

Three Sources and a Dragon

Distinguish imaginative texts from factual evidence while valuing both for different purposes.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Distinguish imaginative texts from factual evidence while valuing both for different purposes.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Read the story

PART 1

Owen wanted to write a fact card about “dragons”. His first source was a fantasy story, his second was a museum page about dragon myths, and his third was a wildlife book about Komodo dragons.

PART 2

At first, Owen mixed all three together and wrote that fire-breathing dragons live on islands.

PART 3

His teacher asked, “Which source supports that sentence?” Owen realised the fantasy story was not evidence for a real animal claim.

PART 4

He split the project into two boxes: “Dragons in stories and myths” and “Komodo dragons: real animals”.

PART 5

The finished card was more interesting because it made the difference between imagination and factual research clear.

Which source was fiction?

What mistake did Owen make?

How did the teacher's question help?

Why did two boxes improve the fact card?

Can fiction still be valuable even when it is not factual evidence?

Try it beyond the page

Real-world / hands-on connection

Retell the story to an adult using beginning - problem/question - evidence/action - ending.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a sixth scene or short response that fits the evidence and tone of the story.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. What mistake did Owen make?

2. Why did two boxes improve the fact card?

3. What message can you infer without pretending there is only one “correct moral”?

Quick review

1. In one sentence, explain the big idea of “Three Sources and a Dragon”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Use the relevant story detail.

2. Suggested response

Use the relevant later story evidence.

3. Suggested response

Accept a reasonable inference supported by the text.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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