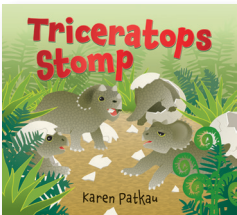


STORY SUMMARY

What kind of a car would a tiny Velociraptor drive? Perhaps a mini car? But what would suit a vegetarian Iguanodon or a pack of rowdy Triceratops? What would an ideal vehicle be for a T-rex? Whatever it is, it had better come with an adjustable steering wheel for those short arms!

Scot Ritchie's fun and witty dinosaurs will have children laughing at the absurdity of a T-rex in a monster truck, while they simultaneously learn the names of these prehistoric creatures. Author Lynn Leitch includes preschooler-friendly dinosaur facts that help readers to go beyond the story.



Pair this book with:

- *Triceratops Stomp* by Karen Patkau

Further Resources

Our Dinosaur Inquiry | *Mrs. Albanese's Kindergarten Class*
www.mrsalbanesclass.com/2016/12/our-dinosaur-inquiry.html

Inquiring Minds: Mrs. Myers' Kindergarten: Search results for dinosaurs
<http://mrsmyerskindergarten.blogspot.com/search?q=dinosaurs>

Born in Vancouver, British Columbia, **Lynn Leitch** is a children's author with a passion for stories that lead to giggles. After graduating from Queen's University and Dalhousie, Lynn worked at the Bank of Montreal before becoming a freelance writer. Her debut picture book brings together eight humorous dinosaurs with their ideal modes of transport. Lynn lives in Burlington, Ontario.

Scot Ritchie is an award-winning illustrator and author with more than 60 books to his credit, including most recently *On the Line*. His books have been translated into French, Korean, Indonesian, Polish, Finnish, Arabic, and Dutch. Scot has worked with the National Film Board of Canada and has had his illustrations exhibited at the National Gallery of Canada. He lives in Vancouver, British Columbia.

Picture Book Ages 2–5 | ISBN: 978-1-77278-269-1 | Pages: 24

THEMES

Dinosaurs, Vehicles, Student-Led Inquiry

BISAC CODES

JUV002060 JUVENILE FICTION / Animals / Dinosaurs & Prehistoric Creatures

JUV041030 JUVENILE FICTION / Transportation / Cars & Trucks

JUV019000 JUVENILE FICTION / Humorous Stories

CURRICULUM CONNECTIONS

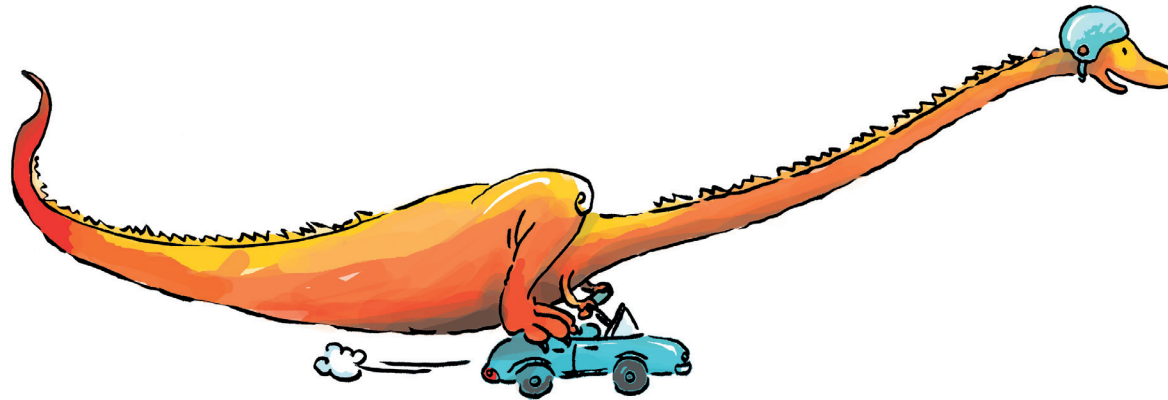
Language Arts: activate prior knowledge, infer, predict, make connections; Science: inquiry skills, posing questions, conducting research; Math: sorting and classifying; Visual Arts: cutting, gluing, design; Writing: pattern stories; Health & Physical Education: bike safety

READING LEVEL

Lexile Measure: AD440L | Fountas & Pinnell: H

THIS GUIDE CONTAINS:

ACTIVITY	MAIN SUBJECT AREAS	SPECIFIC SKILLS AND TOPICS
Read-Aloud	Comprehension	<ul style="list-style-type: none">• activate prior knowledge• Infer, predict, make connections
Student-Led Inquiry	Science	<ul style="list-style-type: none">• inquiry skills, posing questions, conducting research
Sorting by Dino	Math	<ul style="list-style-type: none">• sorting and classifying
Collage of Cars	Visual Arts	<ul style="list-style-type: none">• cutting, gluing, design
Be an Author	Writing	<ul style="list-style-type: none">• pattern stories
Be a Driver	Health/Physical Education	<ul style="list-style-type: none">• bike safety



THE READ-ALoud**Learning Expectations:**

Students will:

- identify reading comprehension strategies (e.g. activate prior knowledge, infer, predict, make connections) and use them before, during, and after reading to understand texts

You Will Need

- *Dinos Driving*

How To:**Before Reading**

Read the title, author, and illustrator. Invite students to look at the cover. Invite their responses. Do the same with the endpaper, title page, and dedication page.

During Reading

Read each page expressively. Occasionally pause to wonder why each dino might drive the vehicle depicted, or to allow students to comment. Ask how it might feel to have a diplodocus as your bus driver. After the ninth spread, ask, “Now, why would Brachiosaurus want a sunroof?”

AFTER READING

Study the tenth spread, allowing students to bring their own dino knowledge to the discussion. Return to the first through ninth spreads. Encourage students to suggest why each dinosaur might drive the car depicted, using the information they have about each. Adults will see a clear, logical reason for each choice, but children might see things differently, and it’s good to honor their creative suggestions.

Invite students to share their own favorite dinosaur, and consider what it might drive.

Try Activity #4 from the last page. The other activities on this page will be expanded upon in the following activities.

ACTIVITY 1: STUDENT-LED INQUIRY

The main goal of this activity is not to have students learn all there is to know about dinosaurs, but to use a student’s interest to help them learn how to learn.

Learning Expectations:

Students will:

- adopt an inquiry stance
- raise questions about objects and events around them
- explore objects and events around them and observe the results of their explorations
- make observations, using all of their senses, and generate questions
- gather, compare, sort, classify, order, interpret, describe observable characteristics and properties, notice patterns, and draw conclusions, using a variety of simple tools and materials
- work individually and with others, share and discuss ideas, and listen to ideas

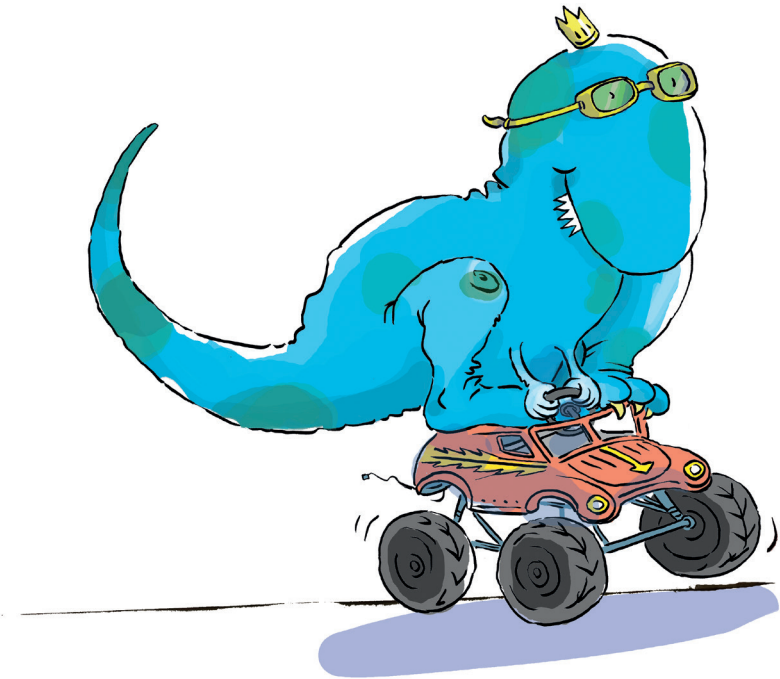
You Will Need

- a selection of dinosaur books and activities, such as those suggested in Step 1 below
- internet
- chart paper and markers, whiteboard or interactive whiteboard

How To:

1. Set up some dinosaur-related experiences for students to explore during play, for a period of several days. Examples:
 - a. A miniature dinosaur environment on a tray, with toy dinosaurs to play with
 - b. A fossil kit
 - c. Dinosaur books, fiction and nonfiction, in the classroom library
 - d. Dinosaur stuffies and costumes
 - e. Dinosaur puzzles
 - f. A set of dinosaur information cards

- g. Dinosaur stencils at the drawing or painting center
 - h. Search the internet for “dinosaur provocations” for more ideas
 - i. Learn from teachers who have done dinosaur inquiries, such as here: Our Dinosaur Inquiry | Mrs. Albanese’s Kindergarten Class www.mrsalbanesesclass.com/2016/12/our-dinosaur-inquiry.html
2. As students explore these experiences, watch to see how interested they are. Have conversations with students as they play, using sentence starters such as, “I notice that ...”, “I wonder if...”, “Why do you think...”, and “What would happen if...”. If students do not engage with the dinosaur-related experiences you have provided, consider whether the experiences need to be changed, or whether the students simply don’t care about dinosaurs. If you conclude the latter, you would not continue with this inquiry.
 3. If students do appear interested in dinosaurs, gather them together and record their questions and ideas for more things they would like to learn about dinosaurs. Support students in their inquiry by providing the materials that they will need to investigate, and by working alongside students to find the answers they are looking for. Provide content in read-alouds, guided reading selections, internet sources, posters, and videos.
 4. Repeat steps 1–3 in a cyclical way, tailoring new experiences in step 1 to students’ questions and interests that arise from step 3 each time.
 5. Since every group of students will have different interests and questions, it is not possible to prescribe a path for an inquiry like this, but it’s helpful to see how other teachers have followed their students’ questions and interests to create a rich learning experience for their students. E.g. *Inquiring Minds: Mrs. Myers’ Kindergarten*: Search results for dinosaurs <http://mrsmyerskindergarten.blogspot.com/search?q=dinosaurs>
 6. Record learning in a variety of ways, including making a list of dinosaurs and some facts you have learned about each. This list may be useful in exploring activity #2 on the last page of *Dinos Driving*, and also in the “Be an Author” activity below.



ACTIVITY 2: SORTING BY DINO

This activity encourages students to continue thinking about the character traits of various dinosaurs and relate those traits to different vehicles.

Learning Expectations:

Students will:

- sort sets of data about people or things according to one attribute, and describe rules used for sorting

You Will Need

- printed pictures of named dinosaurs
- 8½" x 11" paper (8 sheets)
- laminator (optional)
- a collection of at least 20 small toy cars

How To:

1. Find (e.g. online) named pictures of the dinosaurs that appear in Dinos Driving. You might find them by searching "Dinosaur Names Images" at freepik.com (www.freepik.com/free-photos-vectors/dinosaur-names).
2. Cut out each picture with its name and glue each onto separate sheets of paper. If possible, laminate all the sheets. These will be the sorting mats.
3. Collect many small toy cars of various types. Try to include some that are similar to the ones in Dinos Driving. Put these in a bin, along with the laminated sorting mats.
4. Encourage students to sort the cars onto the mats according to which dinosaur might drive them. Honor divergent thinking and encourage students to explain their choices.

ACTIVITY 3: COLLAGE OF CARS

This activity is well-suited for an independent learning center, where students can practice their cutting and gluing skills while making their own design choices.

Learning Expectations:

Students will:

- use a variety of materials, tools, and techniques to respond to design challenges

You Will Need

- a collection of car magazines and brochures
- large sheets of art paper
- scissors
- glue sticks

How To:

1. Invite students to leaf through the magazines, choosing and cutting out vehicles that appeal to them.
2. Invite students to arrange their vehicles on a sheet of paper. When they are pleased with the layout, they may glue them in place.
3. Invite students to tell about their collage and have an adult scribe one or two sentences.



ACTIVITY 4: BE AN AUTHOR

This activity uses a gradual release of responsibility model to guide students in writing their own book in the style of *Dinos Driving*.

Learning Expectations:

Students will:

- generate, gather, and organize ideas and information to write for an intended purpose and audience
- write a short text using a simple form (e.g. their own variation of a familiar story)

You Will Need

- *Dinos Driving*
- chart paper and markers
- books and internet for research

How To:

1. Explain that authors often do some research before and/or during writing. Turn to the tenth spread. Ask, “Why would it be important for Lynn Leitch to research these facts before deciding which car to choose for each dinosaur?”
2. Tell students that they can be authors too, and can write a book to share with another class in the school, such as their reading buddies. First, they will cooperatively write a book using a shared writing technique. Then they might write one on their own, using either guided or independent writing.

Shared Writing

3. Collaboratively make a list of categories of characters: dinosaurs, animals, superheroes, cartoon characters, monsters, etc. Vote to choose one of these for the characters in your book. Save the list for students to refer to in their guided or independent writing.

4. Make a list of characters under the category you have chosen. For example, if you have chosen animals, make a list of different kinds of animal.
5. Beside each character, write one or two unique facts about that character. For example, what they eat, how they move, or unique habits. If needed, do some research to learn a few facts.
6. Collaboratively make a list of categories of objects for the sentences: vehicles, aircraft, bedtime toys, career dreams, favorite foods, activities, weather, etc. Choose one as the focus of your book (e.g. career dreams). Save the list for students to refer to in their guided or independent writing. Using your chosen category, collaboratively assign a specific item to each of the characters.
7. Put up a fresh sheet of paper where everyone can see. Invite a student to come and draw one of the characters using the item or doing the activity assigned to them in the above step. Model, or have a student write, a sentence to go with it. E.g., “Bat wants to be a pilot.”
8. Continue illustrating and writing sentences for each character. Once finished, bind the papers into a book.

Guided/Independent Writing

9. Repeat the shared writing activity in small, homogeneous groups in which students choose their own categories and characters. Depending on students’ writing experience, some may be able to proceed to independent writing after choosing their category and characters in the guided group, while others may need to do a complete shared writing experience in the small group.
10. Share the books with your chosen audience.

ACTIVITY 5: BE A DRIVER

Hold a bike safety rodeo and let your students be the drivers!

Learning Expectations:

Students will:

- actively participate in physical activity
- demonstrate behaviors and apply procedures that maximize safety and minimize the risk of injury during physical activity
- identify environmental factors that pose safety risks

You Will Need

- bike rodeo planning guide
- a large vehicle-free space such as a playground
- bikes and helmets for participants

How To:

1. Plan a bike safety rodeo. Consult an online manual such as northeast.aaa.com's Bike Rodeo Manual (<https://northeast.aaa.com/content/dam/aaa-ne-web/pdf/community/BikeRodeoManualdownloads.pdf>) for ideas. Check with your local police service or safety organization to see if they offer presentations, free helmets, or other bonuses.
2. Advertise your rodeo using posters, digital media, etc. Invite students to bring their bike to the event, if they have one. If you have students who do not have a bike, contact charities that might be able to provide them.
3. Hold your event. Take photos of each child on their bike, wearing a helmet.
4. Create your own book using the photos. Use your school mascot in the title (e.g. Tigers Driving). Allow each child to write the caption for their page, e.g. "Cam drives a green bike," following the pattern of *Dinos Driving*.

Bibliography

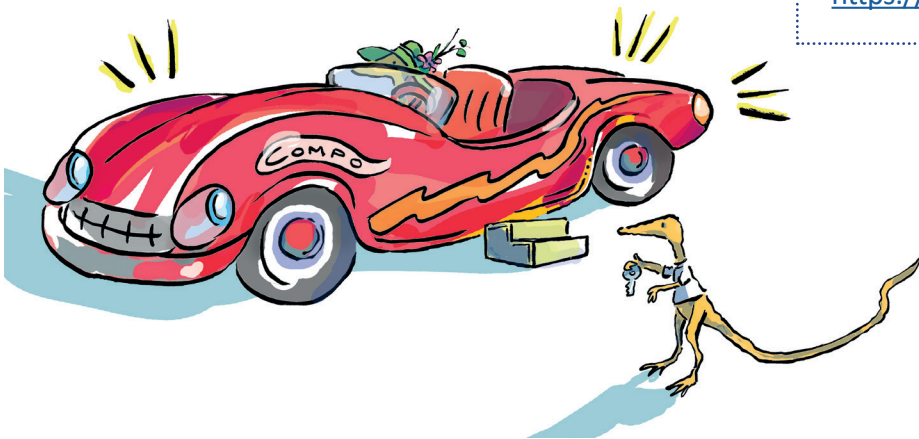
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<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>

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https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_oct7.pdf



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