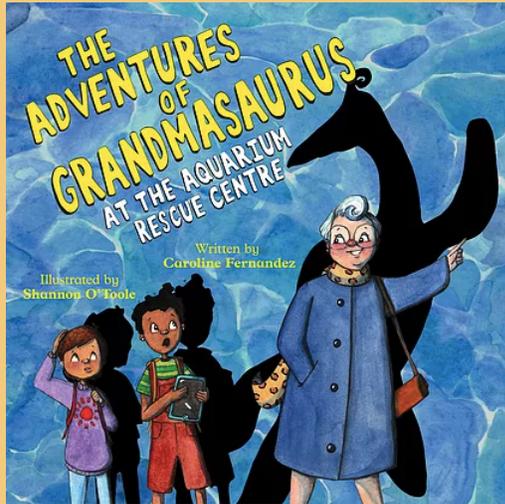


The Adventures of Grandmasaurus at the Aquarium Rescue Centre

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Grade Level

This teacher guide is
recommended for students in
Grades 1, 2, and 3

About the Author

Caroline Fernandez is a kidlit author, and social media enthusiast. She is the author of *Stop Reading This Book!* (Common Deer Press, 2019) and *The Adventures of Grandmasaurus* (Common Deer Press, 2020). She is currently working on a time travel series for Early Readers. Caroline lives, works and bakes in Toronto, Canada.

About the Illustrator

Shannon O'Toole is a Toronto based illustrator, painter and elementary school teacher. Her playful illustration work is inspired by the unique and humorous characters in her life. She previously collaborated with Caroline Fernandez on *Stop Reading This Book!* (Common Deer Press, 2019) and *The Adventures of Grandmasaurus* (Common Deer Press, 2020). Aside from illustrating books for children, Shannon has exhibited her artwork in galleries across Ontario. When she is not drawing, Shannon can be found curled up with her dog, Edgar watching old movies in a small community outside Toronto, Canada.

Book Summary

Moonie and I just want to enjoy our class trip to the Aquarium Rescue Centre, but Grandma has other plans. When dust makes her sneeze and turn into different Mesozoic Era marine reptiles, it's up to us to track her down, stop her funny business, and make sure we still have time to finish our field trip reports!

The Adventures of Grandmasaurus at the Aquarium Rescue Centre is an intergenerational adventure that'll fascinate leaders of tomorrow with facts on prehistoric marine reptiles and ocean conservation as they help find and identify Grandmasaurus.

How to Use this Teaching Guide

The purpose of this teaching guide is to help take concepts and create lessons and activities that allow students to engage in critical thinking and creative problem-solving.

The content of this book lends itself strongly to the Ontario science curriculum but can also be used to develop cross-curriculum lessons with other subjects such as language, math, and physical education. Some of the lessons in this guide connect to specific sections of *The Adventures of Grandmasaurus at the Aquarium Rescue Centre* but the lessons/activities themselves are more generalized and can be modified to fit the strengths, interests, and needs of students.

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Observe and Learn

Grade 1 Science - Understanding Life Systems

Lesson Summary:

In this lesson, students will explore a local environment in order to “observe and learn” about the natural environment, as referenced in *The Adventures of Grandmasaurus at the Aquarium Rescue Centre*. Students will be provided with some guiding questions about living and non-living things and will be given time to explore. After their exploration time, students will sort things they saw as either living or non-living as a class. This lesson would be ideal as an introductory lesson to the Grade 1 Understanding Life Systems unit.

Instructions:

1. Read *The Adventures of Grandmasaurus at the Aquarium Rescue Centre* to students; explain that the characters were asked to make observations and learn from their observations while at the centre. In this case, students will observe the environment to find living and non-living things.
2. Before taking students outside, give students guiding questions such as: What living things do you see? What non-living things do you see? What is the difference between a living and a non-living thing? What are some living things we see everyday? What are some non-living things we see everyday?
3. Take students to a place where they will see a variety of living, non-living things (i.e., a park, the playground, a nature walk, etc.).
4. Allow students to freely explore their environment.
5. Once back in the classroom, place two pieces of chart paper on either side of the classroom, one reading "Living" and the other reading "Non-Living". Ask students to form a line in the centre of the class.
6. One at a time, students will share something that they saw while exploring outside. Students can then decide as a class whether that thing was living or non-living.
7. Have each student write the thing they saw on the corresponding chart paper.
8. Repeat so that students each have a few turns or until the chart paper is full.

Expansions and Extensions:

- Connection to art: students could be asked to make a picture of things they observed using materials found in nature.
- Connection to drama: students could be asked to act out things they observed using facial expression and body movement.

Technological Integrations:

- After finishing the activity, students could be asked to pick their favourite living thing they saw while outside and do some research on it. This will allow students to explore the needs of the living things they observed while helping them learn how to look things up online.

Lesson Summary:

In this lesson, students will learn about their five senses and how each functions. Using *The Adventures of Grandmasaurus at the Aquarium Rescue Centre* as a guide, students will take turns rolling a die with the five senses on it and sharing an example of how that sense could be applied in the story. For example, if a student rolled the sense of hearing, they could say that they hear the bubbling water of the aquarium or the sound of someone sneezing.

Instructions:

1. Before class, create the five senses die using the template that can be found in the resources on page 8.
2. Read *The Adventures of Grandmasaurus at the Aquarium Rescue Centre* out loud to the class.
3. After each page, stop and have one student roll the five senses die.
4. The student will then identify something from that page that they would be able to hear, taste, feel, see, or smell based on what sense they roll.
5. Continue through the book, giving each student the opportunity to roll the die.

Expansions and Extensions:

- Students could be asked to identify things in the classroom that they can hear, taste, feel, see, or smell through rolling the die or by creating a chart in small groups.
- Music could be incorporated into this lesson through the use of songs about the five senses. There are many songs about the five senses online; links to some are listed on page 10 in the resource section.

Technological Integrations:

There are a variety of online games that can be used before or after this activity to help students learn more about their 5 senses and practice identifying which sense would be used in a scenario. These games can be played individually if students have access to Chromebooks or laptops or as a whole class. Links to these games can be found in the resources on page 10.



One Bin, Two Bin, Gray Bin, Blue Bin

Grade 2 Science - Understanding Space and Earth Systems

Lesson Summary:

In this lesson, students will learn about recycling and the effects that humans can have on the environment around them. This lesson connects with pages 18-21 in *The Adventures of Grandmasaurus at the Aquarium Rescue Centre*. After reading those pages, students will work on sorting items into the appropriate recycling bins and discussing the importance of recycling. This lesson connects well to the Grade 2 Understanding Space and Earth Systems unit and can be used to help students understand the impact that they, as humans, can have on the environment.

Instructions:

1. Before doing this activity with the class, gather a variety of materials that can be recycled such as paper, cardboards, jars, cans, tinfoil, and bottles as well as some materials that can't be recycled such as pieces of cloth, sticks, or other non-hazardous materials.
2. After reading *The Adventures of Grandmasaurus at the Aquarium Rescue Centre*, review pages 18-21 with students.
3. Ask students some prompting questions about recycling and their roles in the environment: What effects do humans have on the environment around them? Can you think of times you've seen pollution or litter on the ground or in the water? What can we do to make sure all waste is put in its proper place?
4. Introduce recycling to students and explain what goes in each bin (i.e., juice boxes or cans go in the blue bin, paper or cardboard go in the gray bin). Be sure to follow the guidelines for your region.
5. Divide students into small groups and give them a variety of items that go in the recycling bins and garbage.
6. Instruct the groups to sort their items in their groups.
7. When students are finished, do a gallery walk and allow all students to see how other groups sorted their items.
8. Finish the lesson with a class discussion about their findings. Were there items that confused them? Were there items that wouldn't go in any of the bins? Why is it important for us to recycle?

Expansions and Extensions:

- Connection to art: have students use the recyclable materials to create a 3-D art piece that represents something they've seen in nature
- Connection to math: have students keep track of the number of items recycled by the class or even by the whole school and graph their findings

Technological Integrations:

- Students could create their own recycling posters to be hung up around the school using sites such as Canva or Visme.



All "Sorts" of Dinosaurs

Grade 2 Mathematics - Data Literacy

Lesson Summary:

In this lesson, students will practice sorting data using two attributes in the form of a Venn diagram. As a class, students will sort the dinosaurs referenced in *The Adventures of Grandmasaurus at the Aquarium Rescue Centre* according to two attributes. Then, in small groups, students will determine their own attributes to organize data. This lesson connects well with the Grade 2 Data Literacy unit in which students explore how data can be represented using different kinds of charts and graphs.

Instructions:

1. Before the lesson, prepare a Venn diagram and the pictures of the dinosaurs used in *The Adventures of Grandmasaurus at the Aquarium Rescue Centre* (which can be found on page 10). This can be done by creating physical copies of the pictures and a Venn diagram on a whiteboard or by using a computer.
2. Introduce students to Venn diagrams. Support materials can be found in the data literacy section of the Grade 2 Ontario mathematics curriculum.
3. Tell students that the two attributes for the Venn diagram will be fins and long necks. Have students place each of the dinosaurs in the correct spot on the diagram.
4. Once the activity is finished, have students create their own Venn diagrams by choosing two attributes and sorting data (such as animals that live on the land/in water/both or characteristics of cats/dogs).

Expansions and Extensions:

- Students could be encouraged to add more than two attributes to their Venn diagrams and explore how to add their data to larger diagrams.

Technological Integrations:

- Students can use online Venn diagram generators to create their individual diagrams. This could be especially helpful to students who struggle with physically writing their work. Sites like <https://www.classtools.net/Venn/> allow students to add attributes and data items.
- Google Jamboard could be used to create an interactive Venn diagram that would allow students to add and move data using their own laptops/Chromebooks.



In My Mind's Eye

Grade 3 Language Arts - Reading

Lesson Summary:

In this lesson, students will identify how word choice can help them understand a text, make a text more interesting for the reader, and convey emotions. Students will listen to the book being read and react to sentences or passages that they think help them form a picture in their mind. This lesson connects well with the Grade 3 reading curriculum and could be used to help students start learning about adding descriptive word choices, and voice to their writing.

Instructions:

1. Make sure that each student has a blank piece of paper and a writing utensil before starting the activity.
2. Explain that word choice can be used to help the reader better understand the text, help them form a picture in their mind, and convey emotions.
3. Read *The Adventures of Grandmasaurus at the Aquarium Rescue Centre* to students without showing them the pictures. Have students draw pictures that illustrate what they see in their minds as they listen to the story. These can be quick drawings or doodles of important scenes or pictures that represent important parts of the book (such as Grandma sneezing or a dinosaur). Read slowly to give students time to draw.
4. When the book is finished, have students display their work and do a gallery walk to look at the work of other students.
5. Have a class discussion about their thoughts on the drawings and the words or sentences that helped them form a strong picture in their minds, and on how just the words helped them understand the story.

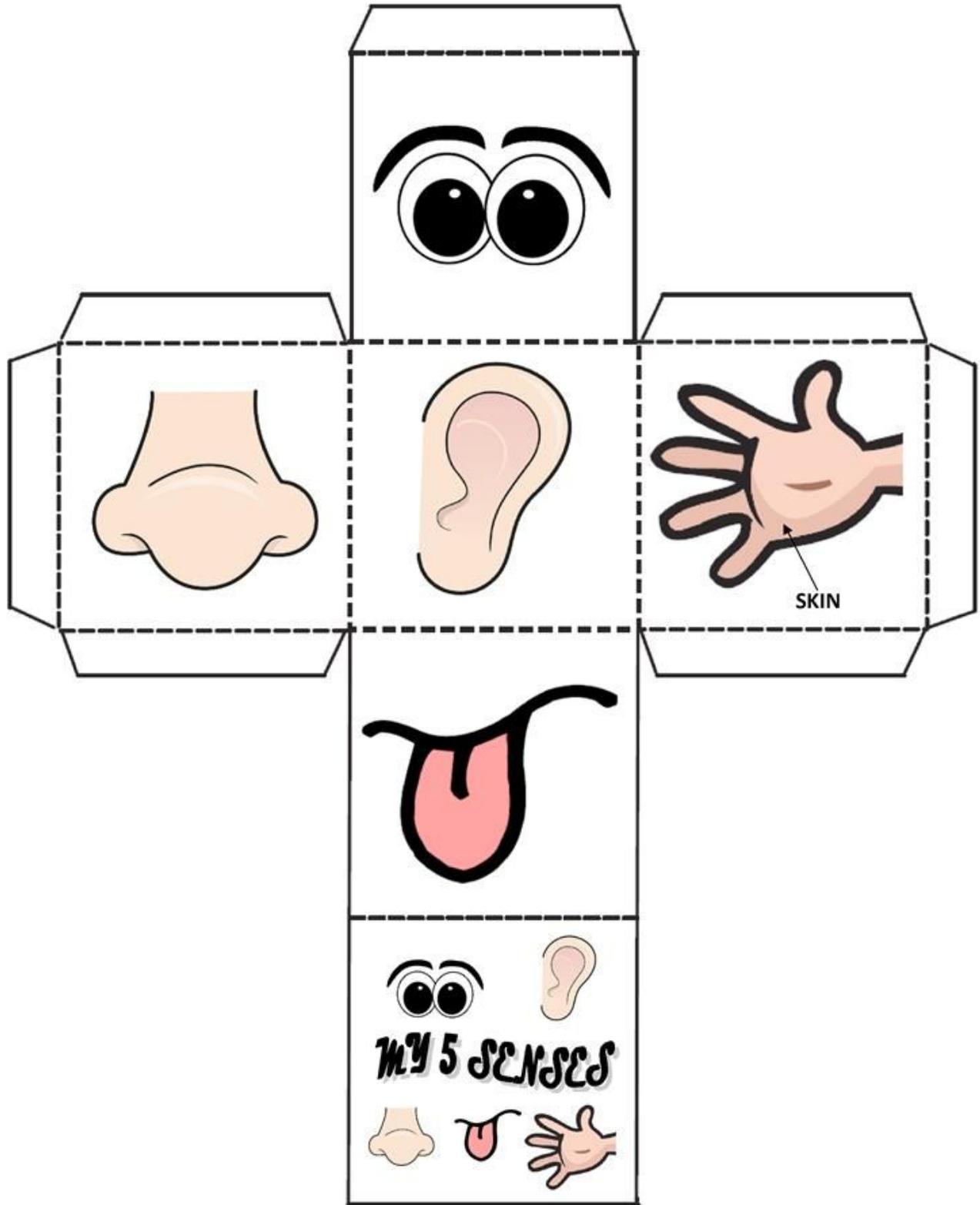
Expansions and Extensions:

- Ask students to go back through a copy of *The Adventures of Grandmasaurus at the Aquarium Rescue Centre* either in a small group or individually. Challenge them to add additional words to the story that will add even more description, help them create a better picture in their mind, or add more emotion.

Technological Integrations:

- Students could be asked to focus on drawing a specific dinosaur from the book based on the description that is read to them. After, have students look up illustrations of that dinosaur. How close was their drawing to the illustrations of the dinosaur found online?

5 Senses Die from Lesson 3



Creatures Used in *The Adventures of Grandmasaurus* at the Aquarium Rescue Centre

Clidastes
(Cli-dast-es)



Marine lizard. Short neck.
Strong swimming predator.

Diplomoceras
(Dip-lo-mo-cer-as)



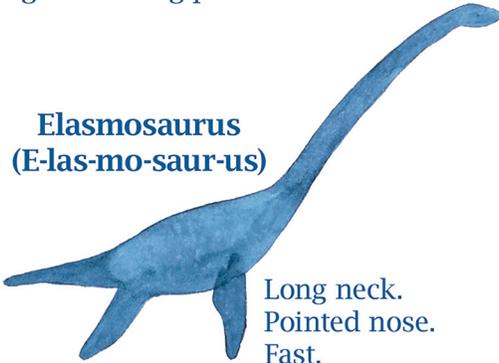
Unusual winding shell.
Looks like a giant paperclip.
Lived near the sea floor.

Megalodon
(Meg-a-lo-don)



Top predator. Fast swimmer.
Sharp teeth.

Elasmosaurus
(E-las-mo-saur-us)



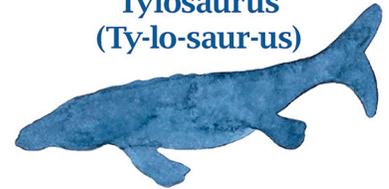
Long neck.
Pointed nose.
Fast.

Ammonite
(Amm-o-nite)



Relative of squids and octopuses.
Lived in shallow water

Tylosaurus
(Ty-lo-saur-us)



Long sloping skull. Flippers.
Tails propelled them through water.

Nothosaurus
(Noth-o-saur-us)



Flat tail. Short legs. Sharp teeth.

Shonisaurus
(Sho-ni-saur-us)



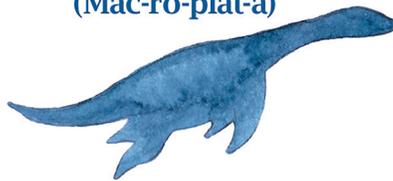
Flippers. Round Body. Huge.

Protostega
(Pro-to-steg-a)



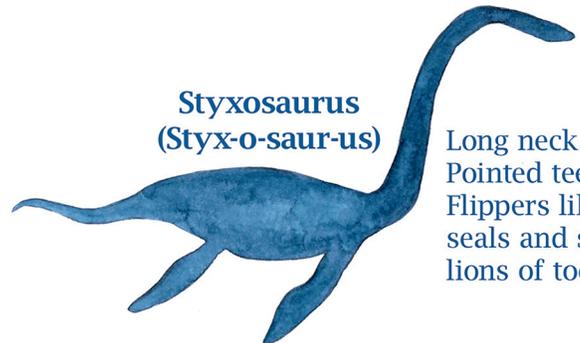
Beaklike mouth.
Shell made out of bone.
Strong swimmer.

Macroplata
(Mac-ro-plat-a)



Long neck. Small skull. Fish eater.

Styxosaurus
(Styx-o-saur-us)



Long neck.
Pointed teeth.
Flippers like seals and sea lions of today.

URL Links, Resources, and References:

Curriculum Documents

- Math (2020) Curriculum: <https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics>
- Language Arts (2006) Curriculum: <http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>
- Science and Technology: <http://www.edu.gov.on.ca/eng/curriculum/elementary/scientec18currb.pdf>
- Physical Education: <http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>

Online 5 Senses Games

- <https://wordwall.net/resource/17189220/five-senses-scavenger-hunt>
- <https://www.tinytap.com/activities/g3auf/play/five-senses-activities>
- https://www.abcya.com/games/five_senses

5 Senses Songs

- The Five Senses Song: Silly School Songs - <https://youtu.be/iA1uLc1uEbl>
- Five Senses Song: The Kiboomers - <https://www.youtube.com/watch?v=vXXiyIGqliE>

Online Recycling Games

<https://www.turtlediary.com/game/recycling-waste.html>

https://www.abcya.com/games/recycling_game

Other

- Common Deer Press: <https://www.commondeerpress.com/>
- <https://www.commondeerpress.com/adventures-of-grandmasaurus-2>

