The Knight Who Took All Day
by James Mayhew

- Author James Mayhew
- Illustrator James Mayhew
- Paperback, 36 pages
- Size 250 x 250mm
- For readers aged 5 +
- Recommended for teaching Year 2+
- Price £6.99
- ISBN 9781912050451

Author/illustrator’s website:
www.jamesmayhew.co.uk

Cover

Discussion
- What is funny about the title?
- Look closely at the cover. What sort of character do you think the knight is? Give reasons for your opinion.
- What sort of character do you think the dragon is?
- What sort of story do you think this will be?
- Read the blurb. Do your ideas seem to fit with the blurb?
- Predict what you think will happen on the story.

Vocabulary
Scan the blurb to find the following words:
- cautionary tale
- vanity
- procrastination
- Can you work out what they mean from the context?
- Look them up in the dictionary to confirm that you are correct.
- In pairs, construct a sentence for each of the words.

Writing puzzle
Look at the examples of homophones (words which sound the same, but are spelt differently and have a different meaning). Choose a pair, checking that you know what each one means by using a dictionary and write a sentence using both of them. Then create an illustration of this on a separate piece of paper. Display all of the pictures on the wall. People then have to read the jumbled sentences and match them to the illustrations.

- bear  bare  - flour  flower  - reed  read
- bald  bawled  - hair  hare  - nose  knows
- boar  bore  - loot  lute  - not  knot
- brake  break  - maize  maze  - no  know
- cellar  seller  - muscle  mussel  - mind  mined
- die  dye  - root  route  - red  read
- doe  dough

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Writing challenge
• Create a sentence using both spellings of knight and night.

End papers
Discussion
• Look at the cartoons. What sort of art materials did the artist use to draw these?
• What do you notice about the pictures on these two pages?

Writing challenge
• Write a caption to go with each one.

There once was a knight
Discussion
• What words give the clue that the knight might not really be ‘brave, fearless and handsome’?
• Think, pair, share: describe the picture in detail.
• What materials do you think James Mayhew has used to create the picture?
• Why do you think the castle is on a hill?

He longed to show everyone
Discussion
• How is the princess like a typical princess?
• How do you think she is going to behave in the story?
• What characters can you see in the picture?
• What do you notice about them?

‘What I need to do’
Discussion
• Why does the knight feel that he needs to ‘defeat a terrible dragon’?
• Why do you think the dragon hadn’t been seen for a hundred and one years?
• What is ironic/amusing in the pictures?

Writing challenge
• Pick out all the adjectives and then use them to create a paragraph of your own.

Then one day
Writing challenge
Either:
• Write thought or speech bubbles for each of the characters in the picture.
Or:
• Write this part of the story from the point of view of the dragon. Why has he come? What is he planning to do? How is he feeling?

Discussion
• Predict what will happen next.

The Squire ran to the armoury
Vocabulary
• What do the following words mean? Can you work them out from the context?
  - squire
  - armoury
- rampaged
  - Check their meaning in a dictionary or online.
  - Say, then write, one or more sentences using these words.

**Discussion**
- Are there any patterns you notice in the story?
- Who is the suit of armour for?
- What do the words ‘And all the while …’ suggest?

**Writing challenge**
Either:
- Create a wanted poster of the dragon, remembering to include as much identifying detail as possible.
- Decide what the reward will be for anyone who destroys or captures the dragon.
Or:
- Draw a picture of the dragon and write a description of his features.

**Research**
- Find out about the life of a squire and a knight.
  http://medievaleurope.mrdonn.org/knights.html

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**Everyone was very scared...**

**Vocabulary**
- What do the following words mean? Can you work them out from the context?
  - flourishes
  - visor
- Check their meaning in a dictionary or online.
- Say, then write, one or more sentences using these words.

**Drama**
- Prepare questions and possible answers for the different characters in the story – townsfolk, the squire, the knight, the princess.
- Hot seat the different characters.

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**The squire ran down**

**Discussion**
- Why do you think the princess is in the armoury?
- How do you think the squire is feeling?

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**But when the knight saw the helmet**

**Discussion**
- What does the illustration show? (This type of drawing is called a section.)
- What is happening in each room?
- Do you notice anything unusual?
- How does it add to the story?
- What do you think of the knight?
- What sort of character is the squire?

**Art challenge**
- Draw or design a section through a castle.
- Using paint, ink or felt tips, or collage, create a peacock feather. If you don’t have a real one to observe, you might need to look at images on the internet.
The knight was pleased.

Discussion
• Do you think the knight really wants to fight the dragon?
• How could he have been more organised?
• How do you think the squire is feeling now?
• What do you notice in the illustration?
• Predict what will happen next.

The squire ran down

Discussion
• How many steps has the squire run up and down altogether? You might have to look back through the book and note the figures down as you scan the text.
• What are the most important things to do when preparing to fight a dragon?

Writing challenge
• Write a list of instructions on how to catch a dragon.

Discussion
• Why is the word MARVELLOUS in capitals?
• What will happen next?

Outside, the princess stood before the dragon.

Discussion
• What is surprising in the illustration?
• What do you think of the knight’s reaction?
• Think, pair, share: How do you think the princess tamed the dragon?

Writing challenge
• Write instructions for taming a dragon.

Design Technology challenge
Either:
• Create either a 2D or 3D model of a moving, jointed dragon.
Or:
• Design your own tunic, shield and flag.
http://medievaleurope.mrdonn.org/knights.html

Drama
• In threes, allocating the roles of narrator, princess and knight, act out this page.

The princess married the squire

Discussion
• What qualities do you think the princess possesses?
• What is the nurse throwing in the air?
• Were you surprised at the ending?
• What do you notice about the last four lines?
• Where would you choose to go, if you were going off ‘to see the world’?

Writing challenge
Either:
• Draw up a list of places you’d like to visit and explain why you would like to visit them.
• Find them in an atlas and plan your journey.
• How would you choose to travel?
Or:
• Write a story about one of the adventures the princess and squire have on their journey. Remember you need a problem or dilemma and a way of solving it, so plan it out first.
Or:
• Write instructions for how to look after your dragon.

**Back cover**
Read the reviews

**Vocabulary**
• What do the following words mean? Can you work them out from the context?
  - frolicking
  - self-infatuated
  - impress
  - scouring
• Check their meaning in a dictionary or online.
• Say, then write, one or more sentences using these words.

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