



Look at the cover.

**DISCUSS:** What do you think the story will be? Which genre is it?

**ACTIVITY:** Before you read the book, write your own short story, entitled *The Dragon in the Bookshop*.

Things to Think About: Have you read other stories with dragons? Are dragons real?

## Opening

Now read the prologue in italics, starting '*He was everywhere.*'

**DISCUSS:** Consider the language used by Jozefkowicz. What do you notice about it? What makes this prologue effective as a piece of prose? What do the townspeople do to keep the dragon away? Why do they want to keep him away? What does this suggest about the dragon? When do you imagine the story is set, reading this paragraph?

**ACTIVITY:** Complete the drawing of the illustrated dragon by copying his head and imagining the rest of his body. How large is he? How fierce?

Now read pages 1-6, '*I saw it on the small platform of rock...go home.*' (page 1 + page 6)

**DISCUSS:** What is the effect of having the prologue followed by a completely different style of writing? How are the two styles different?

**DISCUSS:** What does the reader learn about the protagonist from these first few pages?

**ACTIVITY:** The book is written in first person. What are the advantages and disadvantages of writing in first person? Make a list of pros and cons.

There are some clues as to the geographical setting of the book in these first few pages.

**ACTIVITY:** Write a list of the clues. Can you work out where it is set from these clues?

The book is set in what's been called England's only 'desert', a place called Dungeness.

**ACTIVITY:** Research Dungeness and create a visitor's guide. Is Dungeness actually a desert? Explain your answer.

Think about the way that the author portrays the seaside.

**DISCUSS:** What details does she give eg, marsh grass, lighthouse, rocks, shingle?



**ACTIVITY:** Draw a picture of the image she creates.

**ACTIVITY:** Do you have somewhere near you that is wild where you could be an 'intrepid explorer'? Take an hour to explore the area fully. Make a list or nature spotter guide of all the things you find. Even in an urban garden, there are treasures to be explored. Be as inventive as you can.

Now read the rest of Chapter 1.

**DISCUSS:** What have you discovered about Kon in this first chapter?

**ACTIVITY:** Draw a spidergram to illustrate everything you have discovered about Kon in the first chapter. Think about listing both character traits and plot details.

## Structure

*The Dragon in the Bookshop* is what's called a 'frame story'.

**DISCUSS:** After you have read the book, explain what you think a frame story is. Can you think of any other 'frame stories'? What might be the purpose of a frame story?

Jozefkowicz has included the story of a legend within her story, see Kon's telling on page 49. However, she has mainly embedded a timeslip narrative, in which Kon and Maya go into the legend itself. See Chapter 8 on page 79.

*'distinct feeling that we weren't in the present day.'* (Page 80).

**DISCUSS:** What is timeslip? If you could go back in time, when would you choose?

## Legend

Re-read Kon's telling of 'The Dragon of Wawel Castle in Krakow' beginning on page 49.

**DISCUSS:** What is a legend? What features of a legend does the Wawel Dragon story have? Compare the differences between fables, folktales, myths and legends.

The Legend of the Wawel Dragon is very famous in Poland.



**RESEARCH:** Find alternative versions of the Wawel Dragon story. What are the key differences?

**ACTIVITY:** Find a picture of the sculpture of the Wawel Dragon, designed by Polish sculptor, Bronislaw Chromy. Which interactive design does the sculpture feature? Can you design your own dragon sculpture using either left-over recycling materials such as toilet rolls and yogurt cartons, or if possible, modelling clay?

**DISCUSS:** Do you think an interactive sculpture is a good idea? If you were able to design your own interactive sculpture, what would it be, and what would it do?

*'No way,' said Maya, looking horrified. 'That's awful.'* (Page 51)

**DISCUSS:** What is your reaction to Kon's telling of the legend and its ending? How does your reaction compare with Maya's?

**ACTIVITY:** Can you write an alternative ending to the legend?

In the timeslip narrative, Kon and Maya devise a plan to lead the dragon away from the town via a trail of food.

**DISCUSS:** Does this plan remind you of any other story you may have read? Does anything in the book remind you of other stories?

**ACTIVITY:** Is there a famous legend in your heritage? Find a version to share with the class or your reading group. Now write your own legend. What features does it need to include?

## Characters

### Kon

Look at the notes you made on Kon from the first chapter.

*'The old Konrad would have put his hand up and said that there's something else just as important as structure and shape. It's that every story comes from deep inside the writer – like a spark of their mind igniting the page.'* (Page 27)

**DISCUSS:** How much of Kon's character is changed by what happened to his dad?



**ACTIVITY:** Write ten sentences that illustrate the character of Kon by the change that has happened – the before and after. For example, Kon would have put his hand up in class. Kon would have asked Jomar to get him a kit.

**DISCUSS:** What remains stable about Kon throughout the story?

**ACTIVITY:** Write a list of attributes for Kon that apply both before and after his dad died.

**DISCUSS:** Can a life-changing event change a character's personality?

Kon's sense of fun shows when he makes his CHEEK-y sandwich on page 57.

**ACTIVITY:** Can you devise your own sandwich concoction. Does it have a neat acronym?

**ACTIVITY:** Write a recipe explaining how to make your sandwich.

*'From then on, I always tried to be intrepid.'* (Page 5)

**DISCUSS:** Is Kon intrepid? Give evidence for your answer.

**ACTIVITY:** What other attributes, as well as being bold and fearless, do you think an explorer needs? Create a job description for an explorer, and explain what skills and attributes they need and why.

*'Yellow Eye looked calm. He looked sad. He looked forlorn. He looked familiar.'* (Page 200)

**DISCUSS:** Why does the dragon look familiar to Kon at this point in the story? Why do you think Kon sees himself in the dragon?

*'He'd told me once that honesty and trust are vital, not only to being a great explorer, but for almost every element of life.'* (Page 17)

*'I should have told her months ago, when he'd first started calling me names. Now it was so far down the line, I didn't know where to begin.'* (Page 64)

Look at the relationship between the boys in Kon's friendship group, Ravi, Jomar, Noah, Luke in Chapter 3, starting on page 20.

**DISCUSS:** What makes a good friendship? Are honesty and trust vital for friendship?



## Teaching Resources

*'And then something compelled me to stand up and walk over to his table.'* (Page 233)

**DISCUSS:** What does Kon learn over the course of the novel that changes the way he behaves with Luke? Why does he go and talk to Luke on page 233? Should he have done something about the situation earlier?

**ACTIVITY:** Create a social media page for Kon on a pinboard or sketchpad. Which pictures would he showcase? Who would his strands of messages be with?

### Maya

**DISCUSS:** How is Maya first introduced in the story?

*'Oh,' she said, and went quiet. 'I don't think I'm clever enough.'* (Page 54)

*'It's sometimes lonely at home, especially when Mum needs to work.'* (Page 66)

*'I would be someone in the background, observing.'* (Page 72)

**DISCUSS:** Why does Maya say these things? Do you think she is a background character?

*'My Mum home-schools me.'* (Page 53)

**DISCUSS:** What does home-school mean? What are the advantages and disadvantages of being home-schooled?

**ACTIVITY:** Write a persuasive letter from Maya to her parents arguing that she would like to attend school.

*'But I was relieved to see the telltale signs of the personality I'd instantly liked. The shoelace on one of her boots was undone, both of her hair ribbons had come loose, and she was looking with wonder at everything around her, in exactly the same way she'd done that day on the beach.'* (Page 107)

**DISCUSS:** Kon thinks that Maya has a very definite personality. What other signs of her personality are there in the book?



**ACTIVITY:** Does everyone have 'signs of their personality.'? Think about somebody you know well. Draw a pictogram of their personality. Which are physical attributes and which are intellectual or emotional attributes?

**DISCUSS:** What are the similarities between Maya and Kon?

**ACTIVITY:** Draw a table to show what these are – use quotations from the book to illustrate your point.

*'Maya, you must continue with the singing. It has been your gift, ever since you were a child. You must nourish it and do everything you can to develop your voice.'* (Page 212).

**DISCUSS:** Why is it Galatea who points this out to Maya? What is Galatea's role in the story? What is a soothsayer? Why is she so important to Maya?

*'I watched as she stopped walking and faced him.'* (Page 223)

Read the rest of Maya's reaction to her parents on page 223.

**DISCUSS:** How has Maya's character developed over the course of the novel. Why is this? How has she changed? Do you think reading the story has changed you in any way?

## Community

*'And the people in your story were petrified. That's probably why they did what they did.'* (Page 52)

**DISCUSS:** What is the role of community in the framing story, and the legend? When is community a force for good, and when not?

Think about all the people that Maya and Kon come across in the story, both in present day and in the timeslip legend.

**ACTIVITY:** Write a list of the characters and how they are helpful to Kon and Maya. How is kindness repaid in the novel?

*'The king returned to the castle and ordered a feast in the grounds.'* (Page 209)



**DISCUSS:** What other events are celebrated with a feast, a coming together of people for a meal?

**ACTIVITY:** Write a newspaper report detailing the feast and why it was held. Include eyewitness statements.

## Themes

### Dinosaurs

The reader is first introduced to Kon as he discovers a dinosaur footprint.

*'Three-pronged, like a bird claw, only much, much bigger.'* (Page 1)

At the end of the book, a famous dinosaur expert comes to speak at the bookshop, and discusses how he first became interested in the topic:

*'Interestingly, it was through finding a much smaller fossil when he was young and living in Canada.'* (Page 239)

**DISCUSS:** Why do you think so many dinosaur experts started to become interested as young children? What makes dinosaurs fascinating?

**RESEARCH:** Find out about a famous paleontologist who made discoveries in the UK, such as William Buckland, Daisy Morris (2009), Philip Hadland, or Mary Anning.

**ACTIVITY:** Create a poster about your dinosaur hunter. What did they find and where? Try to map how far it is from their discovery to Dungeness.

*'That's what makes science so fascinating. There is always something more to discover...'* (Page 240-241)



**ACTIVITY:** Read this article to find out where you might be able to find fossils or footsteps yourself.

<https://www.nationalgeographic.co.uk/travel/2020/12/where-to-see-dinosaur-footsteps-and-hunt-for-fossils-in-the-uk>

**DISCUSS:** What is the impact of studying dinosaurs? What can discoveries about them tell us about the wider world?

### Dragons and Dinosaurs

*'I clambered back on to the ledge, emerging into the real world from a secret, mythical land, full of wonder and possibility.'* (Page 3)

*'I remembered the curled claw that I'd stroked outside the cave in a world so different to our own, but at the same time so very similar.'* (Page 241)

In the book, there is a hint of connection between the dragon in the legend, and the dinosaur footprint in the sand. But dragons only exist in stories and legends, whereas dinosaurs did exist.

**ACTIVITY:** Draw a Venn diagram to show overlapping features between the two, but also to highlight differences. You could use a real species of dinosaur and the dragon from this story as your examples.

### Timeslip (going back in history)

*'Her blue flowery dress had gone. Instead, she was wearing what appeared to be a brown sack with long sleeves, and a white apron over the top.'* (Page 79)

**DISCUSS:** When Kon and Maya go back in time into the legend, how does the author show the differences between then and now?

Read the opening to Chapter 9 starting on page 95.

**DISCUSS:** What does Kon see from his window? How is his room different to present day?

**ACTIVITY:** Write a list of comparisons between eight hundred years ago and today. You may wish to divide your list





into themes, such as transport, technology, food, clothes, home etc.

**DISCUSS:** How does the author keep Kon and Maya's personalities the same, despite the changes in time?

*'And we've been put here to solve the problem of the dragon.'* (Page 110)

**DISCUSS:** If you could time travel, which world problem do you think you would go back and solve? Would it need modern technology or knowledge you have from present day?

**ACTIVITY:** Write a story exploring the idea.

*'The pages were leathery, and the text looked as if it had been written by hand with one of those posh calligraphy pens.'* (Page 85)

**DISCUSS:** Kon and Maya travel back to the 13th century, before the printing press was invented. What was the 'printing press', and what difference did it make to books and readers?

*'He arrived on the same day from the monastery scriptorium. He's helping me copy out all the books.'* (Page 84)

Read pages 100-104 in which the process of scribing is described.

**ACTIVITY:** Research the role of scribes 800 years ago. Find out about medieval illuminated manuscripts. What skills did a scribe need, and who were the scribes?

**ACTIVITY:** Create your own illuminated manuscript. This link may help

<https://www.getty.edu/art/exhibitions/scriptorium/>

**ACTIVITY:** You may wish to make your own quill pen. The following links may help

<https://www.dailysparkle.co.uk/wp-content/uploads/2019/07/Making-a-quill-pen-creativity.pdf>

<https://www.historyinteractive.co.uk/What%20is%20History%20Sample%204.pdf>

*'As we left the bakery, a trumpet call sounded.*

*'It's on the hour every hour,' said Maya. 'It's a good way of telling the time without a phone or a watch.'* (Page 113)



**DISCUSS:** What are other ways of telling the time without modern technology?

**ACTIVITY:** Make a sundial. This webpage might help. [https://www.bbc.co.uk/norfolk/kids/summer\\_activities/make\\_sundial.shtml](https://www.bbc.co.uk/norfolk/kids/summer_activities/make_sundial.shtml)

*'Have you heard the latest about what's been happening?'* (Page 89)

**DISCUSS:** Without 24-hour news channels or social media, how did people communicate about news events? Do you think there was more fake news and gossip than now?

**ACTIVITY:** Research the ways in which medieval townspeople shared information such as the news, etc. Create a town proclamation on behalf of the king to explain to the townspeople what is happening with the dragon in Krakow. What would you say to stop people running away, to calm them?

## Grief

*'I stopped speaking the day after Dad died.'* (Page 10)

**DISCUSS:** Why do you think Kon stops speaking as part of his grieving process?

*'And suddenly I had such a longing to hear Dad's voice for real and not just in my head that I did something I hadn't done before. I switched on his old tablet and found the audio files of bedtime stories he'd recorded for me when I was much younger.'* (Page 19)

**DISCUSS:** How might this be helpful to Kon in his grief?

**ACTIVITY:** Make your own recording of a story, or ask a family member.

*'Everything in nature leaves a little bit of itself behind. It rubs off – quite literally – on the world around it, which means that it's never really gone.'* (Page 35)

**ACTIVITY:** Make a scrapbook of photos, memories or facts about someone or even a pet that you have lost. This is a



lovely way to keep alive the memory of that person or pet.

*'What if I never felt better?'* (Page 26)

*'My avó read to me when I was small and she was the queen of stories. Or maybe a sorceress, because she would magic up exactly what I wanted to hear. She died when I was five. I loved her very much and I still think of her.'* (Page 52)

*'She didn't say, 'I'm sorry,' or, 'How awful,' or any of the things that I'd heard so many times and made me never want to say anything to anyone ever again.'* (Page 70)

Read pages 59-60: the scene with Mrs Higg's.

**Discuss:** Is there a right way to behave after someone has experienced a terrible loss? Does everyone react the same way? What might be a helpful way to react?

*'She reminded me so much of my avó. Of what she might look like now, I mean.'* (Page 109)

*'The breath stopped in my throat. But I'm not sure why it did, because on some level, I'd always known. I'd recognised his eyes the moment that I'd seen this version of him, in this strange, medieval town.'* (Page 216)

When Maya and Kon time travel, they meet characters in Peter and Galatea who remind them of their deceased loved ones.

**Discuss:** Why has the author done this? How does it help them to overcome their grief?

*'Suddenly, in a burst of memory so powerful that I could feel him there next to me,'* (Page 44)

*'A memory came to me.'* (Page 192)

*'It was then that the memory returned unexpectedly.'* (Page 216)

*'I think people leave parts of themselves behind in the things and people they love.'* (Page 225)

Re-read Kon's memories starting on pages 44, 192 and 216.

**Discuss:** Why does the author bring these flashbacks into the story? What is the purpose of memory? How can they be helpful?



**ACTIVITY:** Write a memory of a particular time with your family or loved ones as a story or diary entry.

*'I remained drifting quietly through my dark universe.'* (Page 10-11)

*'It's where the light shines through into the dark.'* (Page 188)

*'I let the light moments bleed into the dark ones.'* (Page 228)

*'He wanted to show us that the constellations are something that we all have in common. It was enjoyed by so many who came before us, and people living centuries into the future will also gaze at its splendour.'* (Page 192).

Look at this passage in which Galatea takes Maya and Kon to the Basilica.

**DISCUSS:** Why does Jozefkowicz use the metaphor of darkness and light, and the stars in the night across the book? What does the theme of light represent?

**ACTIVITY:** Which other metaphors could you use to describe feelings of loss or despair but also hope? Make a list and compare with a friend.

If you find any of the 'grief' section of the book difficult, you may wish to contact the charity Grief Encounter. Ask your teacher or someone you trust to help you.

## Conservation

Maya takes Kon to see the great crested newt.

*'It was silvery grey with a line of black spikes along its back, like a mini Stegosaurus, a big wide flat tail, which swooshed from side to side, and blotchy skin.'* (Page 47)

It is a protected species in the UK.

**DISCUSS:** What does this mean? What are the different types of categories given to wildlife? Why is it important to protect these creatures?

**ACTIVITY:** Create a spotter's guide to protected species found along England's coastlines.



## Teaching Resources

*'Yeah, my dad's come to study the bee population.'* (Page 53)

**DISCUSS:** What do you know about the bee population in the UK?

**ACTIVITY:** Research bees. Are they endangered in any way? Why are bees so important to the ecosystem? Create a leaflet persuading people to look after bees. What can people do to protect bees, and what impact can bees make on the environment?

*'In Iceland they were studying bowhead whales, and in Japan, a species of fruit bat.'* (Page 53)

Maya's parents are conservationists.

**ACTIVITY:** Look up the job of a conservationist. Write a day in the life of a conservationist, either as a newspaper interview or as a first person diary entry.

**ACTIVITY:** What other species in the world are at risk of extinction? Choose one species and create a poster about it. What can be done to save it from extinction?

## Communication

### Muteness

*'I wanted to, but the words that were on the tip of my tongue somehow sounded wrong. And the longer I was silent, the more impossible it seemed for me to speak.'* (Page 20)

Kon stops speaking after his father's death.

**DISCUSS:** How would you feel if you were Kon's friend?

**ACTIVITY:** Write a diary entry as if you are Jomar. Do you have understanding for Kon's situation? Do you have strategies for trying to help Kon?

*'Jomar talked, and I listened.'* (Page 21)

**ACTIVITY:** How good a listener are you? Take a partner and let them speak to you about something for a full minute



or two. Time them. Then, try and repeat back to them what they told you. Did you remember everything? How well did you understand any emotion behind what they were saying?

*'I liked how she spoke so precisely, as if every word mattered.'* (Page 34)

*'Words threatened to escape. But I didn't stop them, because I felt that I didn't have to.'* (Page 48)

**DISCUSS:** What makes Kon want to speak again? What does Kon mean by 'she spoke so precisely,'? Why is this a good thing? What does he mean by the phrase 'I didn't have to'?

*'unlike with Mum, it wasn't a big deal.'* (Page 48)

*'Words jostled excitedly inside me, awaiting their turn.'* (Page 48)

**DISCUSS:** Why does Kon find it easier to talk with Maya than with his Mum?

**ACTIVITY:** When is it exciting to talk? Think about a time when you couldn't wait to tell somebody something – perhaps it was a discovery, something that happened to you. Who did you speak to? Write a dialogue or play scene of this moment. Is the other person a good listener? What are their reactions to your story?

*'For the first time in ages, I wanted to speak.'* (Page 48)

*'Words erupted.'* (Page 62)

Compare the scene in which Kon first talks to Maya, with his explosion at the shoe shop.

**DISCUSS:** What causes Kon to want to speak?

**ACTIVITY:** Write a comparison of the two scenes. Think about how the author sets the scene, the characters involved, the emotions invoked. Which scene do you prefer? Why?

*'He needed his voice to reconnect with those who love him.'* (Page 215)

**DISCUSS:** Peter is talking about Yellow Eye, but how does it relate to Kon?



## General Communication

*'In this new blurry universe, Mum and I were like a couple of planets whose inhabitants were too far away to hear one another and had given up sending satellite signals.'* (Page 8)

*'Mum, who was light years away back home and with whom I didn't really share a common language.'* (Page 172)

**DISCUSS:** What does Kon mean by these phrases?

**ACTIVITY:** Sometimes it's hard to express our feelings. Imagine you are Kon and draw a series of emojis that sum up how you feel in the first chapter. Using those emotions, write a letter to Kon's Mum explaining how he feels.

**ACTIVITY:** There are many tools we have for communicating in today's world, from messages to video calls to in-person conversations. Stage a debate between two sides of the class. One side should argue that technological changes have increased our ability to communicate effectively. The other should argue against. What do you think? How do you communicate your emotions most effectively?

When Kon and Maya go back in time, Kon not only finds his voice, but manages to communicate with the dragon:

*'I dared myself to stare into his face and I saw that he was listening.'* (Page 165)

Now read pages 164-166 again.

**DISCUSS:** How does Kon overcome his fear and use his voice to deter the dragon?

*'Maybe there's more to him than we think?'* whispered Maya. (Page 167)

**DISCUSS:** What does Maya mean by this?

*'You said yourself that Yellow Eye was trying to communicate with you.'* (Page 180)

**DISCUSS:** Why is it important to be able to communicate with someone, especially if you feel they don't understand you? How important is communication in the story of the legend?



**ACTIVITY:** Practise good communication by playing the object game. One person is blindfolded, the other has to describe an object to them without naming it. How quickly can they guess what it is?

Now play an obstacle game, in which your partner is blindfolded and you have to explain to them how to navigate obstacles across the classroom without touching anything. How effectively have you communicated the path?

**ACTIVITY:** Put words to the scene between Kon and the dragon in the forest. In silent films, the actors would mime what was happening and then words would appear in slides in between the action. You may wish to do this for this scene.

**DISCUSS:** Are we better or worse at using silent communication nowadays? See also below 'non-verbal communication'.

*'It's not a language, not in the way that you understand. It's gestures and sounds. It's about tuning into one another's emotions.'* (Page 193-194)

**DISCUSS:** Why is Kon in a good position to communicate with the dragon? Why does Galatea believe that communicating with the dragon will solve the town's problem? When else do we use communication to solve problems?

*'He wants to communicate with those around him but he can't. He's a lonely creature in a strange land, trying to stay alive. He doesn't fit in here. There's not enough food and everyone's frightened of him. It makes him frightened too. He just wants someone to understand him, and to console him.'* (Page 202)

**DISCUSS:** How is this description of Yellow Eye like a description of a person? What sort of person could it describe?

## Listening

*'The wind swooped through this barren landscape, like a looter swiping the spoils from a deserted battleground.'* (Page 4)

**DISCUSS:** Make a list of all the sounds that Kon hears on the beach in the first chapter.

**ACTIVITY:** Now think about the soundscape of your playground or outdoors space. (This could be a garden or park). What sounds can you hear? Which are natural, and which industrial?





# The Dragon in the Bookshop

Ewa Jozefkiewicz

## Teaching Resources

*'You must promise to be very quiet so you don't scare him,' she said (Page 46)*

*'I was scared to move a muscle, in case I broke the spell.'* (Page 47)

**DISCUSS:** When is it good to be quiet? Can you think of other circumstances in which being silent is a good thing?

**ACTIVITY:** Play a game of 'sleeping lions'. Who can be quiet and still for the longest time? Time yourselves. Is it hard to stay still?

## Non-verbal communication

*'I could have hugged her. She was reading my thoughts.'* (Page 46)

Even without speaking, Kon seems able to communicate effectively with Maya.

**DISCUSS:** What are some of the ways we communicate non-verbally?

**ACTIVITY:** Have a conversation with a partner without using words. How can you express yourself?

Play 'Change the Leader'. The whole class stands in a circle, and one person leaves the room. The circle decides who should be the leader. This person will lead non-verbal communication, such as starting everyone clapping their hands or patting their heads. The person from outside the room has to guess who is leading the motions, by reading the room with their eyes.

*'He would have been happy to see you meet someone you can share all the things you love with.'*

*And because of the way she said it, I could read between the words and knew exactly what she meant.'* (Page 225-226)

**DISCUSS:** What does Kon mean by this? What does 'reading between the words' mean? How does this form part of our understanding of non-verbal communication?

## Emotions

*'I felt completely differently on the beach. Calmer and more myself.'* (Page 58)



**DISCUSS:** It is often said that nature has a calming effect. Where do you feel most calm or 'more yourself'?

**ACTIVITY:** Write a description of this calming place. Remember to use all the senses in your physical description.

*'It's so good to hear your voice, even if you are angry.'* (Page 63)

*'My voice echoed around the circular walls, bouncing back like a raging storm.'* (Page 189-190)

*'I could feel the last glowing ball of anger pulsating in the pit of my stomach, like the words that had been desperate to spill when I'd met Maya.'* (Page 198)

**DISCUSS:** What makes Kon angry? How does Kon express his anger in these two scenes in Chapter 6 and Chapter 15? Which other emotions is Kon feeling as well as his anger? What do you think Kon could have done differently in these scenes?

**ACTIVITY:** Write a list of positive and negative emotions. Can any emotion be both positive and negative?

**DISCUSS:** Is anger difficult to control?

**ACTIVITY:** Think about a situation in which you were angry but failed to control your anger. What were the consequences of this? Write how you might have handled the situation differently.

*'He was soaking up my anger with every pore of his being.'* (Page 197)

Kon's anger is replied with the dragon's anger.

**DISCUSS:** Do we often mimic each other's emotions? Are smiles contagious? Is anger? Are yawns? Think about when you might mirror body language or words when communicating with someone?

Re-read Kon's nighttime adventure starting at Chapter 11 on page 123.

**DISCUSS:** How does the author draw a picture of the scene at the dragon's cave. Which emotions does Kon feel? Is he brave or silly? How does the piece make you feel? How does the author convey this?

**ACTIVITY:** Draw a comic strip of the scene. Which details are you including? How will you portray how Kon overcomes his fears?

**DISCUSS:** Do emotions make stories more compelling?



## Teaching Resources

*'Maya's voice was pure and carefree, like the wind.'* (Page 199)

*'The song sent me on a journey of different emotions, from anger through sadness, all the way to hope, and even joy.'* (Page 206)

**DISCUSS:** Which emotions does the song conjure?

Kon describes this as a journey of different emotions.

**ACTIVITY:** Draw a line graph of emotions. Which fit where on your scale? How does the scale work – from happy to sad/positive to negative? How many can you list?

**DISCUSS:** What is the power of music or song? Do you have a song that can make you feel a certain emotion?

**ACTIVITY:** Listen to the song while you create a piece of artwork or poem. Channel those emotions from the song into your piece of artwork or poem.

## Books and Stories

*'In books I'd travelled all over the globe and into the past and the future too. For intrepid explorers, books are stepping stones to so many places, and growing up, A Likely Story was where I made my discoveries.'* (Page 53)

**DISCUSS:** What does Kon mean by this?

On page 15, Kon describes playing the game, 'Digging for Books'

**ACTIVITY:** Can you describe *The Dragon in the Bookshop* in three words? Now try with others you have read. Is this a good way to recommend books to peers?

*'I believe that for every reader there is a character in a book somewhere that matches them almost exactly. It's just a case of finding them.'* (Page 28)

**DISCUSS:** Do you agree? Have you read a book in which there is a character just like you? Are there elements of Kon that are like you? Who is your favourite book character and why?

*'The last thing we want is for the beast to destroy our books. Where would we be without them? Can you imagine*



## Teaching Resources

*a world without myths? Without stories? Nothing to pass on to the people who come after us?' (Page 91)*

*'Peter had told them that these books were precious and that they needed to survive for future generations.' (Page 183)*

**DISCUSS:** Why are books important? Why is the continuation of stories through generations important? What is the power of stories to change people?

**ACTIVITY:** Ask the oldest member of your family for a story that they would like to be passed down to future generations. Record them telling it, or write it down. Does it hold a particular meaning for you? How is it precious and important?

*'Isn't it incredible how books can be portals into different worlds?' (Page 112)*

*'You happened to find a story hole. They're the best kind. I've been looking for them all my life,' (Page 188-189)*

**DISCUSS:** What is a portal? What is a story hole?

**ACTIVITY:** Write your own story that includes a portal to a different world.

## Happy Endings

*'But I realised now that appearances could be deceiving.' (Page 212)*

*'He deserved to be understood, in the way that every one of us deserves to be listened to and appreciated.' (Page 212)*

**DISCUSS:** Why does Kon say that 'appearances could be deceiving'? What does the king mean saying the dragon deserved to be understood?

**ACTIVITY:** Write a list of lessons Kon has learned during the course of the novel.

**DISCUSS:** Are you happy with the novel's ending?

**ACTIVITY:** Write an alternate ending.



# The Dragon in the Bookshop

Ewa Jozefkowicz

## Teaching Resources

### Further Reading

- Girl 38: Finding a Friend* by Ewa Jozefkowicz
- The Cooking Club Detectives* by Ewa Jozefkowicz
- The Dragon in the Library* by Louie Stowell
- The Reluctant Dragon* by Kenneth Grahame
- The Dragon with a Chocolate Heart* by Stephanie Burgis
- Dragon Mountain* by Katie and Kevin Tsang
- Pages and Co: Tilly and the Bookwanderers* by Anna James
- Marguerite Makes a Book* by Bruce Robertson
- The Land of Roar* by Jenny McLachlan

Readers' notes created by Clare Zinkin

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