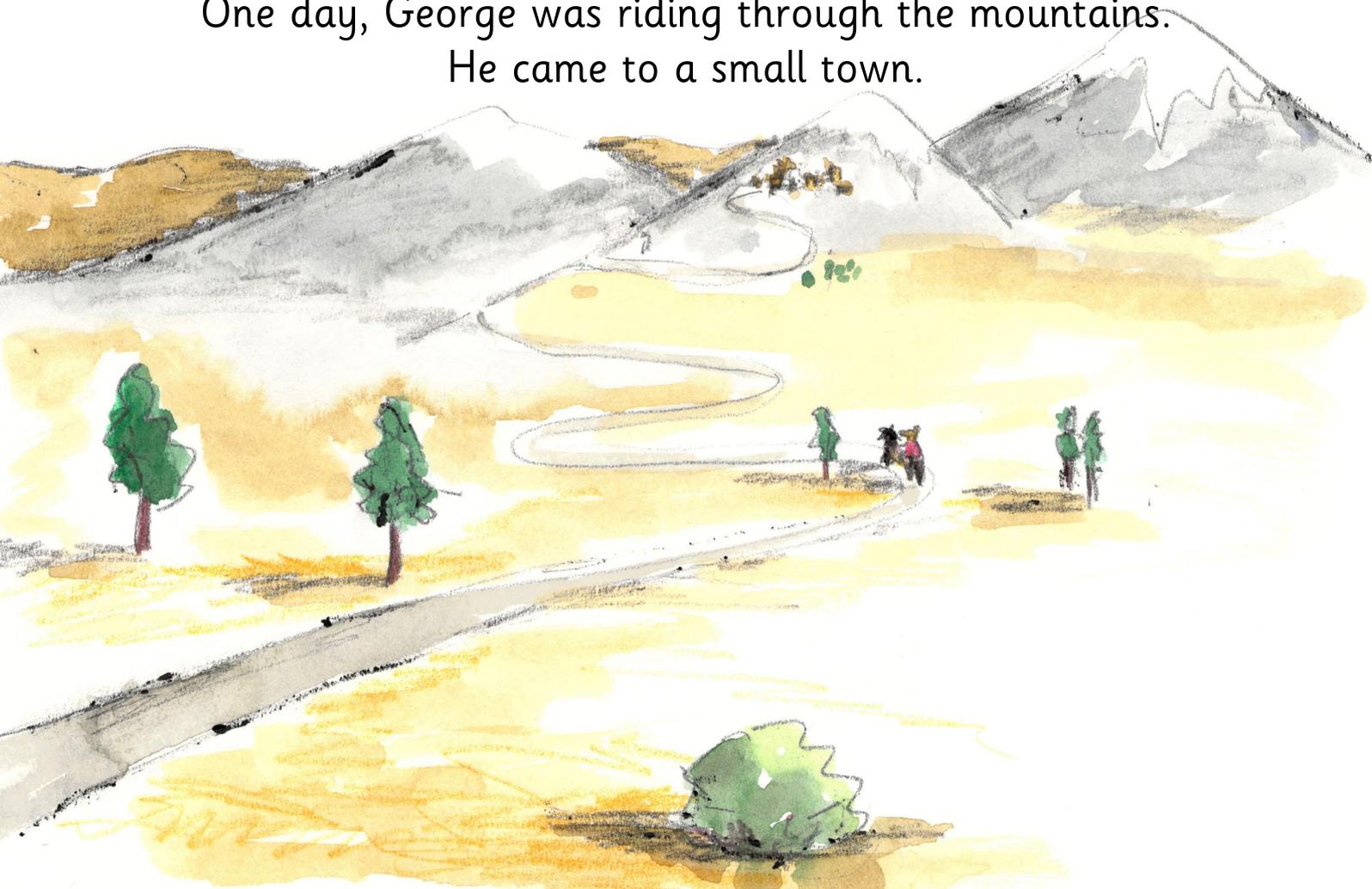


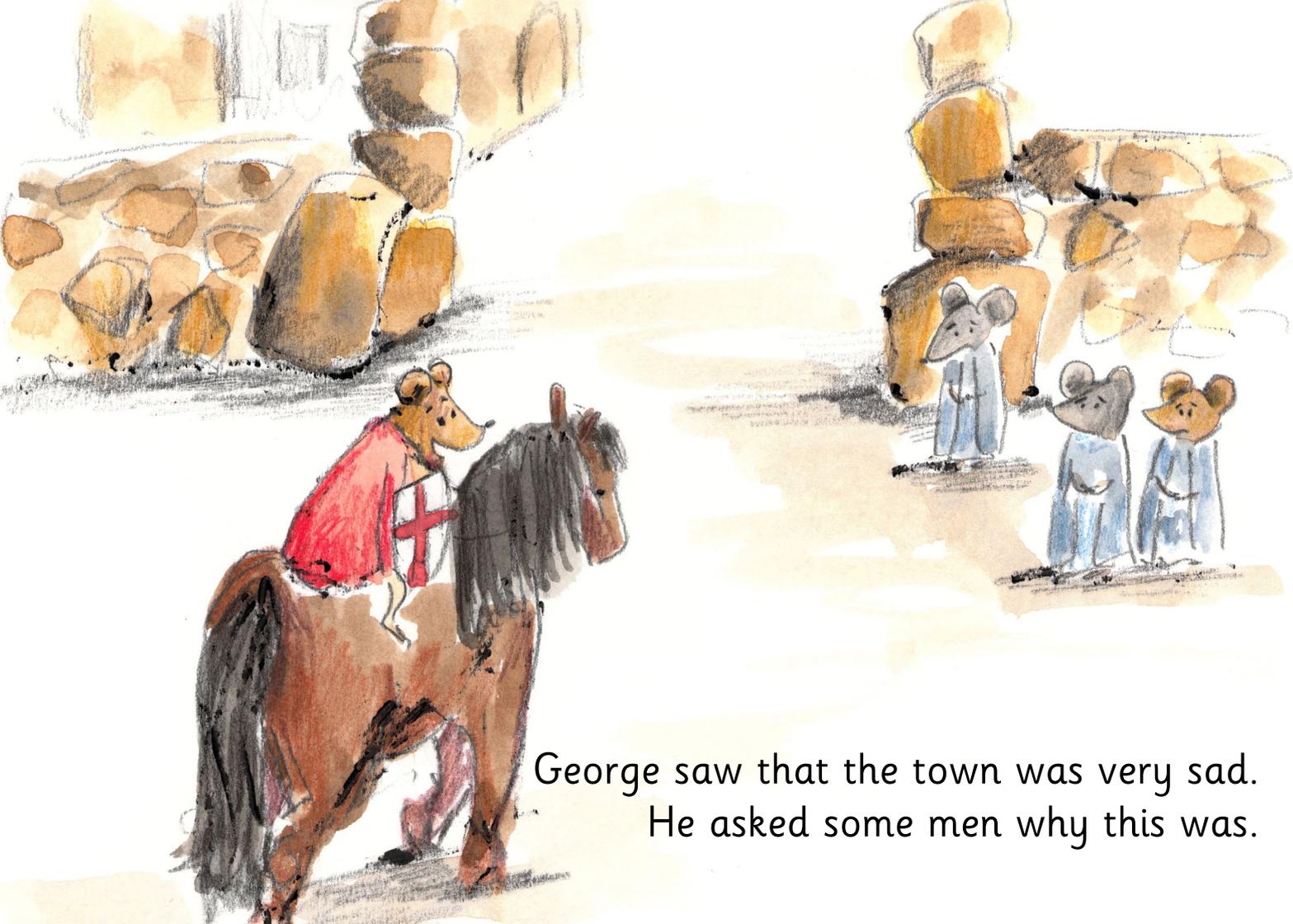
Once upon a time there was a knight.
His name was George.



George was part of the Roman army. Then he left to go and fight evil in the world.

One day, George was riding through the mountains.
He came to a small town.





George saw that the town was very sad.
He asked some men why this was.



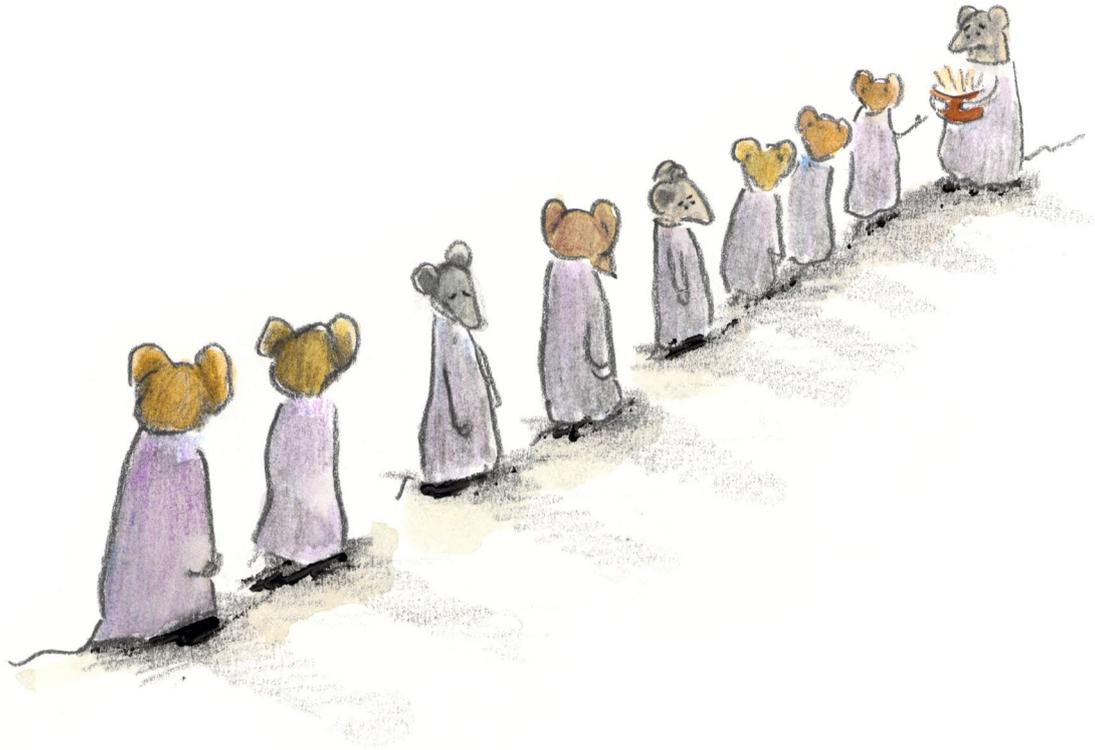
They told George about the TERRIFYING dragon who was holding the town to ransom.



They said, “The dragon breathes its poisonous breath. Men, women and children then get sick and die.”



“So there is only one way that we can stop the dragon coming into the town and BREATHING the sickness over us,” they told him.



“Every month, all our girls take a straw from a pot. The one with the shortest straw is chosen.”



“She is taken up the mountain and tied to a rock outside the cave of the dragon.”



George was very shocked. "That is TERRIBLE!" he said sadly.



They told George that this month was the worst ever.
“The young maiden who is to be fed to the dragon is our healer.”



“She is amazing,” a child told George. “She makes potions from herbs, and she often heals really sick children.”

I will
slay the dragon!



George knew he had to help. "I will go up the mountain to the dragon's cave," he said, "and I will kill the dragon."



But the town folk tried to stop him.
“No!” they cried, “No! Many of our sons have tried.
The dragon kills anyone who tries to fight him.”



But George was determined. "I will go," he said to the townsfolk, "and I will save your town from this terrible dragon."



They tried to stop him, but George set off up the mountain. Soon it was too steep to take his faithful horse, so he tied her to a tree.

When he came to the dragon's cave, he saw the girl tied to the rock. He ran to cut the ropes tying her.



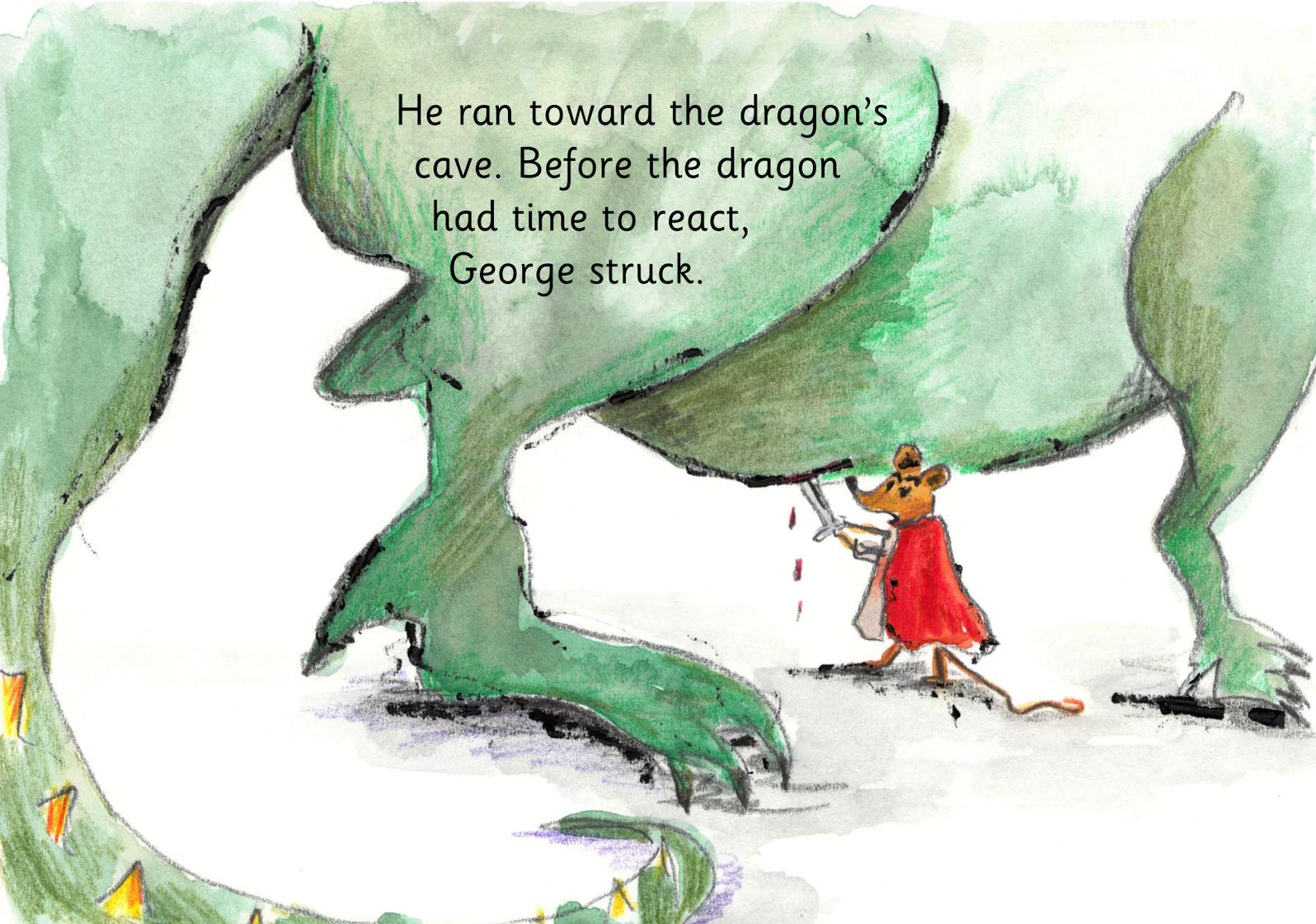


“Go back!” she cried, “The dragon will kill you! Go back to town.”



But George drew his sword and held it firm in both hands.
He knew that he had to be very quick.

He ran toward the dragon's
cave. Before the dragon
had time to react,
George struck.



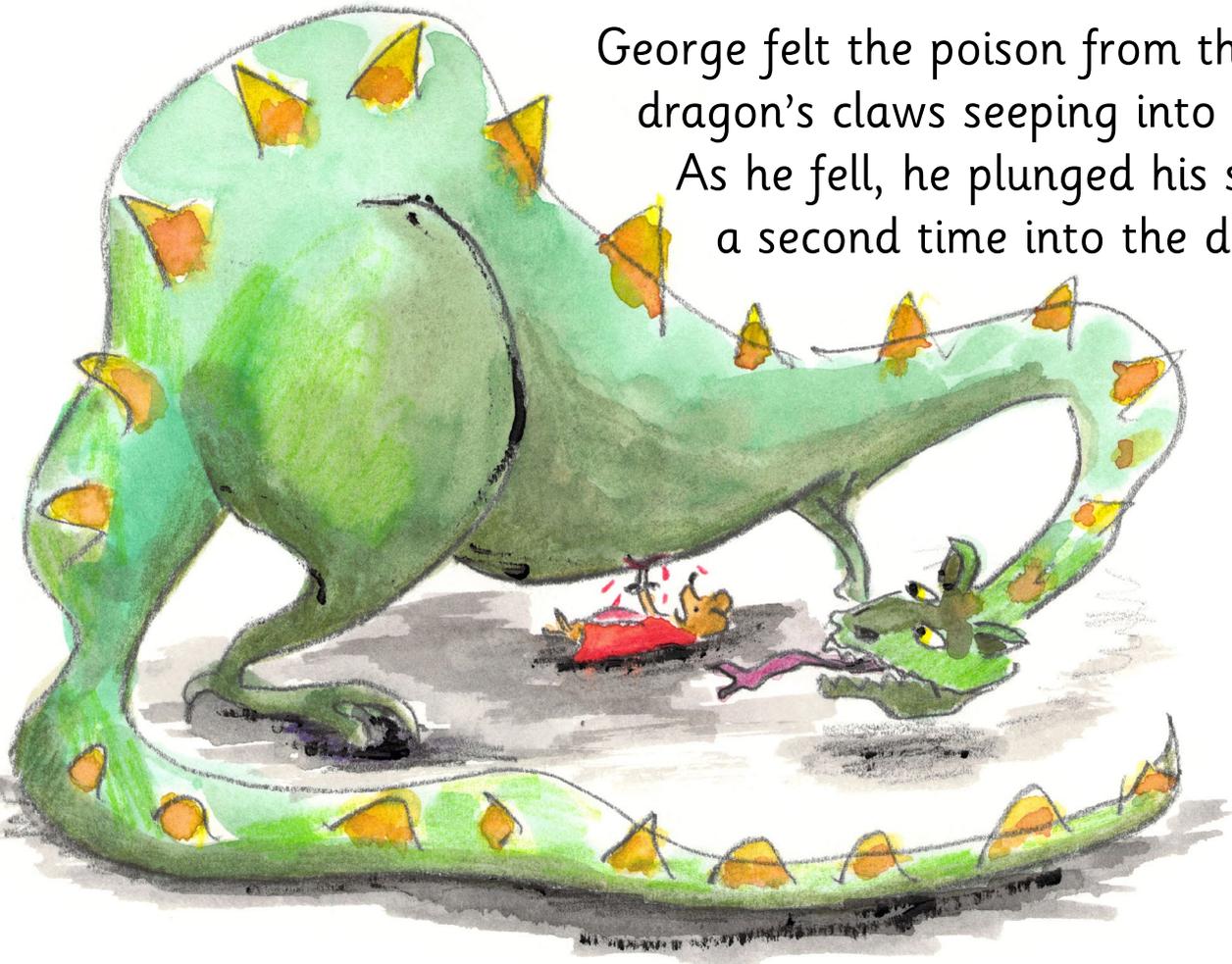


He plunged his sword deep into the dragon's side. But the dragon turned its terrible head toward him.



George knew its breath was poisonous. He ran past its head.
But the dragon scratched him with his great claws.

George felt the poison from the dragon's claws seeping into him.
As he fell, he plunged his sword a second time into the dragon.





Then the poison overcame him and
he fell as if he were dead.



When George woke up, the girl was bending over him. She was bandaging his leg with strips torn from her dress.

George looked up and saw the dragon lying dead. “Yes,” whispered the girl, “you have saved us. No more children need to be sacrificed.”





“Get my horse,” he told her. “Then we can ride back to town.”



George's leg was healed by the maiden. Everyone in the town was so happy to be free from the terrible dragon.



George married the healer and they lived happily in the quiet little town.

PGCs	PGCs
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Code-Breakers

Extended Texts ~ Book 4

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The Cat's Journey



Written by Ruth Merttens, Illustrated by Anne Holm Petersen

Hi, my name is Scratch.



I want to tell you about an amazing journey I made.



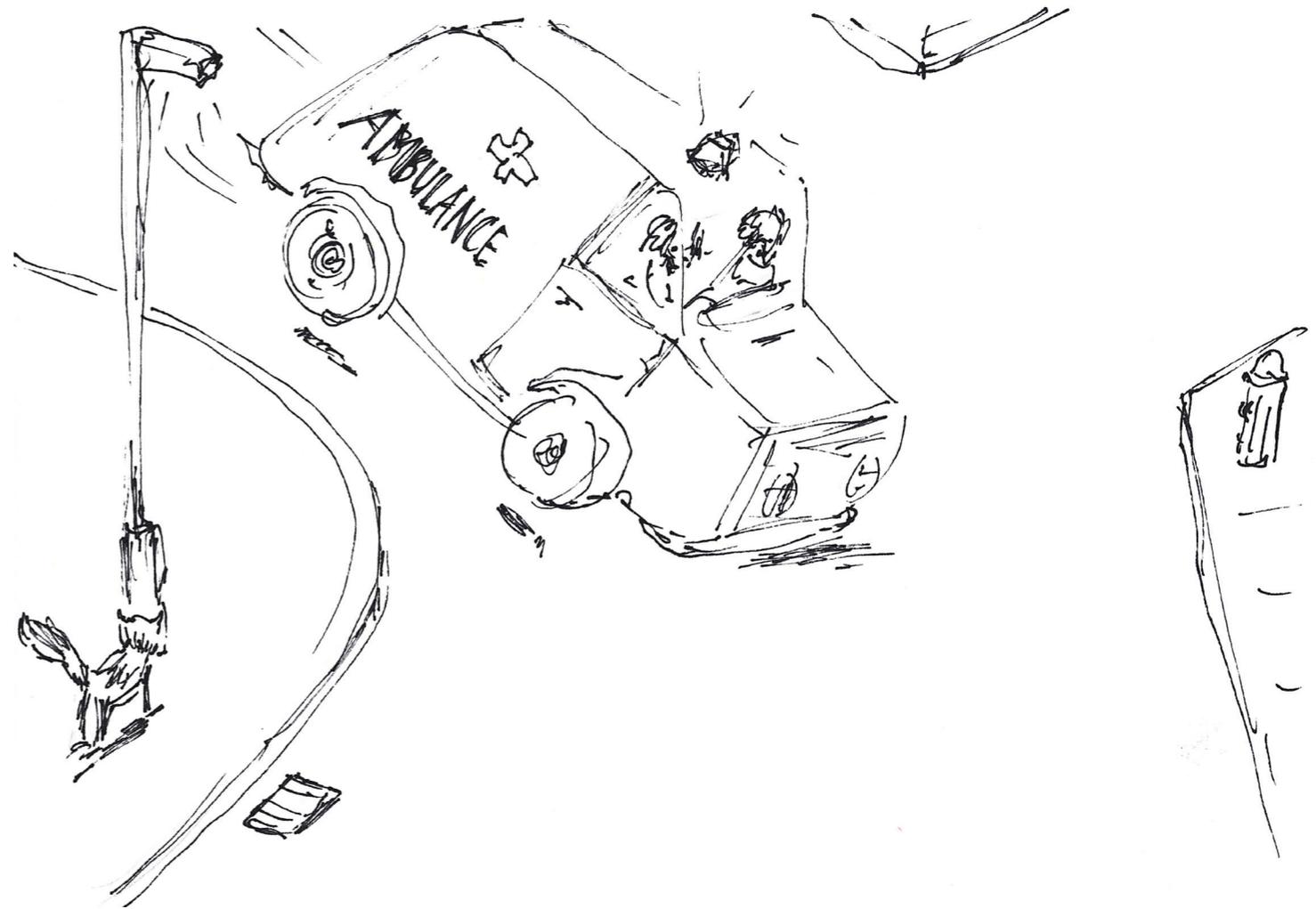
You see, I lived with an old lady called Annie. She really loved me and we were very happy.



But one day, she fell over.



They took her off to hospital.



After a time, they took her from the hospital to live in a place to be looked after.



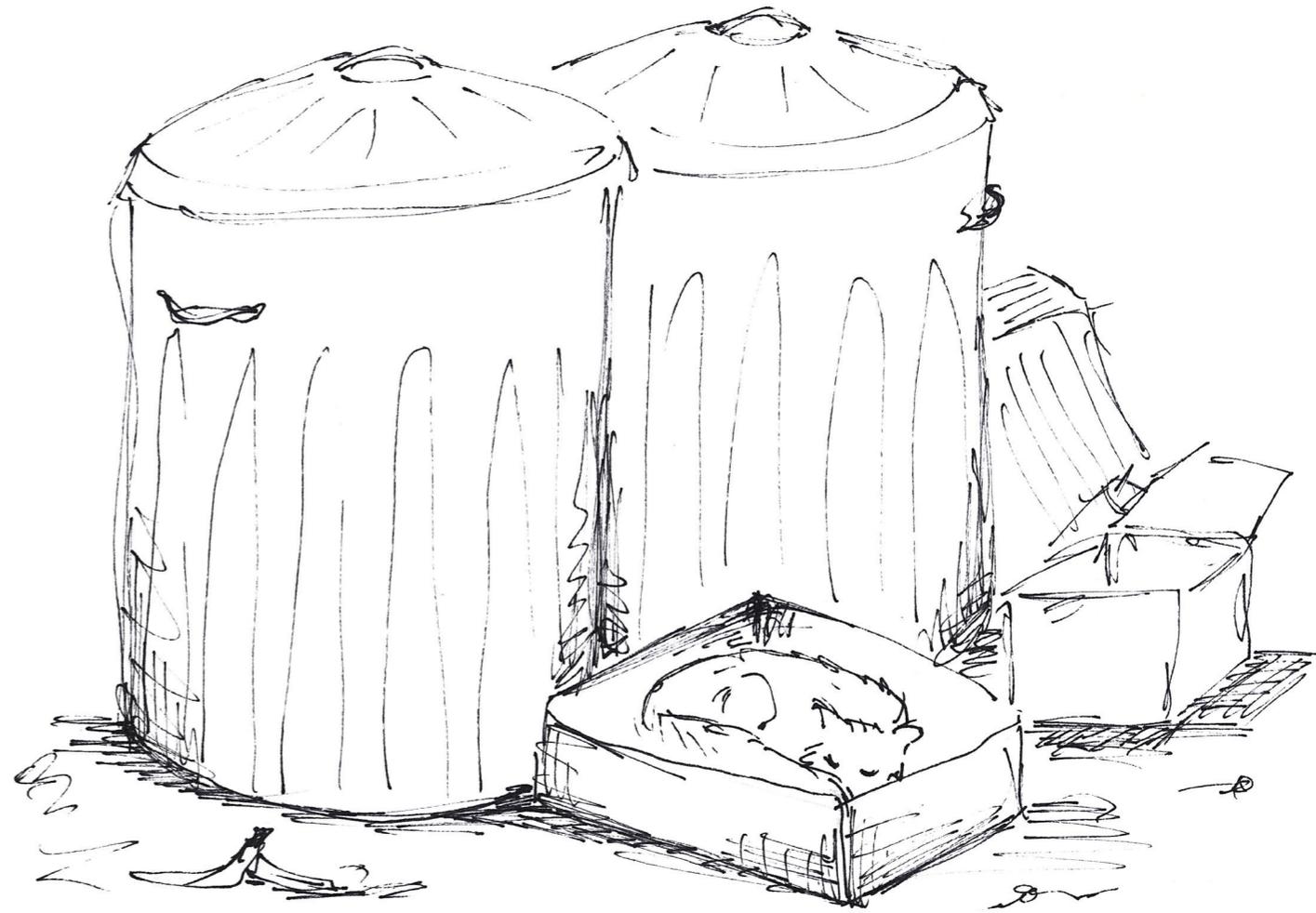
To start with, I was fed by the man who lived next door.



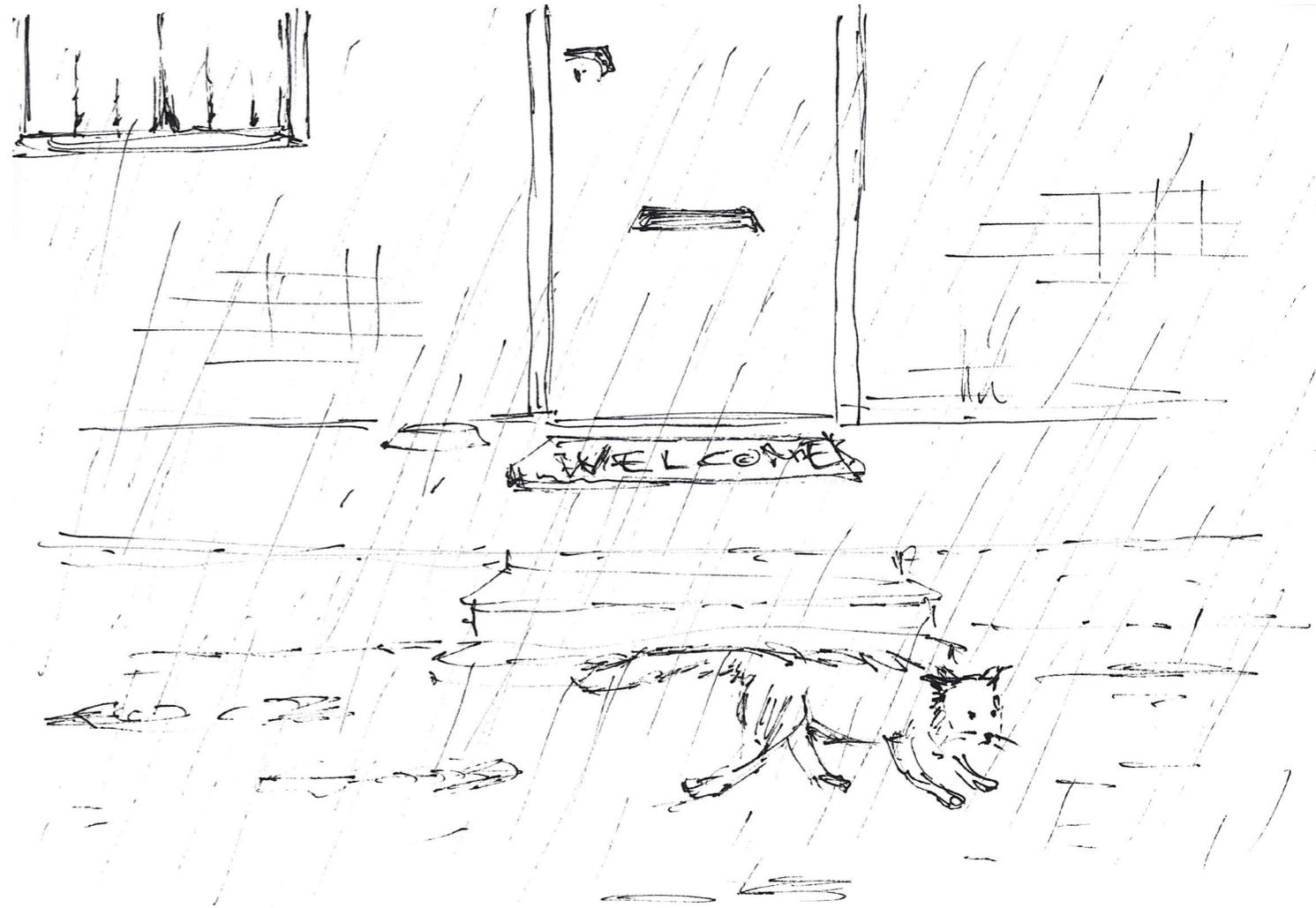
But I was lonely. I missed Annie.
And the man often forgot to feed me.



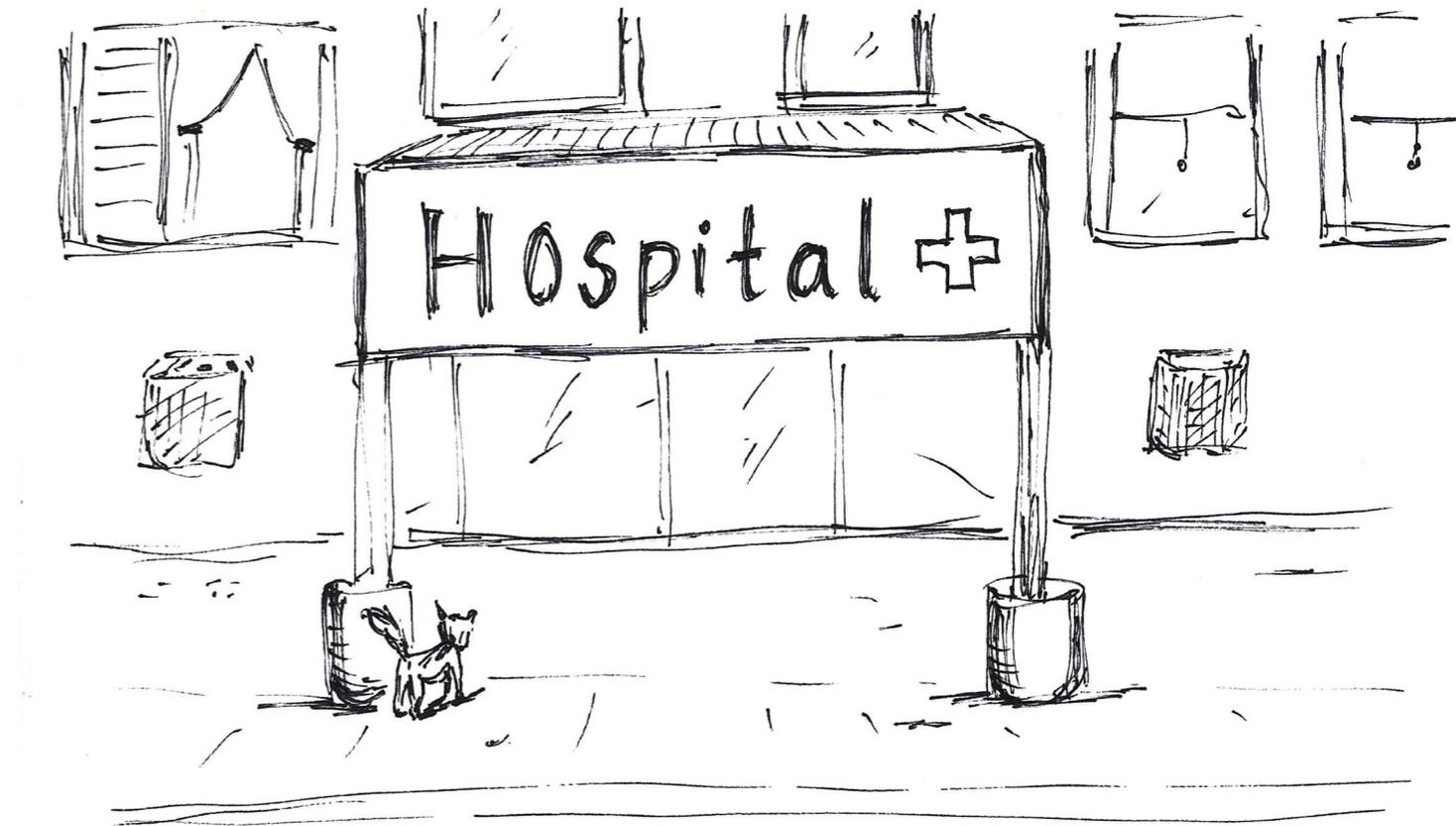
It was cold living outside.
I dreamed of finding Annie and
living with her again.



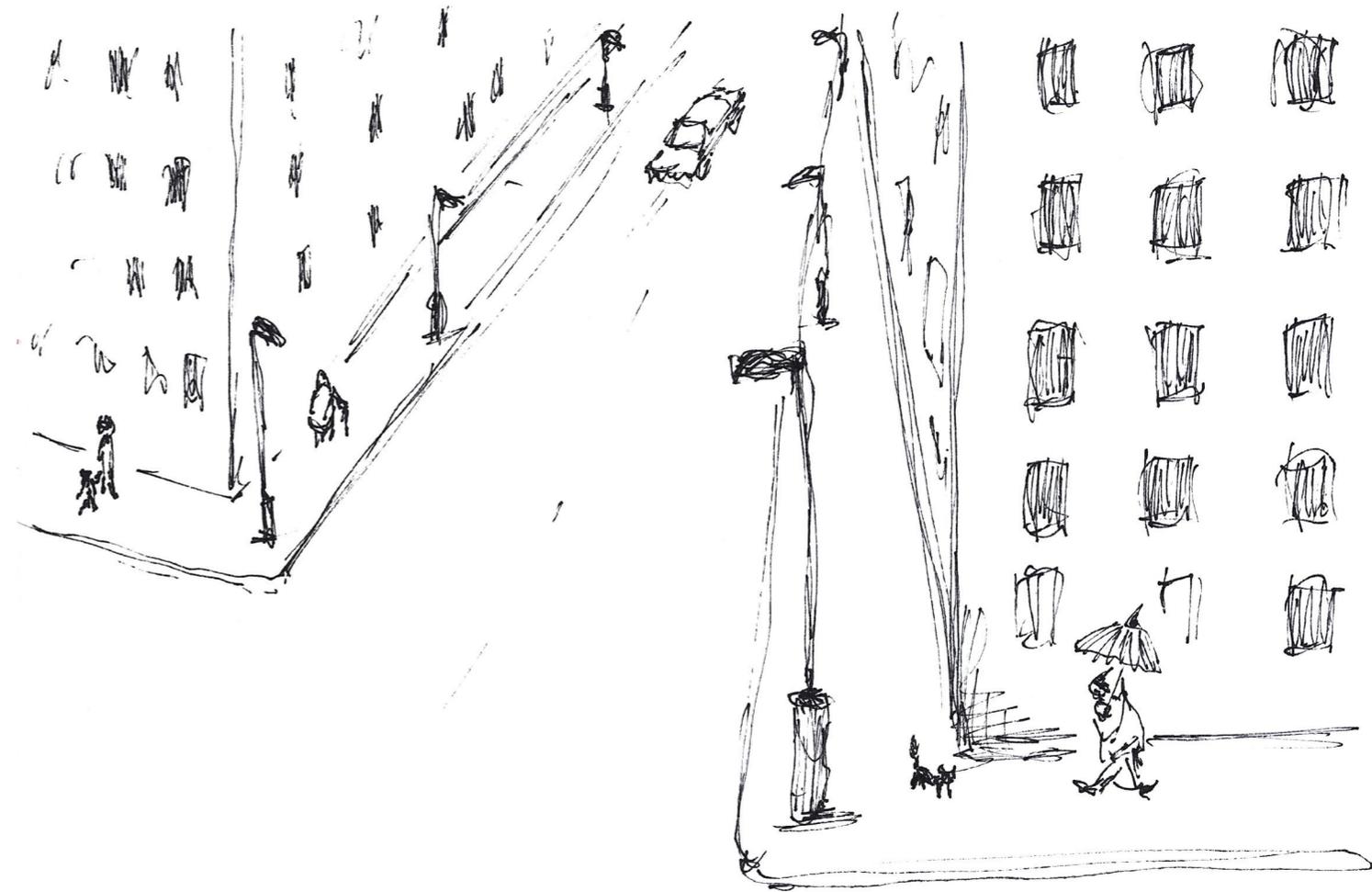
I set out that night.
It was raining when I left.



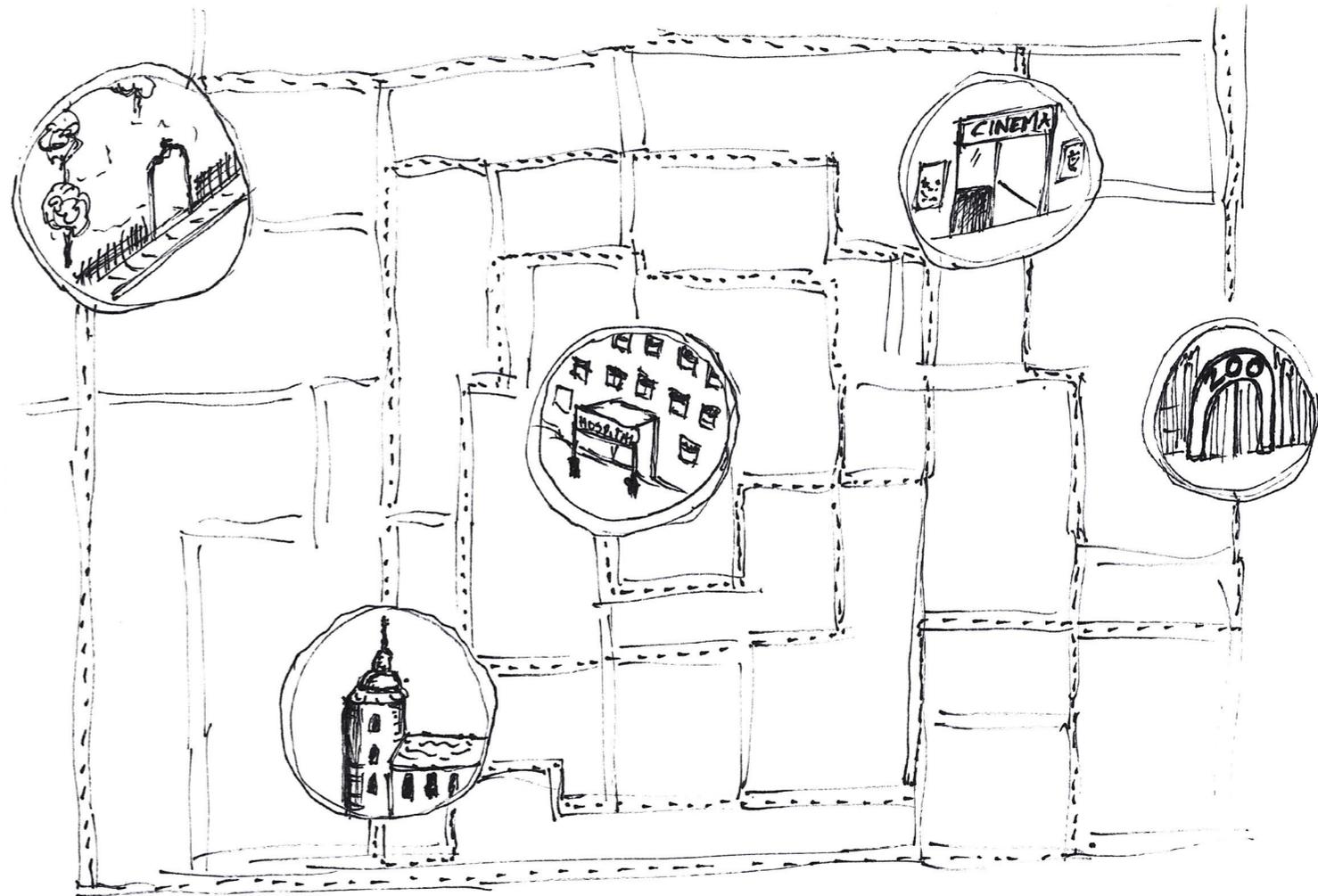
I knew Annie had been in the hospital.
So I started from there.



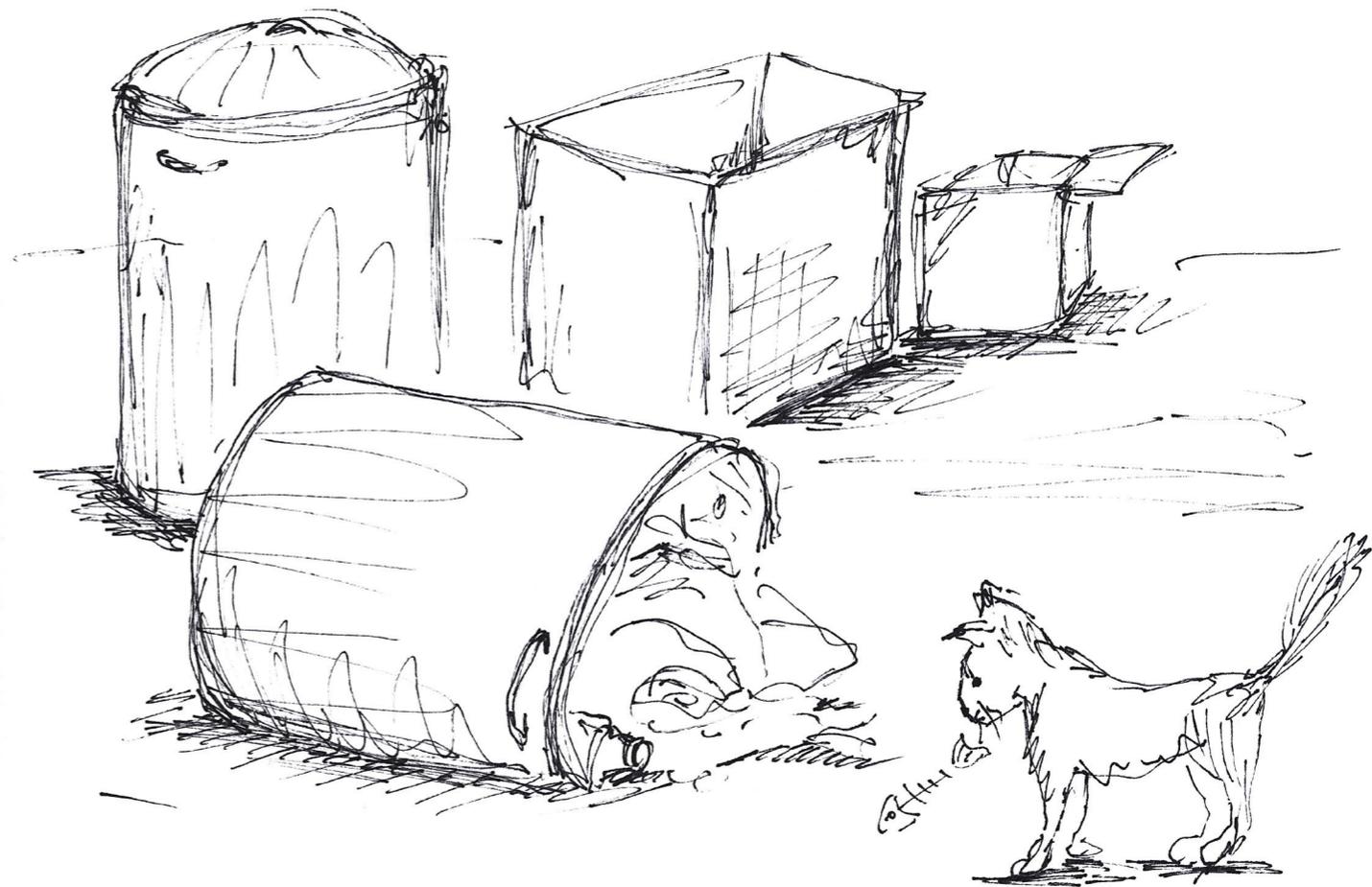
I did not know which way Annie had gone so I set off in a circle round the hospital. I looked in all the streets as I went.



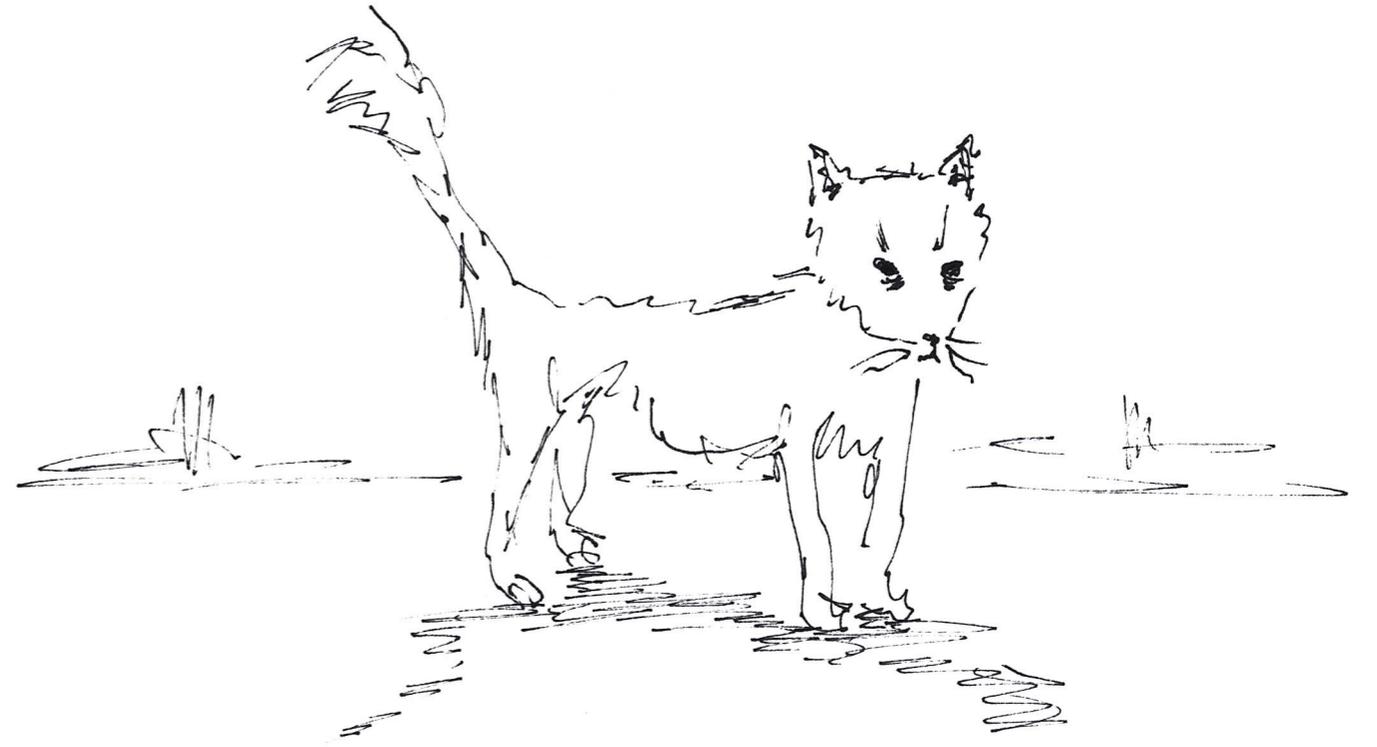
Then I found myself back at the start
so I searched in a wider circle.
In this way, I looked in all the streets,
going in bigger circles each time.



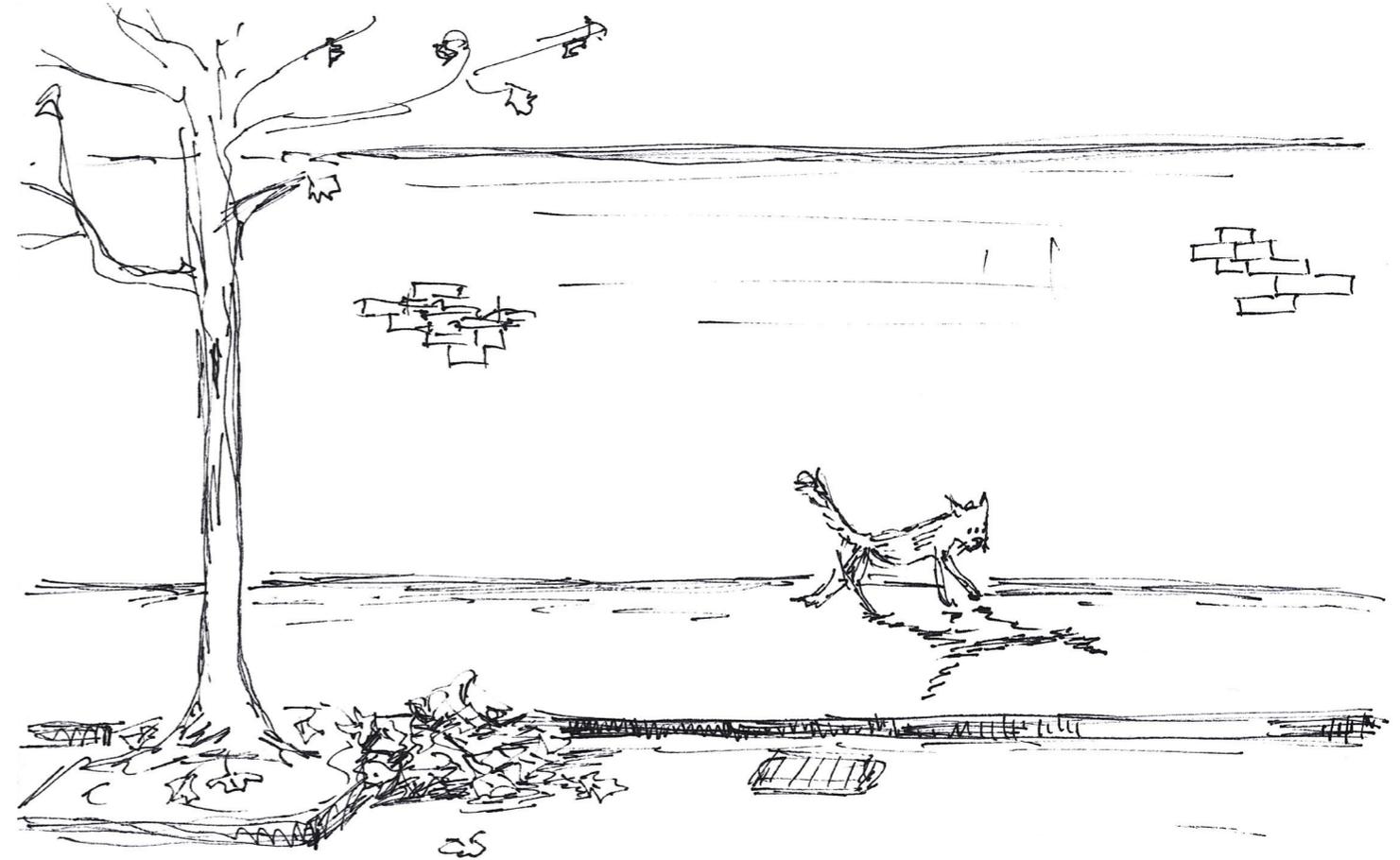
Each day, I had to hunt for some food.
I ate mice and small rats.
Often I took stuff from dustbins.



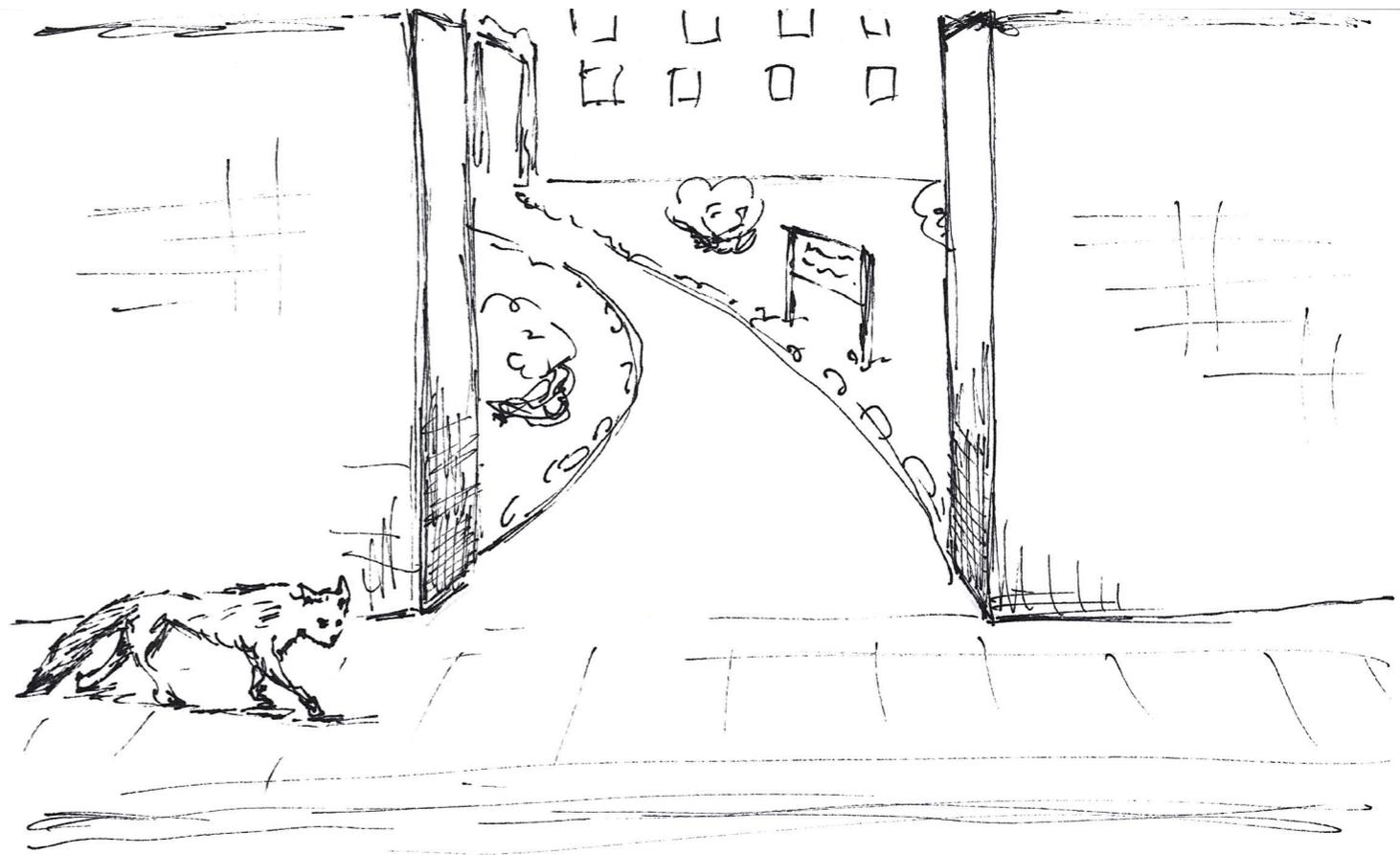
But most of the time I was very hungry. I got thinner and thinner.



Summer passed. Then it was autumn.
Now, I was very thin and very tired.
But I was going to find Annie!

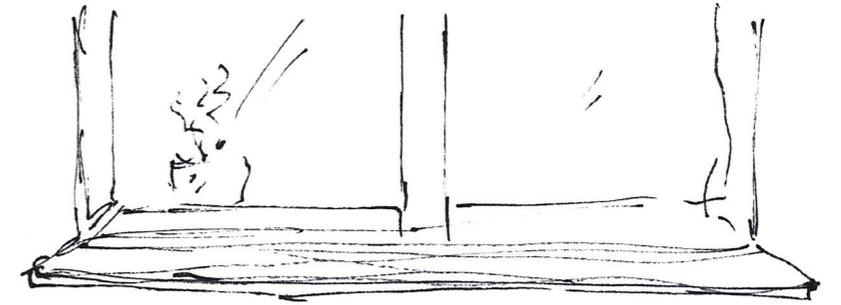


One day, I was slinking along next to a wall, when I heard something.



It was someone talking. I listened.
It was hard to hear...





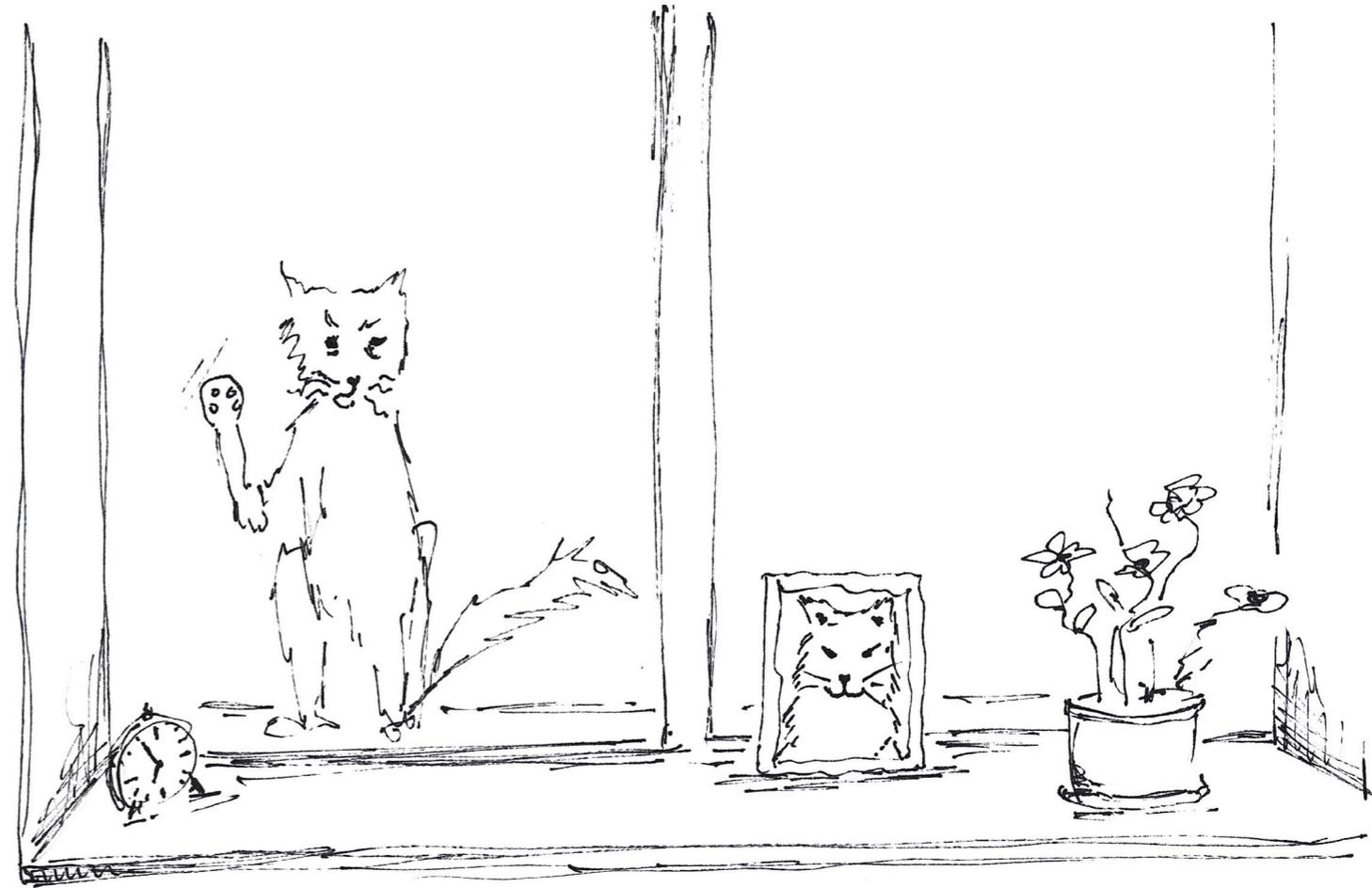
I ran along the wall into the garden.
I crept close to the window.



I jumped onto the sill.
Inside the room was Annie!



I miaowed very loudly!



Annie was SO happy to see me.



Now I live with Annie
and all her friends.



I get very well fed so I
am not thin any more!



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What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Download and read ‘St George and the Dragon’

Slowly read the book together, taking turns to read each page.

2. Listen to an oral story

‘St George and the Dragon’ is told by Wilf Merttens.

<https://www.youtube.com/watch?v=lgqO95n595Y&t=3s>

3. Compare the two versions of the story

Consider what is the same and what is different about the stories.
Complete the *Comparing Stories* chart.

4. Now for some writing

In one of these tales, the girl being fed to the dragon was a healer.
In another she was a princess.

Who do you think she might have been? How was she chosen?

Use *Feed to the Dragon* for your writing.

Try these Fun-Time Extras

- Draw your own dragon.
- Write about what you do together.

Comparing Stories

What is the same?

1. _____

2. _____

3. _____

What is different?

1. _____

2. _____

3. _____

In the book we have...



In the oral story we have...

I liked book /oral story best because ...

Cross one out

Feed to the Dragon...

Imagine you are in charge of deciding how to choose the person to be fed to the dragon each month. Describe how you will choose to do this.



Now describe the first person who gets chosen.

A large rectangular writing area with a decorative border of colorful puzzle pieces (red, yellow, blue, green, and grey). The interior of the rectangle is divided into ten horizontal lines for writing.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read 'A Small Dragon' by Brian Patten

Read the poem twice aloud and enjoy it.

2. Revise Noun Phrases

Use the [What are Noun Phrases?](#) to remind you of these.

Now complete the [Noun phrases Activities](#).

3. Now for some writing

Imagine that you too find a dragon ...

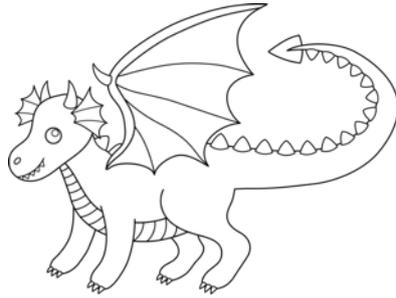
He is yours. What is he like? Add descriptions to the dragon picture.

Try these Fun-Time Extras

- Draw your own dragon.
- Write about what you do together.
- How many words can you make using these letters?

D R A G O N

A Small Dragon



I've found a small dragon in the woodshed.
Think it must have come from deep inside a forest
because it's damp and green and leaves
are still reflecting in its eyes.

I fed it on many things, tried grass,
the roots of stars, hazel-nut and dandelion,
but it stared up at me as if to say, I need
foods you can't provide.

It made a nest among the coal,
not unlike a bird's but larger,
it is out of place here,
and is quite silent.

If you believed in it I would come
hurrying to your house to let you share my wonder,
but I want instead to see
if you yourself will pass this way.

Brian Patten,

from *Collected Love Poems*, Harper Collins 2007

What are Noun Phrases?

Adjectives

Adjectives describe **nouns**.

Adjectives can come beside the **noun**.

The dragon What sort of dragon?

The huge, terrifying dragon Go on...

The huge, terrifying dragon felt... How did the dragon feel?

Can you spot the adjectives?

The huge, terrifying dragon felt puzzled.

The **huge, terrifying** dragon felt **puzzled**.



Adjectives can complete a sentence.

Adverbs

Adverbs add to adjectives – they tell us more about the description.

The **silly** dragon...

How silly is the dragon?

The **smart** princess ...

How smart is the princess?

Now try it yourself!



We can choose an *adverb*.

extremely

very

unusually

really

exceptionally

quite

Now we can finish the sentence.

The **extremely silly** dragon tired himself out.

The **really smart** princess outwitted the dragon.

Noun phrases

Highlight the adjective

Highlight the adverb

Noun phrase = the words giving more detail about a noun

A **dragon**

What is the noun being described?

Which dragon?

A **dragon** in the sky

Where?

A **dragon** in the sky over the mountains

Tell me more about the dragon

A **scary dragon** in the sky over the mountains

There was a **really scary dragon** in the sky over the mountains.



Noun phrase



A dragon

A dragon on the mountain

A very scary dragon on the mountain above the town.

Hint!

Think of something really good to describe.

Now you have a go...

Start with a noun.

Add description about what, where or when.

Add adjectives and adverbs.

Writing Noun Phrases

Examples

Start with a noun

girl

Add adjectives

a happy, laughing girl

Add adverbs

an extremely happy, laughing girl

Add phrases about where and when

an extremely happy laughing girl
in the garden

Do this for three different characters, creatures or things.

Then write a short paragraph about your three chosen things or creatures.

You can be as imaginative as you want!



The scarily hungry green dragon in the high and rather snowy mountains flew toward the almost empty house in the valley.

My Dragon

Imagine that you have discovered a dragon of your own ...

Is it scary or cuddly?

What does it look like?



Where did you find it?

What is it like to be with?

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Download and read ‘The Cats Journey’

Slowly read the book together, taking turns to read each page.

2. Respond to the story

Look at the *Talking Points* and discuss these with someone.

3. Read Annie’s Diary for Wednesday

Scratch the cat wrote *The Cat’s Journey*. Imagine what Annie’s diary would have said for the same time.

Read *Annie’s Diary for Wednesday* chart.

4. Now for some writing

Use *Annie’s Diary on the day Scratch came home* to write what you think Annie wrote on that day.

Try these Fun-Time Extras

- Draw a cat of your own.
- Write its name and something about it.



The Cat's Journey

Who are the main characters in the story?

Where is the story set?

What happens in the story?

Which is your favourite part of the story?

Why are Scratch and Annie pleased to see each other?

Share a time you have lost something important and describe how it felt to find it again.

Annie's Diary for Wednesday

Morning



I woke up and pulled back the curtains.

It was raining. The sun was trying to shine through, but it wasn't having any luck. I got dressed and hurried off shopping. Scratch meowed and rubbed my legs. I told him to stay dry.

Afternoon



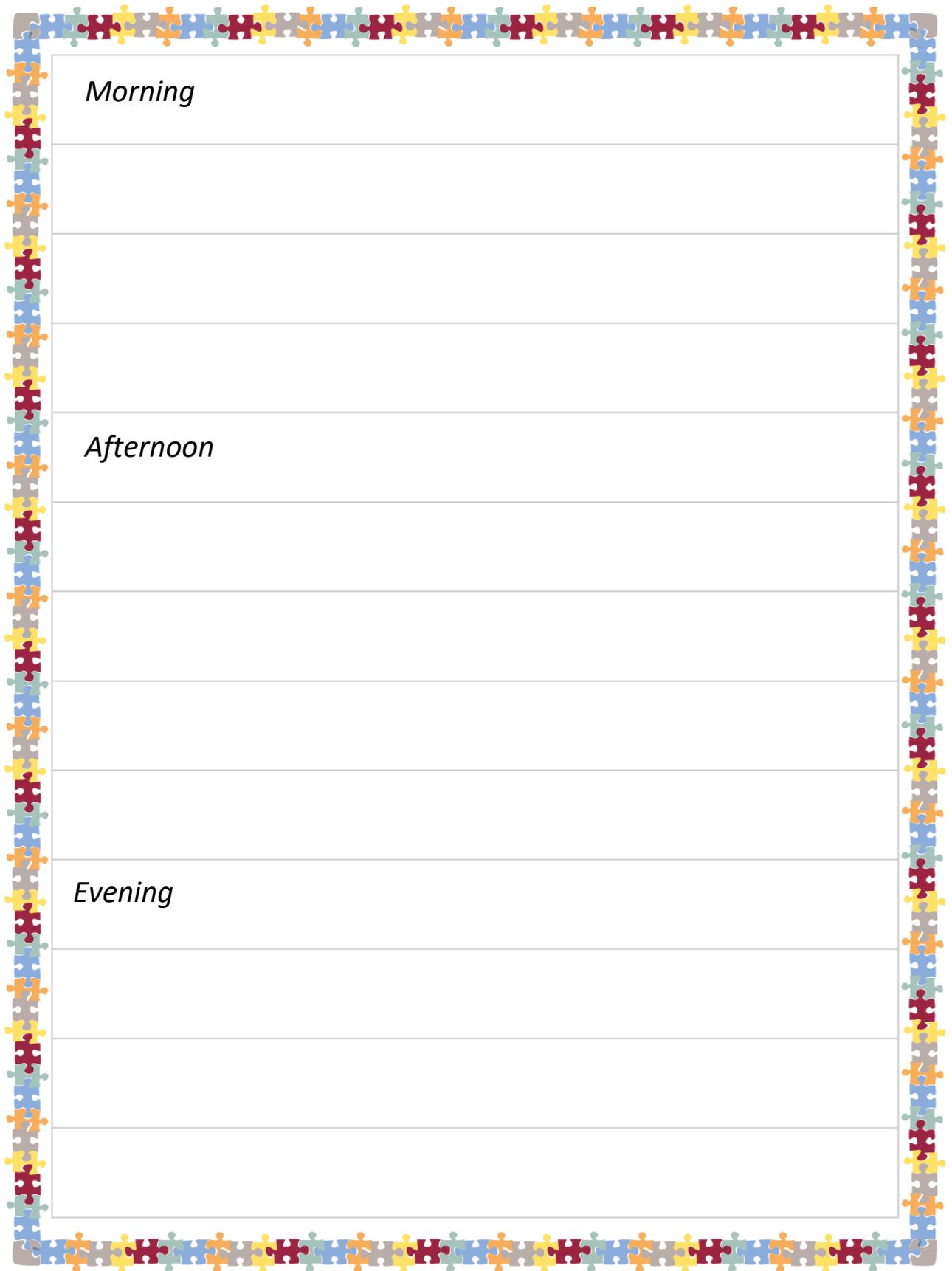
I arrived home and Scratch was sleeping in my chair. I put the shopping away in the kitchen and as I was walking back to hang my coat up I fell. My ankle hurt. Scratch came and sat with me. He made me feel better. I rang for an ambulance.

Evening



When the ambulance arrived, they lifted me onto a stretcher and carried me into the back. My neighbour came out to see what the fuss was, and I asked him to feed Scratch until I came home. I waved to Scratch as the doors were closing.

Annie's diary on the day Scratch came home

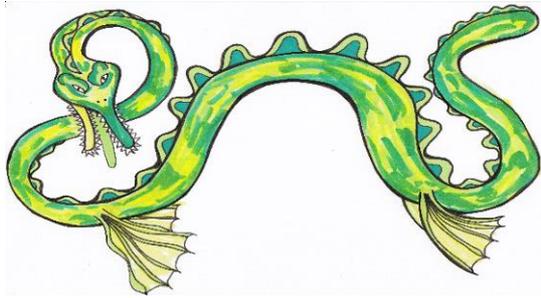


Morning

Afternoon

Evening

What to do today



1. Read 'Aliens Stole My Underpants'

Ask someone to read the poem with you, taking turns to read, verse by verse. Enjoy it together.

2. Answer questions about the poem

- Read [Comprehension Questions](#), making sure you understand what is being asked.
- Write your answers in complete sentences.

3. Now for some writing

What do you think the alien looked like?

Use [My Alien](#). Write a paragraph describing it.

Try these Fun-Time Extras

- Draw the alien
- Write about what you do next - together!

Aliens Stole My Underpants

To understand the ways
of alien beings is hard
and I've never worked it out
why they landed in my backyard.

And I've always wondered why
on their journey from the stars,
these aliens stole my underpants
and took them back to Mars.

They came on a Monday night
when the weekend wash had been done,
pegged out on the line
to be dried by the morning sun.



Mrs Driver from next door
was a witness at the scene
when aliens snatched my underpants-
I'm glad that they were clean!

It seems they were quite choosy
as nothing else was taken.
Do aliens wear underpants
or were they just mistaken?

I think I have a theory
as to what they wanted them for,
they needed to block off a draught
blowing in through the spacecraft door.

Or maybe some Mars museum
wanted items bought back from space.
Just think, my pair of Y-fronts
displayed in their own glass case.

And on the label beneath
would be written where they got 'em
and how such funny underwear
once covered an Earthling's bottom!

By Brian Moses

Aliens Stole My Underpants Comprehension Questions

1. When did the aliens come?



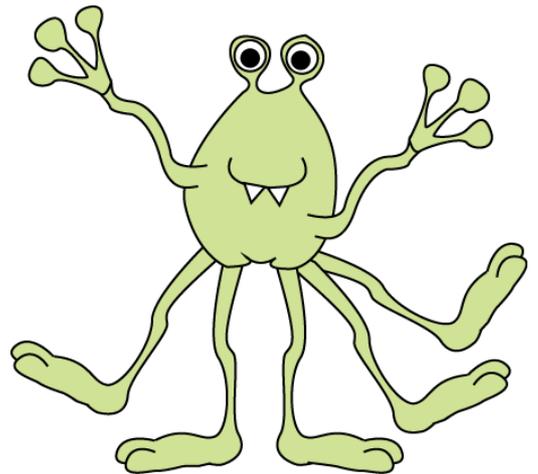
2. Why did they choose that day?



3. Who was a witness as the aliens stole the underpants?

4. What else did they take from the line?

5. Why does the poet finally decide that aliens stole his underpants?



The Alien

What does it look like? How many arms and legs? What colour?

How many eyes? How many ears?

Where did it come from?

Write about how you imagine the alien.



A large rectangular area for writing, framed by a decorative border of colorful puzzle pieces (red, yellow, blue, green, and grey). The writing area is divided into ten horizontal lines by thin grey lines, providing a guide for text entry.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read *On Some Other Planet* by John Rice

Read the poem.

2. Identify nouns, verbs and adjectives

Using the [Nouns, Verbs, Adjectives](#) page, make sure that you remember how to recognise each of these.

3. Turn adjectives and verbs into nouns

We can turn some adjectives into nouns using the suffix –ness and some verbs into nouns using the suffix –er. Use [Turning adjectives into nouns](#) and [Turning verbs into nouns](#) to help you. Complete both sheets.

4. Now for some writing

On some other planet ... there is an alien who is just like me! Describe this alien's home, his/her family and pets. Let your imagination run riot! Use [On some other planet](#) for your writing.

Try these Fun-Time Extras

- Watch The Alien and Me poem
<https://www.youtube.com/watch?v=Ugezt4msvgY>
- Draw an alien who can come to visit you.

On Some Other Planet

On some other planet
near some other star,
There's a music-loving alien
who drives a blue car.



On some other planet,
on some distant world,
there's a bright sunny garden
where a cat lies curled.

On some other planet
a trillion miles away,
there are parks and beaches
where the young aliens play.

On some other planet
in another time-zone,
there are intelligent beings
who feel very much alone.

On some other planet
one that we can't see,
there must be one person
who's a duplicate of me.

By John Rice

Nouns, Verbs and Adjectives

A noun names a person, place, idea, thing or feeling.

In front of a noun, we often have

a an the

But sometimes we have

my your his her their

An adjective is a describing word.

It tells you more about a noun.

Adjectives

sometimes come next to nouns.

The stinky fish

A sad alien

And sometimes don't.

The boy was scared

A verb names an action.

It is a doing or being word.

A verb often has one of these words in front of it.

They

He

She

We

It

You

A name

Turning adjectives into nouns

We can sometimes turn adjectives (describing words) into nouns by adding the suffix –ness. Happy becomes happiness.

- He is a **happy** alien. (adjective)
- With the alien returning, he felt the **happiness** come back. (noun).

Turn the adjectives in these sentences into nouns.

Choose two and write a sentence containing the noun.

The first one is done for you.

The **light** alien floated in the air.

lightness

One of the aliens is really **mean**.

How **kind** his friend is!

What a **dirty** spaceship.

I was **sad** when the spaceship went.

The **dark** night felt lonely.

Clean footprints were seen on the grass.

Cold shivers ran down my back.

In the **warm** room, I took off my coat.

Now write two sentences using two of the nouns you have created.

Turning verbs into nouns

We can sometimes turn verbs (doing words) into nouns by adding the suffix –er. Run becomes runner.

- I **run** all the way home. (**verb**)
- I was overtaken by a very fast **runner**. (**noun**).

Turn the verbs in these sentences into nouns.

Choose two and write a sentence containing the noun.

The first one is done for you.

The runner **wins** the race.

winner

I often **lose** my water bottle.

The aliens **fight** the sticky mud.

A spaceship **floats** into the air.

I **climb** a tree to see.

We **watch** it flying away.

Spaceships **travel** faster than planes.

The aliens seem to **drink** from the air.

I wish I could **ride** in the spaceship.

Now write two sentences using two of the nouns you have created.

On some other planet...

*On some other planet
one that we can't see,
there must be one person
who's a duplicate of me.*

On this planet, where the alien who's like you lives, what is their home like? Who is in their family? Do they have sisters or brothers? How about a pet? What do you think alien pets look like?

Describe the home and family of the alien who is just like you but on another planet!



A large rectangular writing area with a decorative border of colorful puzzle pieces. The border consists of interlocking puzzle pieces in shades of blue, yellow, red, and grey. The interior of the rectangle is divided into ten horizontal lines, providing space for writing.