Green Dragon Codex

By

R. D. Henham and

Assistant Clint Johnson

Before Reading *Green Dragon Codex*

Summary

Following the War of the Lance, Scamp, his older brother Mather, and best friend Dannika live in the village of Tarban, where refuges from the war are struggling to build new lives. When bullies chase Scamp from his village, he discovers the body of a green dragon and a mysterious chest which is being sought by soldiers in armor of dragon scales. Hoping the chest hides treasure the refuges can use to rebuild their lives, Scamp sneaks the chest back to Tarban and shows it to his brother and best friend. Together they take the chest to a local monk, who opens it. Inside they find a strange stone globe and a tablet with giant, ancient writing. When the monk hurries them out of the house and demands they swear secrecy about the chest, the trio believe a potential adventure is at its end. It is really just beginning. After the monk is murdered, the three youths are given a quest by his spirit to discover the truth about the dragon's chest, as well as this advice: three will help them on their journey, "the messenger who is a mirror, the outcast whose curse is a blessing, and the enemy who is your greatest friend." They leave the village just in time. Unbeknownst to Scamp and his companions, an evil wizard, a grief-maddened dragon, and the dragonslayers who killed the monk are still pursuing the chest. The Black Robe wizard summons a terrible demon, a giant dog built of swarming insects, to hunt them down. Meanwhile, on their journey they meet Anden, a veteran soldier, who takes a particular interest in Mather, telling the young man that he has a gift he was been wasting. None of the trio know what this gift may be. Anden's interest grows to obsession when the stone globe from the chest cracks open, revealing that it is a green dragon egg that hatches Pug, a playful, mischievous wyrmling who believes Scamp is his mother. When Anden sees the infant, he demands the youths tell him where the chest is. Scamp's crafty lies send the soldier away on the wrong path. As the youths continue their journey, the swarm-beast overtakes them, and only Scamp's quick thinking allows them to defeat it by drowning its insect flesh in puddled water. In the tension of the journey Scamp and his brother have a falling out and refuse to talk to each other any more. Eventually, they reach "the home where newborn magic floats upon the sea", a school of wizardry, and discover the truth of the stone tablet: it is a terrible spell concocted by an ancient race of ogres over 5,000 years ago. While at the school, the evil wizard—who is revealed to be of an evil, forgotten ogre race— captures the spell and enslaves his bronze dragon servant permanently. The ogre mage commands his enslaved dragon to kill the three youths, and it is only with Dannika's insight, Mather's heroism, and Scamp's creativity—as well as a little help from Pug and a falling cow—that they reclaim the ancient spell and are able to reverse it, freeing the enslaved bronze dragon. In thanks, the freed dragon, once an enemy now their greatest friend, destroys the evil ogre mage. As Anden—really a member of a race of goodly ogres seeking to destroy the spell—tells the history of the spell as they ride the dragon back to their village, he informs Scamp that he must give up the baby green dragon because it will

certainly grow up to be evil. Instead, Scamp casts the reverse of the evil ogre spell, which gives choice to dragons rather than enslaves them. As he casts the spell, risking his own free will if it should fail, he watches the infant green burn a blinding, pure bronze before he passes out. He wakes to find Anden, and the bronze dragon, and the baby Pug gone—but is promised that his dragon friends will always wait for him in his dreams, and so he returns to Tarban happy.

Characters

Humanoids

Sean "Scamp" Weaver: A young troublemaker and rogue from Tarban who discovers the dragon's chest.

Mather Weaver: Scamp's older brother, a stern and demanding young man.

Dannika Shellkeep: Scamp's best friend and a young monk in training.

Jaiben: Leader of a gang of bullies in Tarban.

Chester: One of Jaiben's gang of bullies.

Peda: Half-elven monk who lives on the outskirts of Tarban.

The Black Robe Wizard/The Ogre Mage: Evil ogre mage disguised as a black robed wizard for most of the book, he is actually an evil priest of Morgion, God of Disease and Death.

Dragonslayers: Survivors of the destroyed city of Tarsis who kill dragons in revenge.

The Peddler: Rude, violent trader with whom the adventurers barter a ride on his wagon.

Anden: Good ogre, or Irda, sent to search for the ancient ogre spell disguised as a human, the "messenger who is a mirror."

Hedar: "Fatherless" dwarf who has been cast out of Thorbardin for having magical talent, the "outcast whose curse is a blessing."

Galaban: White Robed Archmage and leader of the Thaen Thamateurgical Academy and College of Mystic History.

Dragons

Patima: Old bronze dragon seeking revenge for her children and mate, the "enemy who is your greatest friend."

Pug: Baby green wyrmling who believes Scamp is his mother.

Viressus: A green dragon mother.

Vocabulary, Phonics, and Spelling

Prefix Exercise #1: A prefix is a letter or group of letters added to the beginning of a word to make a new word. For example, the letters *un* in the following words are a prefix. The prefix *un* has two meanings: 1) "not something" or "contrary to something"; and 2) "reversal of an action" or "removal from something." Look at the words below and decide which is the correct meaning, then write the word in the proper column below.

Unwrap Unhurt Unfortunate Uneasy Uncertain Unarmed Unroll Undo Unaware Unconcerned Unable Uncover

Not or contrary to something	Reversal or removal from something

Teacher Note: You may want to discuss the difference between the prefixes *un* and *dis*, as both are used with several of the words above, such as "unable" and "disable."

Suffix Exercise #1: A suffix is a letter or group of letters added to the ending of a word to make a new word. For example, the letters *ful* in the following words are a suffix. The suffix *ful* has two meanings: 1) "full of" or "characterized by"; and 2) "able to" or "tending to." Look at the words given below and decide which is the correct meaning, then write the word in the space given.

Hateful	Powerful	Handful	Wonderful	Doubtful	Careful
Peaceful	Beautiful	Helpful	Plentiful	Painful	Playful

_____: Having qualities that give great pleasure or satisfaction; very pleasing or satisfying; delighting the senses or mind.

_____: Of uncertain outcome or result; undecided; of questionable character.

_____: Full of play or fun; humorous or joking.

_____: Physically strong or producing great physical effects; having great power, authority or influence; mighty.

_____: Existing in great plenty; abundant; a great number of something.

_____: Deserving to be hated; full of or expressing hate.

_____: Free from war, strife, commotion, violence, or disorder. Not hostile or argumentative.

_____: Causing or affected with pain; something which is very difficult.

_____: Cautious; careful in one's work; thorough.

_____: Excellent, great, or marvelous; what causes wonder.

_____: Giving aid, assistance, or service.

_____: The amount the hand can hold; a small amount or number; a person or thing that is difficult to manage or control.

Teacher Note: Point out that the words "plentiful" and "beautiful" are spelled with an *i* rather than *y*, and that all root words that end in *y* will change the *y* to *i* when adding the *ful* suffix.

Word Family Exercise #1: Word families are patterns of letters and sounds within different words that are spelled and sound the same. Using these patterns it is easy to learn new words without having to sound out one letter at a time. For example, the words "talk" and "chalk" come from the same word family because they both have the *A-L-K* chunk. Look at the word family example in this sentence from the book:

"Mather did not walk **away**, but he made no move to protect Scamp."

The word "away" has the chunk *A-Y*. How many other words can you think of that end in *A-Y*?

1.
2.
3.
4.
5.

You've reached the Mather level. I'd say congratulations, but that isn't much of an achievement. Come on, you can be more creative than that!

6.
7.
8.
9.
10.

Well done! You've reached the Dannika level. But you know, I think you can do better than that. After all, Danni's always distracted by silly things, like how to kick an eight foot tall ogre's teeth out. Keep going!

11.
12.
13.
14.
15.

Hurray! You've reached the Scamp level of creative *A-Y* words. You'll be dropping cows on dragons in no time!

Teacher Note: Stress the following word families as they are the most common in the English language: --ab, --ack, --ag, --ail, --ain, --ake, --am, --an, --ank, --ap, --at, --ay, --eed, --ell, --est, --ew, --ick, --ight, --ill, --in, --ine, --ing, --ink, --ip, --ob, --ock, --op, --ore, --ot, --out, --ow, --uck, --um, --unk, and --y.

Idiom Exercise #1: An idiom is a type of figurative language, or when words combine to mean something different than their regular meanings or what you would find in a dictionary. Idioms are words and combinations of words that have special meanings in certain circumstances and for certain groups of people. For example, "You're nuts" is an idiom. It doesn't mean that you are nuts or seeds from a plant, but that you are crazy.

Below are ten idioms and their meanings, many used in *Green Dragon Codex*. Some are idioms we use in our world, and some are unique to the world of Krynn. Learn the idioms and their meanings and then cut up the table and paste the idioms on red paper and the meanings on green paper. Memorize what each card says then turn them all over. Find a learning partner and take turns trying to match an idiom with the correct meaning. Keep score of how many correct matches you make.

Idioms	Meanings
Couldn't cobble together two twigs to make a stick	Cannot fix anything, even something that should be really easy
Search me	To not know. It is like saying I don't have the answer on me, even if you look.
Pinch	Steal
Swear by the magic and Solinari's light	Solinari is the White Moon and god of Good Magic on Krynn. When good wizards swear to Solinari, it is a sacred vow
Fatherless dwarf	A dwarf who is fatherless is exiled from his home, without his fatherland; an outcast who shows his shame by shaving his beard
Don't be *yellow*!	In some cultures, particularly American culture, being yellow means being afraid or cowardly
By the skin of your teeth	To barely do something or almost fail
Raining cats and dogs	Raining very, very hard
He *has a heart of gold*	To be a kind and generous person
Skeletons in the closet	To have secrets that, if known, may be dangerous or embarrassing

Now, as a class, think about things that have happened in class or at the school that most people wouldn't know about. Use this situation and others like it to invent your own idioms and write them on the board.

Simile Exercise #1: A simile is a comparison that uses the words "like" or "as". Similes are used to compare things in one way or by a single characteristic. For example, "Rob is sly as a fox" is a simile saying that Rob and a fox are similar in slyness. Similes help people understand something better by comparing it to something familiar.

Below are ten similes from the book, their meanings, and sentences in which to use them. The first column gives the meaning of the simile and the second lists a sentence in which similes are used. Fill in the blanks to complete the similes so that they make the most sense.

a nail	a satyr	a bull	steel	straw dolls	a hole in the sky
charging rams		large daggers		his palm	a squirrel

Meaning	*Simile*
Easy; being light	Lifting them from the ground like _____.
Agile, skillful climber	Scurrying down the rope like_____.
Pierce with horns	…ready to gore Scamp like_____.
Hand sized	A glossy, green scale as big as_____.
Knife sized	…giant claws, ivory spikes long as_____.
A stabbing pain	It felt like he'd swallowed_____.
Bursting through obstacles	The bullies crashed through the growth like_____.
Hard as metal	He looked at the scale in his hand, thin but hard as_____.
Having on few clothes	You're bare as_____.
Pitch black; totally dark	Nuitari's magic was black as_____.

Break up into learning groups and each group come up with several similes. Remember to try to think of two things that are alike in some way, and to state in which way they are alike using the words "like" or "as".

Teacher Notes: To help students complete the above similes tell them to pay attention to singularity and plurality. Also, some of the above similes can work in multiple configurations, such as "ready to gore like a bull/charging rams." Encourage students who come up with a logical pairing even if it is not that originally intended.

Synonym Exercise #1: Synonyms are words that mean the same or very similar things, and you can usually use either of them in a sentence. For example, "gigantic" and "large" are synonyms, as they mean very similar things. Below are a list of words and their synonyms. As a class, match each of the complicated vocabulary terms below with its familiar synonym.

1. Aura	A. Polished
2. Appraise	B. Noise
3. Burnished	C. Mix
4. Cantankerous	D. Gather
5. Cataclysm	E. Glow
6. Coalesce	F. Curves
7. Congregated	G. Dry
8. Contours	H. Judge
9. Desiccated	I. Disaster
10. Din	J. Grumpy

Antonym Exercise #1: Antonyms are words that mean opposite things. For example, "ecstatic" and "sad" are antonyms because they have opposite meanings. Below are sentences from the book with a word highlighted. Figure out the meaning of the word from the sentence and then fill in the blank with its antonym from the word box below.

peaceful	white	shouted	small	fat	humble
reasonable	clumsy	floods	belief		

1. "…this man saw her, not in this frail human guise, but as she truly was: a **titanic** being of sculpted metal, with wings that blocked out the sky…"

Antonym: _____.

2. "With one **dexterous** motion the dwarf flicked his wrist, turning the little bag inside out…"

Antonym: _____.

3. "Sprinting in circles around the **embattled** twosome, he hurled darts at every spot of skin exposed by the armor."

Antonym: _____.

4. "Scamp noted his brother's look of surprise and respect, for both were uncommon on that stubborn, **implacable** face."

Antonym: _____.

5. "He wedged his **lithe** body through gaps barely large enough for a squirrel."

Antonym: _____.

6. "Scamp tickled the dragon beneath its long neck and it burbled and **murmured** pleasantly."

Antonym: _____.

7. "When she saw that same **pompous** expression then, in her foul mood, she met it with a blast of lightning."

Antonym: _____.

8. “Her convulsions had stopped, and while her face still glimmered with sweat, it did not drip from her in **runnels**.”

Antonym: _____.

9. “If Dannika felt sick as well her lovely **sable** skin hid it.”

Antonym: _____.

10. “The man’s thin eyebrow arched in **skepticism**.”

Antonym: _____.

Homonym Exercise #1: Homonyms are words with the same pronunciation as each other but different meanings and, often, different spellings. Below are five pairs of sentences from the book with missing homonyms. Fill in the blanks using the correct homonyms, using the dictionary if necessary.

1. Sent / Scent

There you will find the _____ of our prey.

The impact lifted the frail wizard off his feet and _____ him hurtling through the air.

2. Hay / Hey

The _____ Scamp huddled in was sopping wet from the morning's rain.

"_____! There he is!"

3. Heel / Heal

Scamp spun around, jumped up three of the stumps and, turning smoothly on a _____, flicked his wrist.

"That leg'll probably _____ if you don't go traipsing about on it."

4. Here / Hear

He could still _____ voices inside the barn yelling…

No one could follow him in _____.

5. Read / Red

As he _____ the entire stone turned black, so black it looked like a hole in the world.

They wore the hateful armor of her kins' skin, _____ and white and blue and black and green.

Here are three more homonym pairs and their definitions. See if you can write these homonyms in sentences correctly.

Write: to record on paper	Right: Correct or the opposite of left
Son: Male child	Sun: A burning star that gives light
Weak: Not strong	Week: Seven days

Vocabulary Exercise #1: *Green Dragon Codex* uses many words that you may not know. While there are many ways to learn the meaning of a new word, such as using the dictionary, a good way to figure out what a word means when you are reading is to try to use the words around it to figure it out. This is called using context, or the sentences around the word, to find meaning. Below are a number of sentences from the book with difficult words. Using the context of the sentence, see if you can figure out which of the multiple-choice meanings is correct for the bolded words. Then underline the words in the sentence that helped you figure out the meaning.

1. Scamp knew **beforehand** that any fight he took part in he'd probably lose.
a. Right handed b. Ahead of time c. A hand that later falls off d. Before noon

2. Splintered wood rained down around him. Gradually, the **bombardment** lessened, then stopped.
a. Getting on a ship b. To shout c. A large basement d. An attack, usually from the air

3. In a way they were more **cohabitants** in the same house than blood relations.
a. People in the same home b. Two plants c. A large lizard d. A type of chemical

4. Seeing Scamp's struggles, the Pug's **demeanor** changed. No longer cooing pleasantly or resting his head on Scamp's shoulder, he stiffened and started to hiss.
a. Insult b. To hop c. How one looks or acts d. Color

5. The gritty water swirled and **eddied**, making tangled patterns even as it upturned Scamp, spinning him round and round.
a. To name something Eddie b. To hold your breath c. To burn d. To curve and swirl

6. Her lightning breath had shattered the academy's only other doorway; there was now only one way out. Of this beautiful, ancient **edifice**, she had made a lethal trap.
a. A building b. To cast a spell c. To rebel d. A type of horse

7. The **eerie** silence was making him nervous. "No, I mean all animals. Listen. No birds, no squirrels— there's nothing out there."
a. Hurts the ears b. Sudden c. Made by cats d. Strange and frightening

8. **Exasperated**, the White Robe said, "I swear by the magic and Solinari's light to deliver to my master what you have brought. Trust me."
a. Out of breath b. Out of hearing c. Out of patience d. Out of energy

9. When the **fey** glow died, they'd thought the threat passed. Tarban had, apparently, escaped unscathed.
a. Large b. Bright c. Mysterious and dangerous d. Smelly

10. Something in the way Mather spoke made Scamp know he wasn't talking about others, discussing the **foibles** and faults of inferiors, the way Scamp so often interpreted what he said.
a. Marbles b. Teeth c. Beliefs d. Weaknesses

Exploring *Green Dragon Codex*

Teacher Note: To encourage critical reading and comprehension, have students keep a reading journal. In this journal have them create the following sections for every chapter: 1) A one or two sentence summary of the chapter; 2) A section where they list words they read and did not recognize, and encourage students to record at least two words per chapter that they would like to look up in the dictionary; 3) A section where students list questions they have about the chapter and its plot events, characterization, setting, or any other questions; 4) A few sentence response section where students outline what they particularly liked or disliked from the chapter and why.

Chapters: Prologue – 5

Summary: A green dragon mother in human shape has tracked down a group of dragonslayers who have, for a reason she doesn't understand, kidnapped her egg. The dragonslayers are led by a Black Robed mage who intends to use the egg for some sort of spell. The mother changes back to her dragon form and rescues the egg, which is protected in a chest, but as she tries to escape another dragon chases after her. Meanwhile, Scamp escapes a group of bullies into the forest just in time to see the green dragon fall from the sky, dead. The dragonslayers, riding the bronze dragon, search for the chest. Scamp finds it instead and, risking a forest fire, brings it back to his village. There, he and his brother and best friend take the chest to a local monk, who warns them that the chest contains great power and potential evil, and makes them swear to forget they ever found it. After the children have left and before the monk can do anything with the chest, Patima, the bronze dragon, a pair of dragonslayers, and the Black Robed wizard trap the monk. When he uses his magic to keep the chest from them by consuming it in a magical flame, Patima gives her permission for the wizard to extract the location of the chest from the monk by any means necessary.

Questions to Discuss (Oral language and Comprehension exercises):

1) Why does Scamp run into the forest? What are some things Jaiben and the others are doing that make you know they are bullying? (Because Jaiben and the bullies are chasing him, and he knows they can't follow him into the Bristly Briar. Bullying is physically hurting or manipulating someone, or calling them names or making fun.)
2) What does Scamp use to carry the chest back to his village? How does he build this item? (He uses a litter made with his shirt and pants.)
3) Dannika and Mather are arguing when Scamp gets back to the village. What are they arguing about? What is each saying? Who do you agree with and why? (They are arguing about Scamp and his being bullied. Dannika thinks Mather should have helped him, while Mather believes Scamp needs to learn to look out for himself.)
4) Who is Peda and what kind of being is he? Do you think his heritage plays any role in why he lives outside the village rather than inside it? Why? (Peda is the hermit monk of Tarban. He is half elven and half human.)
5) How does Patima feel about her "comrades", the dragonslayers and the Black Robe? Why might she be working with them given these feelings? (She hates and distrusts them.)

Lights! Camera! Action! (Oral language and fluency exercises)

1) Pick six or seven student volunteers and have them act out the opening scene of chapter one, starting with Scamp hiding in the loft and ending with his flight into the forest. The actors of Scamp, Mather, Jaiben, and Chester will all have lines, while two or three additional bullies may be used if desired. After the scene, ask the class what they think both Scamp and Mather were feeling and why they acted as they did.
2) Have students that are reading different books gather in pairs and have each retell one chapter from the book they are reading to their partner. Instruct the listener not to respond immediately or question, but to write down any thoughts they may have. At the end of the retelling, allow the listener to ask questions that the teller may then answer to clarify. Then switch roles.
3) Pair up students in groups of three and have them read out loud the dialogue exchange between Dannika and Mather in chapter two starting with Dannika crying "Fire" (Pg. 27) and ending with the end of the chapter.
4) As a class, read the description of Scamp's first experience with a real dragon (Pgs. 17-18 from the line "He looked at the hill in awe" to "But it was true. The dragon was dead.") Then have the students draw what they think the dragon looked like at that moment.

Take Out Your Crystal Ball… (Comprehension)

1) When chapter five ends, Patima tells the wizard, "Do what you must" to find the chest and then leaves Peda alone with him. What do you think will happen next? What do you think Peda will do? Is the chest destroyed? If not, where might it be, and what might happen next?
2) Peda made Scamp, Mather, and Dannika swear that they would forget about the chest. Do you think they will? What do you think they may do instead?

Exploring Theme (Comprehension)

1) One theme of *Green Dragon Codex* is that every creature has a choice in whether or not it is evil or good. In these chapters we see some choices characters are making that may be right or wrong. For example, when Mather refuses to help his younger brother with the bullies, was that right or wrong? Do you think Mather agrees? Why might he have done this, and how do you think he felt about it? Another example is Scamp's taking the chest. Was that right or wrong? Why did he want to do it? Does his motivation affect whether it was the right or wrong thing to do? Can you think of any other examples where a character made a choice to do the right thing, or to do the wrong thing?
2) *Green Dragon Codex* takes place after a terrible war, and the consequences of war and fighting are a major theme of the book. In these first chapters we see how war has impacted the lives of nearly every character in the book. What are some examples of how war has affected people in Tarban? Are similar things happening right now in our world?

Right Time to Write

1) Write down who is your favorite character in the story thus far, what they look like, and why you like them so much. Also, write down at least one way that they may be similar to you and one way in which you think they are probably different.

Vocabulary Builder

Find the following vocabulary words from this section of *Green Dragon Codex* below. Once all the words have been found, meet with a partner and take turns telling each other the meaning of words you know. If there are any words that neither of you know, look them up in the dictionary. If possible, see if you can think of one synonym, antonym, or homonym for any one of the following words.

Aura	Titanic	Beforehand	Wyrmling	Bombardment	Burnished	Congregated
Desiccated	Haughtiness	Implacable	Lithe	Molten	Myriad	Pithy
Razed	Retort	Runes	Shorn	Silhouette	Tendril	

E K O T G P M I Q Q R E E E M E
P Y I I C E P O T E N D R I L N
V P C N W Y R M L I N G A S I S
W I G R L R R B A T U A U S T E
E A U R A F A N I B E Z S S H A
M U M S R C I O H O B N T C E E
S I H I A N O E A M E S I N D S
B S N L Z P H N U B F T T E E B
O I P H E G S A G A O L A O S U
P M V O D S L G H R R U N L I R
I X I U D H H I T D E X I N C N
T O R E T O R T I M H G C C C I
H C P T Z R U A N E A X A M A S
Y N K T H N N S E N N O I T T H
A A N E I D E R S T D D G Z E E
O R E I E P S G S M Y R I A D D

Chapters 6 – 10

Summary: As Patima stands by the Black Robe burns Peda's home with the monk still inside. Feeling guilty, Patima orders the dragonslayers and mage to leave with her to search for the chest. Meanwhile, following Peda's funeral, Scamp, Mather, and Dannika go to the remains of the burned hovel and receive the dragon's chest as well as a ghostly message from the monk: they are to discover the truth of what the chest hides, and to do so they will need the help of "the messenger who is a mirror, the outcast whose curse is a blessing, and the enemy who is your greatest friend." Taking the strange tablet and stone globe from the chest, the trio leave the village on the quest. Later they meet a peddler with whom they barter passage on his wagon, who also picks up a wandering soldier named Anden. As they travel slowly, pulled in the rickety cart, the Black Robe summons a Ghovar, an evil spirit that inhabits insect swarms, and creates a giant swarm-dog to hunt down the youths who have taken the contents of the chest. Meanwhile, as all the travelers rest around a fire at night, Scamp is playing with the stone globe and wondering what it is when it splits open, and out pops the head of a tiny green dragon.

Questions to Discuss (Oral language and Comprehension exercises):

1) What magical item did Peda use to hide the chest? How did he know that his student, Dannika, would use the item? (A candle. As tradition states that these candles usher final goodbyes to those who have died, the monk knew Dannika would light the candle to say goodbye if anything should happen to him.)
2) Anden tells Scamp that adventures don't come in bits. What size does he say adventures are? What do you think this means? What type of person do you think can successfully have such adventures? (Great. It means that any true adventure is big with profound and difficult things happening, and that people have to be willing to solve big problems if they want to adventure in the world.)
3) Why does Patima, a bronze dragon who is inherently good, align herself with the evil wizard and dragonslayers? What has she lost? What emotions do you think are causing her to do these things, and do you think she is comfortable with her choices? (She is trying to get revenge for her dead children and mate. She feels a great deal of guilt about what she's doing, but her anger and bitterness and sorrow are more powerful. No, she is not comfortable with her decisions at all.)
4) When the Black Robe summons the Ghovar, it takes the shape of what? Why do you think he wanted that shape? (A great dog. So it could track down the fleeing youths using scent, the way a hunting dog would.)
5) Whenever Patima is in human form, how does it make her feel? Why do you think a dragon would much prefer to be in her natural shape than the shape of a human? What can dragons do that humans can't? If you could be either a dragon or a human, which do you think you'd chose? (She feels small and vulnerable. Patima prefers dragon form because it gives her greater strength, magnificence, protection, she can fly, and in that form people show her more respect, among others.)

Lights! Camera! Action! (Oral language and fluency exercises)

1) Pick four students and have them act out Pug's hatching in chapter 10, starting with the line "Psst! Danni!" on Pg 84 and ending at the end of the chapter. All four students will have lines in the following roles: Scamp, Dannika, Mather, and Anden. After the skit,

have the class discuss how they would handle the situation. The wyrmling is a helpless baby, but he's also a green dragon, which means he is destined to be evil. What would they do?

2) Chose three students to read the dialogue exchange between Scamp, Dannika, and Mather after they receive their quest from Peda's spirit. The passage begins with "What in the name of the gods was that?" on Pg. 64 and ends at the end of the chapter.
3) Once again, have two students who are reading different books pair up and take turns retelling their favorite chapter from this and a comparable section of the other book. The listener cannot interrupt and should take notes in order to remember questions, which they will ask at the end of the retelling before roles are switched.
4) As a class, read out loud the hatching of the egg beginning with the line "Before Scamp could speak another word there was a quiet crack and a fracture appeared on the stone" on Pg. 85 and ending with "And cooed" on Pg. 86.

Take Out Your Crystal Ball… (Comprehension)

1) As we end chapter 10, our trio of adventurers is being pursued by an evil Ghover spirit in the form of a swarm-beast. Do you think the creature will find them? If so, what do you think will happen next? How might the three heroes fight a creature all made of insects?
2) With the hatching of the egg, we realize the true nature of one of the two items that were in the dragon's chest. What do you think might be on the stone tablet that was with the egg? Why do you think an evil wizard and dragonslayers might want to obtain that tablet so badly?
3) As chapter ten ends, Pug breathes in Mather's face, making him sick and stopping him from killing the baby dragon. Do you think this problem has been solved permanently, or will the wyrmling cause problems in the future? What do you think Scamp will do about him from now on, and what will Mather and Dannika do? What about what Anden will do?

Exploring Theme (Comprehension)

1) One theme of *Green Dragon Codex* is choice and how we can chose to do what is right or what is wrong. When Patima is outside Peda's shack letting the Black Robe burn it down, was she doing what was right? How did this make her feel? How did she feel when the Black Robe summoned the Ghovar and she watched it run off after Scamp and his companions? Our emotions are often the best way to know whether what we are doing is right or wrong. What emotions do we feel when we are doing something that's wrong? What emotions do we feel when we're doing something that's right? Would it have been easy for Patima to protect Peda rather than leave him to the wizard? Would she have lost something if she had acted differently?
2) A common theme in adventure stories, including *Green Dragon Codex*, is bravery. Bravery or being a hero doesn't mean that a person doesn't feel fear or always knows exactly the right thing to do; instead, it means that they try to do what's right even when they are afraid or confused. At this point in the book we've seen times when Scamp doesn't feel much like a hero. How does he feel in chapter eight when he compares his own weapons and fighting ability to that of Mather and Dannika? Does having a bigger, better weapon make someone more of a hero? What shows more bravery, fighting for

something good when you are stronger than everyone else, or fighting against evil that is stronger than you?

Right Time to Write

1) The Ghovar is a terrible evil spirit from the Abyss that, when summoned by powerful magic, takes over a swarm of insects and assumes the shape of whatever creature its summoner desires. The Ghovar is a unique creature that can only be found in *Green Dragon Codex*. If you were to make up a creature, good or evil, what would it be? Would it be some type of ghost or spirit, or an animal, or more like a person? What would it look like? How would it act? What would it eat? Where would it live? What is it named? Take some time and think up a creature that is completely unique, that no one in the world has ever thought of but you. Then write a description of that creature answering all the above questions so that someone can read about and understand your made up creature.

Vocabulary Builder

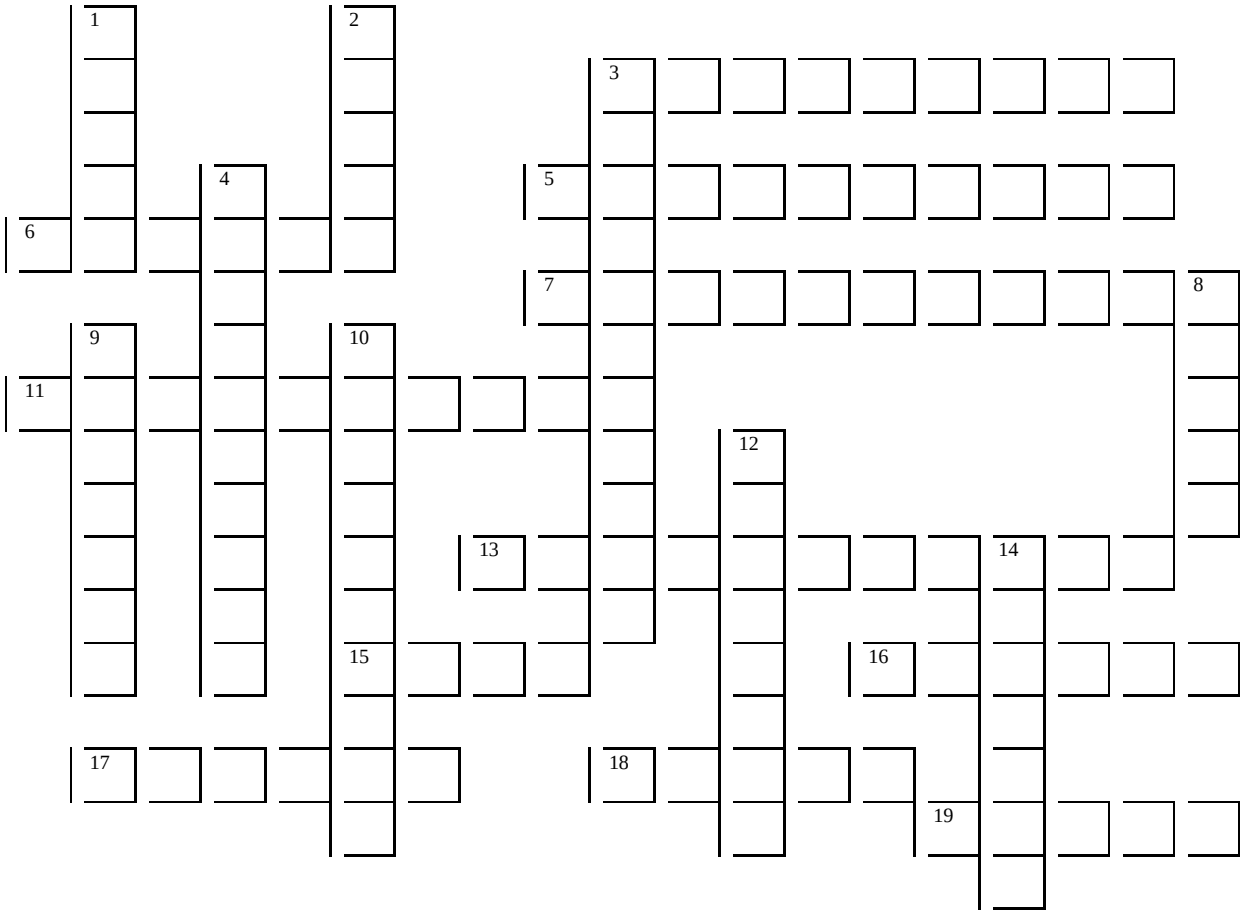
Find the following vocabulary words from this section of *Green Dragon Codex* below. Once all the words have been found, meet with a partner and take turns telling each other the meaning of words you know. If there are any words that neither of you know, look them up in the dictionary. If possible, see if you can think of one synonym, antonym, or homonym for any one of the following words.

Recess	Surrogate	Jabber	Din	Scry	Seethe	Pompous
Motes	Retribution	Tabard	Distended	Cantankerous	Sauntered	

T R R X E L C T T D O T N H T I
R E G L L L P K K F R S R V S F
O C Z S Y E C O D D P A A K K N
E E U R G L C E M C I O W D O Z
W S C Z O S R P O P N L S I L A
N S V E Y E Z R T F O H T S E S
E D H E T I W E E M H U J T T V
X F I N A S R M S M B D S E Z N
O G U N B A E E U I N J S N D R
C A N T A N K E R O U S X D N E
S L N C R D E T R P I I V E O C
N D L K D I E V O A R D H D I E
T U T U O R J N G L N S X E Y C
D V J A B B E R A C N O L X H M
T N C C S T Z R T J V D V Q A F
O R O E E T S E E T H E E L S T

Vocabulary Refresher

Fill in the following vocabulary words from the previous section of *Green Dragon Codex* below by using their meanings to figure out the words. If you need help, use a dictionary or thesaurus. Pay attention to the synonyms, antonyms, and homonyms of the given words. What does synonym, antonym, and homonym mean again?

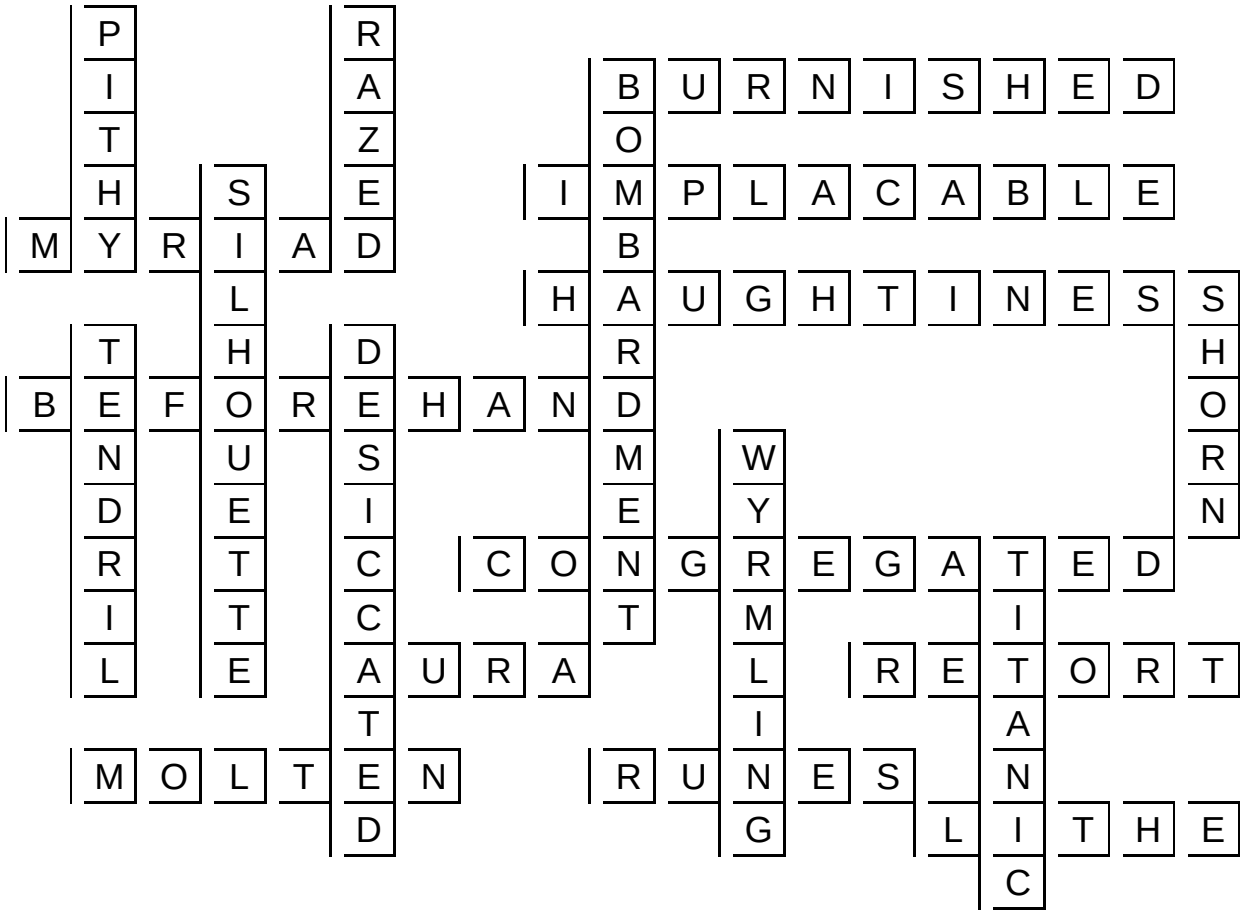


ACROSS

3 Polished until bright. Synonym of shiny.
5 Unchangable or unwilling to be reasoned with.
6 Many in number or of lots of different kinds.
7 Pride, arrogance, or feeling superior.
11 Previous to or before something.
13 Gathered together or in a group.
15 A glow that surrounds something.
16 To answer or respond to something.
17 Melted, burning liquid, superhot.
18 Ancient symbols of writing.
19 Tall and thin.

DOWN

1 Knotted or tough.
2 Burned down or destroyed.
3 An attack with bombs, usually from above.
4 Shadow or outline.
8 Cut short.
9 A thin appendage such as a vine or tentacle.
10 Dried up or withered.
12 A baby dragon.
14 Large as a titan. Antonym of tiny.


PITH
MYRIAD
LEAD
THE
BEFORE
NUDE
DEICTIC
LEAT
MOLTEN
RAZED
SEIZED
HAUNTED
BEHAND
CONTEMPT
AURA
BURNISHED
OMPLACABLE
BHAUGHTINESS
RDBURNEDOWN
MGEGATED
TIRETORT
NGLITHE
C

Chapters 11 – 15

Summary: The peddler insists on killing the infant green, and whips Scamp when he refuses to do so. Mather freezes in coming to his brother's rescue, and Anden eventually is forced to step in. The soldier expresses profound disappointment in Mather, and says that he was sent to watch the young man and give him a gift. After questioning the youths about the dragon's chest—they lie and tell him they found nothing but the egg—he leaves, but not before giving Mather his sword and a hunk of rusted metal on a necklace. For the next several days they travel, seeking the "home of newborn magic on the sea," as Peda told them. Mather and Scamp are not speaking, which makes the journey tense. Eventually, one night after Scamp and Pug's roughhousing cause Mather to shout out, the older boy admits why he did not help Scamp when the peddler attacked. He tells a story of how their grandfather died in the chaotic years following the War of the Lance, and how Mather feels responsible for his death. It taught Mather not to try to help when he's afraid of failure. The following day they enter the Dire Wood, where the Ghovar finally chases them down. All their attacks are absorbed into the milling body of insects and, not knowing what to do, Scamp is finally trapped, helpless against the coming attack of the Ghovar.

Questions to Discuss (Oral language and Comprehension exercises):

1) What condition was the peddler in the night he attacked Scamp? What had he been doing that made him more likely to be violent? (He was drunk.)
2) When Mather tells the story about his grandfather's death, why was the pair of them out in the woods? What are they doing to their food and possessions? What does this tell you the world was like in the years following the war? (They were burying things to protect them from bandits. In the years following the war, there was a great deal of thievery and violence as many former soldiers turned to crime and preyed upon the innocent because they were vulnerable.)
3) In chapter thirteen, Scamp and Dannika have an argument about Pug. What does Dannika think about the wyrmling? What does Scamp think? Is Scamp certain that he is right, or does he have concerns? What do you think of the baby dragon, is he good or bad? Why do you say that? (Dannika believes the dragon is evil, while Scamp believes he can be taught to be good. Scamp isn't certain he's correct, especially when the baby bites his hand.)
4) The stranger Anden admits to seeking the dragon's chest, and also tells the youths that he was sent to find one of them. Which of the three was he sent to watch? How did he feel about Mather watching Scamp get whipped by the peddler? (Anden was sent to watch Mather, but we don't know by whom or for what reason. He was very disappointed when Mather didn't protect his younger brother.)
5) When Mather tells the story about his grandfather, he never says outright what happened. Why do you think he told the story this way? (Because it is a sad story and a painful memory, and being too specific reminds him of the horrible things that happened.)
6) When our three heroes set out on their adventure, they were told that help would come from three allies: the messenger who is a mirror, the outcast whose curse is a blessing, and the enemy who is their greatest friend. Do you think Anden might be one of these three? If so, which one? (He is the messenger who is a mirror. He came with a message for Mather—that more is expected of him that he is currently giving—and the giving of

that message along with the scenario of Scamp's whipping has been a mirror in which Mather, for the first time, really sees himself.)

Lights! Camera! Action! (Oral language and fluency exercises)

1) Chose two students and let them act out chapter thirteen as Scamp and Dannika. Concentrate on dialogue and action, particularly what the wyrmling does. After the short skit, ask the class why the scene is so short when acted but much longer when written. Ask them what do we get to see in the story that we don't when acted out in real life. (The written chapter includes a lot of Scamp's thoughts. Point out that this is one of the unique things about reading and writing stories, that we can put down what characters are thinking, and that no other form of storytelling can do this as well, not even movies.)
2) Have two students reading different books pair up and take turns retelling to each other one chapter from the current section of the book they are reading. They will take turns actively telling and listening without interruption while taking notes. After a short questioning session at the end of the retelling, switch roles.
3) In chapter eleven Mather doesn't help his brother during the peddler's attack when he has the chance. Now, split the class into groups and have each of them rewrite this chapter as a screenplay, with only dialogue and blocking (describing what characters do and where they go). Tell the students to rewrite the scene so that Mather does the right thing and helps his brother rather than sits by and watches. Then, as a class, have each group act out their scene. At the end, talk about how each was different, despite their all being about the same event. Point out that whenever two people write something it will always be unique and different, even if they are writing about the same thing, because no one can write exactly like them.

Take Out Your Crystal Ball… (Comprehension)

1) After failing to protect Scamp from the peddler, Mather becomes withdrawn and silent. His story about their grandfather shows that he doubts himself and his ability to make things better, even if he tries. What do you think will happen in the future? Is Mather going to give up, or will something else happen? How about as the Ghovar traps Scamp at the end of chapter fifteen, how will Mather respond to this threat?
2) Dannika and Scamp have two very different ideas about the baby dragon: Scamp thinks he can raise the wyrmling to be good, while Dannika thinks they should kill it before it gets old enough to be dangerous. What do you think will happen later in the story? What will the wyrmling actually do as he grows?
3) When Scamp and Dannika lie to Anden to protect the stone tablet, he leaves to seek it back in the village of Tarban. Do you think this is his end in the story or not? What makes you think that?

Exploring Theme (Comprehension)

1) A major theme of *Green Dragon Codex* is that people aren't born all good or all evil, but that we each can do both and have to choose. Part of this theme is that sometimes there are reasons why people do bad things. This doesn't make doing bad things okay, but it does help us understand that just because someone does something bad doesn't mean they are trying to be bad. For example, Mather never helps protect his brother when given chances, and in this section we discover this is because he's afraid of failing to

help, like he did with his grandfather. When someone had an experience in the past that still affects their choices, or makes them feel afraid or angry or sad, how can we help them? What about when something that happened to us tempts us to do bad things, or to not do things we know we should? Is that an excuse not to make the right choice?

2) Everyone has both good and bad inside them, including the wymrling Pug. He plays with Scamp and likes to hug, but when startled he also bites. Dannika thinks that because he sometimes does bad things that he's evil. But if we believed everyone who ever did something wrong was bad, everyone would be evil, including ourselves. Scamp, on the other hand, sees the good in Pug, and believes he can encourage that. Isn't this how we should act with our friends, forgiving the mistakes they make and encouraging them because of their skills, and strengths, and all the good things they do? How do you want people to treat you when you make a mistake: should they hate you and think you're evil, or remember all the good things about you and forgive?
3) When Scamp is mad at Mather and refuses to talk to him, does this help either of them feel better? No, and it doesn't solve the problem either. It's only when Mather opens up and tells his brother what he's feeling and why he acts as he does that both of their lives start moving back toward normal. This is a type of action, just like the adventure they are on. To keep the tablet out of the hands of the dragonslayers and Black Robe, the youths have to travel through the wilderness and face danger. They had to act. It's the same when we have fights with our family or friends. Things won't get better without us doing something, even if that something is just talking about the problem. This is a part of choice. When we have problems it isn't just enough to want them to be solved; we have to do something to solve them. What are some things we can do after we have a disagreement or fight with someone we care about?

Right Time to Write

1) When the three heroes of *Green Dragon Codex* enter the Dire Wood they talk about the giant animals that live there. No giant animal is found in the story, but pretend that one was. Pick any animal you want but make it giant, and write what would happen if Scamp, Mather, Dannika, and Pug encountered this giant animal in the forest. Be sure to write what the giant animal looks like, where it lives in the forest, and what happens when they meet.

Vocabulary Builder

Find the following vocabulary words from this section of *Green Dragon Codex* below. Once all the words have been found, meet with a partner and take turns telling each other the meaning of words you know. If there are any words that you both don't know the meaning of, look them up in the dictionary. If possible, see if you can think of one synonym, antonym, or homonym for any one of the following words.

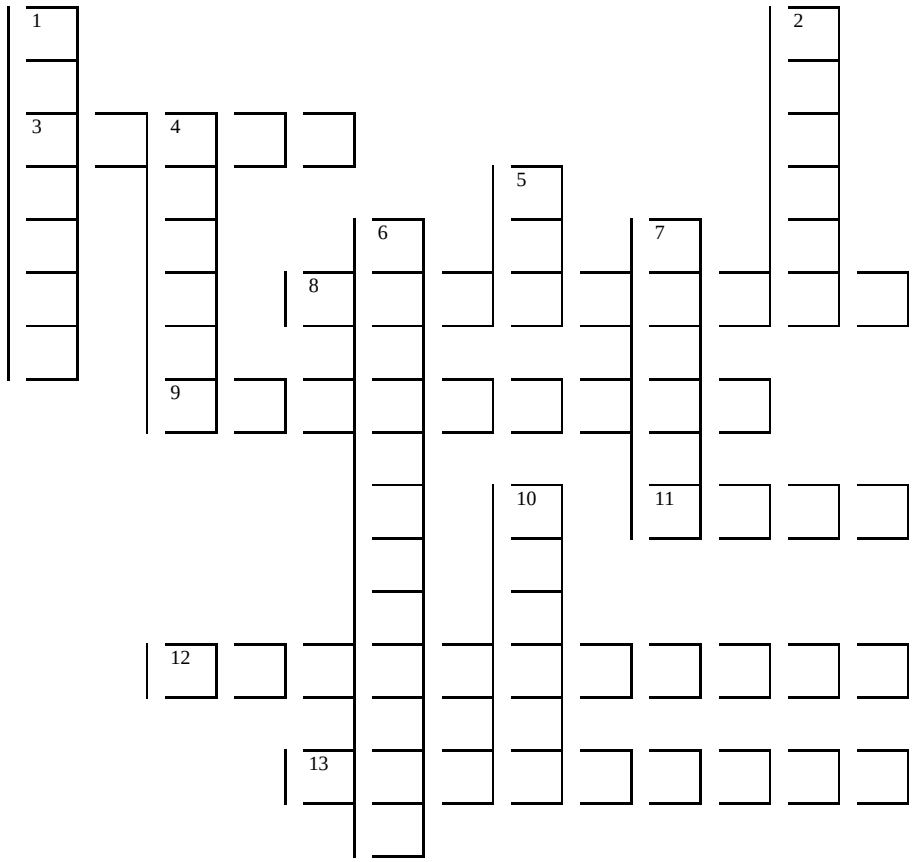
Appraise	Cohabitants	Foibles	Humanizing
Ocher	Ricocheting	Intermeshed	

C A O P P L S R O X P L Q A E Z
N R J R D F N T I E B S C W E I
N T V A W E D B C Q N L E H I K
N D M P N A C E N V T G O P S S
D N J P W E R L S O N E A I X G
U N R R Y X O A E I I E R N C S
A U S A J C T T Z E N I H L D H
I I T I E U S I M S T D F I F S
V L S S N R N D G J E Z G T X G
J P L E E A G S A I R S I P T E
L N L H M X E A O T M E E N Y O
D A C U S L Z E W N E U B P P E
C O H A B I T A N T S S J L E J
O S I I R R I C O C H E T I N G
S F O E S U O S A L E E E R M R
D F P U O Y I P R P D G N O E O

Vocabulary Refresher

Fill in the following vocabulary words from the previous section of *Green Dragon Codex* below by using their meanings to figure out the words. If you need help, use a dictionary or thesaurus. Pay attention to the synonyms, antonyms, and homonyms of the given words. What does synonym, antonym, and homonym mean again?

Recess	Surrogate	Jabber	Din	Scry	Seethe	Pompous
Motes	Retribution	Tabard	Distended	Cantankerous	Sauntered	



ACROSS

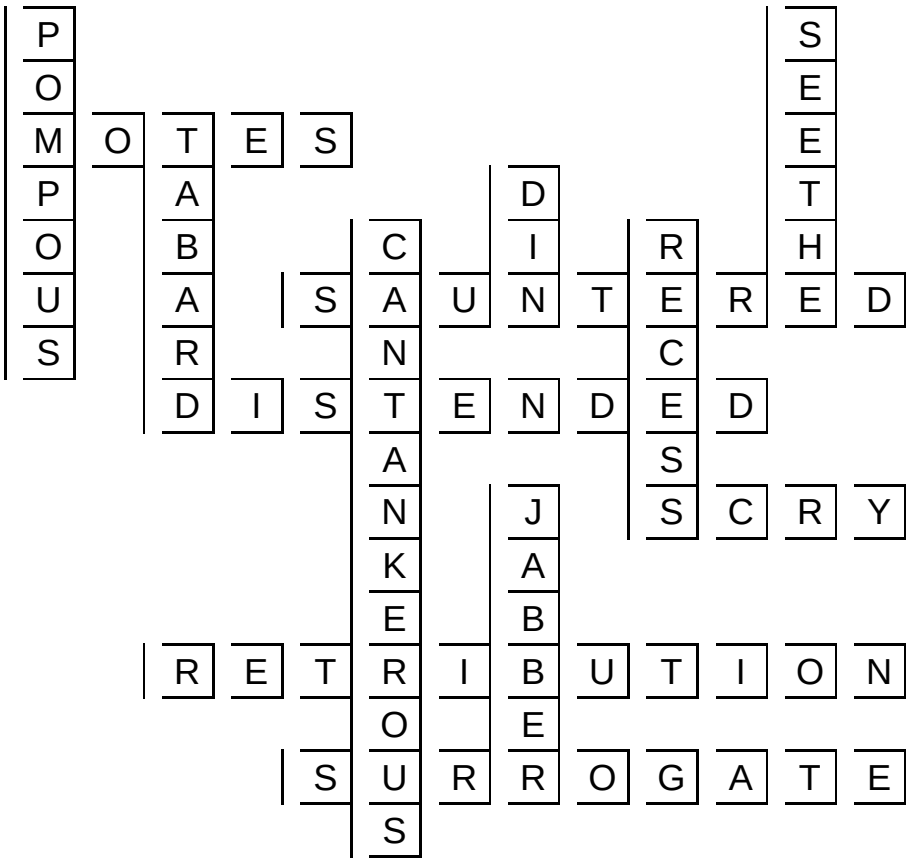
3 Specks or particles, such as dust.
8 To walk with confidence or to strut.
9 Pressed outward and out of shape by something.
11 To magically see, detect, or search for something, such as with use of a crystal ball.

DOWN

1 Overly proud or arrogant. Antonym of humble.
2 To hold in or not express great anger.
4 A short sleeved coat or covering.
5 Loud and chaotic sound. Synonym of noise.
6 Grumpy and ill-tempered.

12 Paying back or reacting to something.
13 A replacement for something.

7 A space inside something, a nook or cavity.
10 To talk rapidly without making sense.



Chapters: 16 – 20

Summary: Mather comes to Scamp's rescue with the swarm dog and, without knowing how, begins to emit a protective light the creature cannot pass through. This gives Scamp and Dannika time to drown the Ghovar's insect body in a puddle. Escaping the woods, they reach the seacoast and discover the Thaen Thamateurgical Academy and College of Mystic History, a school for wizards. They are ushered into the school by an apprentice and Scamp gets a strange, hairless dwarf named Hedar in trouble by playing around on the ferry to the island school. They show the tablet with strange writing to the apprentice and he agrees to tell the master of the academy, and invites them to stay the night as guests. Scamp and the others are led to rooms where they can clean up and rest. Scamp finds Hedar making his bed, and the two talk and the boy discovers the young dwarf is "fatherless", or an outcast from other dwarfs because of his magical talent. When Scamp says he doesn't believe the dwarf can do magic, Hedar summons a creature from a realm beyond, which Scamp feels is exciting until he sees the creature is a chicken. That night as they sleep, they are woken and hustled from their beds by the wizards. They find Anden with the master of the academy, who tells them the tablet is an ancient and powerful ogre spell, and that they must flee because the dragonslayers have nearly found them. But it is too late—before they can leave, the entire academy begins to rumble and smoke as Patima, the bronze dragon, breathes lightning down on the building, trying to bring it to the ground and bury them all.

Questions to Discuss (Oral language and Comprehension exercises):

1) How did Scamp defeat the Ghovar? Why did this work better than any of their weapons? (He drowned the insects, and this worked better than their weapons because each attack with a weapon killed only a few insects, which didn't hurt the overall creature much. They had to kill enough insects that the evil spirit no longer had a great enough host to hold it.)
2) How does Scamp get Hedar in trouble on the ferry? What does the apprentice assume Hedar did to make it his fault? Does this tell you anything about how people in the academy treat and think about Hedar? (Scamp tries to water-ski behind the skiff, but the apprentice assumed Hedar just pumped the magical ferry too fast. This event shows that Hedar is not respected in the academy, much as he is not respected back among his people. These are clues that he is the outcast whose "curse", magic, will be a blessing later in the story.)
3) How does the wizard's apprentice react when the youths first bring him the tablet? Why do you think he reacted this way? What would have happened if Scamp and the others had been embarrassed and left without insisting they show the tablet to the master of the academy? (The apprentice mocks them, believing they couldn't possibly have found anything of true magical power. He reacts this way both because true magic is rare and difficult to learn, but also because he is proud of his own skills, and thinks it makes him better than other, normal people without magic. If Scamp had left, then he and his brother and Dannika would have been all alone when the evil wizard, the dragonslayers, and Patima found them, and the tablet would have been lost.)
4) From what location did Hedar summon the chicken? The Hidden Vale is the home of Gilean, God of Balance and Neutrality, which shows why animals live in his realm because they are not really good or bad. There are many gods in Krynn, some neutral,

but many good or evil. What type of beings do you think you'd find in the realms of the evil (the Abyss) and the good (the Dome of Creation)? (The Hidden Vale, an outer realm that is a great forest of neutrality and peace. The Abyss is ruled by Takhisis, Goddess of Evil, and all her followers, from evil humanoids to demons, while the Dome of Creation is ruled by Paladine, the Platinum Dragon, and is the final destination for all who do good and the home of benevolent creatures, such as unicorns and angels.)

5) What is the writing on the tablet of stone? What civilization created the spell, and how long ago was it created? 5,000 years is a long, long time, about twenty times as old as the United States has been a country! However, there were great civilizations here on Earth 5,000 years ago. Can you think of any? (Kolshet, the ancient script of a lost race of ogres that ruled much of Krynn 5,000 years ago but died out. Now only dumb, brutish, fallen ogres remain…or so people think. In our world, the Egyptian, Chinese, and Hebrew civilizations, among others, are 5,000 years old—and unlike the ancient ogres of Krynn, these civilizations still exist.)

Lights! Camera! Action! (Oral language and fluency exercises)

1) Pick four students and have them act out the summoning of the chicken starting with the line "I don't believe you can do magic" on Pg. 158 and ending at the end of the chapter. Scamp and Hedar both have multiple lines, and two other students will play the chicken and Pug, the baby dragon. After finishing the scene, ask the class if they think it would be cool to be able to summon creatures with magic, even if it only was things like chickens. Then ask why Hedar doesn't feel that way. What must dwarves be like to distrust magic so? Do they think it is Hedar's fault that he has magical talent? He can't control it, so is it fair to judge someone for something they can't help?
2) Have students that are reading different books gather in pairs and have each retell one chapter from the book they are reading to their partner. Instruct the listener not to respond immediately or question, but to write down any thoughts they may have. At the end of the retelling, allow the listener to ask questions that the teller may then clarify. Then switch roles.
3) Pair up students in groups of four and have them read out loud the dialogue exchange between Scamp, Dannika, Mather, and Hedar in chapter seventeen. Let them read the entire chapter.
4) As a class, read the first two paragraphs of chapter nineteen. Afterward, explain that these paragraphs show contrast, or how things are different—in this case, what Scamp expected is very different from what he actually saw. As a class or in groups, have the students point out specific elements of contrast by listing things he thought would happen and what he actually saw.

Take Out Your Crystal Ball… (Comprehension)

1) When the heroes were fighting against the Ghovar, Mather created a protective light and the rusted metal symbol Anden gave him glowed as well. What do you think that might have meant? Do you think this type of thing may happen again in the story, and why? What was Mather doing when this protection activated, and do you think this tells him how to make it work again?
2) Remember the three allies our heroes are supposed to meet, the man who is a mirror, the outcast whose curse is a gift, and the enemy who is their greatest friend? We've met one

more of these people in this section. Who do you think the person is, and which of the prophesized helpers do you think they are? Why do you think this, and how do you think they might help the heroes in the future?

3) As this section of chapters ends, Scamp and the others are trapped inside the academy as it's being attacked by Patima, the Black Robe, and the dragonslayers. What do you think those inside the academy will do? What abilities and resources do they have that they might use to get out of the situation?

Exploring Theme (Comprehension)

1) Much of *Green Dragon Codex* is about how we all can choose how we act. However, in this section of chapters we meet Hedar, who can't chose something—whether or not he has talent at magic. For him, magic is like having blonde hair or being tall—it's something that he can't change. Hedar is convinced that his magical talent makes him a bad dwarf, just like some people believe being short makes them worse than other people. Do you agree with Hedar? Why or why not? Can you think of any situations or scenarios where it would be good to have magic, even if it is just the ability to summon a chicken? How about to be shorter or smaller than other people? If these things are sometimes good, then why do people feel bad about them? How can we make people realize that being different doesn't mean being bad or worse than someone else?
2) 5,000 years ago, the ancient ogre empire created a dangerous spell that, in Scamp's day, is resulting in violence and fighting. Do you think the ancient ogres really knew that their decision to make this spell would create problems so far in the future? When we make decision in our own lives, to do the right thing or not, we sometimes only think of what will happen immediately. But when we make a choice, sometimes it has consequences we didn't expect, and these consequences can last for far longer and be more serious than we ever thought at the time. Let's take the example of saying something mean to a friend. Usually, if we say something mean to a friend, we expect that they might have their feelings hurt and won't talk to us for a few days, but after that everything will get smoothed over. But think about what might happen. If the very worst possible consequence keeps happening, what could one insult to a friend result in?

Right Time to Write

1) Scamp was very disappointed when Hedar summoned a chicken rather than something big and grand and dangerous. What would you have liked him to summon? Go back and rewrite the scene so that Hedar summons whatever you want. It can be a creature, like a dragon or phoenix, or a made up monster, or even a robot or other machine, whatever you want. Then write what happens when the creature or machine or whatever appears in the room. What do Scamp, Hedar, and Pug do?

Vocabulary Builder

Find the following vocabulary words from this section of *Green Dragon Codex* below. Once all the words have been found, meet with a partner and take turns telling each other the meaning of words you know. If there are any words that you both don't know the meaning of, look them up in the dictionary. If possible, see if you can think of one synonym, antonym, or homonym for any one of the following words.

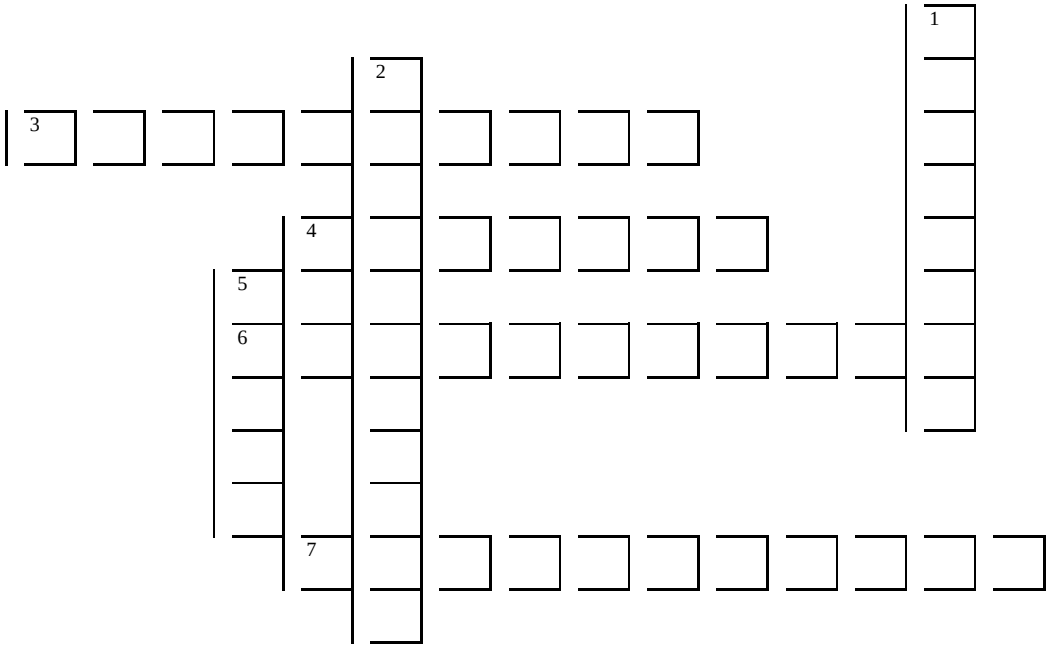
Contemptuous	Dexterous	Eddied	Exasperated	Isthmus
Lanky	Nimbus	Noxious	Penance	Sable
Skepticism	Sluicing	Turbulent	Vigorous	

A C X I E V I G O R O U S A H R
E R G O T A N E A S P R R G S D
V G X R N I M B U S H S I N T S
Q L X R C O N T E M P T U O U S
F N A I E R I I X E P E S X R K
T M U N P E N A A R N U A I B E
I L X E K R F A S K O F B O U P
S R N E F Y H P P R W Q L U L T
T A I N M N O B E C D N E S E I
H O R Z J L P T R N R H D C N C
M D R O E R X D A I A E L E T I
U I W F I E I T T E I N B V S S
S I E K D E X F E D T G C P D M
O R F H M G J I D U K C K E A O
T V R V S P S E M P E S A A E A
E H I X F I N L N R H E L D F T

Vocabulary Refresher

Fill in the following vocabulary words from the previous section of *Green Dragon Codex* below by using their meanings to figure out the words. If you need help, use a dictionary or thesaurus. Pay attention to the synonyms, antonyms, and homonyms of the given words. What does synonym, antonym, and homonym mean again?

Appraise	Cohabitants	Foibles	Humanizing
Ocher	Ricocheting	Intermeshed	

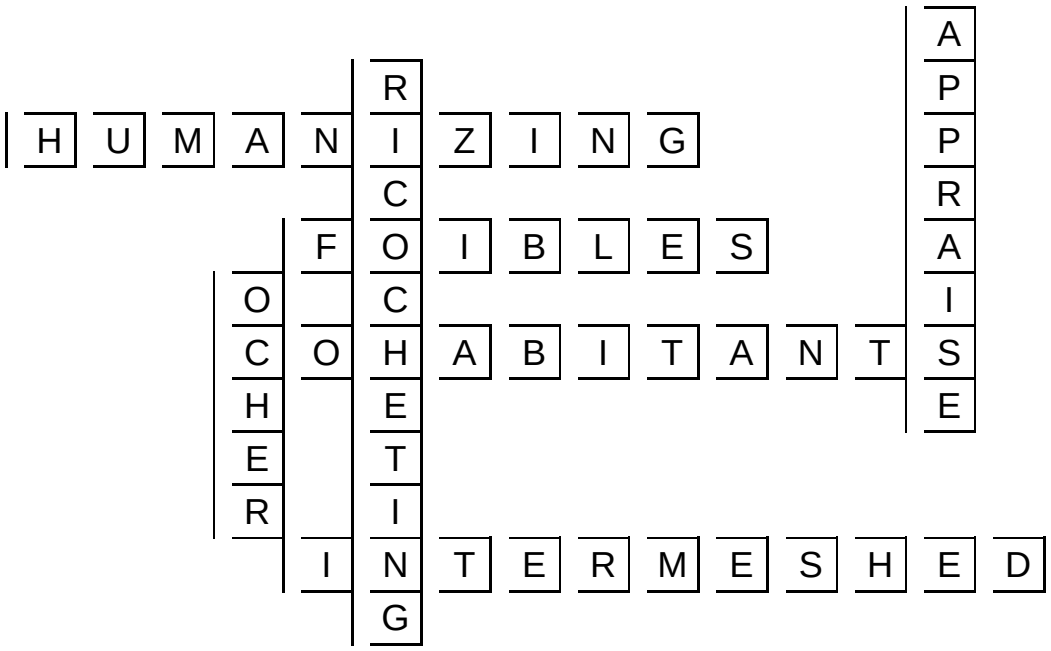


ACROSS

3 Something that makes something seem like a human or less intimidating.
4 Weaknesses, vulnerabilities, or imperfections.
6 People who live together.
7 Caught or tied up in. Synonym of netted.

DOWN

1 To judge the value or condition of something.
2 To bounce off or reflect from something.
5 A reddish color.


A
R
P
HUMANIZING
P
C
R
FOIBLES
A
O
C
I
COHABITANTS
CHE
E
ET
RI
INTERMESHED
G

Chapters: 21 – 24

Summary: Despite her pained conscience, Patima continues to obey the Black Robe as she seeks vengeance. After dropping off a force of dragonslayers, she continues to attack the academy, eventually bringing the entire building down. At the last moment everyone except Anden and Hedar are teleported safely from the building and a tremendous battle ensues. While Galaban, the Master of the academy, battles the Black Robed wizard magically, Scamp and his companions, and the apprentices from the academy, manage to defeat the dragonslayers—with a little help from Pug. After the combat has fallen silent, everyone inspects the fallen body of the Black Robe, who appears dead. But when Hedar emerges from the rubble of the academy dragging Anden's unconscious body behind, he creates a distraction. Dannika tries to warn the others that the wizard is still alive, but before she can he reaches out and casts a powerful spell of contagion, infecting her with a fatal plague. Patima then attacks the White Robed wizards with her lightning breath, and lands, demanding Scamp turn over the tablet. When he refuses, Patima threatens to eat him, but when Pug protects his friend the Bronze finally realizes all the evil she has done. She refuses to harm anyone else. Furious, the Black Robe manages to grab the ancient ogre spell and finally reveals his true self: he is not a human wizard after all, but is an ogre mage, an evil race descended from the ancient empire of ogres that first created the spell. As Patima rages at being tricked and vows to hunt down the ogre mage who used her, she flies away, leaving Dannika shivering on the ground, dying from the plague. When Patima finds the ogre mage in her lair she finds she is the one trapped, as he casts the spell from the ancient tablet, which infects the Bronze with a lethal disease. As dragons have always been immune to disease, Patima is terrified, and agrees to serve the ogre mage in return for being allowed to live. The ogre mage has finally shown what the spell on the tablet was designed for—to enslave dragons.

Questions to Discuss (Oral language and Comprehension exercises):

1) What is the first spell the Black Robe—later revealed to be the ogre mage in disguise—casts in the battle outside the destroyed academy? Does this remind you of any other spell he cast earlier in the book? Did the nature of these spells give any warning about the true nature of the ogre mage as a servant of Morgion, God of Disease? (He summons a plague of insects, similar to the insects he used to summon the Ghovar previously. The ogre mage's spells have, all along, been those granted to Priests of Morgion, that stress illness and decay, and control over carrion eaters such as insects.)
2) What two characters escape the rubble of the destroyed academy without being teleported out? Who is responsible for arranging their escape? Why is Hedar not surprised that he survived the cave in when everyone else was certain he and Anden had died? (Hedar and Anden survive due to Hedar, as Anden is injured and unconscious. Hedar doesn't find a cave in as terrifying as the others because, as a dwarf, he has lived his entire life underground, and is used to dealing with such situations. He didn't panic and used his knowledge of subterranean navigation and tunnels to find a way out of the rubble.)
3) When Patima is getting ready to eat Scamp, who saves him? Why do you think after all the terrible things she has done, seeing Pug makes Patima realize that what she is doing is wrong? (Pug saves Scamp by getting between the youth and Patima. When Patima looks at Pug, she sees her own lost children, and realizes that she can't make them come back by killing yet another child of her kind. She finally realizes none of her vengeance will take away her sorrow and loss, it will just create sadness.)

4) How does the ogre mage infect Patima with the magical sickness? What are some reasons why the bronze dragon may have been so terrified and unfamiliar with the prospect of being sick and dying? (He casts the spell which takes her own power, her lightning breath, pollutes it, and uses it against her. Patima is terrified because she did not believe any of the things that have happened to her are possible: dragons are too powerful to be enslaved, and they cannot be sick, and they live forever. To be dying of an illness when you never thought you could get sick, and never believed that you would die, would give you no ability to prepare for the challenge. Patima is less ready for this challenge than any human would be.)

Lights! Camera! Action! (Oral language and fluency exercises)

1) Pick any number of students you'd like to participate in the skit. This scene will be in chapter twenty-four, when the ogre mage casts the ancient spell to enslave Patima. But rather than read dialogue, have the students play the part of the slain dragonslayers—have them find some place in the room and lie down, looking as if they died in sickness and dismay. Explain that the dragonslayers come from a city that was destroyed during the war, and that they wanted revenge on all dragons for the loss of their homes and family. Now, their pursuit of vengeance—of getting even—has led them all to their own deaths. Now, ask the students to tell us what they think the dead dragonslayers they are playing would say to the class at that moment. How do they feel about revenge, and would they do anything differently? Try to make connections about anger and wanting to pay others back in the students' own lives.
2) Once more have students that are reading different books gather in pairs and have each retell one chapter from the book they are reading to their partner. Instruct the listener not to respond immediately or question, but to write down any thoughts they may have. At the end of the retelling, allow the listener to ask questions that the teller may then clarify. Then switch roles.
3) As a class, read the description of the fiery spell Galaban casts on page 184, which consists of three paragraphs staring with the line "As if on cue, Galaban spread his arms wide…." After reading the passage, explain that this is descriptive language, which means trying to communicate to someone else what an experience, event, place, or person is like. Explain that description is a big part of writing, and that to do it well we need to use the human senses sight, hearing, taste, smell, and touch or sensation. Point out that a lot of this description is about sensation (sight, hearing, taste, and tactile sensation of heat is all included), and have students find specific sensory details in the passage. Use in conjunction with the writing exercise that follows for this section.

Take Out Your Crystal Ball… (Comprehension)

1) When the last chapter of this section ends, Patima has just agreed to obey the ogre mage, who wants her to return and kill Scamp and the others. She agrees because she is afraid to die of the magical disease he infected her with. What do you think will happen next? Will she kill Scamp and others? What might stop her from doing so?
2) Several chapters ago, when Mather decided to protect his brother, the strange metal item Anden gave the young man began to glow and protected him. Now, with Dannika sick, the tablet lost, and Patima enslaved to the ogre mage, what role do you think Mather and Anden may play in the rest of the story? Does anyone have an idea of what the rusted

metal item might be? The ogre mage hid his true nature for most of the story; do you think it's possible one of the heroes' natures might still be hidden, and they may need to find it out for a happy ending?

3) Galaban and the other White Robe apprentices are dead, and Dannika is dying. That leaves Scamp, Mather, Hedar, a wounded Anden, and Pug to try to regain the tablet and defeat the ogre mage. What are the different skills these characters have? How might they use their skills to battle a dragon and a powerful ogre with magic? Remember the advice of Peda's spirit: help will come from the messenger who is a mirror, the outcast whose curse is a blessing, and the enemy who is their greatest friend. Do you know who any of these allies are? If so, focus on their skills, and try to figure out how they might be used to save the day.

Exploring Theme (Comprehension)

1) For the entire book the ogre mage pretended to be something he wasn't. But who was he really lying to? Scamp and his friends? They didn't even know the "Black Robe" was following them. No, he was lying to Patima and the dragonslayers in order to manipulate them, to get them to do what he wanted. And when he finally got the spell, he enslaved Patima and killed the dragonslayers. If the dragonslayers and Patima had a chance to go back, they never would have trusted the wizard who urged them to seek revenge. Sometimes it may seem that doing the wrong thing will get us what we want, but that always ends up being a lie in the end. Just as Patima couldn't deal with her sadness through revenge, we can't make ourselves feel better by hurting others or making fun of them, because we only make problems worse. What are some situations where it may look like doing the wrong thing can produce good results? In school? With friends? With family? In reality, what will probably happen if we were to do those things?
2) Why does Pug risk his life for Scamp? What has Scamp done to make the baby care about him enough to risk dying for his friend? At the moment in the story where Patima is ready to kill Scamp, no other character could have saved him. No one was powerful enough to stop the dragon. Consider what would have happened if Pug hadn't been willing to risk his life for his friend. Scamp saw goodness in Pug when no one else did, and treated the baby dragon as if he was good, and it eventually saved Scamp's life. Could the boy have known that the way he treated the wyrmling would eventually save his life? No. In the same way, doing what is right usually ends up making our lives better, even if we can't see how when we chose to do the right thing. Think about some good things that we do in our lives where we can't see any reward automatically following the action. Then think about what might happen in the future, and how this good deed might come back to reward us more than we ever thought possible.

Right Time to Write

2) Having covered the descriptive language exercise in the *Lights! Camera! Action!* section previous (#3), invite the students to think up their own spectacular spell. Have them decide what the spell is going to do. Then have them write down what it looks like, sounds like, feels like, smells like, and tastes like. If they can't think of anything for smells or tastes, encourage them to try, or to add a characteristic to the spell. Encourage students to have at least one descriptive sentence for each sense.

Vocabulary Builder

Find the following vocabulary words from this section of *Green Dragon Codex* below. Once all the words have been found, meet with a partner and take turns telling each other the meaning of words you know. If there are any words that you both don't know the meaning of, look them up in the dictionary. If possible, see if you can think of one synonym, antonym, or homonym for any one of the following words.

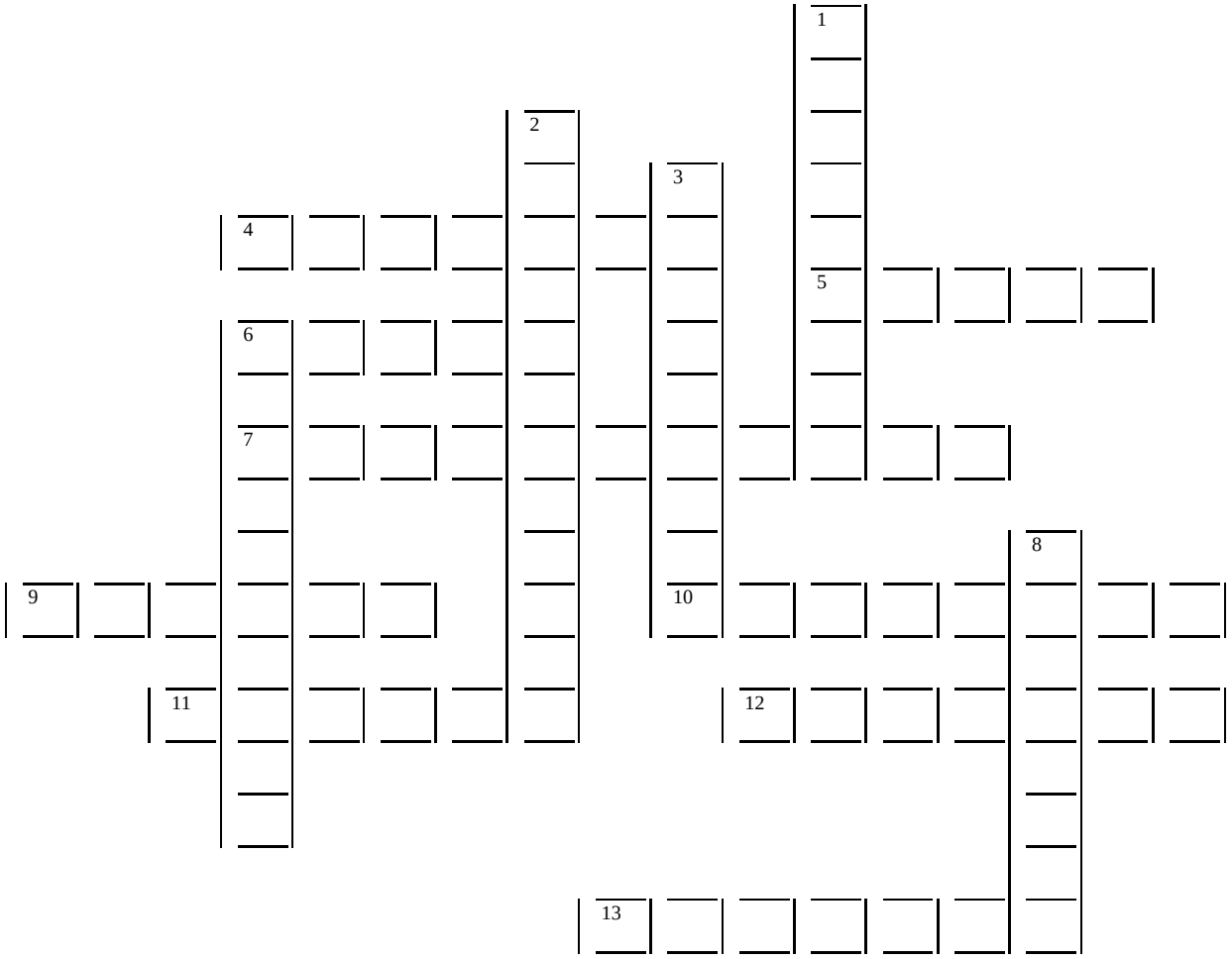
Contours	Reverberated	Vortex	Embattled	Edifice
Malfunctioning	Tined	Cataclysmic	Gullet	Torpid

N E T T A Y S H G L P E D E N Z
P A B M C P T O A L C S A G O L
T C C N A O D O E E F S I U R W
H O T V R Z U E M B A T T L E D
A N S L A Y P E A P C C V L V O
R T B W D Z B H T T D A O E E I
E O T F R I S D H E V T F T R S
B U R O R V Q C B L O A S R B O
D R X E R K E A R J R C G T E H
D S N L E P D I A I T L I P R H
O P P D E D I F I C E Y N E A R
C P R J M G Q D B I X S T T T W
N B R N S A R R P E T M I S E T
M A L F U N C T I O N I N G D A
R N A A P K Y R W K N C E W F R
O C F G F R T G Q O I E D O H R

Vocabulary Refresher

Find the following vocabulary words from the previous section of *Green Dragon Codex* below. Once all the words have been found, meet with a partner and take turns telling each other the meaning of words you know. If there are any words that you both don't know the meaning of, look them up in the dictionary. If possible, see if you can think of one synonym, antonym, or homonym for any one of the following words.

Contemptuous	Dexterous	Eddied	Exasperated	Isthmus
Lanky	Nimbus	Noxious	Penance	Sable
Skepticism	Sluicing	Turbulent	Vigorous	



ACROSS

4 To pay for or make up for a mistake or action.

5 Tall and thin.

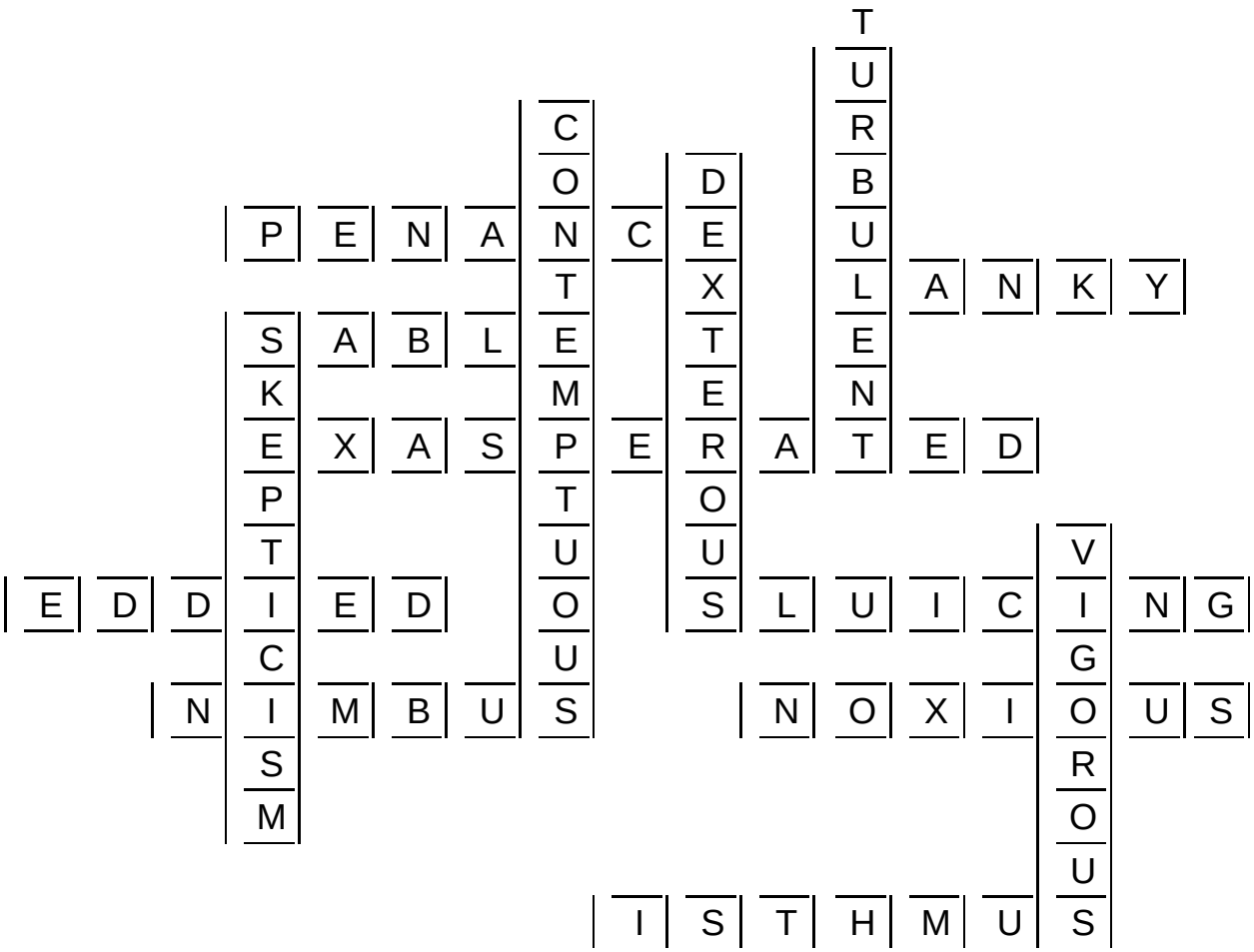
DOWN

1 Violent or chaotic, often associated with weather.

2 To feel a lack of respect for something or

6 Black.
7 Out of patience.
9 Swirled or turned, usually in a current of water or air.
10 To cut through water or have water run off something.
11 A glow that surrounds something. Synonym of aura.
12 Poisonous or sickening.
13 A bridge of land between an island and the coast.

to not deserve respect.
3 Athletic and agile. Antonym of clumsy.
6 Reluctance to believe.
8 Full of energy.



Chapters 25 – 28

Summary: As Dannika lies, sick and dying, Anden wakes and reveals the secret of the rusted metal item he gave Mather: it is a holy symbol of Paladine, a sign that the young man has been chosen and blessed with healing powers. Braving infection, Mather and Anden try to purge the illness from Dannika's body, and eventually succeed. They believe all is well until Patima returns with the ogre mage on her back and attacks. The clerics, Mather and Anden, withstand the dragon for a while, but it is only a matter of time until she kills them all. Only Scamp's quick thinking saves them: he convinces Hedar to use his hated magic to summon a cow, which drops straight down on the dragon, knocking it from the sky. In the chaos following, Scamp runs and grabs the tablet that has fallen from the ogre mage's hand. Jumping off a cliff, he dodges between huge rock spires, trying to avoid the dragon, Patima, who chases after him. Just when she is about to catch and kill him he throws the ancient spell to Anden, who shimmers and reveals his true self: an ogre as stately and beautiful as the ogre mage is twisted and evil. With the power of the spell in his hand, Anden dispels the magical sickness enslaving Patima, and the Bronze destroys the evil ogre mage once and for all. Patima then flies the heroes home, where rather than allow Pug to be killed, Scamp risks his own freedom by casting a reverse version of the ancient ogre spell: rather than enslave dragons, it gives them freedom to live their lives as they chose, good or evil. As the spell fills Scamp with power and washes the world shimmering bronze, he passes out. When he wakes up, the dragons are gone, but they leave behind a promise to always be with him in his dreams.

Questions to Discuss (Oral language and Comprehension exercises):

1) After Mather helps to heal Dannika, the emblem given to him by Anden changes. What happens to it? What do you think this means? (The rust disappears, showing pure, bright platinum. This symbolizes Mather accepting his calling and potential, and not hiding behind his fear any longer.)
2) Scamp's creative solution of dropping the cow on the dragon saved everyones' lives. How did he know to do this? Why did Scamp decide upon a cow rather than another animal? (Previously he had seen Hedar summon a chicken, and the dwarf had told him he might have the power to summon a cow. The cow was a large animal that made a better missile than a chicken or something smaller that Hedar could still manage.)
3) Not many people would have been able to balance and climb on the spires of rock off the cliff edge like Scamp did. Can you remember a time in the book that showed why he might have been able to do this? Did Scamp ever imagine that this "training" would eventually save his life? Do we ever mistakenly think that something we learn is unimportant when it may end up being very important indeed? (Back in Tarban, Scamp would run up and down the Harrow Steps, the balance training posts outside Peda's shack, which made him dexterous. He never would have imagined that using the Harrow Steps might one day save his life, as he considered them a simple game.)
4) Why can Anden reverse the ogre mage's spell with the tablet? What does the fact that Anden and the ogre mage are related tell us about the ancient civilization of ogres now lost? (Because he too is an ogre, an Irda, another group descended from the ancient ogre empire of 5,000 years ago. That both characters descend from the same people shows that the ancient ogres had the potential to be both good and evil, and it was their choices that eventually led to their ruin and downfall.)

5) Where is Scamp promised that Pug will wait for him? In a place like Krynn, where magic exists, do you think things in dreams are real or not? In our world dreams may not exist physically, but does that mean they don't matter? (Pug will wait in his dreams.)

Lights! Camera! Action! (Oral language and fluency exercises)

1) Pick two student volunteers and have them act out the short exchange about swimming between Scamp and Hedar that starts chapter twenty-six (Pg. 212). Then ask the class if what Hedar says makes sense. Can we know what we can or can't do simply because others who have similar characteristics to ourselves can or can't do those things? For example, are there lots of things boys can do and girls can't, or the other way around? What about in our families? If no one in our family has ever skied, does it mean that we cannot ski, or could not if we tried?
2) Chose four students or break the class into groups of four to read the dialogue exchange between Scamp, Patima, Dannika, and Mather in last section of the final chapter. Start from the section break and continue to Dannika's final line, "I can't wait until your parents hear that!" on page 242. How do Mather and Dannika's comments here show how they have changed since the beginning of the book?
3) Once again, have two students who are reading different books pair up and take turns retelling their favorite chapter from this and a comparable section of each book in question. The listener cannot interrupt and should take notes in order to remember questions, which they will ask at the end of the retelling before roles are switched.
4) As a class, read out loud the scene of the cow falling on the dragon, starting with Scamp's line "Just get your cow ready!" (Pg. 216) and ending with Hedar announcing, "I killed a dragon with a cow!" (Pg. 217).

Take Out Your Crystal Ball… (Comprehension)

1) How do you think the relationship between Scamp and Mather will have changed now that they've had this adventure? Will their relationship be better or worse? Why do you think so?
2) What do you think might happen to Hedar the dwarf? How do you think he feels about his magic now that it helped save all their lives and defeat the cultist of Morgion?
3) Where do you think Anden went, and what will he do with the tablet? Do you think the stone tablet is the only dangerous remnant of the ancient ogre civilization, or might there be other things that are discovered in the future?
4) When we last see Pug, his eyes are glowing with a blinding, magical bronze light, but we never know for certain what the spell did to him. What do you think it did? What do you think is going to happen to Patima and Pug in the future?

Exploring Theme (Comprehension)

1) Both Anden and the ogre mage hid their identity throughout most of the book—the cultists of Morgion did it to manipulate others, while Anden did it because he feared people wouldn't accept an ogre, even one that was beautiful and good. Anden's hiding the truth nearly cost everything, as Scamp and the others could have given him the tablet much earlier in the book, keeping it out of the ogre mage's grasp forever. Do we ever hide who we are from other people? Why might we do this, and what are the consequences of not being who we really are?

2) When Mather protests that he can't be a cleric because he hasn't had any formal training, Anden tells him that, "Some people are born with the need to do right" and that, "They know others need them and how they can help…." In *Green Dragon Codex*, this is the definition of a hero: someone who knows that others need help and is willing to try to help them. It isn't a matter of training or skill or strength as much as it is the willingness to try to help others. Can you remember a time when you could have helped someone but didn't? Do you think that was heroic? How about a time when you did help someone? Did you think of that action as heroic? Well, it was. What are some things we can do in our lives that help us be heroes, if only in small ways?

Right Time to Write

1) *Green Dragon Codex* ends with Scamp falling unconscious and so unable to say goodbye to Patima and Pug. Imagine that when Scamp casts the spell from the tablet that he doesn't fall unconscious. What happened? What did the spell do to Pug? How would Scamp say goodbye to the dragons, or would they say goodbye at all? Write down what you think would have happened if Scamp had not fallen unconscious at the end of the book.

Vocabulary Builder

Find the following vocabulary words from this section of *Green Dragon Codex* below. Each word is included three times, so try to find all three. Once all the words have been found, meet with a partner and take turns telling each other the meaning of words you know. If there are any words that you both don't know the meaning of, look them up in the dictionary. If possible, see if you can think of one synonym, antonym, or homonym for any one of the following words.

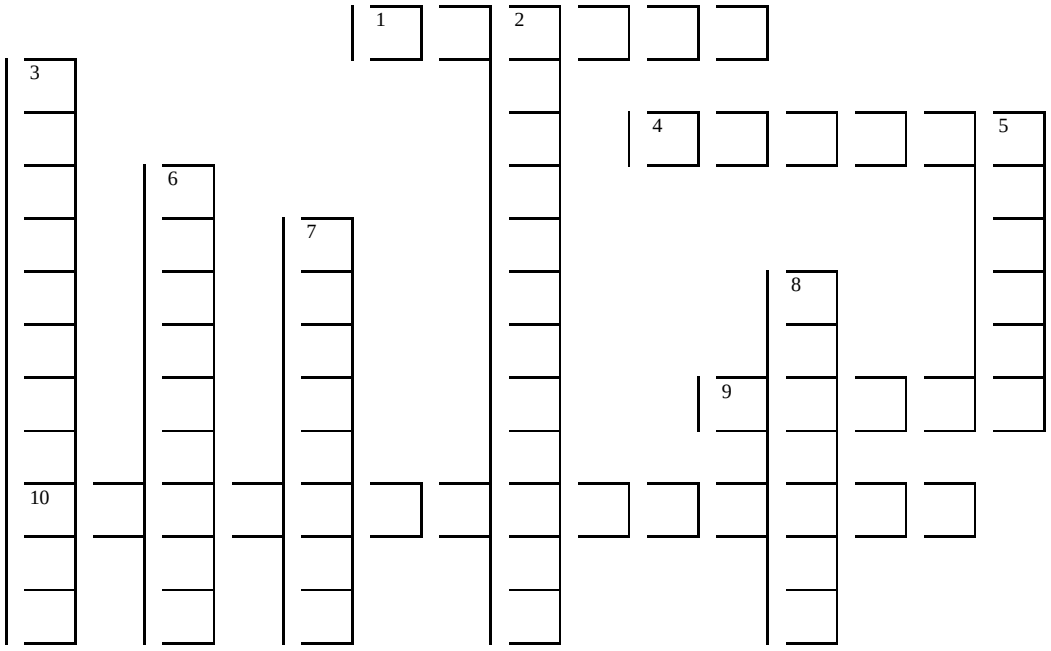
Geas	Luminescence	Runnel	Sterling

L M D C E S T R W E K E E E A A
P T M M M S P E U A C F S S S A
P R Q S T E R L I N G N P B N R
E O V A L E I K E N N M D S D I
R G L E B N S C D E A E P A P A
J D J G E A S T B G E U L T K T
N A T T N E S T V U K L G N R K
J R U N N E L W P X G R Q I Q R
L U M I N E S C E N C E E E G H
S E M Z N A I N I S R P E K O Q
O U F N E S O L V L Z O C A P N
L X U G P R R E J U F L G N T N
U R G D Z E T S H R P S B R G T
A P P O T P Y L E S N R T H E Q
J H L S F T G T U L L H S E H P
I G M V F D S H U X E U L U N F

Vocabulary Refresher

Find the following vocabulary words from the previous section of *Green Dragon Codex* below. Once all the words have been found, meet with a partner and take turns telling each other the meaning of words you know. If there are any words that you both don't know the meaning of, look them up in the dictionary. If possible, see if you can think of one synonym, antonym, or homonym for any one of the following words.

Contours	Reverberated	Vortex	Embattled	Edifice
Malfunctioning	Tined	Cataclysmic	Gullet	Torpid

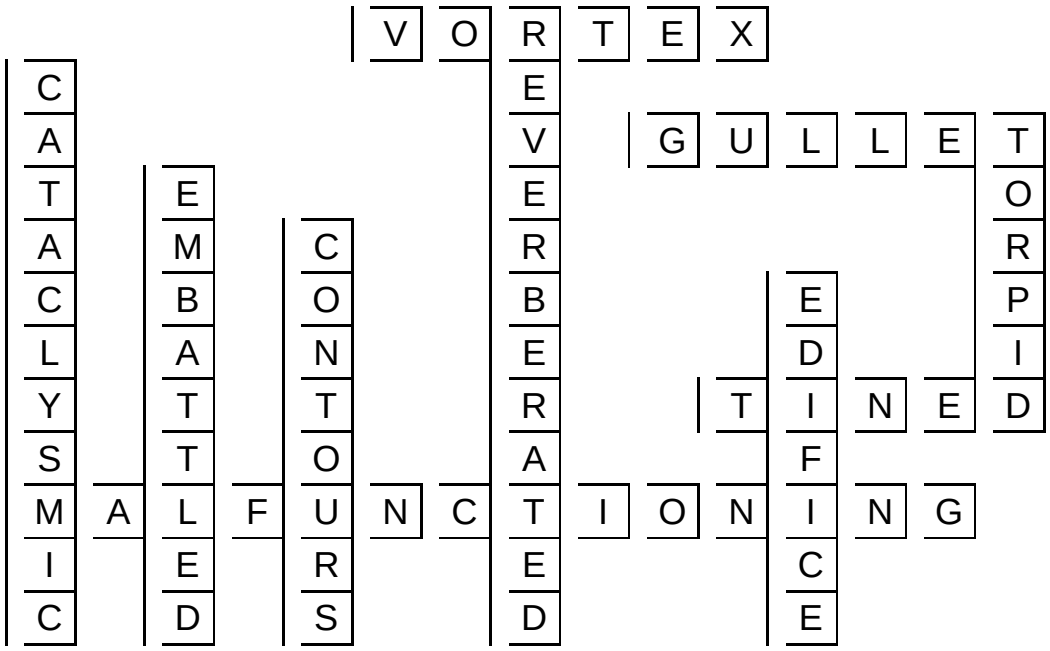


ACROSS

1 A whirlpool or point that things swirl around.
4 The inside of the throat.
9 With spines or having points. Synonym of horned.
10 Something that isn't working as it should.

DOWN

2 Sound that bounced around or echoed.
3 Of terrible and tremendous destruction, often associated with natural disasters.
5 Sluggish, slow, or lacking energy.
6 Attacked or in the middle of a fight. Antonym of safe or unthreatened.
7 Curves in the shape of something.
8 A building or another kind of construction.


VORTEX
CATACLYSM
AMBATTOIR
FUNCTION
GULLETED
TINE
INGE
EMBED

Glossary of Terms

Aura: Noun. A light or radiance surrounding a person or object. "The wizard's magical aura was so powerful he shown like white-hot metal." Pg. 239.

Appraise: Verb. To judge, assess, or take stock of; to guess the value of something. "Thieves appraise everything they steal, hoping to take only the most valuable objects." Pg. 104.

Bombardment: Noun. An extensive attack using bombs or other weapons, usually dropped from the air. "The red dragons attacked the city in waves, a terrible bombardment of fire from the sky." Pg. 15.

Burnished: Adjective. Something that is bright, shiny, or polished. "The burnished sword reflected the sunlight as well as mirror." Pg. 48.

Cantankerous: Adjective. To be gruff, rude, sullen, argumentative, and unpleasant to be around. "The cantankerous dwarf was as likely to spit in your direction as to shake your offered hand." Pg. 74.

Cataclysmic: Adjective. Something that is huge and disastrous, often from natural causes, such as a volcano or earthquake. In Dragonlance "Cataclysm" also refers to a specific event, when the gods dropped a fiery mountain on the city of Istar because of the wickedness of mortals. "The flood was cataclysmic and completely washed away the coastal village." Pg. 184.

Cohabitants: Noun. Two or more people who live together, usually in the same building or home. "The mother and son were cohabitants in the small shack." Pg. 106.

Congregated: Verb. Gathered together. "The gnomes congregated at the foot of Mount Nevermind, wondering what caused this latest explosion." Pg. 14.

Contemptuous: Adjective. To lack respect for something or someone; to feel contempt. "The bandit was contemptuous of the farmer protecting his crops with his hoe." Pg. 152.

Contours: Noun. The shape or form of something; curves, nooks, or other designs other than straight. "The thief felt the contours of the gem in the dark, trying to identify its cut." Pg. 196.

Demeanor: Noun. The way a person acts or portrays herself; the bearing a person keeps. "The king's demeanor was regal, proud, and strong, which made people want to obey." Pg. 90.

Desiccated: Adjective. Dry or wasted away, often by exposure to heat or too much sun. "The desiccated corn husk crackled like paper in the boy's hand." Pg. 26.

Din: Noun. A chaotic sound or mix of sounds, usually unpleasant. "The kinder fell out of the closet with a million pots and pans, creating a deafening din." Pg. 81.

Distended: Adjective. Something that is swollen or misshaped; something larger than is normal and often unhealthy. "The wounded knight's foot was so distended he couldn't fit it in his stirrup." Pg. 85.

Dexterous: Adjective. To do something with dexterity; athletically or with physical agility. "The kinder dexterously dodged the vicious chop of the minotaur's axe." Pg. 160.

Eddied: Verb. To gather or swirl about in a particular location, generally associated with something that flows, such as water or air. "The river eddied at the tip of the dog, forming tiny whirlpools." Pg. 145.

Edifice: Noun. A building or other construction, usually very solid and sturdy. "The tower was a ancient edifice, broad and strong and all made of weathered stone." Pg. 172.

Eerie: Adjective. Something that is odd, frightening, or that makes one nervous. "The ghost made eerie sounds, mumbling, howls, and weeping, from where it was trapped in the pantry." Pg. 127.

Embattled: Adjective. Something in the midst of a battle or fight. "The embattled knight dove from his horse, trying to recover his dropped weapon." Pg. 182.

Exasperated: Adjective. Out of patience; full of exasperation. "The exasperated trainer grabbed the sword from his student, exasperated by the boy's clumsy flailing." Pg. 155.

Fey: Adjective and noun. Something that is magical or mysterious but also menacing; the word also refers to a category of mystical creatures, such as faeries, that while not evil, are different enough from humans that they can be unpredictable or dangerous. "The forest was fey and dark, and the travelers were reluctant to move from the sun into its huddled depths." Pg. 192.

Foibles: Noun. Weaknesses or flaws. "A great adventurer knows not to let his foibles get in the way of success." Pg. 119.

Geas: Noun. A vow, edict, or quest put upon a person, often magically so that they have no choice to but obey. "The wizard put a terrible geas upon the knight: to return with the magical ring or die trying." Pg. 233.

Gullet: Noun. The inside of the throat, where food is swallowed. "The dragon's gullet was so large it could swallow a man whole." Pg. 192.

Haughtiness: Noun. Being overly proud of ones self. "Most bad kings possess far more haughtiness than they do wisdom and courage." Pg. 37.

Humanizing: Adverb. Something that makes a person or thing seem humanlike; something that decreases awe or disbelief. "It was incredibly humanizing for the archmage to watch himself bleed, no different or better than any man." Pg. 107.

Implacable: Adjective. Someone who cannot be satisfied, appeased, changed, or negotiated with; an enemy. "A dragon is an implacable enemy, so if you meet one you'd better fight than talk." Pg. 38.

Intermeshed: Adjective. Tangled together, bound up, or knotted. "The ropes were so intermeshed the sailor had no idea how to untangle them." Pg. 128.

Isthmus: Noun. A geographic formation where a body of land is surrounded on all sides but one with water; an island still attached to the mainland by a small strip of land. "The waves battered the isthmus, making it impossible to walk along the shore without drowning." Pg. 139.

Jabber: Verb. To speak so quickly and erratically it is difficult to understand the words. "Gnomes jabber so rapidly that most other races can't understand them." Pg. 88.

Lanky: Adjective. Long and thin; also tall and thin. "On average, elves are far more lanky than dwarves." Pg 166.

Lithe: Adjective. Thin and athletic. "The lithe thief easily twisted his body away from the arrow shot at him." Pg. 15.

Luminescence: Noun. Light or radiance; a shine. "Most powerful weapons create their own luminescence, making them easy to identify as magical." Pg. 240.

Malfunctioning: Adjective. Something, often a machine, that does not work correctly. "A malfunctioning gnomish device is more dangerous than an angry dragon." Pg. 187.

Maw: Noun. A large mouth. "The fish opened its maw to eat the lure." Pg. 199.

Molten: Adjective. Red hot to the point of melting; like melted stone. " Pg. 226.

Motes: Noun. Specks or dots. "The smallest faeries are so tiny they appear to be no more than motes in the air, like particles of dust." Pg. 79.

Myriad: Adjective. Being of a great but unspecified number. "The most powerful wizards have a myriad of spells from which to chose." Pg. 21.

Nimbus: Noun. A glow or surrounding of light. "A solar eclipse is best recognized by the white nimbus around the darkened moon." Pg. 133.

Noxious: Adjective. Having an upsetting or sickening scent. "Zombies are so noxious that you can often smell them coming even when you sleep." Pg. 141.

Ocher: Noun. A reddish or yellowish ore often used as a pigment in paints; also the color yellowish red, often called yellow ocher. "The school was painted yellow ocher, so kids joked it looked like a banana on fire." Pg. 95.

Penance: Noun. Doing something to make up for a wrong; doing what is required for repentance or reparation. "Any knight who shows cowardice in battle must engage in penance before he is accepted back into the knighthood." Pg. 156.

Pithy: Adjective. Tough; having substance; full of pith. "Most trail food is pithy, filling but hard on the teeth." Pg. 14.

Pompous: Adjective. Arrogant or overly proud. "The pompous duke refused to listen to the advice of even his most experienced advisers." Pg. 77.

Razed: Verb or adjective. To burn or destroy something; or something that has been destroyed or burnt to the ground. "The War of the Lance left town after town razed to the ground, where nothing was left but smoke, ashes, and graves." Pg. 24.

Recess: Noun. A nook, cranny, or small space or indent in something. "The level was hidden in a small recess in the stone wall." Pg. 59.

Retort: Noun. An answer back, often something said angrily as a response in an argument. "The boy's defiant retort stunned the king, who went silent." Pg. 11.

Retribution: Noun. Revenge or action taken to bring justice. "Many swore retribution on the dragonarmies after their defeat in the War of the Lance." Pg. 76.

Reverberated: Verb. To echo or repeat over and over again. "The shout reverberated in the tunnel, growing fainter each sounding." Pg. 176.

Ricocheting: Adjective. Something that has bounced off or rebounded away from a hard surface. "The arrow missed its marked and went ricocheting straight back at the shooter." Pg. 223.

Runes: Noun. Magical writing or letters, often invented or discovered far in the past. "Anyone who wishes to become a wizard must memorize many, many runes so he can write in his spellbook." Pg 45.

Runnel: Noun. A small path of water; a brook or stream. "In the back of the house was a small runnel where kids could fish." Pg 209.

Sable: Noun. The color black. "The queen's sable hair seemed to absorb light rather than reflect it." Pg. 143.

Sauntered: Verb. To walk in a cocky, confident way. "The knight sauntered into the ring, confident his opponent was no match for him." Pg. 77.

Scry: Verb. To magically see other places and other times, often using a device such as a crystal ball or a water filled basin. "When wizards want to know how kings lead nations, they scry their private throne rooms." Pg. 77.

Seethe: Verb. To become very angry without shouting or expressing the anger. "Watching the thief steal its treasure, the hidden dragon began to seethe." Pg. 80.

Shorn: Adjective. Something that is cut short or close. "Many soldiers hair is shorn short so it doesn't get in the way in battle." Pg. 36.

Silhouette: Noun. A shadow. "A thief is always aware of the silhouette he casts while sneaking about, knowing that this can give him away." Pg. 37.

Skepticism: Noun. A feeling of disbelief or doubt. "A good deal of skepticism is appropriate whenever a kinder says they didn't take something you've misplaced." Pg. 150.

Sluicing. Verb. To wash with running water. "The pig jumped under the waterfall, sluicing off mud from his pen." Pg. 156.

Sterling: Noun. Silver of a particularly good grade. "The throne was made of glittering sterling, and shown like a mirror." Pg. 226.

Surrogate: Adjective. A replacement; something that fills in for something or someone else. "The kindly unicorn acted as a surrogate mother for the elven girl, raising her to adulthood." Pg. 57.

Tabard: Noun. A lose garment with short or no sleeves, often emblazed with a herald; sometimes worn over armor; also, a heavy short coat worn outdoors. "The knight's tabard was filthy with dirt and blood, but he had returned from the adventure alive." Pg. 73.

Tendril: Noun. A rope, vine, tentacle or other thin strand of something. "One waxy tendril anchored the monster's egg to the cave ceiling." Pg. 79.

Tined: Adjective. Horned or barbed. "The pitchfork was tined with three long steel points." Pg. 199.

Titanic: Adjective. Something that is giant; of a titan's proportions. "The giant's maul and shovel were both truly titanic, larger than a full grown horse." Pg. 50.

Torpid: Adjective. Sluggish or slow; without energy. "The torpid tortoise moved so slowly the hare decided to take a nap during their race." Pg. 199.

Turbulent: Adjective. Violent or upset; chaotic. "The turbulent sea sent four ships to the bottom that night in the storm." Pg. 140.

Vortex: Noun. A whirlpool or point where matter swirls together, trapping things; the center of something. "While the room burned with blue and purple flame, the wizard stood in the vortex of the swirling cloud, completely unhurt." Pg. 178.

Wyrmling: Noun. A newly hatched dragon. “Wyrmlings’ breath weapons are too weak to do much harm.” Pg 86.