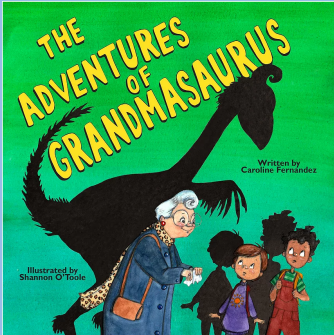


The Adventures of Grandmasaurus

Written by Caroline Fernandez

Illustrated by Shannon O'Toole

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About the Author

Caroline Fernandez is a kidlit author, parenting blogger, and social media enthusiast. She is the author of *Stop Reading This Book!* Caroline is the creator of www.parentclub.ca, a popular blog which shares information to make life easier for busy families. Caroline has been listed as one of Toronto's Top Mom Bloggers. Caroline lives, writes, and bakes in Toronto, ON.

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. 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.

Book Summary

HALF GRANDMA. HALF DINOSAUR. ALL MISCHIEVOUS!

The Adventures of Grandmasaurus features a quirky Grandma who magically sneezes herself into different dinosaurs while on a field trip with her two grandchildren. When Grandma starts behaving like a dinosaur the kids quickly learn this will not be a regular field trip! There is a world of adventure searching and identifying Grandmasaurus. This intergenerational tale also shows kids know best when it comes to proper behaviour at the museum!

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Common Deer Press**

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**Guide
Designed for
Grades 1-3**

Book Themes

- Dinosaurs
- Families
- Museums
- Imagination

Definitions of Words Used in the Guide

Onset and Rime: The "onset" is the initial phonological unit of any word (e.g. "c" in "cat") and the term "rime" refers to the string of letters that follow, usually a vowel and final consonants (e.g. "at" in "cat") (*Reading Rockets*, 2020).

Tableau/Tableaux: A still pose. For example: A group of silent, motionless figures used to represent a scene, theme, or abstract idea (e.g., peace, joy), or an important moment in a narrative (MOE ARTS Curriculum, 2009).

How to Use this Guide

This companion guide to *The Adventures of Grandmasaurus* is meant to assist teachers in extending students' learning beyond the pages of the book to engage them in critical thinking and interactive, creative problem-solving.

If you wish to design a thematic unit on prehistoric times, the book itself identifies dinosaurs and offers some interesting facts about what dinosaurs eat, their size, and their anatomy. This Teaching Guide supports learning in science, but also provides teachers with lessons and activities to extend learning and create cross-curricular connections.

All of the follow-up lessons are designed independent of each other and do not need to be taught in sequence. In this way, teachers can choose the lessons which best fit the strengths, interests, and curriculum needs within their classroom.



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Big, Bigger, Biggest

Summary:

Students will embody dinosaurs, compare them, and then order them according to each dinosaur's size.

<i>Grade Level</i>	<i>Topic</i>	<i>Subject Area/s</i>
1	Measurement	Math Dance

Equipment and Supplies:

- Pictures of different dinosaurs.

Make It Happen (step by step instructions):

1. Teachers show pictures of dinosaurs (the same ones that are in the book).
2. Students identify each dinosaur, trying to recall if it was a big dinosaur, a bigger dinosaur, or the biggest dinosaur.
3. Students use movement and create body shapes to represent each dinosaur.
4. Teachers remind students to show expansion of space when the dinosaur is bigger, or the biggest.
5. During the movement sequences, the teacher calls, "Freeze!" Students freeze in position. (This still pose is called a tableau.)
6. Students take turns arranging the dinosaurs (i.e., other students holding tableaux) from big to biggest.

Expansions & Extensions:

- Students can arrange the dinosaurs from small to smallest, from heavy to heaviest, from tall to tallest, and so forth.

Technological Integrations:

- Students can research other dinosaurs (not mentioned in the book) and look at pictures on the internet.

Assessment Ideas:

- Teachers and students together can create success criteria.
- Photos can be taken, capturing students' embodied knowledge.
- Students can use the photos to determine if they met the success criteria.

Horns and Claws and Teeth, Oh My!

Summary:

Students will identify the physical characteristics of dinosaurs in order to describe how these living creatures survived in their environment.

<i>Grade Level</i>	<i>Topic</i>	<i>Subject Area/s</i>
2	Understanding life systems	Science

Equipment and Supplies:

- Pictures of different dinosaurs.
- Paper
- Pencil crayons

Make It Happen (step by step instructions):

1. Teachers show pictures of dinosaurs (the same ones that are in the book).
2. Students identify each dinosaur, pointing out unique body parts.
3. Students discuss how dinosaurs might use these unique physical characteristics (e.g., the long neck of the brachiosaurus allows it to eat leaves from tall trees; the spiked tail of the stegosaurus helps it defend itself).
4. Students draw a dinosaur in its environment, demonstrating how its physical characteristics helped it survive.
5. In pairs, students share their drawings.

Expansions & Extensions:

- Students can create three-dimensional dioramas to display their learning.

Technological Integrations:

- Students can view online videos, demonstrating how dinosaurs and other animals physically adapt to their surroundings.

Assessment Ideas:

- Teachers can invite students to label their drawings or create titles for their drawings in order to demonstrate the students' understandings.

A Special Time with Family

Summary:

Students will write personal narratives about their own families (perhaps even grandmas).

<i>Grade Level</i>	<i>Topic</i>	<i>Subject Area/s</i>
2	Family and Community Traditions	Social Studies

Equipment and Supplies:

- Paper
- Pencils

Make It Happen (step by step instructions):

1. Teachers ask students to gather photos or artifacts from home that demonstrate significant events or family traditions. (Similar to the book, these photos or artifacts might relate to the students' own grandmothers.)
2. Students share their pictures or artifacts, telling what they remember about the significant event or family tradition.
3. Teachers lead discussions, comparing students' significant events or family traditions.
4. Students write narratives about their significant events or family traditions, including any funny business that they recall.

Expansions & Extensions:

- Students can formulate questions to ask their family members. A student might ask his grandmother if she remembers that time they both went to the museum, or if she recalls celebrating Hannukah when she was a young girl, for example.

Technological Integrations:

- Students can be asked to remember what technologies were used during that significant event or during that family tradition. Students can create collages demonstrating their understandings.

Assessment Ideas:

- Teachers can invite students to fill out a sequence of events page (see extra resources), which can be compared to the final piece of writing (i.e., the personal narrative).

Grand - ma - saur - us

Summary:

Students will recognize graphophonic (phonological and graphic) cues from words in the book in order to lay the foundation for reading unfamiliar words.

<i>Grade Level</i>	<i>Topic/s</i>	<i>Subject Area/s</i>
2	<ul style="list-style-type: none"> ○ Segmenting syllables ○ Blending syllables ○ Onset and rimes ○ Visual Features 	Language Arts

Equipment and Supplies:

- Cue Cards (with dinosaur pictures and dinosaur names written on them)
- Markers

Make It Happen (step by step instructions):

1. Students stand in a circle.
2. Teachers demonstrate how to clap out the syllables in his/her name. (e.g., Ry-an, A-mir, Shan-non).
3. Students practice clapping out the syllables in their own names.
4. Teachers show the students the dinosaur cue cards one at a time, clapping out the syllables for each dinosaur name. (e.g., U-tah-rap-tor, steg-o-saur-us). (See Extra Resources section)
5. Teachers point out the syllables.
6. Teacher may also explain that some words have onsets and rimes. For example, dust = d (onset) + ust (rime).
7. Teachers might also show students the visual features of words (e.g., Grandmasaurus, stegosaurus and brachiosaurus all end with the letters, s-a-u-r-u-s).
8. Students try to decode other words from the story by using the syllable clap, onset and rime, or visual features methods.

Expansions & Extensions:

- Students can create their own cue cards.
- These cue cards can be displayed on a word wall or be placed in the student's personal dictionary.

Technological Integrations:

- Games such as “Make a Word”, which highlight onset and rime, can be found on literacy sites such as *Reading Rockets*.
https://www.readingrockets.org/strategies/onset_rime

- Students can view these videos and then play these games with their peers.

Assessment Ideas:

- Teachers can video students creating their own cue cards and then using the strategies provided, reading the words. A graphophonic strategy checklist has been provided (see extra resources).

Say/Sing It Like This!

Summary:

Students will use call and response to better understand the elements of music (more specifically the element of form).

<i>Grade Level</i>	<i>Topic</i>	<i>Subject Area/s</i>
2	A/B	Language Arts

Equipment and Supplies:

- Cue Cards (with dinosaur pictures and dinosaur names written on them)
- Markers

Make It Happen (step by step instructions):

1. Students stand in a circle.
2. Teachers show the students the dinosaur cue cards one at a time, saying or singing the dinosaur name.
3. Teachers might emphasize tempo (e.g., saying the word quickly), dynamics (e.g., whispering the word softly), or pitch (e.g., singing the word using all high tones).
4. Students mimic the teachers, repeating the exact same tempo, dynamics, or pitch.

Expansions & Extensions:

- Teachers can create melodic phrases, which the students can repeat.

Technological Integrations:

- Try out apps like *Parrot – Repeat After Me* (<https://apps.apple.com/us/app/parrot-repeat-after-me/id989648621>). Here, the iPad or tablet will repeat the dinosaur words or phrases stated by the children.

Assessment Ideas:

- Teachers can voice memo record student work.
- Rubrics can be created that identify the students' understanding of tempo, dynamics, or pitch.

Let's Go to The Museum

Summary:

Students will recreate museum exhibits in order to better understand the established settings of the book.

<i>Grade Level</i>	<i>Topic</i>	<i>Subject Area/s</i>
3	Time and Place	Drama

Equipment and Supplies:

- *The Adventures of Grandmasaurus* book
- Cue cards
- Pencils

Make It Happen (step by step instructions):

1. Students sit in a circle on the floor around the teachers.
2. Teachers do a “Picture Walk” with the children, focusing on the illustrations in the book
(https://www.youtube.com/watch?v=bglOvcsDtZo&feature=emb_logo).
3. Teachers might highlight specific exhibits, statues, or paintings in the book.
4. Students choose a specific exhibit (e.g., the pottery exhibit the zuniceratops blocks), statue (e.g., the lion with the crown statue), or painting (e.g., the artwork with the Ferris wheel) from the book.
5. Students create tableaux to represent the exhibit, statue, or painting that they have created.
6. Students create artist statements on cue cards, offering a title and information about the exhibit, statue, or painting. These cue cards will be placed in front of their tableaux.

Expansions & Extensions:

- Teachers can divide the class in half. The first group creates their tableau. The second group tours the museum with the teacher narrating. In this way, the teacher becomes a tour guide, leading the guests from exhibit to exhibit. Once the tour is finished the groups can switch roles.

Technological Integrations:

- Virtual tours are accessible online—including virtual tours of dinosaurs.

<https://naturalhistory.si.edu/visit/virtual-tour/narrated-virtual-tours>

https://naturalhistory2.si.edu/vt3/NMNH/z_tour-031.html

Assessment Ideas:

- Teachers can take pictures to record student work.
- Photos can be placed beside the exhibits, statues, and paintings found in the book.
- Students and teachers can meet for an interview, where students can reflect on how well they did or how they might improve. For example, teachers might ask, “Do you think your tableau looks like the statue from the book?” “Why or why not?” or “What might you do next time to better represent the statue?”

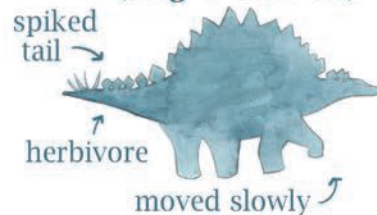
Troodon
(Tro-o-don)



Zuniceratops
(Zu-ni-cera-tops)



Stegosaurus
(Steg-o-saur-us)



Pterodactyl



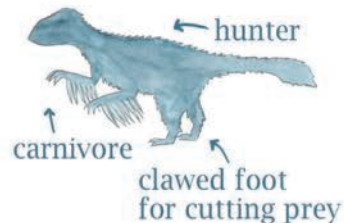
Ankylsaurus
(An-k-lya-saur-us)



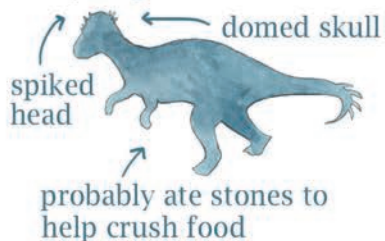
Styracosaurus
(sty-ra-co-saurus)



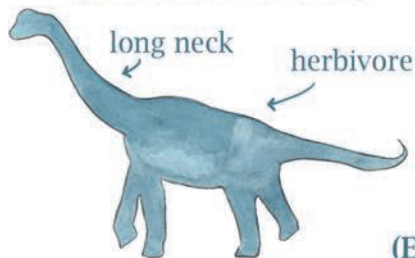
Utahraptor
(U-tah-rap-tor)



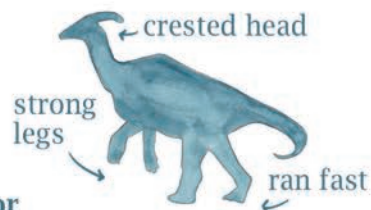
Pachycephalosaurus
(Pack-y-ceph-al-o-saur-us)



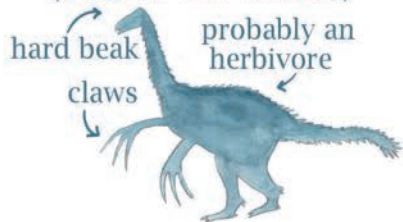
Brachiosaurus
(Brach-i-o-saur-us)



Parasaurolophus
(Para-sauro-lo-phus)



Therizinosaurus
(Ther-iz-ino-saurus)



Psittacosaurus
(Psitt-a-co-saurus)



Stegoceras
(Steg-ocer-as)



Sequence of Events:

During my
special time
with

so many
things
happened.

First,

Second,

Third,

Additional Resources

Graphophonic Strategy Checklist:

Students understand:

<i>Student Name:</i>	<i>Strategy:</i>	<i>Achievement:</i>
	Segmenting syllables	<input type="radio"/> Yes <input type="radio"/> Not yet
	Blending syllables	<input type="radio"/> Yet <input type="radio"/> Not yet
	Onset and Rime	<input type="radio"/> Yet <input type="radio"/> Not yet
	Visual Features of Words	<input type="radio"/> Yet <input type="radio"/> Not yet
<i>Comments:</i>		

URL Links and References:

- https://www.readingrockets.org/strategies/onset_rime
- https://www.youtube.com/watch?v=bgIOvcsDtZo&feature=emb_logo
- <https://apps.apple.com/us/app/parrot-repeat-after-me/id989648621>
- <https://www.commondeerpress.com/the-adventures-of-grandmasaurus>
- <https://www.shannonotooleart.com/>
- <https://parentclub.ca/>
- https://naturalhistory2.si.edu/vt3/NMNH/z_tour-031.html
- <https://naturalhistory.si.edu/visit/virtual-tour/narrated-virtual-tours>
- <http://www.edu.gov.on.ca/eng/curriculum/elementary/subjects.html>