



TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Jeremy Thatcher, Dragon Hatcher

Bruce Coville

READ, WRITE, THINK, DISCUSS AND CONNECT

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Bruce Coville

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Non-verbal communication,
comparing, evaluating, scaling,
explaining, defending choices,
facts, and opinions

Literary Elements

Character analysis, plot
development, figurative language,
personification, foreshadowing,
suspense cliffhanger, cause and
effect

Comprehension

Predicting, comparing, story
mapping, attribute webbing,
sequencing, summarizing,
defining, reasoning, explaining

Listening/Speaking

Interviewing, discussion, dramatic
activities, jingles, defining,
defending opinions, describing

Writing

Research, short paragraphs,
quatrain, limerick, persuasive
prose, captions, outcomes,
instructions, approximation
poetry, listing

Vocabulary

Tongue twister, target word
maps, use and effectiveness of
words, synonyms, word
comparisons, sorting, root/base
words

Summary of *Jeremy Thatcher, Dragon Hatcher*

Trying to escape Mary Lou Hutton's kisses on the way home from school, Jeremy Thatcher cuts through yards and runs into a magic shop. When he asks to see a multi-hued sphere, Jeremy is told by the proprietor, "You don't want that." Jeremy persists, and the proprietor reluctantly shows Jeremy the sphere. The proprietor then tells Jeremy that he may purchase it for a quarter. Unbeknownst to him, Jeremy Thatcher has been chosen to be a dragon hatcher. His life and his art will be forever changed by the color of love.

About The Author

Bruce Coville was born in Syracuse, New York on May 16, 1950. He attended Duke University and State University of New York at Binghamton, State University of New York at Oswego, and received a B.A. in 1974. Coville taught at the Wetzel Road Elementary School in Liverpool, New York from 1974 until 1981. He is currently a full-time author and playwright. Coville is married and the father of two children.

The key to Coville's current writing is the desire to give to children the joy he received from reading books when he was young. He strives to make his stories the kind that he would have enjoyed as a youngster, but never found. He believes that a writer must first tell a good story, and then hope that it might mean something to the reader before the end. (Also see page 149 of *Jeremy Thatcher, Dragon Hatcher*.)

Background Information

Ishtar: In Mesopotamian mythology, Ishtar was the principal goddess of the Babylonians and Assyrians. She was the counterpart of Astarte, a Phoenician goddess. Ishtar, the queen of heaven, was both the compassionate mother of all life who brought fertility and relief from sickness, and the lustful goddess of sexual love and war.

John Baptist de la Salle, Saint (1651-1719): John Baptist de la Salle was a French cleric born in Reims. He was the founder of the Institute of the Brothers of Christian Schools, the first order organized exclusively for the advancement of Christian education. He also founded in Reims a school for the training of his teachers. He was canonized in 1900, and declared the patron saint of teachers in 1950. His feast day is April 7.

Magic: The distinction between magicians who are entertainers and the tribal witch doctors and medicine men has been recorded in early history. The first magicians were those of ancient Egypt. The psychological principles used by magicians are misdirection, suggestion, imitation and concealment. The spectators do not see everything that happens, and they believe they see things that do not happen. This faulty perception leads to the conclusion that the performer has achieved an impossible result. Jacob Meyer (1735-1795) was the first

American to achieve an international reputation as a conjurer. Another American, Harry Houdini, won world renown by effecting sensational escapes from handcuffs, straitjackets and prison cells. His thorough knowledge of deceptive techniques enabled him to expose fraudulent mediums. More modern magicians employ cabinets and machinery to carry out their illusions. Some of the better known magicians appearing since 1970 include Siegfried and Roy, Doug Henning, David Kotkin (Copperfield), and Harry Blackstone, Jr.

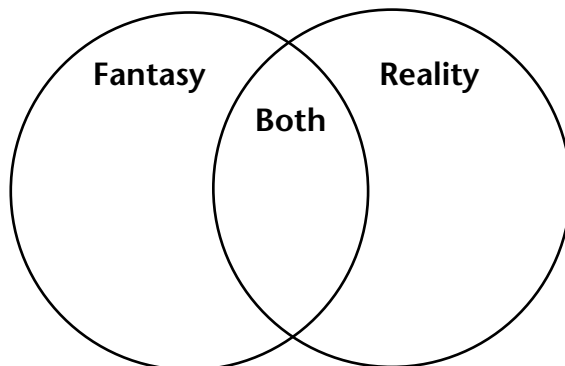
Introductory Activities and Information

Previewing the Book:

Look at the cover of the book. What has the cover artist chosen to tell about the story? Do you think the boy is looking at something usual or unusual? On what do you base that assumption? Reading the title of the book, do you think this story is based on fantasy or reality?

Fantasy and Reality—A Comparison

Use a Venn diagram to compare fantasy and reality. How are they alike? How are they different?



Bulletin Board:

Form groups of students with similar interests to use a bulletin board to go with an area of study. For example:

Compare Animals in Stories of Fantasy and Reality

Animals As Pets (list and give attributes)

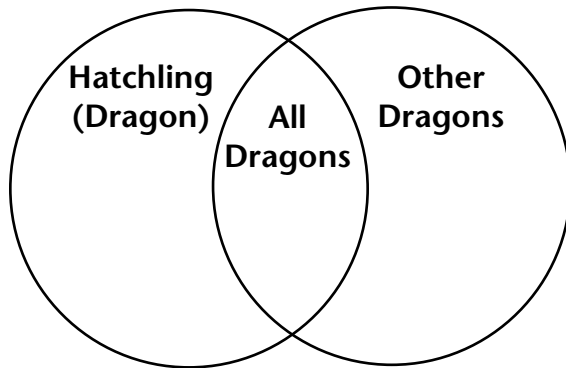
Unreal

dragon
carnivore
winged
breathes fire

Real

cat
domestic
carnivore
mammal





3. Use large sheets of paper to make illustrations of dragons from stories read by group members. Offer choice of media, and encourage the use of add-ons, such as: glitter, sequins, ribbon, buttons, etc., to give dimension to the illustrations.
4. With a partner, practice communicating with one another non-verbally. Together, prepare a word, phrase or saying to communicate to other group members.

Chapter Four: "Hyacinth Priest"—Pages 33-43

Chapter Summary:

The instruction sheet from Mr. Elives is now "The Care and Feeding of Dragons." Jeremy learns that the dragon will need to be fed small pieces of meat, such as chicken livers, and, although it is born with a secret name, the dragon must have another name. Jeremy feeds the dragon some of his father's cache of chicken livers stored in the refrigerator. He then goes to the library to research the care and feeding of dragons and their names. The children's librarian, Miss Hyacinth Priest, helps Jeremy locate books for his research.

Vocabulary:

unimaginably 33 vulnerable 33 existence 33 entranced 37
indicated 38

Discussion Questions:

1. What surprises Jeremy when he finds the instruction sheet? (*Page 33, Where once it read "How to Hatch a Dragon's Egg," it now says, "The Care and Feeding of Dragons."*) How would you explain the change to Jeremy?
2. What are some things Jeremy needs to remember about "The Care and Feeding of Dragons"? (*Pages 33-34, The young dragon needs good care if it is to survive. It will eat*

small pieces of meat until it is able to hunt for itself. Although each dragon is born with a secret name, each must be given a name as soon as possible. Jeremy is told he needs to avoid extreme agitation while raising the dragon as it will be sensitive to his feelings.)
Which of the items do you think is the most important for Jeremy to remember?
Why?

3. Who helps Jeremy with his dragon research at the library? (*Page 39, The children's librarian, Miss Hyacinth Priest, helps Jeremy.*) How would you go about doing some research on any subject? List steps suggested by students. Discuss.
4. Do you think Jeremy's hunger pangs are significant? Why or why not? (pages 39-42)

Supplementary Activities:

1. Literary Analysis—Foreshadowing: Foreshadowing means indicating or suggesting beforehand. Foreshadowing provides a hint of what is to occur later. What do you think might be indicated by Jeremy's hunger pangs? (pages 39-42)
2. Make a group instruction book regarding the care and feeding of dragons. Give specific directions for each item, and make illustrations to enhance them.
3. Create a "designer" outfit for a dragon. Make an illustration of the outfit, write a description of it, and give information as to the kind of material used, where the outfit would be worn, etc.
4. Start an attribute web for Hyacinth Priest. Add to the web as the story continues.

Chapter Five: "Things Unseen"—Pages 44-52

Chapter Summary:

Miss Priest has a special book about dragons, written by S. H. Elives, that she has been saving in a desk drawer for Jeremy. Mary Lou spots Jeremy on his way home, so walks with him. They find that they have much in common when it comes to books. Jeremy's hunger pangs escalate, and he runs for home. Up in his room, the dragon is trying to get a gerbil to eat. Jeremy discovers that the hunger pangs are those of the dragon, which he is sharing. Before he can do anything about it, his mother comes into the room. It is obvious to Jeremy that his mother cannot see the dragon. Jeremy is informed by his mother that the Huttons will be coming to dinner the following week.

Vocabulary:

crescendo 44 alternately 45 distracted 46