
Tyrannosaurus Wrecks!

a teacher's guide

Created by marcie colleen

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Tyrannosaurus Wrecks!

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How to Use This Guide

This classroom guide for *Tyrannosaurus Wrecks!* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Tyrannosaurus Wrecks!* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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English Language Arts

Reading Comprehension

Before reading *Tyrannosaurus Wrecks!*

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover ~

- Describe the dinosaur on the front cover. How do you think he is feeling? Stand up and mimic what he is doing. How does it make you feel?
- Can you guess what the story might be about? What are some clues you can find in the cover and title of the book?
- Any idea where the story might take place based on the cover illustration? Look closely.

The Title page ~

- Describe in your own words what is happening in this illustration.
- How do you think each one of the dinosaurs are feeling? What are some clues to how they are feeling?
- Do you think the Tyrannosaurus Rex ran through the painting on purpose or on accident?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- What happens in the following scenes:
 - The art table scene?
 - The block building scene?
 - The chalkboard scene?
- What do the other dinosaurs do after they yell at Tyrannosaurus Rex? Why do you think Tyrannosaurus is sad?
- How does Tyrannosaurus show he is sorry?
- What is different about the next time Tyrannosaurus wrecks?
- How do the other dinosaurs make Tyrannosaurus Rex feel better?
- At the end, does Apatosaurus wreck on purpose or on accident?

Let's talk about the people who made *Tyrannosaurus Wrecks!*.

- Who is the author?

- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a close look at the illustrations throughout the book.

Can you find some fun details?

- Tyrannosaurus Rex on the spreads before he wrecks?
- The classroom pet?
- *Stop Snoring, Bernard!* book on the bookshelf?
- The saber-toothed tiger t-shirt?
- The book *Danny and the Dinosaur* by Syd Hoff?
- A robot and a rocket ship?

Why do you think O'Hara chose to have the angry spread against a black background instead of white like all of the other spreads?

As a class, read *Duck, Duck, Moose!* by Sudipta Bardhan-Quallen and/or *Here Comes Destructosaurus!* by Aaron Reynolds.

- In your own words, describe what happens in each story.
- What is similar about Tyrannosaurus Wrecks, Moose and Destructosaurus?
- What is different about them?
- Why do they each wreck things? Do they all try to wreck things on purpose? What about on accident? Find examples in the stories of "on accident" or "on purpose".
- What happens at the end of either story? Why do you think the story ends this way?
- Have you ever felt like Tyrannosaurus, Moose or Destructosaurus? If so, when and why?

Writing Activities

My Classmate Tyrannosaurus Rex

Tyrannosaurus Rex certainly keeps things interesting in the classroom.

Have the students write a story placing themselves in the class with the other dinosaurs and Tyrannosaurus Rex. Or maybe Tyrannosaurus Rex comes to their birthday party. Or goes to sleep-away camp.

Each story should include a beginning, a middle with Tyrannosaurus Rex in 3 different situations and an ending.

Optional: Create the story together as a class.

I Wreck! ~ Point of View

Either as a class or individually, explore *Tyrannosaurus Wrecks!* from the point of view of Tyrannosaurus. How does T-Rex feel? Why do you think T-Rex wrecks things? What does T-Rex really want?

Advanced classes will be able to actually create *Tyrannosaurus Wrecks!* from T-Rex's point of view. However, the class can simply have them create captions and thought-bubbles for him.

Additional Challenge: Try writing thought-bubbles for all of the characters in *Tyrannosaurus Wrecks!*

"Tyrannosaurus lonely, miserable and sad" ~ Letters of apology

Tyrannosaurus Rex is not nice to the other dinosaurs in the beginning of *Tyrannosaurus Wrecks!* He seems to wreck things on purpose, which is very different from causing a wreck accidentally.

Using a moment from *Tyrannosaurus Wrecks!* as inspiration, write a letter of apology to the other dinosaurs. The letter should include

- a brief re-cap of the situation,
- an apology for what happened,
- a reason for why he acted the way he did,
- a solution to make sure it doesn't happen again.

Emphasis can be placed on the proper form of letter writing and the parts of a letter.

Further Activity: Have students write letters of apology to someone didn't treat nicely.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Tyrannosaurus Wrecks!* to life in your classroom and also have fun with speaking and listening skills!

Choral Reading

The teacher takes the role of Tyrannosaurus Rex while the students take the role of the other dinosaurs. Create a script in which Tyrannosaurus Rex and the dinosaurs speak on every page. Read the script aloud together. Emphasize memorization of the

students' parts as well as good vocal expression. Once script is created, students can have fun taking turns being T-Rex.

Mime

While the teacher reads the book aloud, the students can act out the events in the book. Half of the students can be Tyrannosaurus Rex and the other half can be the other dinosaurs. Emphasize body motion and facial expressions, as well as listening skills.

Drama

Ask the students to think of classroom activities. Have the students act out their ideas in front of the class. They can either tell the class what they're acting or ask the class to guess what actions they are acting out.

Or

Create a TV commercial to encourage people to read *Tyrannosaurus Wrecks!*

Vocal Style

In small groups, act out *Tyrannosaurus Wrecks!* as an opera, a western, a "breaking news" story, a thriller, etc. The rest of the class should guess what "style" is being presented.

Language Activities

Vocab Detectives

Tyrannosaurus Wrecks! has some new and challenging vocabulary. Words like "erects" and "grateful" may be unknown to some young readers.

Re-read *Tyrannosaurus Wrecks!* aloud and ask students to listen carefully for words they do not know.

- As soon as they come across a new vocabulary word, they should raise their hand.
- Repeat the phrase using the unknown word. What might it mean, based on context?
- Look up the word in the dictionary. (*Depending on the level of your students, a student volunteer can do this or the teacher can.*) Read the definition.

- Come up with a way to remember what the word means. *Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.*
- Create a list of the vocabulary words and hang it on the wall. Revisit it again and again.

Prefix Rex and Suffix-saurus

There are many different ways to create a dinosaur name. Sometimes the dinosaur is given a name that describes something unusual about its body, head, or feet. Some are named after the location where they are found, others are named for their behavior or size, and some are named to honor a person.

Often, a name for a dinosaur is chosen by creating a combination of Greek and Latin prefixes, roots and suffixes. Research these prefixes, roots and suffixes.

See <http://www.enchantedlearning.com/subjects/dinosaurs/allabout/Nameroots.shtml> for a detailed chart of prefixes, roots and suffixes.

Using the dinosaurs mentioned in *Tyrannosaurus Wrecks!*, determine the meaning of their names. For example, Tyrannosaurus Rex= tyrant lizard king.
Apatosaurus=deceptive lizard.

Create Your Own Dinosaur

Use the research from the activity above, have students create their own dinosaur by combining prefixes, roots and the suffixes. Then draw a picture of their dinosaur based on its name and characteristics; and write a paragraph about the new dinosaur.

Students can then make a poster of their dinosaur, with their descriptive paragraph at the bottom, to display around the classroom or in hallway.

Wrecks vs. Rex: Homonyms

Tyrannosaurus Wrecks! is a play-on-words that is actually a homonym.

See the following books for further study of homonyms:

A Chocolate Moose for Dinner by Fred Gwynne (Aladdin, 1988)

Dear, Deer By Gene Barretta (Square Fish 2010)

The King Who Rained by Fred Gwynne (Aladdin, 1988)

Math

Word Problems *For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) Apatosaurus is coloring with 5 crayons. Tyrannosaurus Rex breaks 4 of those crayons. How many crayons does Apatosaurus have left?
- 2) Tyrannosaurus Rex picks 3 blocks up from the floor. He picks up 2 more blocks. How many blocks does Tyrannosaurus pick up?
- 3) There are 6 cups of juice on the table. Tyrannosaurus Rex puts 1 cup of juice on the table. How many cups of juice are on the table?
- 4) 8 dinosaurs play on the rug. 1 more dinosaur plays on the rug. How many dinosaurs are playing on the rug?
- 5) 7 bowls of snack are on the tray. 5 bowls fall off of the tray. How many bowls are left on the tray?

Tyrannosaurus Topple! Math Jenga

Transform a simple Jenga game into a way to practice math skills.

Tape a simple math equation onto one side of each Jenga block. There are 54 blocks on total.

Set up the game as usual with the math equations facing down. Play the game following the normal Jenga rules, except that when a student successfully pulls out a block, he or she must give the correct answer to the equation.

If the student answers correctly, play continues. Answer incorrectly and lose a turn.

Any student has the option to challenge an answer. If correctly challenged, they gain a turn. If they are incorrect in their challenge they lose a turn.

The game ends when the tower falls. The student who made the tower fall is then challenged to answer all 54 math equations correctly.

Science

Dinosaur research project

Take a trip to the school library. With the help of the librarian, students should research a dinosaur of their choice from *Tyrannosaurus Wrecks!*.

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following 6 topics:

- Physical traits
- Food
- Habitat
- Babies
- Predators/Survival
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

How do the characters in *Tyrannosaurus Wrecks!* compare to the dinosaurs in the natural world? What are the similarities? What are the differences?

Optional activity: Students can rewrite *Tyrannosaurus Wrecks!* using facts from their research.

The Accidental Inventor

We all make mistakes, just like Tyrannosaurus and Apatosaurus in *Tyrannosaurus Wrecks!* Accidents are just a part of life. In fact, many of today's inventions were created "by accident".

As a class or individually, research the creation of:

- Velcro
- Slinky
- Corn Flakes
- Potato chips
- Stainless steel

- Plastic
- Popsicles
- Ice cream cones
- X-ray images
- Teflon
- Play-doh
- Super glue
- Silly Putty
- Matches
- Chocolate chip cookies

Throw a “mistakes” party in which these inventions are celebrated. Serve food and create activities highlighting the above. Use this party as a way to celebrate students’ own mistakes and the spirit of the scientist to take risks.

Social Studies

Tyrannosaurus Teamwork

Tyrannosaurus feels lonely but learns that if he only cooperates with the other dinosaurs, instead of working against them, he doesn’t feel so sad.

The following games can help students develop motor skills, good reflexes, hand-eye coordination, problem solving and language skills. However, competition can cause anxiety and make some kids feel left out.

Cooperative games help promote collaborative skills and teach sportsmanship as kids play by helping each other. These games focus on fun and teamwork rather than winning.

Cooperative Hoops

The game cooperative hoops is a twist on the game "musical chairs." Instead of having each player compete for themselves and excluding others to win as in "musical chairs," this version makes winning about cooperation.

Scatter hula hoops around the play area.

Play music and have the kids move around the hoops but not step inside them.

While the music is playing, the kids must not stop moving, but when it stops, they must have at least one foot inside a hula hoop and not touch the ground outside the hoop.

If any child is not in a hoop when the music stops, they must sit out. On each rotation, remove a ring so that the kids have to share hula hoops.

When the game is down to two hoops, the winners are the kids that got the most people inside one hoop. This game teaches kids to cooperate and help each other to win.

Continuum

This cooperative game also lets even the shyest kids break the ice and get to know one another.

Divide the kids into groups of six to 10 people.

Pick a theme and have the kids arrange themselves in the correct order to create a continuum.

This could be favorite colors arranged in the order of the rainbow, birth month from first to last or dark color shirts to lightest. No team loses in this game, but you can applaud the team that got into the right order the fastest.

Shark

The game of Shark is another fun game to teach kids the value of cooperation and teamwork.

Outline a large square on the floor.

Make teams of five kids each and have the kids link together by standing in a line with hands on the shoulders of the person in front of them.

When the music is playing, the team leader must guide the others to "swim" in the middle of the square.

When it stops, he must get them outside the square to a marked "island" to escape the "shark."

The leader of the team then goes to the end of the line and the person at the front becomes the new leader and must get the team quickly back into the "water" when the music starts again and to safety when it stops.

This game makes each child responsible for the safety of others and promotes teamwork as the kids work to stay together during this fast game.

Keep it Up

Use a balloon or a large, light ball to play "Keep it Up."

In this game, divide the kids into two teams across a net or line.

As in volleyball, they must pass the balloon or ball back and forth without letting it touch the ground. However, the rule is that a different team member must hit the ball or balloon to the opposite team each time. Other team members can help their team players by passing to them.

"Tyrannosaurus—stop it!": dealing with bullying

Ask the class if they have ever been "bullied"? What happened? What did they do? What could they have done differently? Perhaps have students draw pictures of their situation to share with the class.

The Swarm

This activity allows children to explore ways to diffuse a bully situation.

A child puts on an old jacket or overcoat and "becomes" Tyrannosaurus in *Tyrannosaurus Wrecks!*

The child will act out what Tyrannosaurus looks, sounds and feels like.

Another child is asked to play the "victim" who is being bullied by Tyrannosaurus. (NOTE: no physical contact should be allowed during this activity).

The rest of the class are the "bystanders".

Once the bullying begins, ask the bystanders if they want to swarm over and rescue the victim. Ask, "Swarm?"

Gather the group together like they are a swarm of bees coming from a hive. Walk towards the victim and take his or her hand or lock arms and pull them into the swarm. Pull the victim away from the ugly situation by moving to another part of the room.

This surprise element will defuse the situation.

Then if they want, the group can do a Second Swarm. Ask, "Second Swarm?"

If they agree, go back in a group to Tyrannosaurus and catch him or her up in the swarm! And several say, "No more of that stuff, get it?" to let them know that mean behavior is not acceptable.

It is best to continue this practice until everyone has had the opportunity to be Tyrannosaurus and be the victim.

This is group power making a statement that people are to be treated with respect.

It's the group energy of the swarm that scatters the bullying behavior. People who try to intimidate others by mean words or actions fall apart when they face a force bigger than their own. Band together to make the school a safer place to be!