

Welcome from Cressida Cowell



Howdeedoodeethere!

I've always loved how books are able to open up children to fresh ideas and reinforce their understanding of the world. So I was delighted when my publisher, Hodder Children's Books, asked me to take part in a new initiative, supported by the National Literacy Trust, to create a teaching resource for schools, based around some of the books I've written.

The following pages introduce a teaching pack drawing upon the world of my *How to Train Your Dragon* series, designed to help explore key elements of the core education curriculum in a fun and interesting way.

The pack takes as its starting point the Viking period in which my books are set, with information and activities touching upon history, geography, creative writing, languages and citizenship. It is designed to be cross-curricular, and suitable for teaching children ages 5-11. There is also a section looking at the process of turning the first of the *How to Train Your Dragon* books into a Hollywood film by DreamWorks Animation.

We hope that you will find the material helpful and if you do use it we would love to have your feedback both in what use you made of the material or how you adapted it to your pupils' needs. We would also love to hear any suggestions on how we could improve or develop the pack further. Please send any feedback to httyd@hachettechildrensdigital.co.uk

Xcellent Dreamtroos,

(Best wishes in Dragonese)

A handwritten signature in black ink that reads 'Cressida Cowell'.

Cressida Cowell

CRESSIDA COWELL

www.howtotrainyourdragonbooks.com

About Cressida

Cressida grew up in London and on a small, uninhabited island off the west coast of Scotland. The island had no roads, houses or electricity.



For the first four years, the family would be dropped off like castaways on the island by a local boatman and picked up again two weeks later. Imagine being like Robinson Crusoe and having a whole island to yourself to explore...

By the time Cressida was eight, the family had built a small stone house on the island, so they no longer had to camp out in tents, which made life much drier. Her father got a boat, so they could fish for enough food to feed the family for the whole summer.



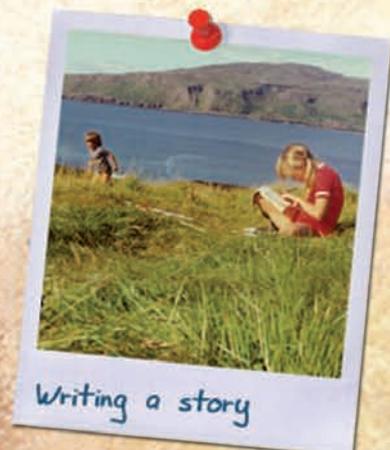
Cressida spent her time writing stories, fishing for things to eat, and exploring the island looking for these dragons.

These childhood experiences (quite apart from her fluency in Old Norse, of course), made her delighted to be approached to translate the Hiccup memoirs.



Every year, Cressida spent the long summer holiday, and some of the spring, on the island. The house was lit by candle-light, and there was no electricity, telephone or television, so Cressida and the family lived like people in the olden days.

In the evening, Cressida's father told the children old Scottish tales about the people who lived on the surrounding islands, who were always fighting and tricking each other, and about dragons living in caves in the cliffs.



After school, Cressida obtained a BA in English Literature from Oxford University, a BA in Graphic Design from St Martin's and an MA in Narrative Illustration from Brighton.

Cressida wrote and illustrated her first picture book, *Little Bo Peep's Library Book* for Hodder Children's Books in 1998. She loves to write picture books and her *Emily Brown* series, illustrated by Neal Layton, was winner of the 5 and Under category of the Nestlé Children's Book Prize 2006.



Her first novel for eight to twelve year olds, *How to Train Your Dragon*, was published to popular and critical acclaim in 2003.

'The next big thing in children's literature' wrote the *Independent on Sunday*.

'Irresistibly funny, exciting and endearing,' said *The Times*.

How to Train Your Dragon has now been published in over thirty languages and was turned into a 3D animated film by DreamWorks. There is a sequel planned for 2014.



There are nine books in the *How To Train Your Dragon* series:

- How to Train Your Dragon*
- How to Be a Pirate*
- How to Speak Dragonese*
- How to Cheat a Dragon's Curse*
- How to Twist a Dragon's Tale*
- A Hero's Guide to Deadly Dragons*
- How to Ride a Dragon's Storm*
- How to Break a Dragon's Heart*

Cressida finds illustrating her own work satisfying; however, she also loves writing books for other people to illustrate, as the end result can be unexpected and inspiring.

Cressida is married to Simon Cowell (who is not THAT Simon Cowell, but a quite different Simon Cowell). They live in London with their three children, Maisie, Clementine and Alexander.

Cressida's new book *How to Steal a Dragon's Sword* is published in October 2011.



www.howtotrainyourdragonbooks.com

Cressida Cowell Bibliography



How to Train Your Dragon Books

Here's a list of all of the books in the *How to Train Your Dragon* series. You might want to read some of the books with your class ahead of Dragonese Day. You don't **HAVE** to read the Hiccup books in order. But if you want to, this is the right order:

- How to Train Your Dragon (978 0 340 99907 3)
- How to Be a Pirate (978 0 340 99908 0)
- How to Speak Dragonese (978 0 340 99909 7)
- How to Cheat a Dragon's Curse (978 0 340 99910 3)
- How to Twist a Dragon's Tale (978 0 340 99913 4)
- A Hero's guide to Deadly Dragons (978 0 340 99911 0)
- How to Ride a Dragon's Storm (978 0 340 99912 7)
- How to Break a Dragon's Heart (978 0 340 99692 8)
- How to Steal a Dragon's Sword (978 1 444 90094 1)

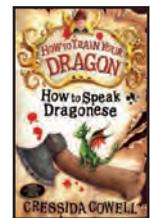


There are also laugh-out-loud funny audio versions of the books available, read by David Tennant.

- How to Train Your Dragon (978 1 840 32969 8)
- How to Be a Pirate (978 1 840 32968 1)
- How to Speak Dragonese (978 1 840 32975 9)
- How to Cheat a Dragon's Curse (978 1 844 56260 2)
- How to Twist a Dragon's Tale (978 1 844 56287 9)
- A Hero's guide to Deadly Dragons (978 1 844 56980 9)
- How to Ride a Dragon's Storm (978 1 84456 981 6)
- How to Break a Dragon's Heart (978 1 84456 982 3)

Cressida has also written some very lovely picture books which are perfect for younger fans.

- Hiccup the Viking who was Seasick (978 0 340 96999 1)
- Little Bo Peep's Troublesome Sheep (978 0 340 91820 3)
- That Rabbit Belongs to Emily Brown (978 1 843 62453 0)
- Emily Brown and the Thing (978 1 846 16694 5)
- Emily Brown and the Elephant Emergency (978 1 4083 0203 3)
- Cheer up your Teddy Bear, Emily Brown (978 1 4083 0848 6)



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Pack Contents



The material in this pack is designed for cross curricular teaching for children between the ages of 5 and 11 in line with Key Stage 1 and 2 objectives.

Introduction

This section includes useful resources on running a Dragonese Day. It includes a poster to advertise the day, a biography on Cressida Cowell, a full bibliography, an opportunity to **WIN** a school event with Cressida and fundraising tips and a sponsorship form to help your Dragonese Day raise money for the National Literacy Trust.

Section 1: Vikings in History

(History, Geography, Literacy & Art)

Historical information and the characters, descriptions and excerpts from the *How to Train Your Dragon* books are used to bring the Viking Age to life and fire children's imaginations. Material is designed to support chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation and enquiry.

Section 2: Dragons: Myths or Real?

(History, Literacy & Art, Speaking & Listening)

Legends and myths play key parts in Viking culture, just as they do for a great many different civilisations through the ages. Focussing on dragons, this section introduces children to how belief and culture differs across countries and regions and between the present and the past.

Section 3: How to Speak Dragonese

(Literacy & Art, Languages, Speaking & Listening)

This section introduces children to other languages and the importance of learning how to communicate and understand each other despite language barriers.

Section 4: Being True to Yourself

(Literacy & Art, Speaking & Listening, Citizenship)

Drawing upon Cressida's book, the material is designed to explore different types of relationships and ways of behaving. It covers the importance of developing confidence and responsibility, recognising and making the most of one's abilities, how good relationships are developed and the need to respect the differences between people.

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Pack Contents



Section 5: Reading Race

(Literacy & Art, Speaking & Listening)

Cressida is passionate about getting children reading. The Reading Race encourages children to read and record their favourite books.

Section 6: Story Maps

(Literacy, Geography, Storywriting)

Cressida details an imaginary Viking world with islands and mountains in maps. Material is designed to stimulate thinking about different cultures and how different places are linked to other places in the world and how these are represented through maps and how story planning can be structured through the introduction of a map.

Section 7: Book to film

(Literacy & Film)

Films based on books vary in how closely they follow the original book. In this section children will focus on how films are taken from page to screen, similarities and differences with a view to helping children appreciate the tools used by authors and filmmakers to communicate with their audiences.

Section 8: Test Your Knowledge

(Literacy, Speaking & Listening)

Consolidating all of the topics covered in previous sections; this fun quiz contains weird and wonderful facts about the Vikings, alongside questions about the *How to Train Your Dragon* books and Cressida Cowell to entertain and inform.

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Win a school event with Cressida Cowell!



WIN!

To celebrate Dragonese Day we're offering one lucky school the chance to win a school event with Cressida Cowell!

Cressida will do an event for your whole school and teach everyone how to speak Dragonese! There will be an opportunity for children to ask lots of questions and get signed copies of *How to Train Your Dragon*.

Ten runners-up will receive a full set of signed *How to Train Your Dragon* books for their school library.

All you have to do to enter is to send in photos and tell us how you celebrated Dragonese Day in your school!

The best photos will be displayed on www.howtotrainyourdragonbooks.com/dragonese-day for all to see!

Entries will be judged by a panel of judges including Cressida. The winner will be the entry that in the opinion of the judges, demonstrates the fun of Dragonese Day.

Email your pictures and details of your event to httyd@hachettechildrensdigital.co.uk

Closing Date: 31 December 2011

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How to run a Dragonese Day



All about Dragonese Day

Dragonese Day is on **6th October 2011** and is the perfect occasion to teach your pupils about Vikings, to speak Dragonese (a mythical language once used to communicate with dragons) and to read the brilliant and funny *How to Train Your Dragon* books by Cressida Cowell.

In the *How to Train Your Dragon* series we meet Hiccup Horrendous Haddock III who was an awesome sword-fighter, a dragon-whisperer and the greatest Viking Hero who ever lived. But it wasn't always like that. The books go back to a time when Hiccup had to learn how to be a Hero. Can Hiccup pass the Dragon Initiation Programme with a toothless Dragon AND fight the Seadragonus Giganticus Maximus before it gobbles up every Viking on Berk... ?

How to run a Dragonese Day

1. Decide when you are going to hold your Dragonese Day. It doesn't have to be on the 6th October.
2. Print the Dragonese Day poster contained in this pack and put it up in the school library and in classrooms.
3. Dragonese Day will be even more fun if children and teachers come dressed up! We suggest that children come to school dressed-up as Vikings or Dragons, but it's completely up to you! Cressida is a big supporter of the **National Literacy Trust's 'Reading for Life'** campaign. If you would like to use Dragonese Day to raise some money for this worthwhile cause then why not charge children a small fee to come to school in fancy dress? You can return the sponsorship money to the **National Literacy Trust** using the sponsorship form enclosed.

You can find out more about the National Literacy Trust and their Reading for Life campaign at www.readingforlife.org.uk

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Fancy Dress Ideas



Dragonese Fancy Dress

Coming into school in fancy dress is a fun way of raising some money as part of Dragonese Day! You can make your costumes as complicated or as simple as you like. Here are a couple of easy fancy dress ideas to get you started...

Viking Boy

An easy Viking Boy costume can be made by wearing a knee-length white T-shirt, over a pair of brown trousers. You can also add a sword and a piece of brown material tied around your neck to look truly fearsome! You can make the sword from cardboard and then decorate it.



Viking Girl

A simple and effective Viking Girl costume can be made by wearing a knee-length brown dress or a brown T-shirt over a pair of black leggings and by adding a white apron. You can also tie a piece of thick rope around your waist and add a brown shawl tied around your neck as a cape to look really authentic!

Viking Warrior

Become a brave Viking Warrior by wearing a brown T-shirt over a pair of brown trousers. You can also add a brown waistcoat on top of your T-shirt and a wide belt! You'll also need to add a horned helmet and an axe to really look like a Viking. You can make these yourself from cardboard and decorate them.



Fire-Breathing Dragon

You too can look like a fire-breathing dragon by wearing a green T-shirt and matching trousers. Make a scary dragon's tail by taking a big green sock and filling it with scrunched up paper. Cut up an egg box, paint the sections green and stick on the sock to give your tail some scales! Attach a ribbon to the top of the sock and tie it around your waist.

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The National Literacy Trust



The National Literacy Trust is an independent charity that transforms lives through literacy by supporting those who struggle with literacy and the people who work with them. One person in six in the UK struggles to read and write. Poor skills compromise health, confidence, happiness and employability.

The National Literacy Trust believes that literacy transforms lives, and that with better literacy, everyone can succeed in life. Society will only be fair when everyone can communicate as well as they need. With better literacy skills a greater number of people will have the opportunity to contribute more to society

Delivering Projects

The National Literacy Trust supports those trying to improve their literacy through projects, networks and communities across the UK. They also run projects and promotions in schools, libraries and football clubs across the country, working in partnership with schools, early years and local areas in order to ensure that literacy support is available to all who need it. Their networks provide advice and resources to teachers, librarians, early years settings and other literacy professionals, in order to support the literacy skills of children, young people and adults.

The Reading for Life campaign uses carefully targeted communication to encourage people from disadvantaged communities to take part in reading and literacy activities, working in partnerships with leading consumer brands in order to reach the audience.

Any money you raise as part of Dragonese Day will go directly towards supporting and funding the great work of the National Literacy Trust and ensuring that their work can continue.

Find out more about the work of the National Literacy Trust at
www.literacytrust.org.uk

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Dragonese Day Sponsorship Form



Sponsorship Form

Name & Address (full contact details) _____

Sponsored activity _____ Date and venue _____

Please sponsor me so that I can help the National Literacy Trust to change lives through literacy.

* We, who have given our names and addresses below, and who have ticked the box entitled Gift Aid, want National Literacy Trust to reclaim tax on the donation detailed below, given on the date shown. We understand that each of us must pay income tax or capital gains tax equal to the tax reclaimed by National Literacy Trust on the donation.

giftaid it

**If you do not wish to receive information about the work of the National Literacy Trust then please tick 'No mail' column.

Title & full name	Home address (house number/name plus postcode required for Gift Aid)	Postcode	Amount pledged	Amount given	* Gift aid	Date given	** No mail
Total donations				£			

Official use only:
Date received
Total Gift Aid Donations

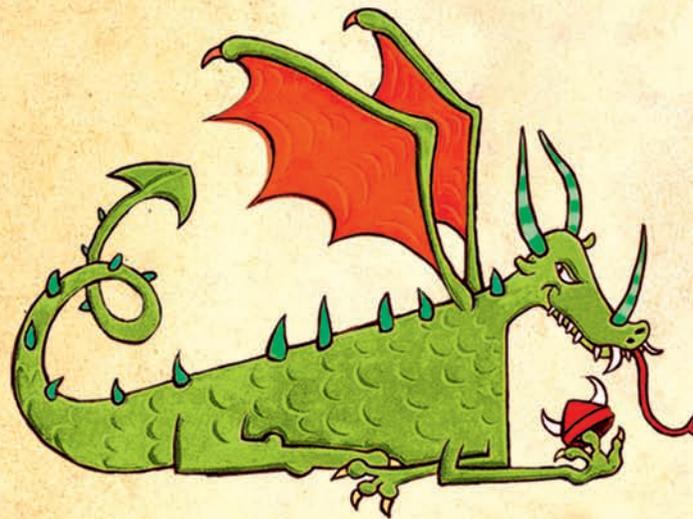
Tax reclaimable

Huzzah!



.....
has learnt to speak Dragonese!

Date



www.howtotrainyourdragonbooks.com



Viking Books



KS1/KS2 Viking Books

Here's a selection of some great KS1/KS2 Viking books that you might find helpful in the classroom when discussing the Vikings:

Everyday History: Life in Viking Times (978 0 7496 9612 2) £7.99

Craft Topics: The Vikings (97 80 7496 7830 2) £5.99

The Vikings in Britain (978 0 7496 9234 6) £12.99

All About Ancient People: The Vikings (978 0 7496 8650 5) £12.99

Viking Life: Clothes (978 0 7502 6384 9) £12.99

Viking Life: Homes (978 0 7502 6383 2) £12.99

Viking Life: Invasion and Settlement (978 0 7502 6385 6) £12.99

The Gruesome Truth About Vikings (978 0 7502 6132 6) £12.99

History From Objects: The Vikings (978 0 7502 6130 2) £12.99

Starting History: The Vikings (978 0 7496 9655 9) £7.99

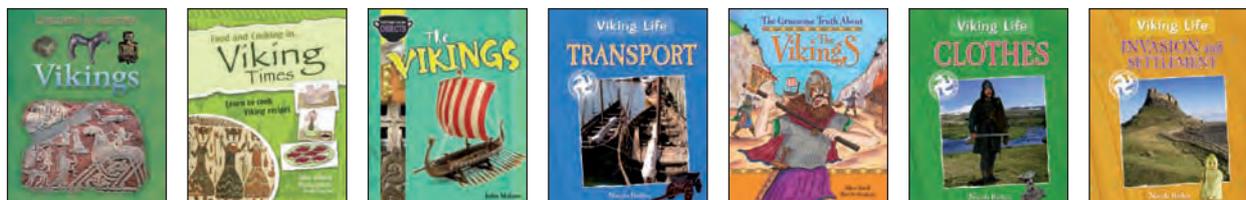
Tracking Down: The Vikings in Britain (978 0 7496 7830 2) £5.99

Children in History: Vikings (978 1 4451 0612 0) £12.99

Who Were the Vikings? (Usborne Starting Point History) (978 0 7460 5258 7) £4.99

The Vicious Vikings (Horrible Histories) (978 0 4399 4406 9) £5.99

100 Facts on Vikings (978 1 8423 6963 0) £5.99



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www.howtoetrainyourdragonbooks.com

Web Material



Websites

The following websites offer an abundance of resources and can be used to supplement the resources included in this pack. These websites could be used in conjunction with an ICT lesson.

www.bbc.co.uk/history/ancient/vikings

www.bbc.co.uk/schools/primaryhistory/vikings

www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab86

www.hurstwic.org

www.jorvik-viking-centre.co.uk

www.suttonhoo.org

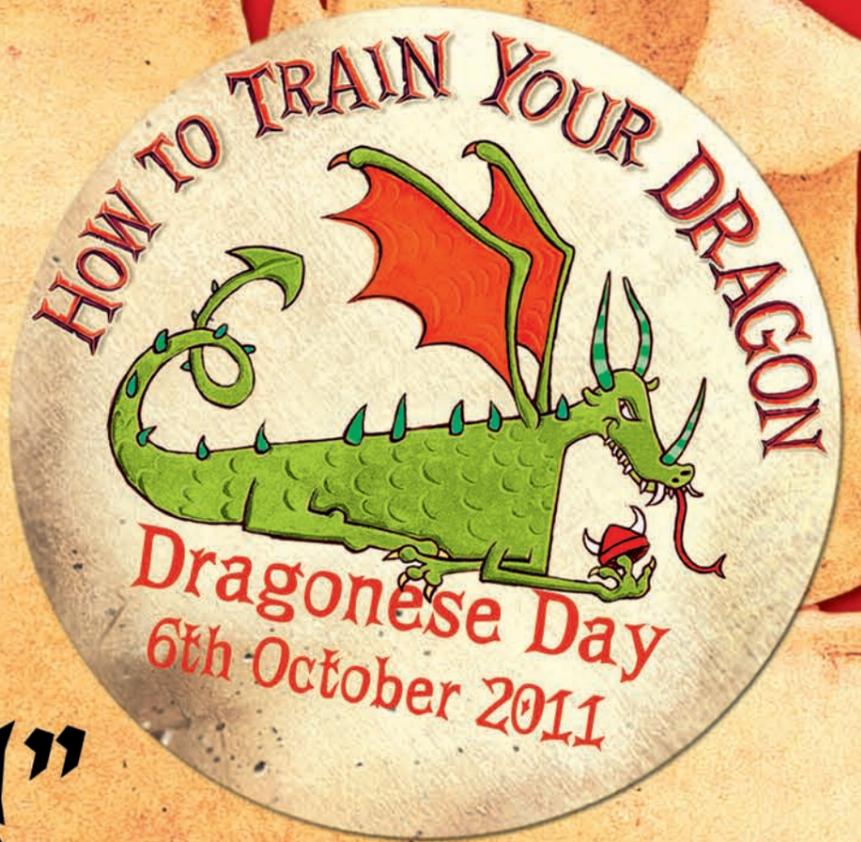
www.cressidacowell.co.uk

www.howtotrainyourdragonbooks.com

Websites correct at time of print. We can accept no responsibility for the content on external sites.

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www.howtotrainyourdragonbooks.com



“How dee
doodee there!”

Dragonese Day



Can you Speak
Dragonese?

Where:

When:

www.howtotrainyourdragonbooks.com
www.hodderchildrens.co.uk



Section 1: Vikings in History



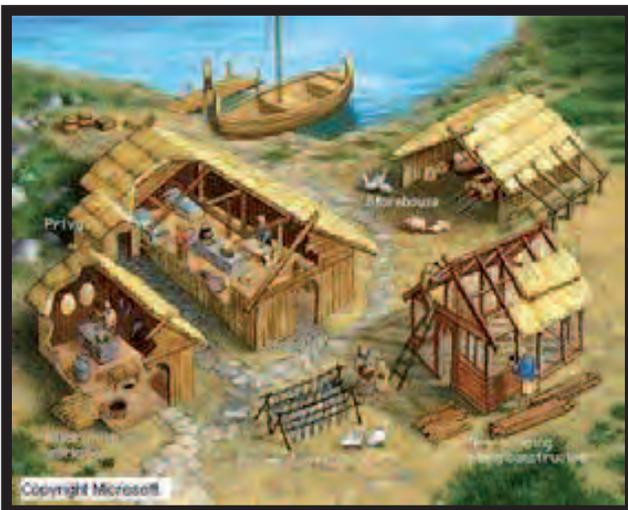
Who were the Vikings?



Explorers?



Invaders?



Settlers?



Craftsmen?

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Section 1: Vikings in History



Objectives

Cressida Cowell's *How to Train Your Dragon* books are really 'fantasy' books pretending to be 'history' books. However, even though some of the history in the *How to Train Your Dragon* books is not to be relied on, Cressida does actually do a lot of research. She uses this to inspire her storylines and to spark her imagination and peppers her stories with information drawn from every day Viking life (even though these facts may sometimes seem surprising or even barely believable). For instance, the swimming race in which the winner is the person to come last in *How to Ride a Dragon's Storm* is based on real history – such races really did take place.

Such historical facts are not only amusing but also tell us a lot about the Vikings, their culture and the realities of their daily life (in conjunction, of course, with the more well known historical facts about their explorations, battles, settlements etc.).

Cressida also uses a lot of exaggeration in her portrayal of characters and the Viking environment for humour and to add fun and colour to the stories. For example, the names of the characters in the books may be based on the Viking custom of giving nicknames but taken to an extreme. In Viking times names would be based on something a Viking did, how he looked or somewhere he lived. For instance, we have the Viking King Magnus Barelegs who wore a kilt instead of trousers, and Olav the Stout and Thorfinn Skullsplitter. In Cressida's books you have Stoick the Vast, Gobber the Belch, Norbert the Nutjob and so on – names that reflect the rather crazy Viking world which Cressida has created.

History and information about the day-to-day reality of life in the past undoubtedly provides lots of material to fire creativity. In this section children will explore who the Vikings were, how they communicated with each other and all about Viking life.

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Section 1: Vikings in History



Resources to use with this section

- Viking Timeline
- Viking Family Tree
- Viking Family Tree Activity Sheet (Easy & Hard)
- Viking Shield Activity Sheet
- Viking Rune Activity Sheet
- Viking Alphabet
- Viking Gruesome Facts

Who were the Vikings?

The Vikings came from Scandinavia. This is an area in north-east Europe where Norway, Sweden and Denmark are today. The Vikings conquered and settled new lands for about 300 years, from AD 800 to 1100. This is called the Viking Age.

The Vikings were great travellers. They explored Europe, North Africa, the Middle East, and the islands of the north Atlantic Ocean. Shetland, the Faroe Islands, Iceland and Greenland were stepping stones for their journeys, taking them further west.

The word 'Viking' was originally a verb, describing the action of seafaring, and so applies only to Scandinavians who were seafarers, not necessarily all Scandinavians.

Where did the Vikings Live?

There were no real towns in Scandinavia before the age of the Vikings. Instead, the landscape was dotted with farms and a few market-places. During the time of the Vikings, the first towns appeared. In the countryside, Vikings lived in longhouses. They were farmhouses that looked like barns or halls. The family lived at one end and their farm animals at the other. In the middle was an open fire used for cooking and for keeping the house warm.

Town houses were smaller than longhouses. Most were single-storey buildings, usually made from wood, wattle and daub and turf. Some parts were used as workshops where craftsmen could make their goods.



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Section 1: Vikings in History



What did the Vikings Eat?

Most Vikings were farmers and mainly grew cabbages, onions, beans and peas. The main crops were cereals, especially oats, barley and rye. Oats were used to make porridge. Barley and rye were made into a yeast-free bread. Meat came from pigs, sheep, goats and geese and also from deer, horses, seals and whales. It was roasted, boiled, stewed or made into sausages, then served with vegetables. Vikings near the sea ate fish, shellfish and seabirds and their eggs. Butter and cheese came from milk, and honey was used to sweeten food.

Vikings had two meals a day: the 'day meal' in the early morning, and the 'night meal' in the early evening. They used metal knives and wooden or horn spoons, but did not have forks.

What did Vikings Wear?



Viking women wore ankle-length dresses, over which were tunics held in place by shoulder brooches. Scarves and caps covered their heads. Men wore knee-length tunics and trousers, and leather or wool caps. Both men and women wore flat leather shoes or boots and woollen socks. In cold weather they wrapped up in warm cloaks of wool or fur. Rich Vikings had clothes made from expensive silk from China. Traders bought them at markets in the east. The wealthy also had gold and silver threads woven into patterns on their clothes.

A popular misconception is that Vikings wore helmets with horns on them. However, there is no evidence that Viking warriors wore any type of horns or wings on their helmets. The Vikings were often depicted with winged helmets and in other clothing taken from Classical antiquity, especially in depictions of Norse gods. This was done in order to legitimize the Vikings and their mythology by associating it with the Classical world. Viking helmets were conical and made from hard leather with wood.

The Vikings were actually quite fastidious about personal grooming. Among the most frequent artifacts unearthed in Viking Age excavations are a variety of tools used for personal grooming. The Vikings made soap as well, which they used to wash themselves and to bleach their hair, blond hair being especially valued in the Viking culture.

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Section 1: Vikings in History

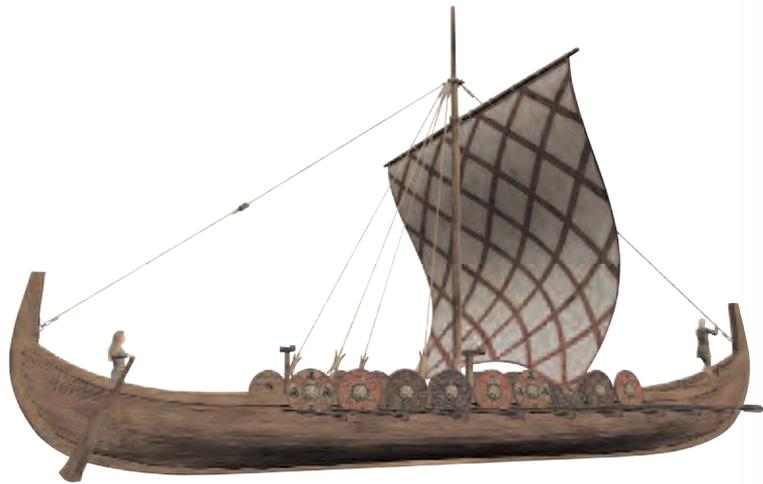


How did the Vikings Travel?

The Vikings were great ship builders and travellers. Viking ships were made from planks of wood, held together firmly with metal pins called rivets. A trader's ship was called a knar. It was deep and wide with a big square sail. Its main purpose was to carry goods – although knars also carried people.

Viking warriors used longships. They are also known as dragonships, because a carving of a dragon was sometimes put at the front. They had a sail, but most of the time they were rowed by the men on board.

The Vikings didn't have maps and had to navigate in other ways such as by using landmarks to plot a course. Obviously, this becomes much more difficult when out of sight of land. Another method used was by depending on the instincts of birds. They took on board several ravens, releasing them one at a time as they sailed westward. If the raven flew back along the course from which it had come, the Viking ships continued due west. But when a raven flew a different way, the ships would change course, following its flight path in search of new lands.



The Vikings founded a settlement in North America almost 500 years before Columbus 'discovered' the New World. However, Vikings soon discovered that the lands were already inhabited by 'Skraelings' (probably Inuit), who were often hostile. After a few years, the colony in the New World was abandoned and the colonists sailed home. To encourage his fellow Norsemen to go to a large, snow and ice-covered island that he discovered in 982 AD, Eric the Red named it Greenland.

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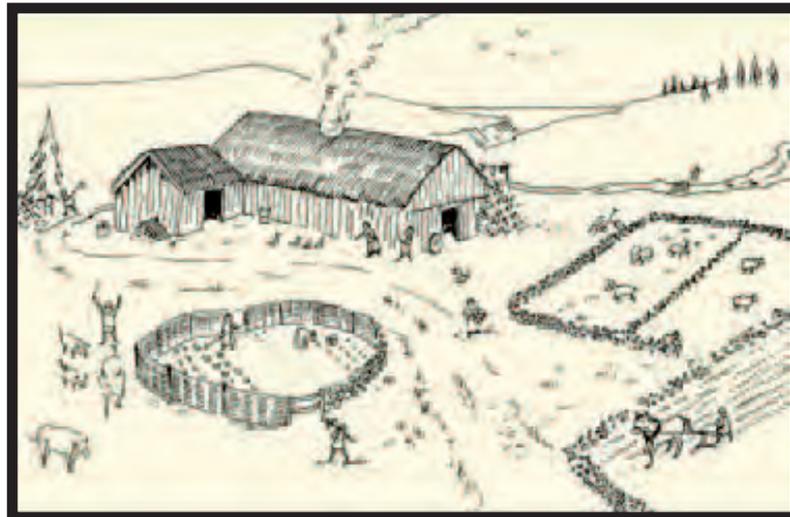
Section 1: Vikings in History



How did the Vikings Live?

Vikings lived in longhouses made with wooden sides and turf roofs. These houses were often unfurnished apart from benches and many furs lining the interior for warmth. There was often a fire pit in the centre with a circle cut in the roof above. People slept around this fire pit for warmth. There are even some accounts of livestock being brought into the longhouse at night for warmth. The Vikings were a society that fished and farmed by raising livestock and working the land. What they farmed was used both for eating and for making clothing. They raised animals, including sheep, and grew crops such as corn, barley, beans, wheat, rye, carrots and turnips.

With no refrigeration, Vikings would preserve their meat for longer by salting and drying it or smoking it. They also dried fruits. While they sweetened foods occasionally with honey when it could be found, they did not have sugar. The Viking diet was very heavily made up of meat, grains and root vegetables.



Some people were slaves or 'thralls'. They had their hair shaved or close-cropped and wore simple white woollen clothes. Slaves did the hardest, dirtiest jobs. People could be born slaves. The child of a slave mother and father was a slave too, but the child of a slave mother and a free father was free. Many slaves were people captured in a Viking raid. Viking traders sold slaves in markets, but slave-trading in England was stopped in 1102.

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Section 1: Vikings in History



Viking Exploration

One of the first places for Viking settlements outside Scandinavia was Britain because it was close and it also had a large number of coastal towns and rivers which made it easy for Vikings to travel. The Vikings did not only travel by sea but also used rivers in order to access places that would usually take them much longer over land.

The largest Viking settlements were in Denmark, Iceland and York (shaded green patches). The Vikings chose York for its location central to the rest of Europe and its direct sealinks with Scandinavia. Where the Vikings settled they farmed the land and built houses from the materials they could find locally: wood, stone or mud. The Vikings made up rules for their settlements to prevent arguments over land, cattle or crops with heavy punishments for those who didn't follow the rules. The map also shows us that the Vikings did not only travel in and around Europe, but also travelled to places much further away such as Canada (Vinland), Russia and Central Asia. The Vikings travelled to these places to conquer new lands as well as to trade goods.



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Section 1: Viking Timeline



793

First invasion by the Vikings. They raided monasteries on the coast including Lindisfarne, off the coast of Northumbria.

821

Wessex becomes the Supreme Kingdom.

865

Great Viking Army from Denmark Invades England.

871

King Ethelred, the West Saxon king, and his brother Alfred, defeat the Viking army at the Battle of Ashdown (Berkshire).

886

King Alfred the Great defeats the Vikings but allows them to settle in Eastern England.

913

Edward the Elder recaptures Essex from the Danes.

926

Athelstan annexes Northumbria, and forces the kings of Wales, Strathclyde, the Picts, and the Scots to submit to him.

950

Vikings from Ireland, the Isle of Man and the Hebrides raid Wales, particularly the coastal monasteries.

954

Eric Bloodaxe, the last Viking King of Jorvik, is thrown out of York.

1001

Vikings land in America and establish a settlement.

1014

King Canute (Cnut) of Denmark becomes King of England.

1042

Edward the Confessor becomes King (A Saxon King).

1100

End of the Viking age.



794

First raids on Scotland and Ireland.

866

Danes capture York (which the Vikings called Jorvik) and make it their kingdom (land ruled by a king).

901

Edward the Elder takes the title "King of the Angles and Saxons".

937

Battle of Brunanburh: Athelstan defeats alliance of Scots, Celts, Danes, and Vikings, and takes the title of "King of all Britain".

994

Olaf of Norway and Sven 'Forkbeard', son of the Danish king, lead an invading Danish army in an unsuccessful siege of London, and subsequently ravage southeast England.

820

Viking raids continue around the English coast.

876

Vikings from Denmark, Norway and Sweden settle permanently in England.

924

Athelstan, son of Edward the Elder, becomes King of Wessex and effective ruler of most of England (to 939).

980

New Viking Raids on England.

1066

Battle of Hastings occurred; William I crowned King of England.



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Section 1: Vikings in History



Where did the Vikings get their names?

The naming convention in the Scandinavian countries was to give a newborn the name of an honorable relative (usually recently dead) or of an heroic saga character. This made some names fairly common. To differentiate one 'Svein' from another a father's name (or, occasionally, the mother's if the father was unknown or had disowned them) would have 'son' (Svein) or 'daughter' (datter) appended to it and used as a name. Women generally did not change their names as a result of marriage.

A person would also usually pick up a nickname sooner or later. It could be for something he did, how he looked or where he lived. For instance, King Magnus Barelegs wore a kilt instead of trousers. When a complimentary nickname was given, friends would gather and have a party. Insulting nicknames were common and, unsurprisingly, unwanted by the individual so named (and never celebrated!).

Famous Vikings include:

Erik Bloodaxe - a ferocious Viking warrior, the son of Harald Fairhair (who had 20 sons), was king of Norway for a short time from 930.

Harald Hardarada - perhaps the fiercest Viking of all, Harald fought his first battle at just 15, fighting for his relative Olaf the Stout.

Olaf Trygvasson - was enslaved by pirates when only a child. Spotted by a fellow Swede, he was ransomed and released. He became King of Norway in 995.

Hastein - was known as a master of tricks and was a fearsome raider. The raid around the Mediterranean in 859-62 with Bjorn Ironside was his most famous adventure. He also led a raid of 80 ships up the Thames in 891.

Rollo - was made Duke of Normandy in 911. He is thought to have also been known as Hrolf the Ganger or Walker, so-called because he was so big no horse could carry him.

Ingvar the Far-Travelled - leader of the last great Swedish viking expedition, which pillaged the shores of the Caspian Sea.

Ivar the Boneless - though disabled and having to be carried on a shield, nevertheless conquered York.

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Section 1: Vikings in History



What Weapons did the Vikings Use?

All Viking men owned weapons and carried them at all times. A rich Viking would have a helmet, shield, chainmail shirt and a sword. Bows and arrows were used at the beginning of land battles and at sea, but were considered to be less honourable than hand weapons and most Vikings would fight with sword and spears. Axes were also used as a main battle weapon. The worst possible death for a Viking Chief was to die peacefully in bed.

The word 'beserk' is actually derived from a real tribe of Norsemen who called themselves 'Berserkers'. The word itself either stems from the Old Norse word 'bare-sark', as in 'bare of shirt' and refers to the Berserker's habit of going unarmored into battle.

At Viking victory celebrations, Vikings drank draughts of their enemies' blood out of drinking vessels fashioned from human skulls. The toast 'Skol!' may be derived from this custom.



Discussion Questions:

- How are the Vikings portrayed in *How to Train Your Dragon*? How are they similar to real Vikings in history? How are they different?
- How is the village of Berk portrayed in *How to Train Your Dragon*? Is it similar to a real Viking village? If so, in what ways?
- What parts of Viking life do you think you would enjoy most? Why?
- Are there parts of Viking life you can bring into your everyday life? What are they?

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Section 1: Vikings in History



The Viking Alphabet

The Vikings used letters called runes to communicate. The Viking alphabet is known as the futhark. It gets its name from its first six sounds (f, u, th, a, r, k). There were 24 runes in the first Viking alphabet, but later alphabets used just 16. All runes were made from short, straight lines as this made them easy to carve or scratch on to hard surfaces such as wood and stone.

Activity

- Imagine you were a Viking, what would a typical day be like? (Literacy, History)
- Write a story about 'A day in the life of a Viking'. (Literacy, History)
- 'Hot Seating' activity – have one child at the front of the room pretend to be a Viking and the other children ask questions about what it's like to be a Viking. (Speaking and listening)
- Make your own Viking shields using the activity sheet supplied. (Art)
- Act out a scene from Viking life in small groups. (Drama, History)
- Explore what Vikings ate and how they preserved food. (History)
- Discuss the Viking family tree. Compare it to Hiccup's family tree and create a basic family tree for Hiccup. (Literacy, History)
- Create your own family tree. In pairs interview your partner to ask them about their family and personal history, likes and dislikes etc. Come up with your own Viking name based on the interview and share with the rest of the class. (Speaking and listening)
- Make your name from Viking runes (paint on paper, clay or on to stones). (History, Craft)
- Watch the trailer for the *How to Train Your Dragon* film paying particular attention to the opening scenes, showing the Isle of Berk. What do you notice that is similar to what we have learnt about real Vikings?
- Hold an assembly on Vikings – a class presentation or year group or whole-school assembly. Depending on time and resources you could add costumes and props!

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Section 1: Viking Alphabet



ᚨ ᚢ ᚦ ᚧ ᚨ ᚫ ᚬ ᚭ ᚰ ᚱ

a b c d e f g h ij

ᚲ ᚷ ᚹ ᚻ ᚼ ᚾ ᚿ ᚺ

k l m n o p q r

ᚽ ᚿ ᚻ ᚾ ᚿ ᚺ

s t uvw x y z

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Section 1: Viking Rune Activity Sheet



Write your name on this rune
using the Viking alphabet



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Section 1: Vikings in History



Family Tree Activity

A family tree is a diagram showing the relationships between people in several generations of a family. Bring in photographs of you and members of your family. These photos can include your parents and/or grandparents. Have a look at what physical features have been passed on to you. Even though some features may be similar in your family, each one of us is unique and special. Can you identify any physical features that were passed down through the generations?

Using the family tree form write down your own name, then the names of the members of your family, and then expand your tree by listing your grandparents.

You will need:

- Large sheets of paper or cardboard
 - Brown paper for the trunk of the tree
 - Green paper for the foliage of the tree
 - Red paper for the fruit of the tree
 - Scissors
 - Glue sticks
 - Pens/pencils
1. Cut out the shape of a tree trunk with some branches using the brown paper. Cut out some leaves using the green paper. Glue the tree and its leaves on to the large sheet of paper or cardboard. Alternatively, you might prefer to draw and/or paint the tree.
 2. Cut pieces from the red paper in the shape of apples. Each apple will have the name of a person in your family. Cut out enough apples for all of your family members.
 3. Write the name of each person in your family tree on to an apple. Next to the name, you can glue on a photo or drawing of that person.
 4. Glue the apples on to the tree on the same level of the tree as the person is on the family tree form.

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Section 1: Viking Family Tree



Hooligan Family Tree



GRIMBEARD THE GHASTLY
*O Hear His Name and Tremble,
 Ugh, Ugh, Chief of the Hooligan
 Tribe and King of the Wilderwest*

CHINHILDA
*Queen of the Wilderwest
 and Ghost of the Bay
 of the Broken Heart*



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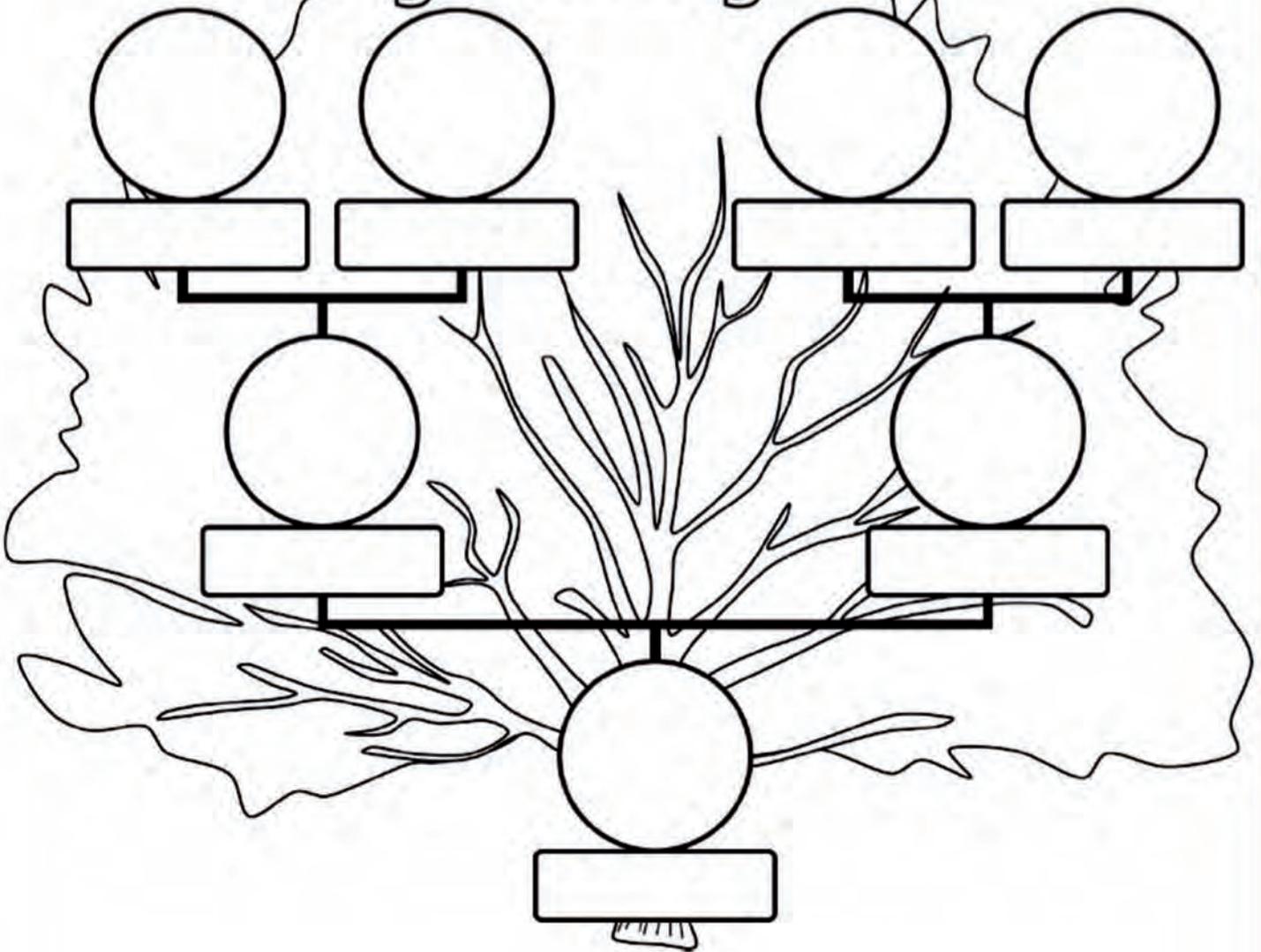
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Section 1: Family Tree Activity Sheet (Easy)



My Family Tree



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Section 1: Family Tree Activity Sheet (Hard)



My Family Tree



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Section 1: Vikings in History



Gruesome Facts About Vikings

The Vikings were a gruesome bunch. See how many of these Viking facts you know the answer to...

True or False?

Viking warriors wore helmets with horns on.

False – most wore plain leather or iron helmets. Only special ceremonial helmets may have been adorned with horns.

True or False?

Thursday is named after the Viking god Thor.

True

True or False?

Vikings so loved jewellery that even their horses wore it.

True – Vikings decorated their horses' bridles and harnesses with jewellery.

True or False?

Vikings used birds' foot bones as sewing needles.

True

True or False?

Vikings used whale bones for food containers.

True – they ate whale meat and used the blubber to make oil for fuel.

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Section 1: Vikings in History



Viking Quiz

Q. Which days of the week were named after Viking Gods?

A. The sky god and god of war was called Tyr in Scandinavia and Tiw in England. Tuesday is named after him. The top god was called Odin (Woden in England). Wednesday is Woden's day. Frigg or Freya was goddess of love and the home. Friday is her day.

Q. Which of these were invented in Scandinavia by Vikings or their ancestors:

- Skis
- Skates
- Snow-shoes

A. All of them

Q. What did the Vikings like to do in the snowy conditions?

A. The Vikings enjoyed snowball fights. They also skied, skated and sledged in the winter months.

Q. Which Viking King gave his name to modern Bluetooth technology?

A. Bluetooth is named after a tenth-century king of Denmark and Norway, Harald Bluetooth. Harald was known for uniting various warring tribes in Denmark and Norway. The technology is named after him as it is intended to unite various other technologies.

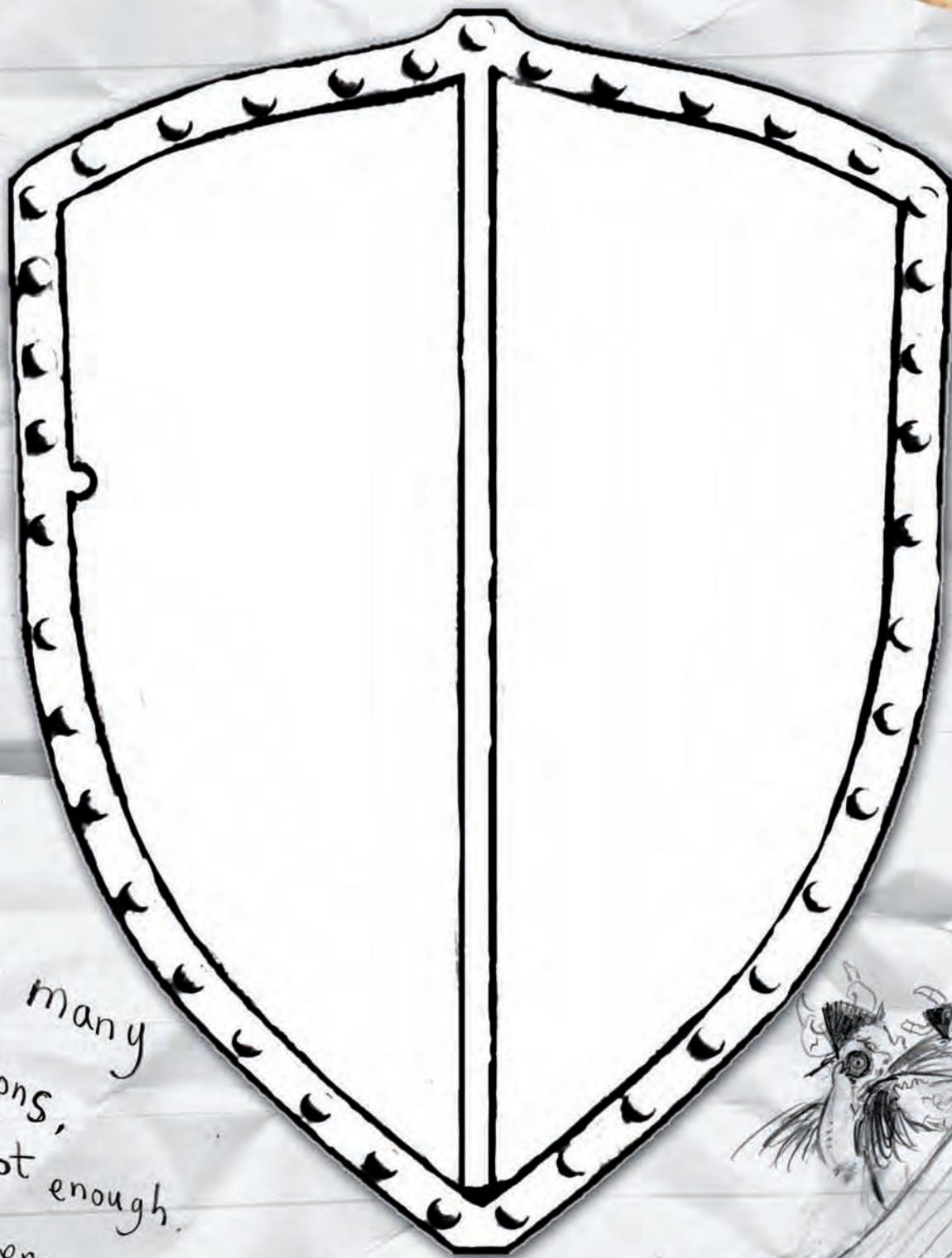
Q. Did the Vikings had a god of snowshoes?

A. Yes. He was named Ull.

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Section 1: Viking Shield Colouring-in Activity



So many
questions,
and not enough
answers...



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Section 2: Dragons: Myths or Real?



Objectives

The *How to Train Your Dragon* series features many different types of Dragons, who all have different characteristics and personalities. Dragons featured strongly in Norse culture – in ornaments, ships and weaponry. Dragons were also a central part of Viking mythology. Vikings thought of the world as a giant tree which they called Yggdrasil, with huge branches and deep roots. This was considered to be the structure upon which all life depended, or the order holding everything together. Under the tree, biting at the roots, was the first Dragon who was thought to be constantly working to rip apart the order.

There are two distinct cultural traditions of dragons: the European dragon (of which Viking dragons are an example) derived from European folk traditions, and the Chinese Dragon. Although many dragons occur in legends from around the world, there are many differences in the dragons portrayed. While they are commonly portrayed as serpentine or reptilian, hatching from eggs and possessing typically scaly or feathered bodies, some dragons are said to breathe fire or to be poisonous, such as in the old English poem *Beowulf*. European dragons are more often winged, while Chinese dragons resemble large snakes. Dragons may have a variable number of legs: none, two, four, or more when it comes to early European literature.

Dragons are often believed to have major spiritual significance. In many Asian cultures dragons were revered as representative of the primal forces of nature, religion and the universe. They are associated with wisdom—often said to be wiser than humans—and longevity. They are commonly said to possess some form of magic or other supernatural power, and are often associated with wells, rain, and rivers. In some cultures, they are also said to be capable of human speech and in some traditions dragons are said to have taught humans to talk.

In traditional folklore, Vikings and dragons lived in two opposed worlds but in the *How to Train Your Dragon* books, Cressida Cowell asks the question: 'what if it didn't have to be that way?' She imagines a Viking world where dragons are not mythical creatures but part of every day life, with lots of different types of dragons, with different characteristics and personalities, used by the Vikings for hunting and riding.

Rather than sticking with the traditional portrayal of dragons, Cressida imagines them developing like the dinosaurs into all sorts of different species, specially adapted to their environments in different ways and had great fun mixing up different real-life creatures to make new fantastical animals.

In this section children will explore popular myths about dragons and whether they really existed and will compare these with the dragons featured in the books.

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Section 2: Dragons, Myths or Real?



Resources to use with this section

- Dragon Activity Sheet (Easy & Hard)
- Draw your own Dragon Activity Sheet (Easy & Hard)
- Dragon colouring-in Activity Sheets
- *How to Train Your Dragon* book cover colouring-in sheet
- Video of Cressida talking about dragons

Famous Dragon Myths

How many of these dragon myths have you heard of?

Nidhogg (*Ni-dh-ogg*)

In Norse mythology, Nidhogg is a dragon who gnaws at a root of the World Tree, Yggdrasil.

Siegfried and Fáfnir (*See-fre-yd and Faf-nah*)

In Norse mythology, Fáfnir was a son of the dwarf king Hreidmar and brother of Regin and Ótr. He guarded his father's house which was full of gold and gems. One day Odin, Loki and Hœnir were travelling when they came across Ótr, who looked like an otter. Loki killed the otter with a stone. That evening, the gods came to Hreidmar's house where Hreidmar and his remaining two sons seized the gods and held them captive while Loki was made to gather the ransom. The ransom was to stuff the otter's skin with gold and cover its outside with red gold. Loki did this by gathering the cursed gold of Andvari's as well as the ring, Andvarinaut. Both of these items would bring about the death of whomever possessed them.

Fáfnir then killed Hreidmar to get all the gold for himself. He became very ill-natured, eventually turning into a serpent or dragon (symbol of greed) to guard his treasure. Fáfnir also breathed poison into the land around him so no one would go near him and his treasure, wreaking terror in the hearts of the people.

Regin plotted revenge so that he could get the treasure back and sent his foster-son, Siegfried to kill the dragon. Regin instructed Siegfried to dig a pit in which he could lie in wait for Fáfnir and kill him with his sword.

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Section 2: Dragons, Myths or Real?



While digging the ditch, Odin appeared in the form of an old man with a long beard, advising Siegfried to dig more trenches for the blood of Fáfnir to run into. Fáfnir also blew poison into his path as it made his way to the stream.

Siegfried stabbed Fáfnir in the left shoulder as he crawled over the ditch he was lying in and succeeded in mortally wounding the dragon. As the great serpent lay there dying, he speaks to Siegfried and asks him what his name is, what his father's and mother's names are, and who sent him to kill such a terrifying dragon. Fáfnir figures out that his own brother, Regin, plotted the dragon's death, and tells Siegfried that he is happy that Regin will also cause Siegfried's death. Siegfried tells Fáfnir that he will go back to the dragon's lair and take all his treasure. Fáfnir warns Siegfried that all who possess the gold will be fated to die, but Siegfried replies that all men must one day die, and it is the dream of many men to be wealthy until that dying day, so he will take the gold without fear.

St. George and the Dragon

The most famous legend of Saint George is of him slaying a dragon. In the Middle Ages the dragon was commonly used to represent the Devil. The slaying of the dragon by St. George was first credited to him in the twelfth century, long after his death. It is therefore likely that the many stories connected with St. George's name are fictitious. There are many versions of story of St. George slaying the dragon, but most agree on the following:

1. A town was terrorised by a dragon
2. A young princess was offered to the dragon
3. When George heard about this he rode into the village
4. George slayed the dragon and rescued the princess

St. George travelled for many months by land and sea until he came to Libya. Here he met a poor hermit who told him that everyone in that land was in great distress, for a dragon had long ravaged the country. 'Every day,' said the old man, 'he demands the sacrifice of a beautiful maiden and now all the young girls have been killed. The king's daughter alone remains, and unless we can find a knight who can slay the dragon she will be sacrificed tomorrow. The king of Egypt will give his daughter in marriage to the champion who overcomes this terrible monster.'

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Section 2: Dragons, Myths or Real?



When St. George heard this story, he was determined to try and save the princess, so he rested that night in the hermit's hut, and at daybreak set out to the valley where the dragon lived. When he drew near he saw a little procession of women, headed by a beautiful girl dressed in pure Arabian silk. The princess Sabra was being led by her attendants to the place of death. The knight spurred his horse and overtook the ladies. He comforted them with brave words and persuaded the princess to return to the palace. Then he entered the valley. As soon as the dragon saw him it rushed from its cave, roaring with a sound louder than thunder. Its head was immense and its tail fifty feet long.

But St. George was not afraid. He struck the monster with his spear, hoping he would wound it. The dragon's scales were so hard that the spear broke into a thousand pieces and St. George fell from his horse. Fortunately he rolled under an enchanted orange tree against which poison could not prevail, so that the venomous dragon was unable to hurt him. Within a few minutes he had recovered his strength and was able to fight again. He smote the beast with his sword, but the dragon poured poison on him and his armour split in two. Once more he refreshed himself from the orange tree and then, with his sword in his hand, he rushed at the dragon and pierced it under the wing where there were no scales, so that it fell dead at his feet.

Thor and the Midgard Serpent

The serpent Jormungand was called the Midgard Serpent because she grew so quickly that she encircled the earth (or Midgard). She lay in the ocean with her tail in her mouth. Sailors were frightened to set sail as the movement of her coils churned the waves so much that they feared being drowned in the terrible seas. The Midgard serpent was also the greatest enemy of the mighty god Thor.

One day Thor disguised himself as a young boy and went to pay a visit to a giant called Hymir who lived by the sea. They decided to go fishing and Thor, still in disguise, asked the giant what bait to bring. The giant replied that he should go and find his own bait. At this Thor went over to one of the giant's bulls and casually wrenched off its head and threw it into the bottom of the boat. Then he took the oars and started rowing out to sea. Hymir was impressed, and a little frightened. When they reached the giant's usual place for fishing Hymir asked Thor to stop. But Thor ignored him and continued rowing until he reached the edge of the world. Here Hymir pleaded with him to stop, as he was scared in case they might meet the Midgard Serpent. But Thor rowed on until he was sure they would find the serpent. Then he fixed the bull's head to a line and dropped it over the side. As the serpent passed and took the bait into her mouth, Thor felt the line jerk. He summoned all his strength and pulled.

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Section 2: Dragons, Myths or Real?



A furious battle took place with Thor and the serpent struggling to overcome each other. The giant was terrified by the serpent and by water rushing into the boat. As Thor raised his hammer to end the struggle, Hymir reached across and cut the line, allowing the exhausted serpent to slide back beneath the water.

In fury Thor turned to the giant and knocked him overboard where he drowned. From that time on the Midgard serpent took care to hide in the deep water where Thor might not find her. Many years later Thor finally killed the serpent on the day of Ragnarok, a battle to end all battles.

Dragons from *How to Train Your Dragon*

The *How to Train Your Dragon* books are full of lots of different types of dragons from the tiny and timid to the big and monstrous! In the world Cressida has created there are over 50 different types of dragons.

Discussion Questions

- Do you think dragons really existed? Are all dragons scary?
- Why do people like to talk about dragons?
- How are dragons portrayed in the *How to Train Your Dragon* books? Are they similar to the dragons you have learnt about?

Classroom Activities

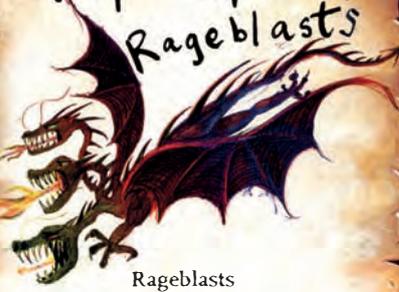
- KS1 Easy Activity - Draw your own dragon activity sheet. (Literacy, Art, Speaking & listening)
- KS2 Hard activity - Draw your own dragon activity sheet with stats. (Literacy, Art, Speaking & listening)
- Share the dragons that you have created with the rest of the class. (Literacy, Art, Speaking & listening)
- Create your own mini book about dragons. (Literacy, Art)
- Paint or colour-in the *How to Train Your Dragon* book cover. (Art)

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Section 2: Dragon Profiles



Dragon Profile	FEAR FACTOR	ATTACK	SPEED	SIZE	DISOBEDIENCE
Raptortongues  <p>Raptortongues can squeeze themselves so thin they are barely visible. They make excellent spy dragons.</p>	7	7	7	7	5
Toothless Daydream  <p>A Toothless Daydream may or may not be a species but Toothless thinks it is.</p>	3	5	10	1	10
Mood-DRAGONS  <p>A Mood-dragon changes colour according to its mood. It turns a deep blue-black when angry, orangey-pink when excited and a very pale green when nervous.</p>	4	6	9	3	7
Triple-Header Rageblasts  <p>Rageblasts come in three types: Double, Triple and the very rare Quadruple-Header. The more heads, the more dangerous.</p>	8	8	8	7	7

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Section 2: Dragon Profiles



<h2>Seadragonus Giganticus Maximus</h2>  <p>The largest of the dragon species; Seadragonus Giganticus Maximus live in the open ocean.</p> <table><tr><td>FEAR FACTOR</td><td>10</td></tr><tr><td>ATTACK</td><td>10</td></tr><tr><td>SPEED</td><td>8</td></tr><tr><td>SIZE</td><td>10</td></tr><tr><td>DISOBEDIENCE</td><td>10</td></tr></table>	FEAR FACTOR	10	ATTACK	10	SPEED	8	SIZE	10	DISOBEDIENCE	10	<h2>Long-Eared Caretaker Dragons</h2>  <p>These make excellent guard-dogs and babysitters. Fishlegs was looked after by one when he was a baby.</p> <table><tr><td>FEAR FACTOR</td><td>3</td></tr><tr><td>ATTACK</td><td>6</td></tr><tr><td>SPEED</td><td>4</td></tr><tr><td>SIZE</td><td>5</td></tr><tr><td>DISOBEDIENCE</td><td>1</td></tr></table>	FEAR FACTOR	3	ATTACK	6	SPEED	4	SIZE	5	DISOBEDIENCE	1
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FEAR FACTOR	3																				
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SIZE	5																				
DISOBEDIENCE	1																				
<h2>Horrors</h2>  <p>These tiny, adorable-looking dragons are unbelievably dangerous. Their bite is poisonous and smoke can send the victim unconscious.</p> <table><tr><td>FEAR FACTOR</td><td>10</td></tr><tr><td>ATTACK</td><td>10</td></tr><tr><td>SPEED</td><td>9</td></tr><tr><td>SIZE</td><td>2</td></tr><tr><td>DISOBEDIENCE</td><td>10</td></tr></table>	FEAR FACTOR	10	ATTACK	10	SPEED	9	SIZE	2	DISOBEDIENCE	10	<h2>Stinkdragons</h2>  <p>A stinkdragon's defence is similar to a skunk's. Disturb it, and it will open its mouth and spray out a stinky mist that drenches its victim.</p> <table><tr><td>FEAR FACTOR</td><td>4</td></tr><tr><td>ATTACK</td><td>7</td></tr><tr><td>SPEED</td><td>3</td></tr><tr><td>SIZE</td><td>3</td></tr><tr><td>DISOBEDIENCE</td><td>8</td></tr></table>	FEAR FACTOR	4	ATTACK	7	SPEED	3	SIZE	3	DISOBEDIENCE	8
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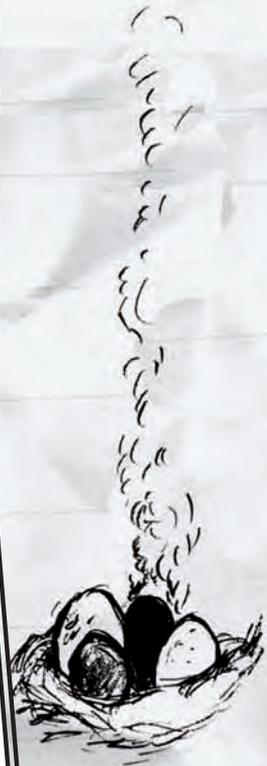
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Section 2: Draw Your Own Dragon Activity Sheet (Easy)



Name of Dragon: _____



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Section 2: Draw Your Own Dragon Activity Sheet (Hard)



Name of Dragon: _____



Statistics:

Colours: _____

Armed With: _____

Defences: _____

Radar: _____

Hunting Ability: _____

Speed: _____

Fear Factor: _____

Description of Dragon:

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Section 2: Dragon Colouring-In Activity Sheet



The Common or Garden
or
Basic Brown



The Common-or-Garden and the Basic Brown are poor hunters, but they are easy to train. These dragons are the best kind for family pets.

FEAR FACTOR	3
SPEED	3
HUNTING	4
DEFENCE	4
STRENGTH	1

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Section 2: Dragon Colouring-In Activity Sheet



Red-Hot Itchyworms



*Red-Hot Itchyworms are hot to touch!
They are blood-suckers, and when they get
into a person's clothing they swarm all over
the body in a pack, biting incessantly.*

FEAR FACTOR	4
SPEED	4
HUNTING	5
DEFENCE	0
STRENGTH	3

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Section 2: Dragon Colouring-In Activity Sheet



Stinkdragons



A stinkdragon's defence is very similar to that of a skunk. Disturb it, or make it feel as if it is in danger and it will open its mouth and spray out a stinky mist that drenches its victim.

FEAR FACTOR	4
SPEED	7
HUNTING	3
DEFENCE	3
STRENGTH	8

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Section 2: Dragon Colouring-In Activity Sheet



GRONKLE



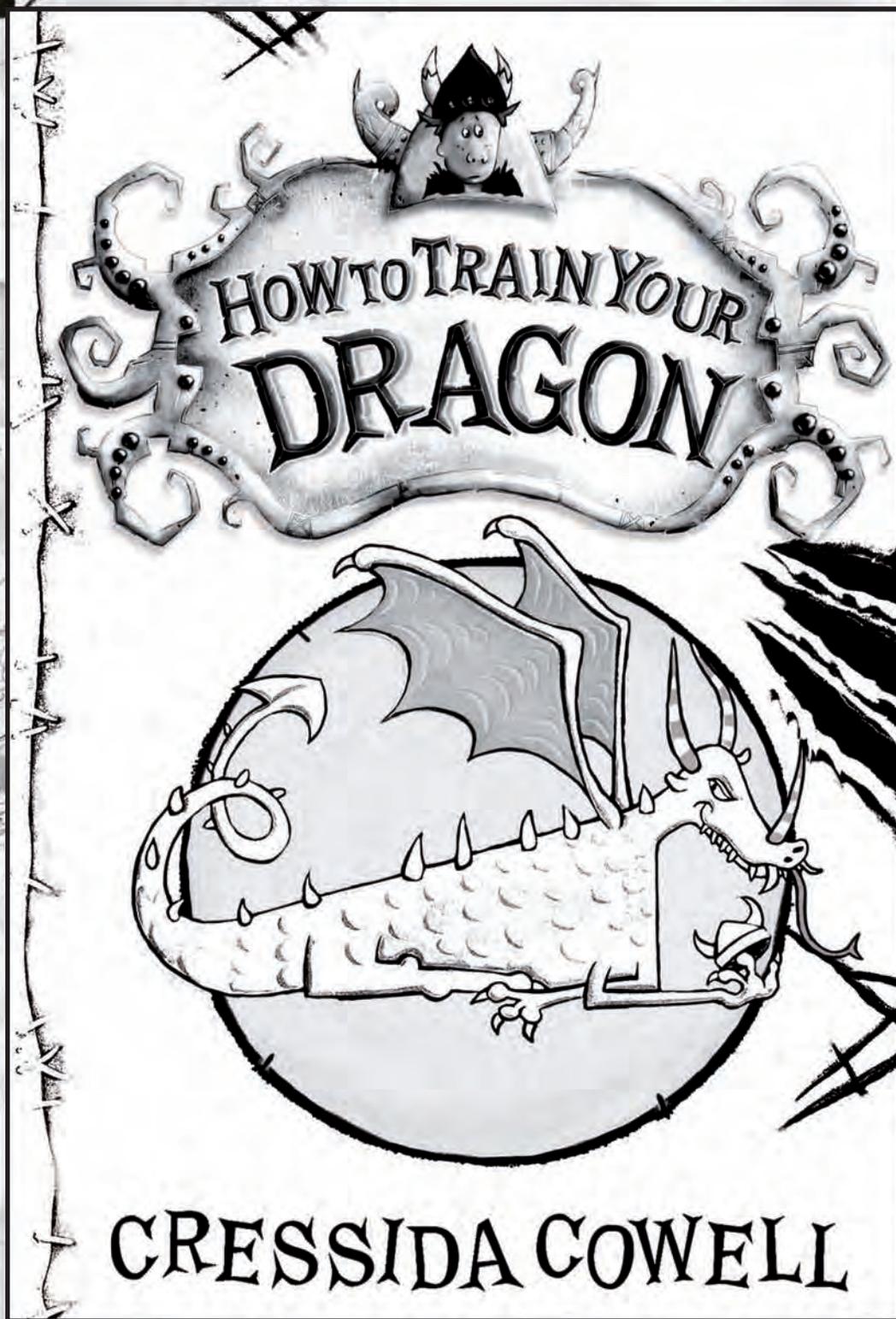
The Gronkle is the plug-ugly of the dragon world. But what it lacks in looks, it makes up for on the battlefield with its razorsharp fangs.

FEAR FACTOR	7
SPEED	8
HUNTING	8
DEFENCE	7
STRENGTH	5

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Section 2: How to Train Your Dragon Colouring-In Sheet



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Section 3: How to Speak Dragonese



Objectives

The Vikings spoke and wrote a very different language from us in the UK. Many countries around the world speak their own language and it is estimated that there are between 3,000-6,000 different languages spoken by humans today around the world.

Animals also communicate but in a very different way from humans. For instance, a dog may successfully communicate an aggressive emotional state with a growl, which may or may not cause another dog to keep away or back off. This is communication but is not what would generally be called language.

However, some animals have been taught to understand certain features of human language. Chimpanzees, gorilla and orangutans have all been taught to understand sign language and the African Grey Parrot possesses the ability to mimic human speech with a high degree of accuracy. Though animals can be taught to understand parts of human language, it is believed they are unable to develop a language themselves.

However, in the *How to Train Your Dragon* books, Cressida Cowell imagines a world where dragons do indeed have their own language called Dragonese, and only the Hero of the stories, Hiccup Horrendous Haddock III, understands this dragon language.

Learning a language and understanding others is critical to Cressida's books. Being able to speak dragonese not only allows Hiccup to escape from many perilous situations, he is also able to understand and appreciate many aspects of the dragons – their feelings and true qualities – something that is lost on the other Vikings in the books. The books provide an understanding of the importance of learning how to communicate with people from foreign places, with different languages and other means of communication.

In this section children will learn how to speak Dragonese, a mythical language used by Hiccup to communicate with dragons. Children will learn that it's important to learn how to communicate and understand each other despite language barriers.

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Section 3: How to Speak Dragonese



Resources to use with this section

- Video clip of Cressida speaking Dragonese
- Dragonese Dictionary
- Conversations with Toothless
- *How to Speak Dragonese* Activity Sheet (Easy & Hard)
- Writing Dragonese Activity Sheet (Easy & Hard)

Classroom Activities

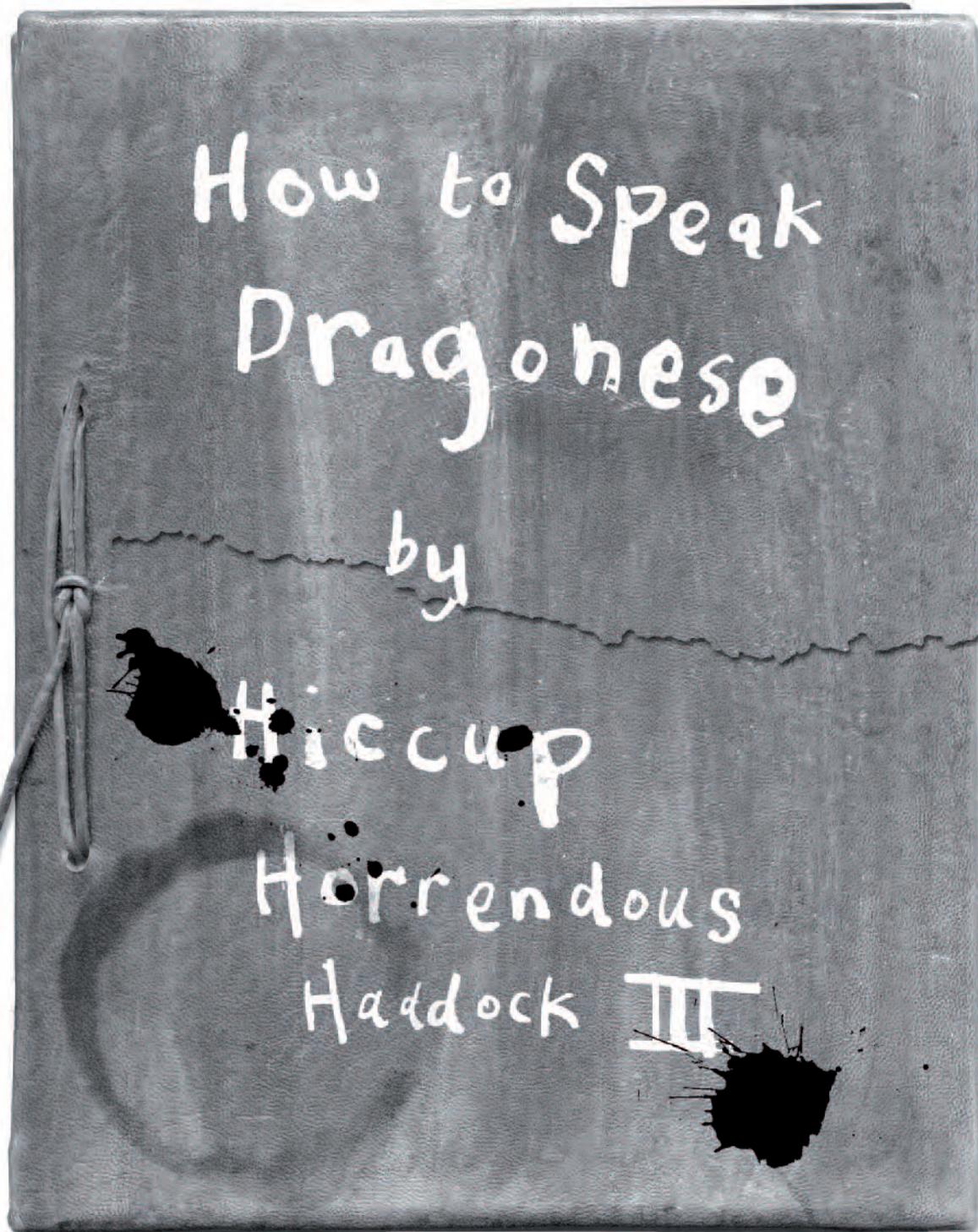
- Play the clip of Cressida speaking Dragonese. Pause the clip to allow children to repeat the Dragonese words after Cressida.
- Hand out the Dragonese activity sheets and ask children to complete the easy or hard activity sheet in pairs.
- Get the children to act out the 'Conversation with Toothless' in pairs. Discuss whether they found it hard to speak another language and if they had problems understanding each other.
- Using the Dragonese Dictionary, get children to speak Dragonese to each other. Create your own Dragonese words
- Using the Dragonese Dictionary, write a short conversation between you and a friend.
- Write some sentences from *How to Train Your Dragon* on the whiteboard missing out the punctuation and some adjectives and ask the children to fill the gaps. (Grammar, Literacy)

If your school has the technology available you could also film your students speaking Dragonese and upload this to the school website.

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Section 3: Dragonese Dictionary



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Dragonese Dictionary

Aa



Aa

A

Across

After

Afterwards

Again

Agony

All right

Along

Also

Although

Am

And/with

Another

Any

Anyway

Are

Around

As

As well as

At that moment

Autumn

Away

Un

Ovvers

Backers

Latter

Wummortime

Ow-lika-denitpull

Okey dokey

Onners

Add

Spite

Is

Plus

Add-on

Bitof

Wateva

Est

Bout

Asa

Tooboot

Suddens

Fallings

Distance



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Dragonese Dictionary

Bb



Bb

Baby
Bad
Bad mood
Because
Bed
Been
Before
Began
Belch/burp
Besides
Bet
Better
Big
Biscuit
Bite someone on the bottom
Bite someone on the finger
Bite someone on the stomach
Bits
Black
Blood
Bogeys
Bottom
Boy
Breakfast
Burrow
Burst into tears
But
Snotta
Poopy
Thunderpuffs issa zapping
Parsk
Sleepy-slab
Stand
Ere
Brings
Cobfart
Stedof
Gambla
Perky
Giganticus
Snik-snak
Yum-yum on di bum
Yum-yum on di thumb
Yum-yum on di tum
Tiddles
Squidink
Gorey
Sniffersludge
Botti Bum
Half-pint
Earlymunch
Gaff
Do di girly loo-hoo
Stil

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Dragonese Dictionary

Cc, Dd



Cc

Can/but

Can't

Cat

Chair

Chocolate

Cold

Cosy

Couldn't

Cows

Crackling

Cucumber

May

No-no

Miaowla/miaow-miaow

Bum-support

Chocklush

Shivers

Toastiboili

Not-not

Horn-creamers

Zapping

Greenburger

Dd

Dad

Day

Death

Deer

Definitely

Delicious

Despite

Did

Didn't

Different

Dipped

Disgusting, really

Pappa

Dunning

Big dreamtime

Prickle-burger

Doubly doubly

Scrumplush

Evens

Fix

Fix-not

Unsamey

Dunkings

Double yuck-yuck

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Dragonese Dictionary

Dd, Ee



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Dragonese Dictionary

Ff



Ff

Far
Farts

Fat
Favourite
Fetch
Finally

Find
Fire
Fire, to set

First
Fish
Fit/put
Five
Food
For
Found
Friend

Staraway
Botty-crackers/
Buttok-thunder/
Smelly-breezers
Wobbliflesh
Bestest
Grabba
Aslong
Sees
Warmadi-tootsies
Flicka-flame
Numero uno
Saltswimmys
Parka
Fif
Grubbings
Par
Spots
Freundlee

I dedicate this book to Maisie and Clementine

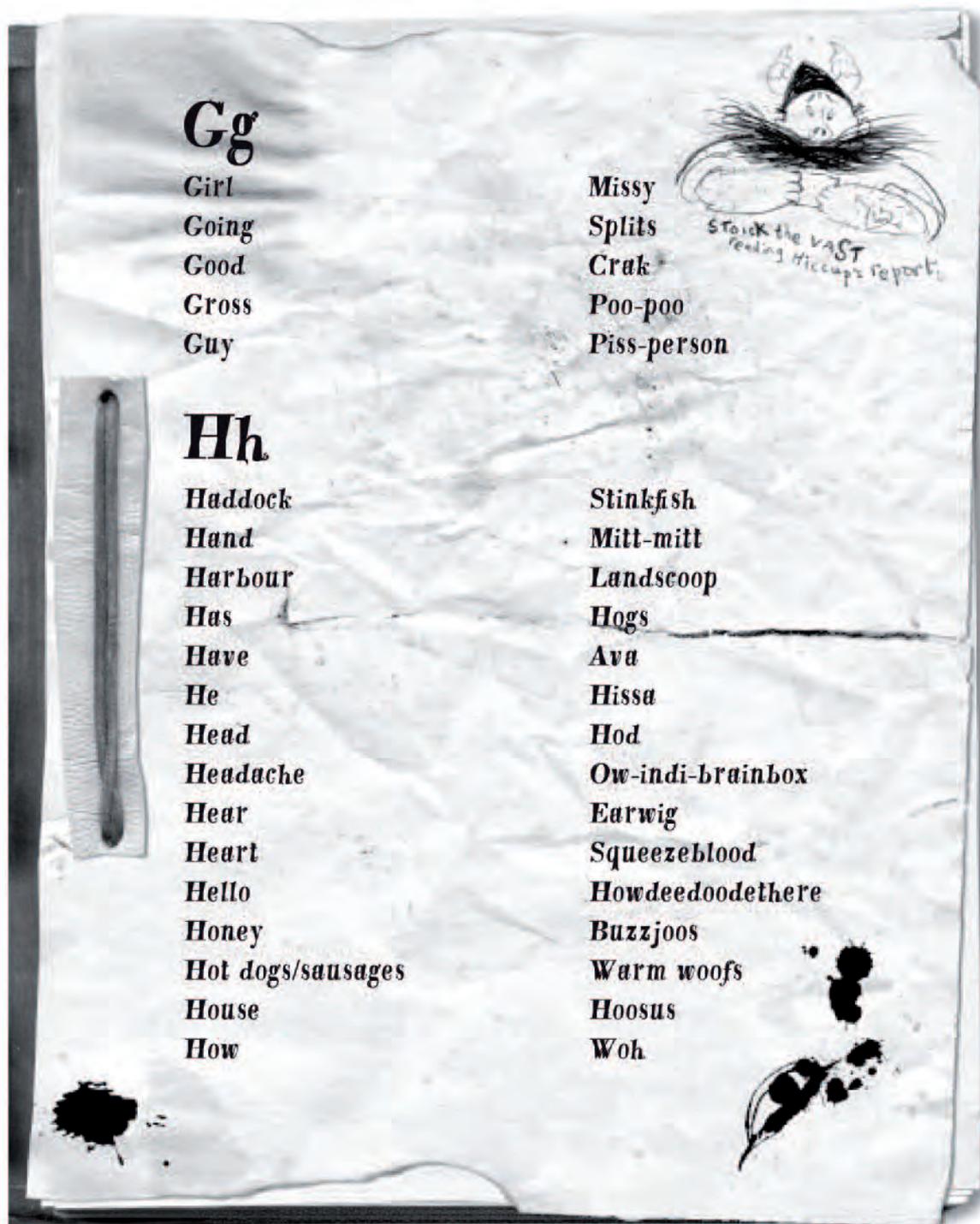
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Dragonese Dictionary

Gg, Hh

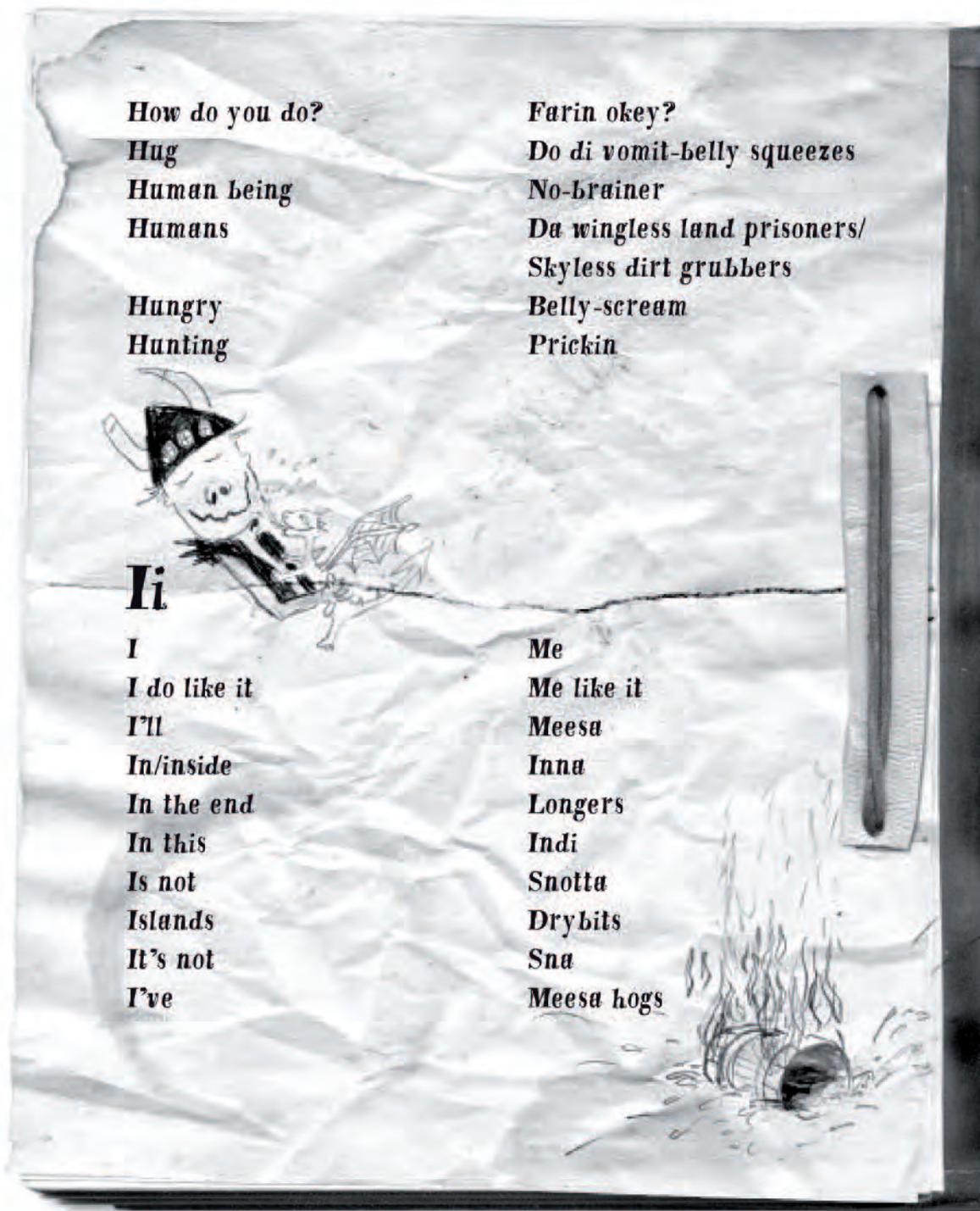


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Dragonese Dictionary

Hh, Ii



How do you do?

Hug

Human being

Humans

Hungry

Hunting



Ii

I

I do like it

I'll

In/inside

In the end

In this

Is not

Islands

It's not

I've

Farin okey?

Do di vomit-belly squeezes

No-brainer

Da wingless land prisoners/

Skyless dirt grubbers

Belly-scream

Prickin

Me

Me like it

Meesa

Inna

Longers

Indi

Snotta

Drybits

Sna

Meesa hogs



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Dragonese Dictionary

Jj, Kk, Ll



Jj

Joking
Just then

Tickling
Suddens

Kk

Keep
Kind
King
Kiss
Know

Hogsit
Keendlee
Big dadda
Swappa da yucki lip-juice
Coglet

Ll

Last
Last time
Later
Laugh
Laugh
Legs hurting
Lesson
Let
Like
Liked
Little

Lagga
Pastime
Backers
Do di chuckli ha-has
Snicka
Ow-indi-tootsies
Snorer
Lessa
Com
Likeit
Ickle/min

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Dragonese Dictionary

Ll, Mm



Live
Live/Literally means:fold
Long
Look
Lose your temper
Lots
Loud
Love
Lucky

Hot
Folda
Rangee
Goggle
Do di screemi beserkers
Oodle
Fortissimo
E's alright reely
Doublesix

Mm

Man
Many
Master
Mean
Meanwhile
Meet
Middle
More
Most
Mother
Mouse
Much
My
Myself

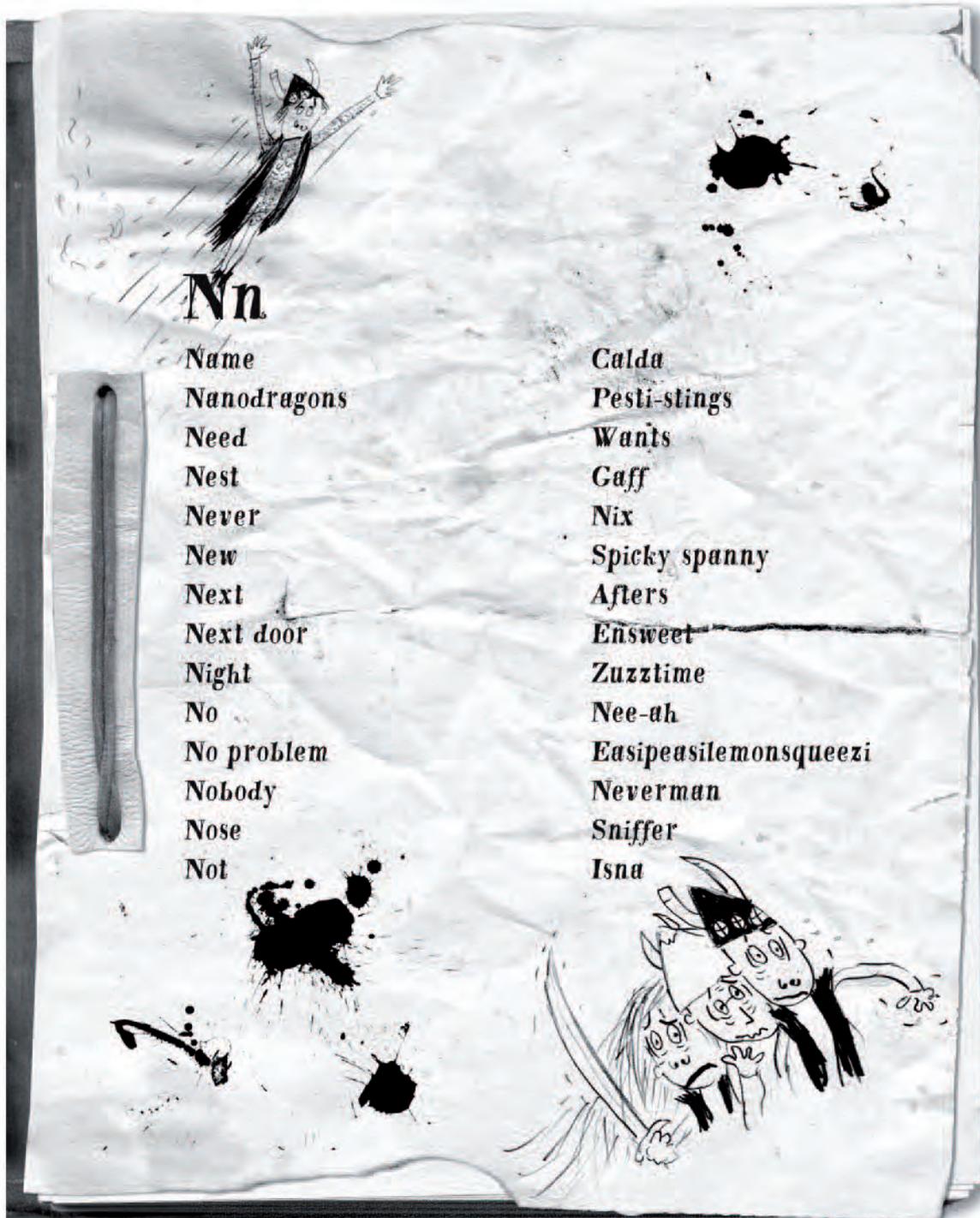
Shouta/yella
Teems
Yellfatter
Snakesnipper
Midst
Greety
Middling
Mucho
Muchest
Mama
Squeaky-snack
Lotsa
Me/Mi
Meselva

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Dragonese Dictionary

Nn



Nn

Name

Nanodragons

Need

Nest

Never

New

Next

Next door

Night

No

No problem

Nobody

Nose

Not

Calda

Pesti-stings

Wants

Gaff

Nix

Spicky spanny

Afters

Ensweet

Zuzztime

Nee-ah

Easipeasilemonsqueezi

Neverman

Sniffer

Isna

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Dragonese Dictionary

Oo, Pp



Oo

Ocean

OK

Old/wrinkly

On the other hand

Once

Only

Or

Other

Our

Out

Over

Oysters

Wetworld

Okey

Crumply

Spares mitt-mitt

Wun time

Solo

Oo

Spares

Ussus

Outy

Uptops

Saltsicks

Pp

Play

Please

Pleased

Poisonous

Poisonous, very

Poo

Pooing

Pyjamas

Larks

Pishyou

Heeby-jeebies

Wobblediguts

Ow-in-ditummy

Cack-cack

Crappa

Jim-jams

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Dragonese Dictionary

Rr, Ss



Rr

Rabbit

Rain (literally, Thor's tears)

Ran

Really

Red

Right

Right now

Room

Round

Rumbling

Randifloss

Thunderman drip-drops

Flit

Issitso

Corey-like

Oopla

Snip-snap

Hovel

Eggey

Lardi-gurples

Ss

Sadly

Say

School

Scratch

Scream

Scrummy

Sea

See

Shout

Sick

Since

Sit

Downa

Yaks

Jaw-jaw

Do di scarlet strokings

Yowlyshreekers

Yum-yumindutum

Splosh-splosh

Goggla

Hodsplitta

Weeklyweed

Fromsa

Parka di lotty

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Dragonese Dictionary

Ss, Tt



Sleep	Zip di peepers
Sleeping	Zuzzing
Small	Bitty
Smell	Sniffa
Snot	Brain-goo
So	Sosa
So	Too
Something	Thingy
Soon	Nearsa
Spit	Gobba
Splat	Splosh
Spring	Wettings
Start	Gogo
Starvation	Gobbledesert
Still	Asis
Stinks	Yucksniff
Stomach	Grubwasher
Stone	Landmake
Stop	Holdup
Stormclouds	Thunderpuffs
Summer	Boilings

Tt

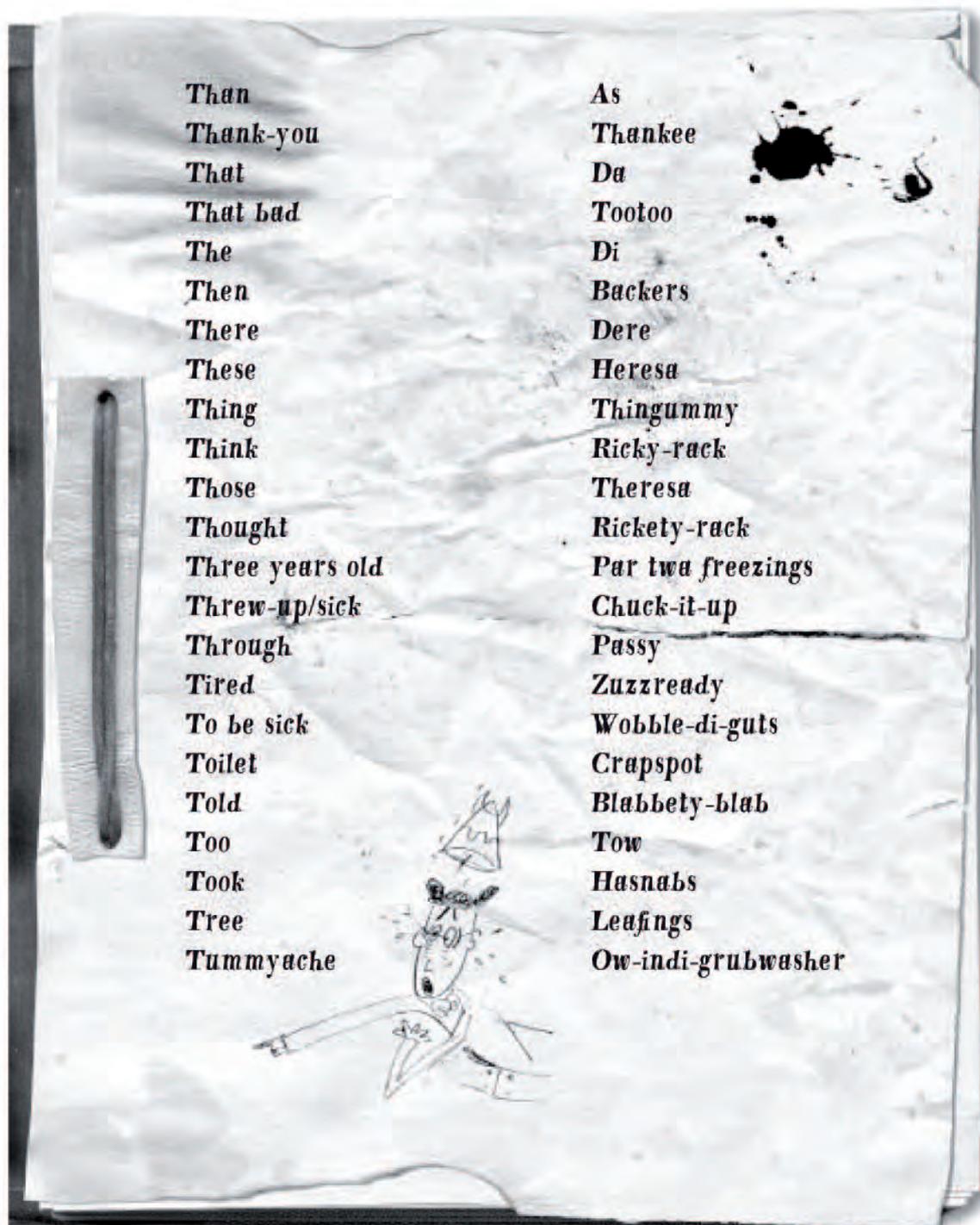
Table	Munchy-holder
Take	Nabs
Tantrum, to have a	Do di wobbly screamers
Tell	Blab-blab

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Dragonese Dictionary

Tt



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Dragonese Dictionary

Uu, Vv, Ww



Uu

Unfortunately

Until

Us

Downa

Uptil

Weesa

Vv

Very

Viking

Bigtime/Buckets

Prickle-burger

Ww

Wake up

Want

Wanted

Was

Water

Well

We're

We've

What

When

Where

Which

While

Who

Why

Peepers undo

Needy/Wantee/Wanti

Needsa

Woz

Splish

Splishjug

Ussa issa

Ussa hassa

Questa/Wah/Watcha

Oncer

Wa

Icka

Assa

Hoody

Comma/Yi

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Dragonese Dictionary

Ww, Yy



Window
Wings
Winkles
Winter
With
Woke up

Seesa
Flip-flaps
Snotting-gum
Freezings
Wi
Undo snipsnap

Yy

Yes
Yet
You

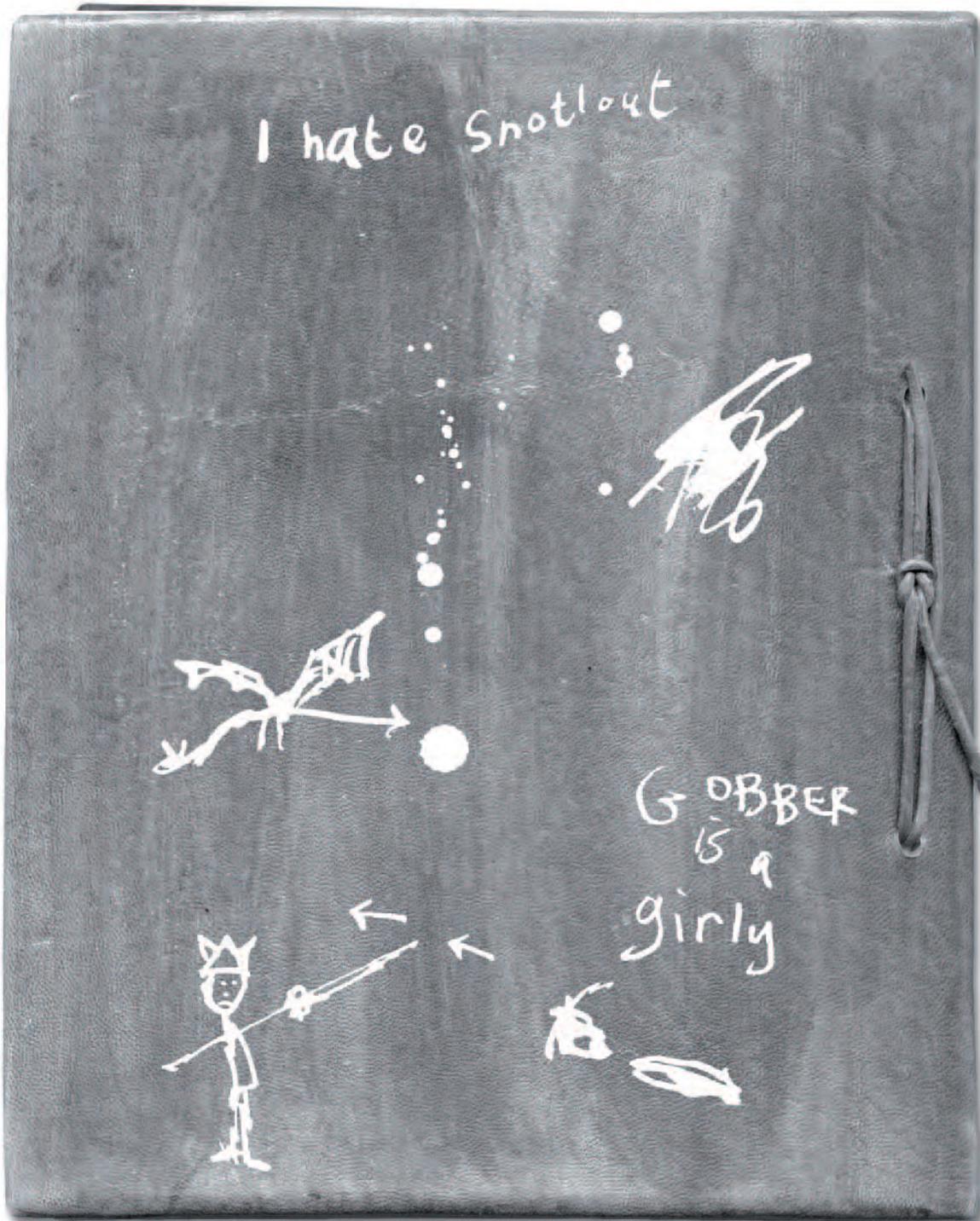
Yessee
Tilla
Ta/Yow



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Dragonese Dictionary



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Section 3: How to Speak Dragonese (Easy)



Is your Dragonese as good as Hiccups?

To be a dashing Viking Hero like Hiccup you need to be able to master the forgotten language of Dragonese.

Draw a line and match these Dragonese words with their English translation

English

Dragonese

Eat

Pishyou

Disgusting

Thankee

Bottom

Munch-munch

House

Brain Goo

Friend

Doubly yuck-yuck

Thank You

Botti Bum

Please

Hoosus

Snot

Frieundlee



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Section 3: How to Speak Dragonese (Hard)



Is your Dragonese as good as Hiccups?

To be a dashing Viking Hero like Hiccup you need to be able to master the forgotten language of Dragonese.

Draw a line and match these Dragonese words with their English translation

English

Table

Tummy

Sneaky

Hungry

Farts

Greedy

Hands

Gross

Walk

Smell

Dragonese

Slow-mo

Munchy-holder

Tipclaw

Reechers

Poo-poo

Sniffa

Belly-scream

Grubwasher

Overmunch

Buttok-thunder



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Conversations with Toothless



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Getting to know you...

Howdeedoodethere
Hello

Me calda Toothless, farin okey?
My name is Toothless, how do you do?

Me calda T-T-toothless



Watcha calda?
What is your name?

Woh crumply est ta?
How old are you? (lit. how wrinkly are you?)

Me is crumply par twa freezings
I am three years old

Wa folda da flip-flaps?
Where do you live? (lit. where do you fold your wings?)

Me folda indi leafings
I live in this tree

Me folda indi randifloss gaff
I live in this rabbit burrow
(Me gobbla di randifloss)
(I ate the rabbit)

Me folda wi me freundlee, Hiccup
I live with my friend Hiccup

Hissa okey, par un no-brainer
He's OK, for a human being

Hissa na yucksniff tootoo
He doesn't smell that bad

Na com da piss-person Snotlout
Not like that dreadful guy Snotlout

Hissa yucksniff plusplus da un fif-sunning-crumply
stinkfish, dunkings inna cack-
cack di Gronckle
*He stinks worse than a
five-day-old haddock dipped
in Gronckle poo*

Me isna tickling
I'm not joking



Da pastime me greety
hiss, da yucksniff woz
too greasypiss,
me is disclose da chuck-it-up
*The last time we met, the smell
was so bad I nearly threw up*

me is disclose
da chuck-it-up



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Plus, yow goggla da *sniffer* on da piss-person?
And did you see the nose on that guy?

Da sniffer issa *too* giganticus,
yow may parka un greenburger up dere
*That nose is so big, you could fit a
cucumber up there*

Me coglet, parsk me parka un dere
meselva
*I know because I
put one there
myself*

Hissa zuzzing
He was sleeping

May hissa
peepers undo
snipsnap
But he woke up

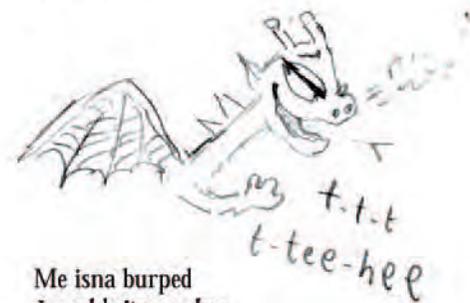
Hissa do di heeby-jeebies
He wasn't very pleased



Me na coglet comma, may hissa na likeit me never
I don't know why, but he's never really liked me.

*Me na coglet
comma, may
hissa na likeit
me never.*

T-T-T-T-T-Tee hee hee hee hee
Ha ha ha



Me isna burped
I couldn't care less



*Hissa
do di
heeby-
jeebies*





When you are ILL...

Ooooooh, harditips di Thunderman
 OOOOOH, thumbnails of Thor

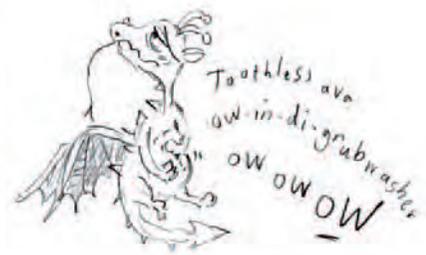


Toothless ava
 ow-in-di-brainbox
 I have a headache

Or,
 Toothless ava
 ow-in-di-tootsies
 My legs are hurting



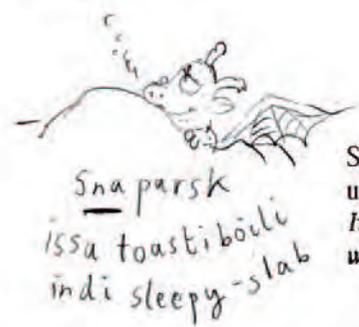
Or, most likely,
 Toothless ava
 ow-in-di-grubwasher
 I have a tummyache



Me isna tickling
 I'm not messing with you



Issa ow-lika-dentipull
 It's agony



Sna parsk me na likeit da
 uppit da sleepy-slab
 It's not because I don't
 want to get out of bed

Sna parsk issa toastiboili inna sleepy-slab
 It's not because it's all cosy in bed

Sna parsk
 issa toastiboili
 indi sleepy-slab



Sna parsk me na likeit outy indi Wetworld pricken di
 saltswimmys indi Pricken Snorer par wobbliflesh
 Gobber di Gobfart
 It's not because I don't want to go out there hunting fish
 in a Hunting Lesson for big fat Gobber the Belch



Indi Thunderman drip-drops
In the rain (lit. Thor's tears)

Plus di shivers
And the cold

Issa parsk me issa big dreamtime
It's because I am dying

Toothless dreamtime plus neverman issa burped
I'm dying and nobody cares

Me grubwasher issa weeklyweed buckets
My stomach is very very sick

(PAUSE)

Me sniffa da earlymunch?
Can I smell breakfast?

OOOooooooh, warm-woofs plus
saltsicks issa Toothless's BESTEST
Oooooooh, sausages and oysters is
my FAVOURITE



Me has buckets di belly-scream me may gobbla di
horn-creamers
I am so hungry, I could eat a cow

Belly-scream... PLUS dreamtime
Hungry... AND dying

Toothless ava earlymunch indi sleepy-slab?
Can I have breakfast in bed?

Yi sna?
Why not?

Yow issa snakenipper Yellfatter
You are a very mean Master

Wi un squeezeblood di landmake
With a heart of stone

Plus yow may drip-drop buckets time yow sadly min
greenblood issa dreamtime frim gobbledesert plus
ow-indi-grubwasher
*And you will regret this when your poor little dragon has
died of starvation and tummyache*

May doublesix par yow, me issa min perky
But luckily for you, I'm feeling a little better
(flies out of bed, miraculously recovered)

May me ava buzzjoos wi me saltsicks?
Can I have honey on my oysters?

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Section 3: Writing Dragonese (Easy)



Using the Dragonese Dictionary
write the following words in Dragonese

1: Hello

.....

2: Thank you

.....

3: Friend

.....

4: How do you do?

.....

5: Please

.....

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Section 4: Being True to Yourself



Objectives

A key part of Cressida Cowell's books is the exploration of the relationships of the characters – for instance, Hiccup's relationship with his father, his difficulty in living up to the expectations of his tribe, and dealing with the bullying by his cousin Snotlout.

Hiccup, as his name suggests, is something of an accident, and he finds it very hard to live up to the expectations placed on him by his father and by his tribe, who expect him to become a great leader and the most fearsome warrior who ever lived. Not only is Hiccup uncomfortable in his own body and conscious of disappointing his father, he is also unsure of his opinions and of how he fits into the tribe.

His cousin Snotlout, muscular, good at everything, confident and a complete thug, believes that he, not Hiccup, should be the next leader of the Hooligan tribe. Snotlout takes every opportunity to make fun of Hiccup and put him down both verbally and physically in the hope of proving him unfit to be the next chief of the tribe.

In this section, drawing upon Cressida's book and their own experiences, children will explore the different types of relationships they have with others and consider whether or not people should all be the same and have the same ways of behaving and if it is ok to be different.

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Section 4: Being True to Yourself



Resources to use with this section

- PDF of Chapter 1 of *How to Train Your Dragon*
- Helping Others Activity Sheets (KS1 & KS2)

Classroom Activities

Read the opening chapter of *How to Train Your Dragon*. This chapter introduces us to Hiccup and to his friends and describes the ways in which he is different to both his father and the other members of the Hairy Hooligan Tribe. Hiccup is different to the others, not just in terms of his size, but also in terms of his personality and his attitude. Use the discussion points to talk about different types of relationships and personalities.

Discussion Points

- In Chapter 1, Dogsbreath calls Hiccup useless. Why does Dogsbreath think Hiccup is useless? Do you think this is fair? Do you think it's fair to call somebody useless? Have you ever felt useless at something?
- How is Hiccup different from the other members of the Hairy Hooligan Tribe? Does it matter that people are different to each other? Do we have to be the same as other people in order for them to be our friends?
- Have you ever experienced the feeling of not fitting in like Hiccup? How did you deal with this?
- Is there anyone who supports Hiccup? Who is it and how do they support him?
- Hiccup's father Stoick the Vast is disappointed that Hiccup isn't just like him. Have you ever experienced a parent being disappointed in you? What did you do that might have caused you to disappoint them? How did you deal with this?
- What do you expect of yourself? Do you expect to be just like your friends and family?
- Have you ever been unkind to a friend? Why were you unkind? How did you make it up to them?

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Section 4: Being True to Yourself



Circle Time Activity

- Use circle time to explore when children might have felt that a parent or guardian was disappointed in them or a time when a friend might have been unkind. Discuss the extract and ask children if they have ever felt like Hiccup.
- Encourage discussion on when children have felt supported by a parent, guardian or friend.
- Encourage children to say one thing that they will do to be nicer or more supportive to a friend or family member, e.g. I will be more patient with my little brother when he is annoying me by playing with my toys.

Section 4: Helping Others

Activity Sheet (Easy)



5 Things I did today that
made someone smile...

1

2

3

4

5



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Section 4: Helping Others

Activity Sheet (Hard)



10 Things that I can
do to help my friends ...

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

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Section 5: Reading Race



Objectives

Cressida Cowell is passionate about reading and read extensively as a child. This in part may have led to her becoming an author. Her Hero, Hiccup, also likes to read, even though this marks him out as even more different from his Viking counterparts.

A key aim of the National Literacy Trust is to encourage children to read for pleasure and strongly believes that children should choose their own books. But choosing your own books can be a bit daunting; even for adults, walking into a bookshop or library can be confusing and bewildering.

Discuss the following tips about how to choose a book to read:

1. Firstly, never ever feel that you have to finish a book if you're not really enjoying it. That turns reading into a chore. The whole point is to have fun reading. One of the great things about libraries is you can try out books and see if you like them without having to buy them.
2. Ask yourself what kind of stories you enjoy. Do you like funny stories? Adventurous and exciting stories? Books about animals? Books about Vikings? Or books about 'real life' and children like you? Perhaps you prefer non-fiction books or *Horrible Histories*. Whatever your interests, there will be books out there for you, it's just a question of finding the right ones.
3. Look at the cover to give you an idea about the book inside. Book publishers try very hard to capture the feel of the book on its cover.
4. Read the 'blurb' on the back, this again will tell you what kind of book it is. Often the blurb will have comments from reviewers, which is usually a sign that the book is being recommended and has been enjoyed by others.
5. Open the book, and if there are lots of words that you don't understand, perhaps it isn't quite the right book for you... yet. But if the idea of the story really excites you, why not have a go anyway?
6. Listen to friends - they can recommend books that they have enjoyed. Don't forget to tell your friends about books that you like too.
7. Tell a librarian or a bookshop owner what kind of books you like. They will usually be delighted to make some suggestions.

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Section 5: Reading Race



In this activity children will develop their reading and literacy by taking part in a reading race! The object is to read as many books as possible in a half-term (we suggest from Dragonese Day on 6th October to the Christmas holidays). Children can chart their progress in their own Reading Race books. Once children have read two or more books, including one *How to Train Your Dragon* book they are eligible for an official Dragonese Day Reading Race certificate.

Resources to use with this section

- Reading Race Activity Sheet
- Reading Race Certificate

Reading Race

Make your own Reading Race book and chart your progress using the activity sheet. Make a Reading Race diary by printing out both sheets single-sided. Place the first sheet face down with its bottom pointing towards you. Put the second sheet face-up over the first sheet with its top pointing away from you. Then all you need to do is fold the sheets of paper in half, top to bottom, then fold vertically and cut the pages!

Once the children have read two books they are eligible to receive their own Reading Race certificate.

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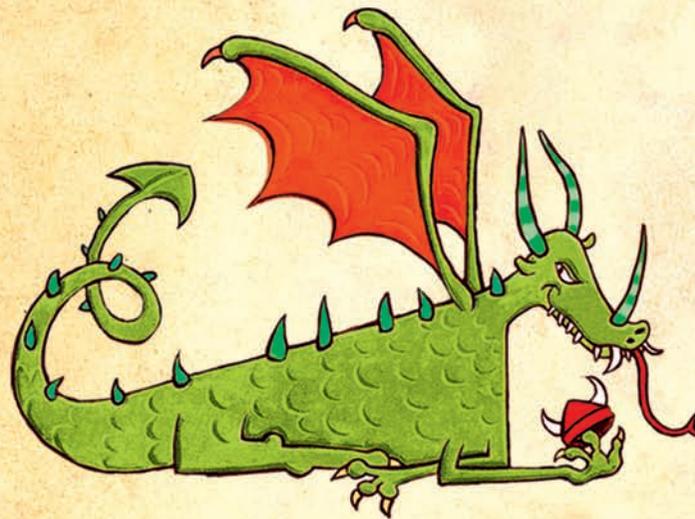
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Well deedoodee!



.....

has taken part in the
Dragonese Day Reading Race!



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Section 6: Story Maps



Objectives

Maps

As we have seen, the Vikings didn't have maps and had to use other means of navigating on their many travels and expeditions. One Icelandic manuscript - the Hauksbok - details instructions for sailing from Norway to Greenland by identifying landmarks. This is straightforward when land is in sight, but in reality, after sailing past the Faroe Islands, apart from whales and birds south of Iceland, Vikings wouldn't have seen any land before arriving at Greenland. You have to be a pretty confident and brave adventurer to head off over the northern seas with little more than a starting point from which to set sail.

However, in her books, Cressida assumes Vikings did have maps and each book starts with one. These maps detail the Archipelago where the stories are set to draw the reader into her Viking world. The maps are not like the detailed maps we use now. Instead they are in the style of the earliest real maps, which were drawn by hand with brushes on manuscripts. This was before the invention of magnetic devices such as the compass, or optical instruments like the telescope and sextant, which allowed for the creation of accurate maps we use today. In this section children will learn about maps and how starting a story with a map will help with plotting and character development.

Story Maps

Cressida also uses a different type of map to plan out her books called a story map. A story map is a visual depiction of the settings and ideas for a story. Before she starts writing each book, Cressida plots exactly where the action will take place on the map and uses the map as a basis for writing her story. This approach is not unique to Cressida, many authors do this. Robert Louis Stevenson starts *Treasure Island* with a map and said that as he drew the map 'Long John Silver came creeping out of the page'.

In this section children will learn about story maps and how to construct stories.

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Section 6: Story Maps



Resources to use with this section

- Video clip of Cressida talking about story maps
- Story Map Activity Sheet (Easy & Hard)
- Map Activity Sheet (Easy & Hard)
- Story Writing Activity Sheet (Easy & Hard)

Story Maps Classroom Activity

1. Make a list of 10 to 12 related and familiar concept words. Organise these from more general, inclusive concepts to less general, more specific concepts. For example, plant, stem, root, leaves, flowers, sunlight, green, petals, yellow, water, air and soil would be a good set of related concepts.
2. Build a concept map on the whiteboard and introduce this as a 'game to learn how to play with words, called concept mapping'.
3. Have the children read out some of the short sentences (propositions) shown on the map.
4. Ask if anyone knows how to connect other concepts to the map. See if anyone can suggest any cross-links between the concepts added and the other concepts on the map.
5. Ask the children to copy the map from the whiteboard and add two or three of their own concepts (and cross-link if they can). Give children lists of related words and have them construct their own concept maps. Children should be given the option of choosing which list of words they want to try and map.
6. If time permits, ask children to show their concept maps on the whiteboard, and ask a few to explain the story of their concept map. Take some time to point out the positive features of children's concept maps - especially good hierarchies and interesting cross-links.
7. Select a short (10-30 sentence) extract from *How to Train Your Dragon* and print copies for the children. Help them to identify some of the concept words in the story and some of the linking words. Select a passage that has some meaning - perhaps a message about the world or about people.
8. Ask the children which concepts are most important to convey the story and have them circle the key concepts in their own copy of the text.

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Section 6: Story Maps



9. Ask the children to prepare a list of concepts from the story, listing first the concepts that are most important, and going down the list to concepts that are less important. Discuss the children's list and then help them construct a concept map for the story.
10. Have the children construct their own concept map for the story using activities similar to those you used to build the concept maps from lists of related words.
11. Choose an extract from another *How to Train Your Dragon* book and print copies for the children. Have the children select a story and replicate the activities you have done as a class: circle the key concept words; prepare a list of concept words from most important to least important and draw a concept map for their chosen story.
12. Ask some children to read their stories to the class using only their concept map. See if the class can determine what the story is about. Concept maps can be printed out and displayed together with the story for others to see.
13. Ask the children to write a short story based on their concept maps. Read some out to the class.
14. From here, almost any classroom activity can be related to concepts and concept maps. You can use concept maps to introduce and develop the teaching of any topic or activity. You can encourage children to paper the walls of the classroom with concept maps that relate to any specific classroom activity. Help them to see that one concept map can be linked to another and that all concepts are in some way linked to each other. Cross-linking of concepts is what makes us 'clever' and able to think like a human.

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Section 6: Map Activity Sheet (Easy)



Draw a map of an imaginary place
in the space below



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Section 6: Map Activity Sheet (Hard)



Draw a map of an imaginary place in the space below and write a couple of sentences explaining where it is, what is on it, and who lives there.



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Section 6: Story Map Activity Sheet 1



GOBBER
THE
BELCH



teacher in charge
of the Pirate
Training Programme

Action:

Feelings:

Says:

Appearance:

CaMicaZi



Big, hairy
BENNA
(Chief of the
Bog-
Furians)



THE CHIEF of the HAIRY
Hooligan Tribe,
STICK THE YAST, oh HEAR
HIS NAME AND TREMBLE
UGH UGH

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Section 6: Story Map Activity Sheet 2



HICCUP
HORRENDOUS
Haddock the Third,
the HOPE and THE
HEIR to the
HAIRY Hooligan
Tribe.

Action:

Says:

Feelings:

Appearance:



Section 6: Story Writing Activity Sheet (Easy)



Draw a picture of the hero or villain of your story. Choose 3 words to describe how they look and 3 words to describe how they behave.

3 words to describe my character:

1

2

3

3 words to describe how my character behaves:

1

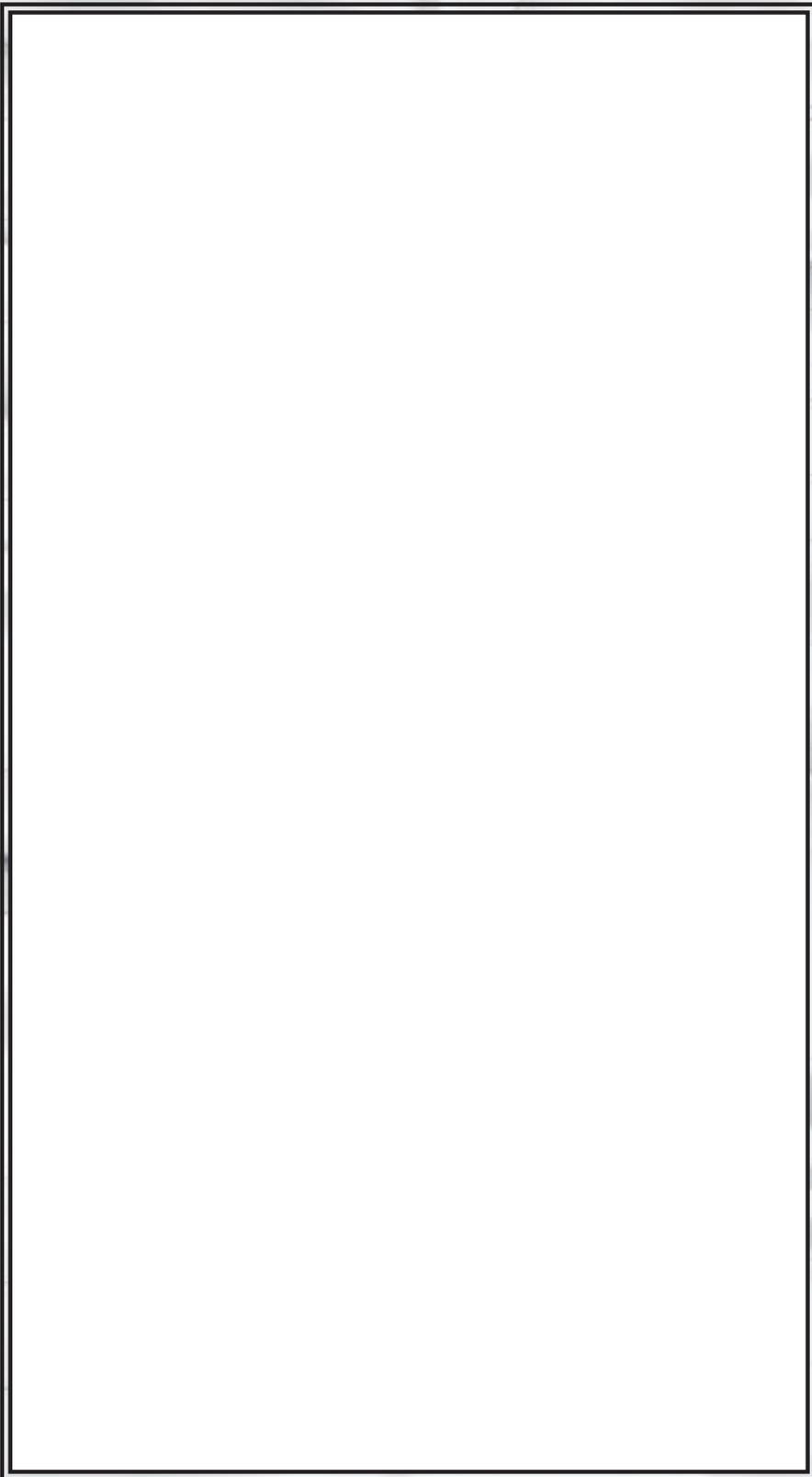
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Section 6: Story Writing Activity Sheet (Hard)



Draw a picture of the hero or villain of your story and write a short description about them below. Use as many interesting adjectives and verbs as possible.

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Section 7: Book to Film



Objectives

How to Train Your Dragon was made into a film by DreamWorks Animation and was released in 2010.

Films based on books vary in how closely they follow the original book. In the case of *How to Train Your Dragon*, the film was conceived as a prequel to the book series, using the Viking and dragon world and characters from the books, but starting the story from a time when the dragons and Vikings were at war. The end of the film closes where the book series begins.

In this section children will focus on the development of films from page to screen, similarities and differences between the books and the film, with a view to helping children appreciate the tools used by authors and filmmakers to communicate with their audiences.

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Section 7: Book to Film



Classroom Activities

There are a number of changes between the book series and the film. Some of these are listed below. Have a look at the list and discuss why these changes might have been made and whether, in your opinion, they are effective. (Adapted from Film Education, Interactive CD Rom)

Book	Film
In the book, Hiccup's dragon Toothless is a tiny, toothless, emerald green common-or-garden dragon.	In the movie, Toothless is a jet black Night Fury, the rarest of all dragons. He has retractable teeth and is large enough to serve as a flying mount for Hiccup.
In the book, dragons are animals who work for and live with the Vikings. The young Vikings need to train a dragon in order to become accepted as part of the tribe.	In the movie, the Viking tribe is at war with the dragons who are stealing their livestock. By the end of the film, the dragons are invited to live in the village.
In the book, Hiccup's best girl friend is a fierce sword fighter named Camicazi.	In the movie, Astrid is Hiccup's rival and love interest and is an original character to the film. Camicazi never appears.
In the book, Snotface Snotlout is a big, ape-like boy with a number of sidekicks. He bullies Hiccup and thinks that he should be the next chief of the tribe rather than Hiccup.	In the movie, he is just another of the gang with no sidekicks.
In the book, Fishlegs is smaller and scrawnier than Hiccup and is not accepted by the other Viking teens.	In the movie, Fishlegs is physically bigger and chubbier than Hiccup. He is accepted by the other Viking teens, though they are annoyed by his spoutings of information on dragons.

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Section 7: Book to Film



Discussion Questions:

Watch the trailer for the *How to Train Your Dragon* film and then compare the trailer with the start of the book. Use the questions below to guide your discussions:

1. The book starts with this sentence:

Long ago, on the wild and windy isle of Berk, a smallish Viking with a longish name stood up to his ankles in snow.

However, the film opens with a long shot of the Isle of Berk and doesn't show Hiccup straight away.

Why does Cressida Cowell introduce her main character in the first sentence? Is this important?

Why do you think that the first thing you see in the film is the Isle of Berk and not Hiccup?

2. Read the opening chapter of *How to Train Your Dragon* and describe Hiccup and Gobber the Belch in no more than ten words.

What are the differences between the way Hiccup and Gobber the Belch are portrayed in the book and in the film? Why?

3. What is the difference between the way the dragons are portrayed in the books and in the film?

Does it matter that they are different? Which do you prefer?

4. How is the film different to the book?

Do you think that the film should be exactly the same as the book? Do you think they compliment each other?

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Chapter 1: How To Train Your Dragon



A Note from Hiccup

There were dragons when I was a boy.

There were great, grim, sky dragons that nested on the cliff tops like gigantic scary birds. Little, brown, scuttly dragons that hunted down the mice and rats in well-organised packs. Preposterously huge Sea Dragons that were twenty times as big as the Big Blue Whale and who killed for the fun of it.

You will have to take my word for it, for the dragons are disappearing so fast they may soon become extinct.

Nobody knows what is happening. They are crawling back into the sea from whence they came, leaving not a bone, not a fang, in the earth for the men of the future to remember them by.

So, in order that these amazing creatures should not be forgotten, I will tell this true story from my childhood.

I was not the sort of boy who could train a dragon with the mere lifting of an eyebrow. I was not a natural at the Heroism business. I had to work at it. This is the story of becoming a Hero the Hard Way.

Chapter 1: How To Train Your Dragon



1. FIRST CATCH YOUR DRAGON

Long ago, on the wild and windy isle of Berk, a smallish Viking with a longish name stood up to his ankles in snow.

Hiccup Horrendous Haddock the Third, the Hope and Heir to the Tribe of the Hairy Hooligans, had been feeling slightly sick ever since he woke up that morning.

Ten boys, including Hiccup, were hoping to become full members of the Tribe by passing the Dragon Initiation Programme. They were standing on a bleak little beach at the bleakest spot on the whole bleak island. A heavy snow was falling.

'PAY ATTENTION!' screamed Gobber the Belch, the soldier in charge of teaching Initiation. 'This will be your first military operation, and Hiccup will be commanding the team.'

'Oh, not Hic-cup,' groaned Dogsbreath the Duhbrain and most of the other boys. 'You can't put Hiccup in charge, sir, he's USELESS.'

Hiccup Horrendous Haddock the Third, the



Chapter 1: How To Train Your Dragon



Hope and Heir to the Tribe of the Hairy Hooligans, wiped his nose miserably on his sleeve. He sank a little deeper into the snow.

'ANYBODY would be better than Hiccup,' sneered Snotface Snotlout. 'Even Fishlegs would be better than Hiccup.'

Fishlegs had a squint that made him as blind as a jellyfish, and an allergy to reptiles.

'SILENCE!' roared Gobber the Belch. 'The next boy to speak has limpets for lunch for the next THREE WEEKS!'

There was absolute silence immediately. Limpets are a bit like worms and a bit like snot and a lot less tasty than either.

'Hiccup will be in charge and that is an order!' screamed Gobber, who didn't do noises quieter than screaming. He was a seven-foot giant with a mad glint in his one working eye and a beard like exploding fireworks.

Despite the freezing cold he was wearing hairy shorts and a teeny weeny deerskin vest that showed off his lobster-red skin and bulging muscles. He was holding a flaming torch in one gigantic fist.



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'Hiccup will be leading you, although he is, admittedly, completely useless, because Hiccup is the son of the CHIEF, and that's the way things go with us Vikings. Where do you think you are, the REPUBLIC OF ROME? Anyway, that is the least of your problems today. You are here to prove yourself as a Viking Hero. And it is an ancient tradition of the Hooligan Tribe that you should' –

Gobber paused dramatically –

'FIRST CATCH YOUR DRAGON!'

Ohhhhhh suffering scallops, thought Hiccup.

'Our dragons are what set us apart!' bellowed Gobber. 'Lesser humans train hawks to hunt for them, horses to carry them. It is only the VIKING HEROES who dare to tame the wildest, most dangerous creatures on earth.'

Gobber spat solemnly into the snow. 'There are three parts to the Dragon Initiation Test. The first and most dangerous part is a test of your courage and skill at burglary. If you wish to enter the Hairy Hooligan Tribe, you must first catch your dragon. And that is WHY,' continued Gobber, at full volume, 'I have



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Chapter 1: How To Train Your Dragon



brought you to this scenic spot. Take a look at Wild Dragon Cliff itself.'

The ten boys tipped their heads backwards.

The cliff loomed dizzily high above them, black and sinister. In summer you could barely even see the cliff as dragons of all shapes and sizes swarmed over it, snapping and biting and sending up a cacophony of noise that could be heard all over Berk.

But in winter the dragons were hibernating and the cliff fell silent, except for the ominous, low rumble of their snores. Hiccup could feel the vibrations through his sandals.

'Now,' said Gobber, 'do you notice those four caves about halfway up the cliff, grouped roughly in the shape of a skull?'

The boys nodded.

'Inside the cave that would be the right eye of the skull is the Dragon Nursery, where there are, **AT THIS VERY MOMENT**, three thousand young dragons having their last few weeks of winter sleep.'

'OOOOOOOH,' muttered the boys excitedly.



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Hiccup swallowed hard. He happened to know considerably more about dragons than anybody else there. Ever since he was a small boy, he'd been fascinated by the creatures. He'd spent hour after long hour dragon-watching in secret. (Dragon-spotters were thought to be geeks and nerds, hence the need for secrecy.) And what Hiccup had learnt about dragons told him that walking into a cave with three thousand dragons in it was an act of madness.

No one else seemed too concerned, however.

'In a few minutes I want you to take one of these baskets and start climbing the cliff,' commanded Gobber the Belch. 'Once you are at the cave entrance, you are on your own. I am too large to squeeze my way into the tunnels that lead to the Dragon Nursery. You will enter the cave **QUIETLY**— and that means you too, Wartihog, unless you want to become the first spring meal for three thousand hungry dragons, **HA HA HA HA!**'

Gobber laughed heartily at his little joke, then continued. 'Dragons this size are normally fairly harmless to man, but in these numbers they will set upon you like piranhas. There'd be nothing left of even a fatso like you, Wartihog — just a pile of bones

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Chapter 1: How To Train Your Dragon



and your helmet. HA HA HA HA! So... you will walk QUIETLY through the cave and each boy will steal ONE sleeping dragon. Lift the dragon GENTLY from the rock and place it in your basket. Any questions so far?’

Nobody had any questions.

‘In the unlikely event that you DO wake the dragons – and you would have to be IDIOTICALLY STUPID to do so – run like thunder for the entrance to the cave. Dragons do not like cold weather and the snow will probably stop them in their tracks.’

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Probably? thought Hiccup. *Oh, well, that’s reassuring.*

‘I suggest that you spend a little time choosing your dragon. It is important to get one the correct size. This will be the dragon that hunts fish for you, and pulls down deer for you. You will catch the dragon that will carry you into battle later on, when you are much older and a Warrior of the Tribe. But, nonetheless, you want an impressive animal, so a rough guide would be, choose the biggest creature that will fit into your basket. Don’t linger for TOO long in there—’

Linger??? thought Hiccup. *In a cave full of three thousand sleeping DRAGONS?*

‘I need not tell you,’ Gobber continued cheerfully, ‘that if you return to this spot *without* a dragon, it is hardly worth coming back at all. Anybody who FAILS this task will be put into immediate exile. The Hairy Hooligan Tribe has no use for FAILURES. Only the strong can belong.’

Unhappily, Hiccup looked round at the distant horizon. Nothing but snow and sea as far as the eye could see. Exile didn’t look too promising, either.

‘RIGHT,’ said Gobber briskly. ‘Each boy take a

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Chapter 1: How To Train Your Dragon



basket to put their dragon in and we'll get going.'

The boys rushed to get their baskets, chattering happily and excitedly.

'I'm going to get one of those Monstrous Nightmare ones with the extra-extendable claws, they're really scary,' boasted Snotlout.

'Oh shut up, Snotlout, you can't,' said Speedifist. 'Only Hiccup can have a Monstrous Nightmare, you have to be the son of a chief.' Hiccup's father was Stoick the Vast, the fearsome chief of the Hairy Hooligan tribe.

'HIC-CUP?!' sneered Snotlout. 'If he's as useless at this as he is at Bashyball, we'll be lucky if he even gets one of the Basic Browns.'

The Basic Brown was the most common type of dragon, a serviceable beast but without much glamour.

'SHUDDUP AND GET INTO LINE YOU MISERABLE TADPOLES!' yelled Gobber the Belch.

The boys scrambled into their places, baskets on their backs, and stood to attention. Gobber walked along the line, lighting the torch that each boy held in front of him from the great flare in his hand.

'IN HALF AN HOUR'S TIME YOU WILL BE A VIKING WARRIOR, WITH YOUR FAITHFUL

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-VIKING DRAGONS AND THEIR EGGS-

THE COMMON OR GARDEN and THE BASIC BROWN



The Common or Garden and the Basic Brown are so similar that they can be dealt with together. These are the most familiar breeds - the ones we instantly think of when we say 'dragons'. They are poor hunters, but they are easy to train. These dragons are the best kind for family pets, although, as with a lion or a tiger, they should never be left unsupervised with very young children.

- STATISTICS -

COLOURS: Green and yellow, all shades of brown.
ARMED WITH: Basic teeth and claws..... 3
DEFENCES: Prickly spines..... 2
RADAR: None..... 0
POISON: None..... 0
HUNTING ABILITY: Lethargic hunters..... 3
SPEED: Swift in retreat..... 8
FEAR AND FIGHT FACTOR:
Well when angry..... 4

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Chapter 1: How To Train Your Dragon



SERPENT AT YOUR SIDE... OR
BREAKFASTING WITH WODEN IN VALHALLA
WITH DRAGON'S TEETH IN YOUR BOTTOM!

screamed Gobber with horrible enthusiasm.

'DEATH OR GLORY!' yelled Gobber.

'DEATH OR GLORY!' yelled eight boys back at
him fanatically.

Death, thought Hiccup and Fishlegs, sadly.

Gobber paused
dramatically, with the horn
to his lips.

*I think this could
possibly be the worst
moment of my life SO
FAR*, thought Hiccup
to himself, as he waited
for the blast of the horn.
*And if they shout much
louder we're going to wake
up those dragons before we
even START.*

'PARRRRRRRRRP!'

Gobber blew the horn.



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Section 8: Test Your Knowledge



Objectives

In this activity children will be able to test how much they know about the *How to Train Your Dragon* books, the author Cressida Cowell and what they have learnt about the Vikings.

Resources to use with this section

- Quiz Question Sheet
- Quiz Answer Sheet
- Score Sheet

Classroom Activity

The quiz can be done individually or in teams. Hand out the answer sheets (these can be photocopied from the master sheet included in this pack) and then start reading out the questions, making sure that you read out the name of the round and what each round is. At the end of the round, mark the answers.

You can make the quiz as long or as short as you like; you don't have to ask all of the questions. You could even add in some of your own! You'll find all of the answers to the questions within the resources in this pack and by reading *How to Train Your Dragon*.

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Section 8: Quiz Questions



Section 1: About the Author

- Who is the author of *How to Train Your Dragon*?
 - Cressida Cowell
 - Claire Cowell
 - Clarice Cowell
- What did Cressida Cowell want to be if she hadn't become an author?
 - Stand-up comedian
 - Adventurer
 - Teacher
- Name one of Cressida Cowell's stories that has been made into a film?
 - How to Be a Pirate*
 - How to Train Your Dragon*
 - A Hero's Guide to Deadly Dragons*
- Where was Cressida Cowell born?
 - Edinburgh
 - Manchester
 - London
- What is Cressida Cowell's favourite colour?
 - Blue
 - Red
 - Green
- Where is Cressida's favourite place to write?
 - On her bed
 - In her study
 - In a coffee shop

Section 2: About the Books

- What type of dragon is Toothless?
 - Vampire dragon
 - Common-or-Garden dragon
 - Stinkdragon

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Section 8: Quiz Questions



8. Who is Hiccup's father?
 - a. Stoick the Vast
 - b. Stoick the Small
 - c. Stoick the Medium

9. Where does Hiccup live?
 - a. Ball
 - b. Berk
 - c. Bark

10. What tribe does Hiccup belong to?
 - a. Hairy Hair-raisers
 - b. Hairy Hooligans
 - c. Hairy Hatchette

11. What language does Hiccup speak to dragons?
 - a. Dragonese
 - b. Dragonish
 - c. Dragon tongue

12. What does this Dragonese phrase mean in English: 'yum yum on di bum'
 - a. Bite someone on the finger
 - b. Bite someone on the bottom
 - c. Bite someone on the stomach

13. Whose dragon is a Monstrous Nightmare?
 - a. Fishlegs
 - b. Gobber the Belch
 - c. Snotlout

14. What is the name of Snotlout's Dragon?
 - a. Firewing
 - b. Firebird
 - c. Fireworm

15. When Toothless wakes up, what's the first thing he wants to eat?
 - a. Hiccup
 - b. Biscuits
 - c. Fish

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Section 8: Quiz Questions



Section 2: About the Books cont...

16. What tattoo does Snoutlout have on his arm?
- Skull and Crossbones
 - I love Mum
 - A snake
17. What does this Dragonese phrase mean in English: 'Da pastime me greetu hiss, da yucksniff woz too greasypiss, me is disclose da chuck-it-up'?
- He stinks worse than a five day-old haddock dipped in Gronckle poo
 - The last time we met, the smell was so bad I nearly threw up
 - He doesn't smell that bad
18. What is the name of Hiccup's sword?
- Eagerness
 - Endeavour
 - Endurance
19. Who is Hiccup's best friend?
- Dogsbreath the Duhbrain
 - Clueless
 - Fishlegs
20. What is the name of Hiccup's mother?
- Valhallarama
 - Big-boobied Bertha
 - Rugged Rita
21. Who is Hiccup's arch nemesis?
- The Hairy Scary Librarian
 - Old Wrinkly
 - Alvin the Treacherous
22. What is the name of Fishlegs's dragon?
- Horrorcow
 - Seaslug
 - Newtsbreath
23. What sport do the Vikings play?
- Bashyball
 - Quidditch
 - Hockeyhail

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Section 8: Quiz Questions



Section 2: About the Books cont...

24. Who's in charge of the Pirate Training Programme?
- Gobber the Belch
 - Dogsbreath the Duhbrain
 - Norbert the Nutjob
25. What is Hiccup's favourite subject on the Pirate Training Programme?
- Basic Burglary
 - Spitting
 - Swordfighting

Section 3: About the Vikings

26. What were the individual letters in the Viking alphabet called?
- Skalds
 - Runes
 - Futhark
27. What were the bravest Viking Warriors called?
- Berserkers
 - Raiders
 - Skirmishers
28. What language did Vikings speak?
- Norse
 - Latin
 - Aramaic
29. What were Viking ships called?
- Battle Ships
 - Dragon Boats
 - Fighting Boats
30. What country do people think that the Vikings may have discovered?
- Australia
 - America
 - India

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Section 8: Quiz Answers



Section 1: About the Author

1. Who is the author of *How to Train Your Dragon*?
a. Cressida Cowell
2. What did Cressida Cowell want to be if she hadn't become an author?
a. Stand-up comedian
3. Name one of Cressida Cowell's stories that has been made into a film?
b. *How to Train Your Dragon*
4. Where was Cressida Cowell born?
c. London
5. What is Cressida Cowell's favourite colour?
b. Red
6. Where is Cressida's favourite place to write?
a. On her bed

Section 2: About the Books

7. What type of Dragon is Toothless?
b. Common or Garden dragon
8. Who is Hiccup's father?
a. Stoick the Vast
9. Where does Hiccup live?
b. Berk
10. What tribe does Hiccup belong to?
b. Hairy Hooligans
11. What language does Hiccup speak to Dragons?
a. Dragonese
12. What does this Dragonese phrase mean in English: 'yum yum on di bum'
b. Bite someone on the bottom

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Section 8: Quiz Answers



13. Whose Dragon is a Monstrous Nightmare?
c. Snotlout
14. What is the name of Snoutlout's dragon?
c. Fireworm
15. When Toothless wakes up, what's the first thing he wants to eat?
c. Fish
16. What tattoo does Snoutlout have on his arm?
a. Skull and Crossbones
17. What does this Dragonese phrase mean in English: 'Da pastime me greetu hiss, da yucksniff woz too greasypiss, me is disclose da chuck-it-up'
b. The last time we met, the smell was so bad I nearly threw up
18. What is the name of Hiccup's sword?
b. Endeavour
19. Who is Hiccup's best friend?
c. Fishlegs
20. What is the name of Hiccup's mother?
a. Valhallarama
21. Who is Hiccup's arch nemesis?
c. Alvin the Treacherous
22. What is the name of Fishlegs's dragon?
a. Horrorcow
23. What sport do the Vikings play?
a. Bashyball
24. Who's in charge of the Pirate Training Programme?
a. Gobber the Belch
25. What is Hiccup's favourite subject on the Pirate Training Programme?
c. Swordfighting

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Section 8: Quiz Answers



Section 3: About the Vikings

26. What were the individual letters in the Viking alphabet called?
b. Runes
27. What were the bravest Viking Warriors called?
a. Berserkers
28. What language did Vikings speak?
a. Norse
29. What were Viking ships called?
b. Dragon Boats
30. What country do people think that the Vikings may have discovered?
b. America

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