

HEROES OF HAVENSONG

EDUCATOR'S GUIDE



Heroes of Havensong // Megan Reyes // ISBN 9780593482377


RANDOM HOUSE
CHILDREN'S BOOKS

HEROES OF HAVENSONG

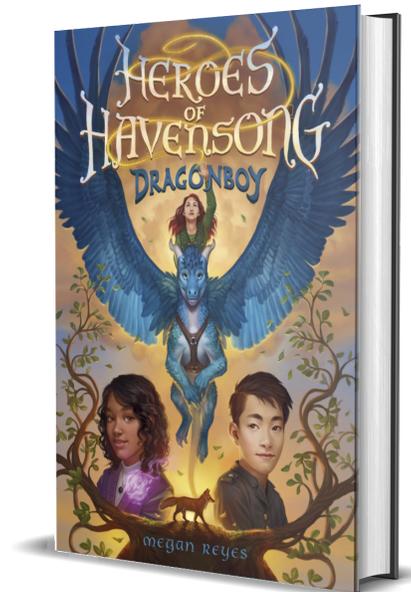
Educator's Guide

ABOUT THE BOOK

This timeless fantasy debut follows four children--a boy-turned-dragon, his reluctant dragon rider, a runaway witch, and a young soldier—bound together by the Fates themselves to save their world—and magic itself—from being destroyed.

The world once known as Haven has been torn apart over centuries of conflict, with humans taught to fear all things magical, dragons driven to near extinction, and magic under attack. Now its future rests with four children from four different lands, destined to restore balance to their fractured world—as the song foretells.

Blue, River, Wren, and Shenli all grew up on different sides of a war they didn't start, and each will be called forward for what will become pivotal roles in the battle to restore the balance between humans, dragons, and magic. They will face shocking secrets and terrifying dangers and discover surprising strengths as they begin to forge a friendship across barriers put in place long ago.



COMMON CORE ALIGNMENT

- Pre-Reading Activities
- Quick Writes
- Anticipation Guide
- Discussion Questions
- Project Ideas

ABOUT THE AUTHOR



Megan Reyes lives in Northern California with her husband, four sons, two dogs, and an ever-growing collection of dragon figurines. When she's not writing, she's probably drawing, painting, going on walks, or getting lost in a new book. *Heroes of Havensong: Dragonboy* is her first novel.



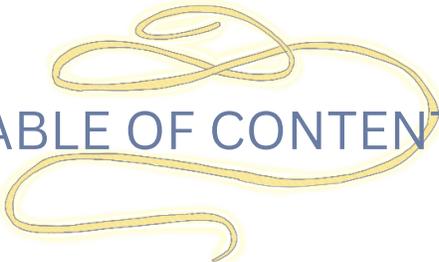


TABLE OF CONTENTS

About the Book	pg 1
Activities	pg 3-10
• Pre-Reading	pg 3
• During Reading	pg 4-8
• Post-Reading	pg 9
Vocabulary	pg 10
Discussion Questions	pg 11-12
Essay Questions	pg 13
Projects	pg 14
Academic Structures for Discussion	pg 15
Common Core Alignment	pg 16-18
Book Club Discussion Guide	pg 19
Additional Resources	pg 20

Pre-Reading Activities: Activating Background Knowledge

Would You Rather Discussion

1. Would you rather live on an island OR in the mountains?
2. Would you rather be a dragon OR have magic powers?
3. Would you rather be able to speed up time OR talk to animals?
4. Would you rather be King/Queen for a day and get eaten by a dragon OR stay a kid and clean a barn every day?
5. Would you rather be lied to and never know OR know you're being lied to and have to hide that you know the truth?

Pre-Reading Questions

Before reading the story, decide if you agree or disagree with the statements below.

Is it always important to do the right thing, even if no one is looking?	Should we help people, even if we don't know them?	What happens if our plans do not go the way we want?	What can we learn from people who are different from us?
Should we ever let fear hold us back?	When we make mistakes, is there always room to be forgiven? Why or why not?	What should we do when people we look up to disappoint us?	How do we know we can trust someone?

After you finish reading, return to these questions and discuss them with a group. Do you still agree with your original statements? Why or why not? What caused you to change your mind? (CCSS SL5.1-8.1)

Activities: During Reading

Part 1

Quick Write Questions to be done before each part to elicit background knowledge of concepts related to character development.

1. A tradition is a special way of doing things, often passed down from our family, parents, or even grandparents. Can you think of a tradition that your family observes or celebrates? Describe it.
2. Who is someone that you look up to? Someone that you can talk to when you need help or need a hug?

True/False Comprehension Check: For each statement, mark it as true or false. If it is false, rewrite the statement to accurately reflect the details of the story. If the statement is true, find a detail from the text that proves it is correct.

- Blue can smell the feelings of the people around him, much like an animal can sense people's emotions.
- Wren, a Meraki who lives on a distant island, is best friends with Blue, and they write to each other frequently.

Vocabulary Practice

- Blue ____ hid in the attic rafters because he did not want to be seen by any of the knights in their secret meeting.
- Though he did not yet know it, he possessed great ____, which would make him the bravest of all the knights.
- It was difficult ____ the kitten to come out from under the bed, but she eventually came out for a kitty treat.
 - Hastily
 - Valor
 - Coaxing

Common Core Alignment

CCSS RL5.4-8.4, CCSS RL5.3-8.2

CCSS.ELA-Literacy.L.5.4-8.4

CCSS RL5.10-8.10

Activities: During Reading

Part 2

Quick Write Questions to be done before each part to elicit background knowledge of concepts related to character development.

1. Can you think of a time when you had to be brave? What did it feel like? Was it hard to be brave even when you felt nervous? What helped you get through it?
2. Have you ever lost something that was really special to you? What was it? Why was it special? What happened after it was gone?

True/False Comprehension Check: For each statement, mark it as true or false. If it is false, rewrite the statement to accurately reflect the details of the story. If the statement is true, find a detail from the text that proves it is correct.

- Shenli is excited to become a soldier in Cudek's army, just like his dad before him.
- Wren and her Magic have a very positive experience at the special ceremony.

Vocabulary Practice

- River sat at the celebration _____ because she was so disappointed in the big changes to her future.
- At first the community thought there was _____ time for River and Blue to learn how to work together, but an urgent message changed everything.
- Though he felt very brave indeed, the fact that Blue was _____ made him feel nervous because he was all alone.
 - sulking
 - ample
 - unaccompanied

Common Core Alignment

CCSS RL5.4-8.4, CCSS RL5.3-8.2

CCSS.ELA-Literacy.L.5.4-8.4

CCSS RL5.10-8.10

Activities: During Reading

Part 3

Quick Write Questions to be done before each part to elicit background knowledge of concepts related to character development.

1. Sometimes in life, things are different from what we expect. Can you think of a time when you had to do something different from what you wanted to do? What happened? How did it feel to have to do something different from what you wanted?
2. Do you think it is important to help others? Can you think of a time when you helped someone? What did you do to be a helper and how did it make you feel?

True/False Comprehension Check: For each statement, mark it as true or false. If it is false, rewrite the statement to accurately reflect the details of the story. If the statement is true, find a detail from the text that proves it is correct.

- River is excited to meet Blue, her new dragon, because she has been training to become a Dragon Rider her whole life.
- Shenli and Wren are nervous around each other because they do not know if they can trust each other just yet.

Vocabulary Practice

- The instructions that Wren's grandmother gave her were so _____ that she had a hard time figuring out what she was supposed to do once she got to the Mainland.
- Blue stared at River and _____ the sad feelings he could sense in her.
- River was _____ when she found out that she had become a Dragon Rider because all she ever wanted was to be the Lead Harvester for her community.
 - vague
 - pondered
 - furious

Common Core Alignment

CCSS RL5.4-8.4, CCSS RL5.3-8.2

CCSS.ELA-Literacy.L.5.4-8.4

CCSS RL5.10-8.10

Activities: During Reading

Part 4

Quick Write Questions to be done before each part to elicit background knowledge of concepts related to character development.

1. Have you ever found something that you thought was lost? What was it? What did it feel like when you found it again?
2. Why is it important for us to have mentors (people to look up to as a leader or teacher)? How can having a mentor help us to grow to be strong, brave, and clever?

True/False Comprehension Check: For each statement, mark it as true or false. If it is false, rewrite the statement to accurately reflect the details of the story. If the statement is true, find a detail from the text that proves it is correct.

- When Shenli sees Cudek, he is relieved to finally be back with the army and happily agrees to the plans that Cudek has for him.
- River, Wren, and Blue are able to travel to Meraki Island, thanks to a trusted friend who has the ability to speed up time.

Vocabulary Practice

- Wren felt _____ fear as she ran through the forest, away from the soldiers.
- Though he felt very afraid, Shenli followed the general's orders, even though his hands were _____.
- In order to _____ the poison in Wren's eel bites, Shanli had to find the right herbs from his mom's collection.
 - tremendous
 - trembling
 - counteract

Common Core Alignment

CCSS RL5.4-8.4, CCSS RL5.3-8.2

CCSS.ELA-Literacy.L.5.4-8.4

CCSS RL5.10-8.10

Activities: During Reading

Part 5

Quick Write Questions to be done before each part to elicit background knowledge of concepts related to character development.

1. Do you think it is important to do the right thing, no matter what happens? Is there ever a time it is okay to do the wrong thing, even if it is for a good reason?
2. Can we forgive others, even if they did something to hurt our feelings? Do you think anyone is beyond forgiveness? What if they tried to do the right thing but failed?

True/False Comprehension Check: For each statement, mark it as true or false. If it is false, rewrite the statement to accurately reflect the details of the story. If the statement is true, find a detail from the text that proves it is correct.

- When Wren goes in front of the council, they all trust in her word and begin to prepare for the coming war straight away.
- When Cudek and his men have invaded the island, Shenli is tricked into helping him steal the Offering tree from the Meraki.

Vocabulary Practice

- The chancellor behaved as a _____ because he was seeking power only for himself, despite the pain and suffering it caused along the way.
- The pain from the battle wound was _____, which is why herbs and medicine were needed to provide healing.
- Since all of the dragons had fallen asleep, it seemed _____ that Blue would do everything he could to save the island from the chancellor's evil plan.
 - tyrant
 - intensifying
 - practical

Common Core Alignment

CCSS RL5.4-8.4, CCSS RL5.3-8.2

CCSS.ELA-Literacy.L.5.4-8.4

CCSS RL5.10-8.10

During Reading Activity: Create a Vocabulary Log

During reading, student can work as word detectives and create a personal vocabulary log by making a chart like the one below. These words can then be used to a variety of in class activities such as personalized vocabulary quizzes, sentence completions, quiz-quiz-trade type activities, and more.

Word	Meaning	Word Parts	Context Sentence
unaccompanied (137)	alone, on your own	un-	"Letting you travel to the Mainland—especially unaccompanied—goes against every ounce of my judgment."
Student Created Sentence: Since Anna was unaccompanied on her flight, an airport employee had to walk her to her gate before takeoff.			
Student Created Sentence:			

CCSS L5.4-8.4, CCSS RL5.4-8.4

* Please see Additional Resources on pg.20

VOCABULARY

Chapters 1-8

- hastily (7)
- peculiar (12)
- betrayed (32)
- valor (43)
- dismay (44)

Chapters 9-16

- coaxing (58)
- perplexed (71)
- transformation (73)
- recitation (85)
- receded (99)

Chapters 17-24

- sulking (112)
- reveal (115)
- intuition (116)
- ample (117)
- unaccompanied (137)

Chapters 25-32

- proclamation (157)
- composed (162)
- vague (170)
- reliable (194)
- acquired (196)

Chapters 33-40

- relocated (212)
- pondered (213)
- declared (218)
- furious (221)
- frantically (232)

Chapters 41-48

- intricately (268)
- counteract (285)
- tremendous (294)
- tentatively (308)
- trembling (316)

Chapters 49-56

- quivered (317)
- negligence (319)
- preposterous (322)
- scathing (323)
- tyrant (337)

Chapters 57-64

- gluttons (370)
- intensifying (373)
- evaporating (380)
- antidote (387)
- practical (391)



CCSS.ELA-LITERACY.L.5.4-8.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies

- Roots
 - Un- (not)
 - Over- (excessive, too much)
 - Dis- (lack of, not)
 - Re- (again)
 - Non- (not)

Questions for Discussion or Writing

- 1 When Blue falls out of the rafters and Lady Zoya puts her hands on his cheeks, the narrator states “Blue let out a sigh of relief at Zoya’s touch, the unbearable itching finally ceasing. But as his brain caught up to Zoya’s words, his stomach clamped tighter than stretched leather,” (p 21). Why did he first feel relief, and then his stomach “clamped tighter than stretched leather”? Explain your idea using details from the text.
- 2 In chapter 5 we meet Wren Barrow, a Meraki girl who lives on an island far from the Mainlanders (and Blue). She and the others are honoring the memory of her mother who died when she suddenly felt that her “...sorrow burrowed deeper into her chest, she didn’t feel like promoting healing. Not one bit. Instead, a simmering flame warmed her cheeks” (p 26). Why does Wren suddenly feel this way? What happened to cause this reaction in her? Use details from the text to support your answer.
- 3 Using details from the text, describe the character of Shenli. What is his life like, what does he look like, and how does he feel about what is happening to him when Cudek’s men arrive to take him from his family? (ch 6).
- 4 When the soldiers arrive to take Shenli to Cudek’s army, the narrator describes the feeling he gets as “Shenli’s insides flip-flopped faster than hummingbird wings” (p 39) What does this mean? Based on what you think, how would someone like Shenli be feeling if they described their insides in this way?
- 5 How does the community that River grew up in differ from the community that Shenli grew up in? How are their lives similar and how are they different based on their settings?

Questions for Discussion or Writing

- 6 When Blue is learning what it means to become a dragon, he is told that “Once the transformation is finished, you will be fully and completely dragon...” Based on the clues around the word “transformation,” what does this word mean? Why would Blue feel a “pang of sadness swelling through him?”
- 7 On pages 141-147, we discover that River has miraculously become Blue’s Dragon Rider. How does she feel about this, and why? Use details from the text to support your answer.
- 8 Why is River so angry with Blue? What caused this? Use details from the text so explain your answer.
- 9 On page 212, we see the Dragon Rider relationship begin to strengthen between Blue and River. After reading their discussion, what has changed between them? What details from the story caused this change?
- 10 What happens to Wren and Shenli when they enter the tower in chapter 35? How do they end up separated?
- 11 In chapter 43, Wren takes charge and eventually encounters her magic. What has Wren learned about herself in the absence of her Magic? How does reuniting with her Magic change the story?
- 12 Shenli has spent much of the story afraid and unsure of himself. However, in chapter 46 he faces a conflict that he must overcome and then he learns something important. What conflict does Shenli face and what does he discover?

Questions for Discussion or Writing: Standards Alignment:

CCSS RL5.1-8.1, RL 5.2-8.1, RL 5.3-8.3, RL 5.4-8.4, SL 5.1-8.1, RL 6.5-8.5

Questions for Discussion or Writing

- 13 How do Wren, Blue and River get to Meraki Island? What is the significance of the way that they travel to the island?
- 14 In chapter 49, Wren is questioned by the Meraki Council about her experience on the Mainland. Why do they not trust her? What prejudices prevent the council members from taking Wren seriously?
- 15 During Wren's questioning, Judge Finlar says that Wren and her Magic will both serve their sentences for their crimes. What do you think will happen after the battle is over? What will the Council do to Wren and her Magic, or do you think they will change their mind? Explain.
- 16 In the last scenes of the novel, everyone is involved in the battle on Meraki Island. What role do each of the four main characters play and how does this reflect who they are as a character?
- 17 By the end of the story, all four of the main characters have faced big challenges that they have had to overcome. Choose a character and explain one of the challenges they faced and how they overcame it.
- 18 A few times in the story, the narrator mentions a “Mama-shaped hole” in Wren’s heart. What does this mean? How does Wren keep moving forward with her goals when this “hole” in her heart causes so much sadness?
- 19 At the end of the story, we discover that the narrator has changed between the Fox and an omniscient narrator. Why do you believe the story was told from these perspectives? How does meeting the fox as a character impact the story?

Questions for Discussion or Writing: Standards Alignment:

CCSS RL5.1-8.1, RL 5.2-8.1, RL 5.3-8.3, RL 5.4-8.4, SL 5.1-8.1, RL 6.5-8.5, RL 6.6-8.6

Essay Questions

- 1 Over the course of the text, we see River begin her story proud of the fact that she was to become the youngest Lead Harvester ever. However, she is suddenly thrust into the role of Dragon Rider, a job she had never trained for and did not want. By the end of the story, River has a deep connection with Blue, so deep that she finally understands that “To lose one’s dragon is to lose one’s self.” What caused such a big change in River over the course of the story? What can we learn from the friendship between Blue and River? (CCSS W.5.1-8.1, CCSS W.6.9-8.9, CCSS RL.5.1-8.1, CCSS RL.5.2-8.2).
- 2 What is a theme in the book, and how do you see it developing over the course of the story? Use text evidence to support your claims. (CCSS RL.5.2-8.2, CCSS RL.5.1-8.1, CCSS W.6.9-8.9).
- 3 *Dragonboy* is a narrative about four young heroes who are challenged to save their world from an evil ruler seeking power and control. Along the way, they must discover the gifts, talents, and truths that have been waiting for the right time to be free. Write a narrative about a time when you faced a big challenge and had to overcome it with your own gifts, talents, or truths. Make sure your narrative includes characters, setting, conflict, and plot. (CCSS W.5.3-8.3).
- 4 Choose two characters from the story and write an essay in which you compare and contrast them. In your essay, make sure to discuss their personality traits, motivations, and how they grow and change over the course of the story. Be sure to cite evidence from the text. (CCSS W.5.1-8.1, CCSS RL.5.1-8.1, CCSS RL.5.3-8.2).

Projects and Post Reading Activities

- 1 Comic Strip (CCSS W.5.3-8.3).
 - Blue riding horse through forest, meeting River's village, being put to sleep, waking up a teenager dragon, leaving on their adventure.
 - Choose your own plot episode to create.
- 2 Narrative Writing Project (CCSS W.5.3-8.3).
 - Write the story of what happened to Shenli's brother before he disappeared.
 - Write the story of what happened to the last king when he walked through the cave and into River's village (becoming Ikor).
- 3 Create a game board (like *Candyland*, but it is *Havenland*...) that demonstrates the conflicts that characters faced throughout the story (CCSS RL 5.2-8.2).
- 4 Our four heroes traveled far and wide across the Land of Haven. Using your knowledge of where each of them went, create a map that demonstrates important setting locations and showcases major plot/conflict events throughout the story. Present your map to a group (CCSS RL 5.2-8.2, CCSS SL5.1-8.1).
- 5 Create a diorama of your favorite scene from the story. Then, write a paragraph explaining the events of the plot that have led up to that point, and then explain the significance of the setting to the characters and development of the story. Be sure to include the names of characters, setting, and conflicts. Present your diorama to the class (CCSS SL5.1-8.1, CCSSRL 6.3-8.3)

Projects and Post Reading Activities

- 6 Using the Venn diagram provided, compare the characters of Wren and Blue. Then write a paragraph to explain what they have in common and how they are different. Be sure to use the language of “compare and contrast” in your writing (*CCSS RL5.3-8.2, W5.2-8.2*).
- 7 Using the chart provided, compare the characters of Shenli and River. How are they the same and how are they different? Then write a paragraph to explain what they have in common and how they are different. Be sure to use the language of “compare and contrast” in your writing (*CCSS RL5.3-8.2, W5.2-8.2*).
- 8 After each section of the novel, have students create questions for discussion based on the characters, setting, or plot. Use these questions to guide group discussion (*RL 6.3-8.3, SL 5.1-8.1*).
- 9 Organize students into groups and instruct them to create a skit to accurately depict a scene of their choosing (or a scene selected by the teacher). Ask students to perform the skit in front of the class (*6.TH:Pr6, 6.TH:Pr4 7.TH:Pr4*).
- 10 Take on the role of a reporter, and then work as a group to create a newspaper that includes character interviews, a headline story, smaller news reports based on subplot events, a weather report for key locations in Haven, and a book review section (*CCSS RL 5.2-8.2, CCSS RL5.3-8.2, CCSS.ELA-Literacy.RL.6.3-8.3, CCSS W.5.1-8.1*).

Academic Structures for Discussion

CCSS SL.5.1-8.1)

Presenting ideas in Discussion

- One thing that came to mind when I read ___ is...
- When I read ____, I was reminded of...
- ___ is important because...
- I liked it when ___ (character name) _____ (what they did) because...
- One detail that stands out to me is ___ because...

Providing Examples/Evidence:

- One reason I think this is because...
- In chapter ____, it says...
- On page ____, there is a quote that reads...
- For example,

Building on Others' Ideas

- You said ____. One thing I want to add to that is _____
- I liked it when you said ___ because it made me think...
- When you stated that ____, it reminded me of...
- While it is true that ____, I would like to add that...

To Disagree

- While I agree that ____, I disagree with ___ because...
- You said ____, and that makes sense. I disagree with ___ because...
- To add to the discussion, another way to think about it is...
- A different view to consider is ___ because...

To Agree

- I agree with what you said about ___ because...
- I really liked the idea that you presented when you said ___ because I also believe that___
- Your idea makes sense to me because...
- I agree with the idea that you presented that___ because...

HEROES OF HAVENSONG

Book Club Discussion Guide

ABOUT THE BOOK

Blue, River, Wren, and Shenli grew up on different sides of a war they didn't start. Their land has been torn apart over centuries of conflict, with humans taught to fear all things magical, dragons driven to near extinction, and magic under attack. But an ancient prophecy has put the four of them on a collision course with destiny—and with each other—in a mission to heal the fractured realm once known as Haven.

DISCUSSION QUESTIONS

1. Which of the Four Heroes do you most relate to and why? Which of the Four Heroes is most opposite of you and do you think you could still be friends with them? Why or why not?
2. Would you enjoy the ability to smell emotions? Why or why not—and how could you use such a skill?
3. Where in Haven would you most like to visit and what would you do when you arrived?
4. Were there any parts of the story where you felt one of the Heroes made an unwise decision? If so, when? And what would you have done differently?
5. If you had to choose between having a dragon companion or a Magic companion, which would you pick and why?
6. Blue learns that all dragons have abilities. If you were a dragon, what magic abilities would you want?
7. Wren feels like she doesn't fit in with her community. Have you ever felt that way? Can you talk about a time that you wanted to belong, but felt like you didn't?
8. River and Wren both have a special connection to their grandmothers. Do you have a family member that you feel you have a special connection with?
9. Shenli makes a decision that he deeply regrets. Have you ever regretted a choice you made? If so, what did you do about it afterward?
10. Did you have a favorite character from the story? If so, who was it and why are they your favorite? If they were going to visit Earth, what kinds of things would you want to teach them about Earth-life?
11. One of the main themes of this story is how kids from different parts of the world come to work together for the greater good. Some of the characters, like Wren and Shenli, are even natural-born enemies. Do you think it is believable that kids with such different backgrounds can learn to be friends and work together? What would the challenges be?
12. If you got the chance to ask Megan Reyes one question about Heroes of Havensong, what would it be?





ADDITIONAL RESOURCES

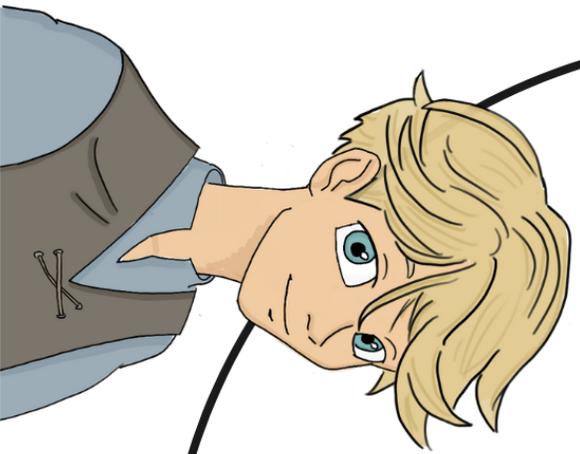
Venn diagram:	
Blue and Wren	pg 21
Venn diagram:	
River and Shenli	pg 22
Venn diagram:	
Blank	pg 23
Havensong Word Search	pg 24
Bookmarks	pg 25-26
Map of Haven	pg 27

For additional Resources, visit:

<http://www.meganreyes.com/resources.html>

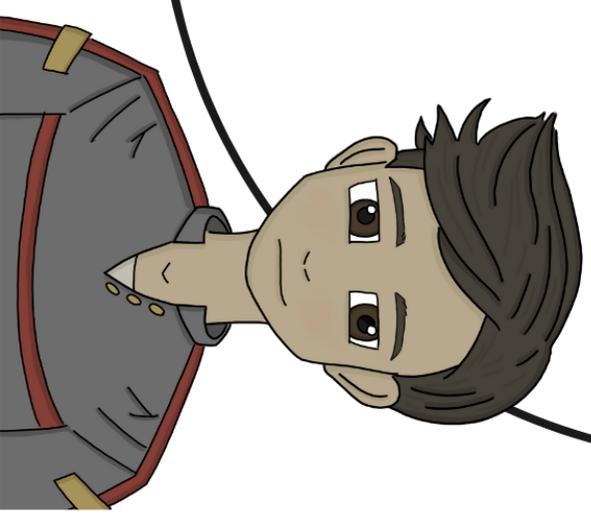
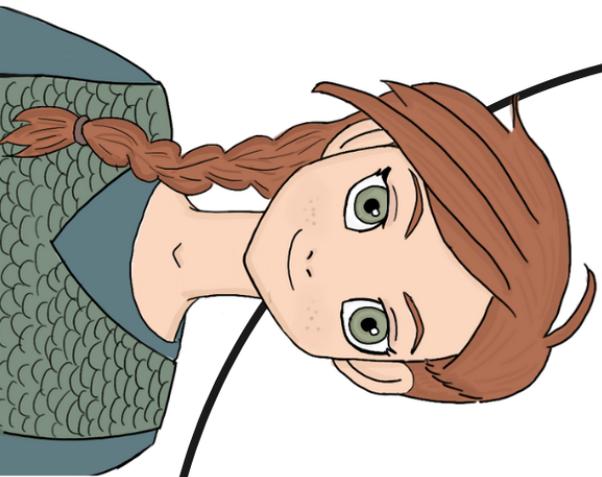
Blue

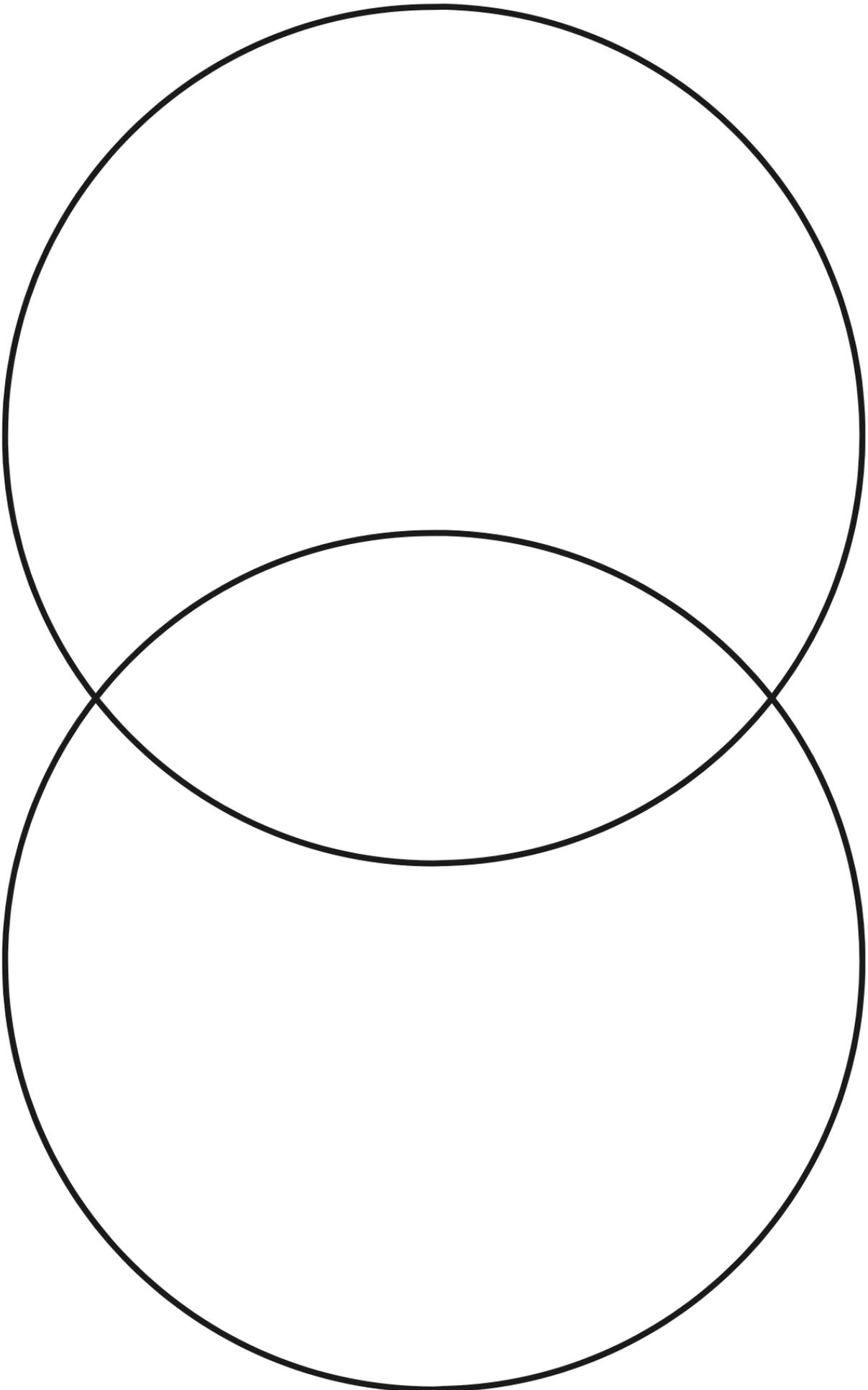
Wren



River

Shenli





HEROES OF HAVENSONG

WORD SEARCH

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

BLUE
 DRAGONS
 FOX
 GERBERA
 GOLDEN
 HARVESTER
 HAVENSONG
 HEROES
 KING
 MAGE
 MAGICS
 MAINLANDERS
 MERAKI
 RIDER
 RIVER
 SEER
 SHENLI
 SOLDIER
 THREAD
 WREN



Bookmarks - 1

HEROES OF HAVENSONG Dragonboy

by Megan Reyes

Plot:

Three children and a dragon must work together to defeat an evil leader to save magic and return their land to the haven it once was.

Setting:

The story takes place in the land of Haven, a place where magic and non-magic people struggle to get along.

Characters:



Blue - the youngest and newest dragon in all of Haven



Wren - a Meraki girl who leaves her magical home in search of her mischievous Magic and someone named Blue.



Shenli - a soldier boy who just wants to do the right thing. He is also the personal steward to Chancellor Cudek.



River - Blue's reluctant dragon rider and stubborn friend. She also has a knack with plants.



Grandmama - Wren's grandmother and the last Seer who knows what's coming.



Chancellor Cudek - The leader of the Mainlanders and enemy of the Meraki.



The Fox - Ancient time-bending sidekick who's full of secrets-- also the narrator of the story

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Educator's Guide Creator

This guide was written by Christa Kile, a wife, mother, and teacher who lives on the Central California Coast. She earned her Master's Degree in Language and Literacy from California State University, Sacramento in 2013 and is a credentialed Specialist in Reading and Language Arts. She has spent her career devoted to supporting emerging readers in middle school and high school classrooms. She is interested in research related to developing reading fluency and reading comprehension in the secondary level classroom.



Feel free to reach out to her with questions at mrskilewrites@gmail.com.

Dragonboy Author

Megan Reyes lives in Northern California with her husband, four sons, two dogs, and an ever-growing collection of dragon figurines. When she's not writing, she's probably drawing, painting, going on walks, or getting lost in a new book. *Heroes of Havensong: Dragonboy* is her first novel.



Megan loves to see how her books are being used in the classroom! Educators, feel free to tag Megan on social media when you're posting about student projects.

You can find Megan on Twitter and Instagram: [@MReyesWrites](https://twitter.com/MReyesWrites) and on Facebook at [Facebook.com/MReyesWrites](https://www.facebook.com/MReyesWrites)

For additional Resources, visit:
<http://www.meganreyes.com/resources.html>