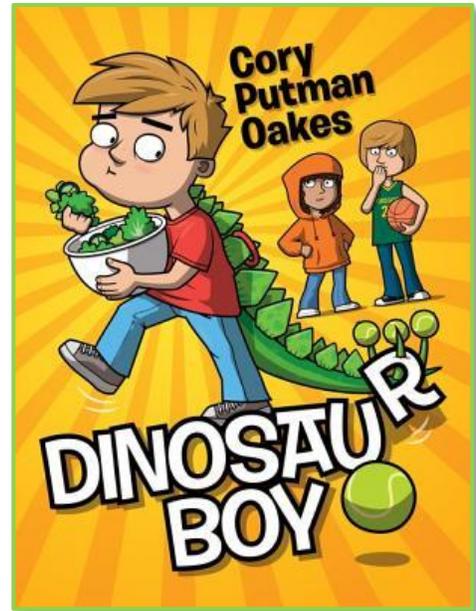


**A Common Core State
Standards Aligned Discussion &
Activity Guide for**

DINOSAUR BOY



Grades: 3-6

ISBN: 978-1-492-60537-9

Written by Cory Putman Oakes

Published by Sourcebooks Jabberwocky

Everyone knows the dinosaur gene skips a generation.

So it isn't a complete surprise when Sawyer sprouts spikes and a tail before the start of fifth grade. After all, his grandfather was part stegosaurus.

Despite the Principal's Zero Tolerance Policy, Sawyer becomes a bully magnet, befriended only by Elliot aka "Gigantor" and the weird new girl. When the bullies start disappearing, Sawyer is relieved—until he discovers a secret about the principal that's more shocking than Dino DNA. The bullies are in for a galactically horrible fate...and it's up to Sawyer and his friends to rescue them.

Guide Created by Debbie Gonzales



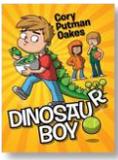


Table of Contents

Discussion Questions.....3

Perspective Pinwheels.....7

Perspective Pinwheel Worksheet #18

Perspective Pinwheel Worksheet #2..... 9

Author’s Notes Word Scramble Puzzle..... 10

Word Scramble Puzzle 11

Word Scramble Puzzle Answers 12

***Dinosaur Boy* Research – KWL13**

***Dinosaur Boy* Research Topics..... 14**

KWL Graphic Organizer15

Common Core State Standards Alignment:

English Language Arts Standards » Reading: Literature..... 16

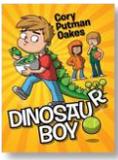
English Language Arts Standards » Reading: Foundational Skills.....17

English Language Arts Standards » Writing18

English Language Arts Standards » Speaking & Listening 19

Acknowledgments..... 20





Discussion Questions

My mom didn't understand why I would be nervous on my first morning back to school as a part dinosaur (pg. 5).

- During the summer, Sawyer stated, "All things considered, I was adjusting pretty well to my new circumstances. (pg. 4)" Tell why things seemed to be going well for Sawyer during the summer.
- Explain why Sawyer felt nervous about going back to school. List the elements of the school setting that might cause Sawyer to feel uncomfortable.
- Evaluate Sawyer's anxious feelings regarding returning to school. Are his feelings justifiable? How so?



"I guess you're right," I said, feeling a little bit less hurt than I had a moment ago. "But most people can hide their weirdness a little bit better than I can. (pg. 54)"

- Consider the characters in the story and their relationship with Sawyer.
 - Describe Elliot's connection with Sawyer.
 - Explain the foundation for their friendship.
 - Identify his desires. What does Elliot want?
 - Discuss Elliot's 'weirdness.'
 - Explore Sylvie's relationship with Sawyer.
 - Analyze Sylvie. List distinctive aspects of her character.
 - Give reasons why Sylvie desires to be Sawyer's friend.
 - What does Sylvie want?
 - Consider Allan's relationship with Sawyer.
 - Identify reasons why Allan bullies Sawyer.
 - In your opinion, would Allan bully Sawyer if he weren't part dinosaur? Explain your answer.
 - Discuss the motives behind Allan's actions. Identify what Allan wants.
- Elliot's father believes that "... no one is normal. Not once you get to know them. (pg. 54)" Do you agree with his statement? Give reasons for your answer.





“Sawyer knows what I’m talking about. He’s a monster. He doesn’t belong in a school. I’m going to prove it and when I do, they’ll put him somewhere safe. Like a zoo. Or some lab. Just as soon as they recognize him for the freak he is. (pg. 96)”

- Define the word ‘monster.’
- Identify monster-like characteristics.
- Consider Allan and Sawyer’s characters. Of the two, which demonstrates the most monster-like behaviors? Explain your answer.
- Define the word ‘freak.’
- Identify freak-like characteristics.
- Is there some truth to Allan’s accusations? Is Sawyer dangerous? Justify your answer.
- In response to Allan’s statement, Sawyer surprises himself and others releasing a cafeteria-shaking roar. Identify the origin of Sawyer’s outburst. Explain your answer.



“Of course they’re safe,” Principal Mathis looked aghast. “What do you think has happened to them, Sawyer? (pg. 103)”

- Sawyer is concerned for the safety of kids who have bullied him. What does this behavior reveal about Sawyer’s nature?
- Explain why Sawyer is hesitant to tell Principal Mathis that Allan has been bullying him.
- Predict why Principal Mathis seemed persistent about Sawyer reporting Allan’s cruelty toward him.
- Explain why Principal Mathis excused Sawyer for his unsettling roar, even though two fifth-graders experienced nervous breakdowns because of it.
- Define the term ‘rehabilitation.’
- Consider the quote Victor Hugo quote Principal Mathis had framed on her office wall – *He who opens a school door, closes a prison.*
 - Summarize the message behind the quote.
 - Predict why the framed quote was the only piece of art work on her office wall.
 - Tell how the framed quote serves as a foreshadowing of the events that follow in the story.





“Because we’re friends,” she spat at him. “Friends tell each other secrets. Friends also keep each other’s secrets. (pg. 152)”

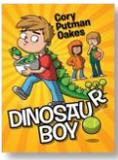
- Identify the risk Sylvie has created by revealing her secret to Elliot and Sawyer.
- Sylvie identified herself as being an “illegal alien. (pg. 151)” Explain what she meant by this.
- Contrast Elliot, Sawyer, and Sylvie. Tell of ways that they differ from one another.
- Compare the three. Describe ways that they are the same.
- Define friendship.
- Do you agree with Sylvie’s statement regarding secrecy and friendship? Explain your answer.



“Why?” Elliot jumped off of his desk, suddenly quite intent. “Why is it more important? Why do you care so much about saving those ... those bullies? (170)”

- Examine Elliot’s reaction regarding saving the kids Principal Mathis plans to sell. Is his refusal to participate in saving them justified? How so?
- Elliot asks, “If it were you, me, and Sawyer, do you think Allan would lift a finger to help us? (pg. 171)” Examine the evidence supporting this claim. If places were switched, would Allan risk his safety to help Elliot, Sylvie, and Sawyer? Explain your answer.
- Elliot states that Sylvie’s judgment of humans is skewed because she is “half-human (pg. 171).” Sawyer reminds Elliot that he, too, is half-human. Discuss why Elliot discounts Sawyer’s half-human-ness.
- Analyze what this action reveals about Elliot’s character.
- In contrast, examine what Sawyer’s willingness to rescue the others reveals about Sawyer’s character. Explain why Sawyer is willing to risk everything to save those who have treated him so cruelly.





“You can’t take him!” I yelled. “Elliot is one of the good ones! The best ones! You said it yourself, you never take the good ones! (183)”

- Explain the consequences of this plot twist. Discuss the high stakes involved now that Elliot has been captured.
- Evaluate Sawyer’s claim that Elliot is one of ‘the best ones.’ On what grounds does Sawyer make this claim? Explain your answer.
- Examine the significance of Elliot being the thirteenth kid to be captured. Explain the symbolism of the number thirteen as a literary tool.
- Identify a change in Sawyer’s character. Examine what his willingness to confront Principal Mathis reveals about his growing confidence.



I had come so far. The skin on the underside of my tail had toughed up, so it no longer hurt to drag my tail around. I hardly ever lost tennis balls off the ends of my spikes on accident anymore. And my mom had finished altering all of my clothes to fit over my dinosaur parts. I didn’t quite have the roaring thing under control, but I was sure that I’d figure that out, too. Eventually (pg. 213).

- Explain what Sawyer meant by stating “...he had come so far.”
- Explore how his developing tough skin on the underside of his tail serves as a metaphor for his growth as a character.
- Discuss why not losing the tennis ball protectors is important to Sawyer. Tell what this action says about his growth as a character.
- Decide whether Sawyer should be concerned about keeping his roar under control. Identify reasons why having a good, strong roar might be beneficial.
- Discuss why Sawyer chose not to drink the blue liquid in the vial his grandfather gave him. What would be lost, if he did? What would be gained, if he didn’t? Explain your answer.
- Describe why Sawyer’s grandfather asked Sawyer if he had stood in the wind (pg. 214). Examine the significance of that statement.





Perspective Pinwheels

Objective: To analyze and describe characters' varied points of view in the story and explain how their actions contributed to their change in perspective.

Materials:

- Perspective Pinwheel Worksheets #1 and #2 (Guide, pgs. 8-9)
- *Dinosaur Boy*
- Pencil

Procedure:

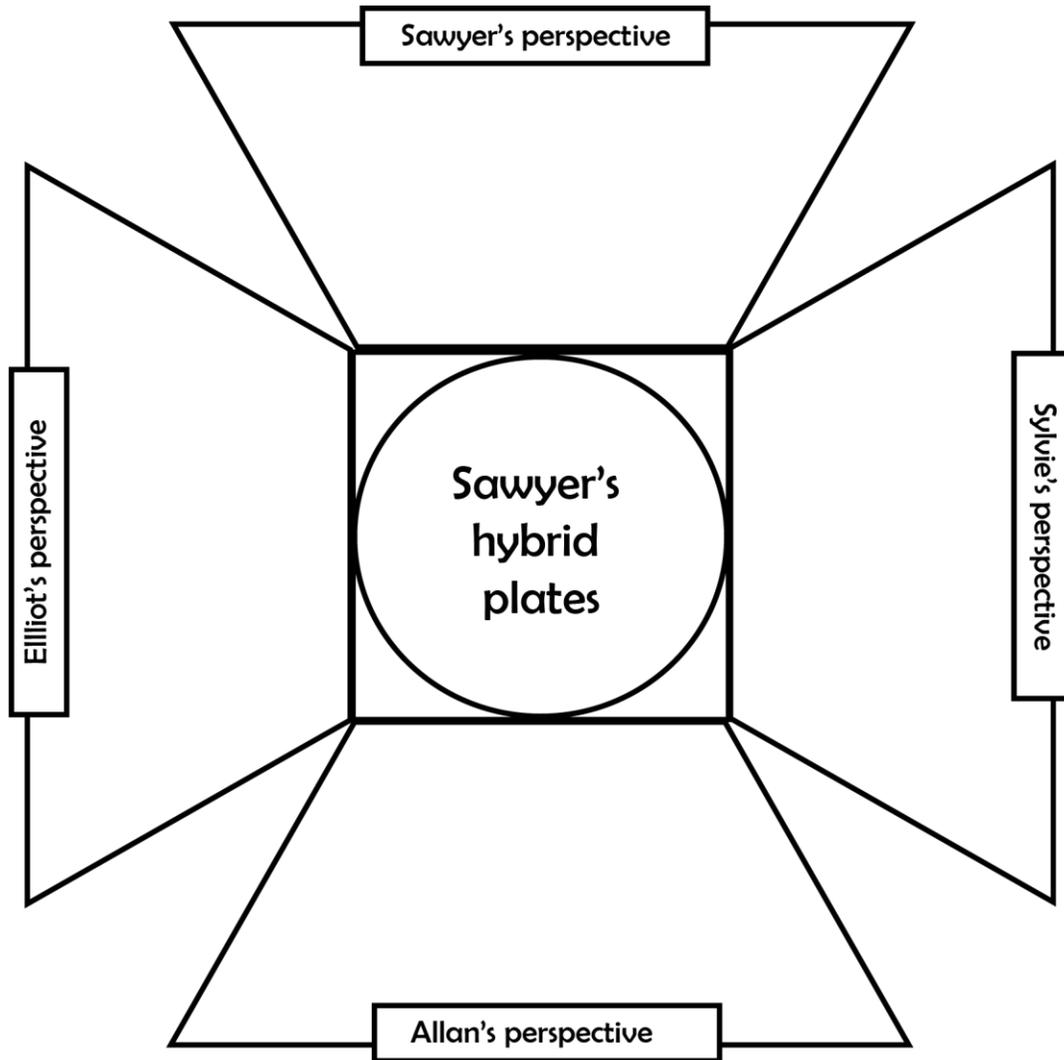
- Explain the term 'perspective' as being as one's outlook, attitude, or way of looking at something. The intention of this activity is to analyze various characters' change in their perspective regarding Sawyer's hybrid plates and tails.
- Print the **Perspective Pinwheel Worksheets #1 and #2**.
- Discuss Sawyer, Elliot, Sylvia, and Allan's perspectives in the first section of the book, in particular Chapters 7 and 8 (pgs. 45-67). Using the **Perspective Pinwheel Worksheet #1**, state how each character felt about Sawyer's hybrid plates at this point of the story and why. Tell what their point of view reveals about their character. Analyze the various reasons for each character's perspective. Record impressions in the spaces provided on the graphic organizer.
- Discuss Sawyer, Elliot, Sylvia, and Allan's perspectives in the final section of the book, in particular Chapters 22 and 23 (pgs.185-204). Using the **Perspective Pinwheel Worksheet #2**, state how each character felt about Sawyer's hybrid plates at this point of the story and why. Explain their change in perspective, if at all. Describe the experiences that created their points of view. Record impressions in the spaces provided on the graphic organizer.
- Explore the effects of their conflicts. Describe the lessons learned by each character. Tell how their relationships brought about changes in perspective.





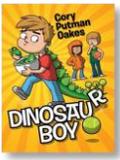
Perspective Pinwheel Worksheet #1

“Don’t let the other kids give you a hard time,” he told me. “Hold your head up high; make every kid in your class with that they had plates and a tail. (pg. 4)”



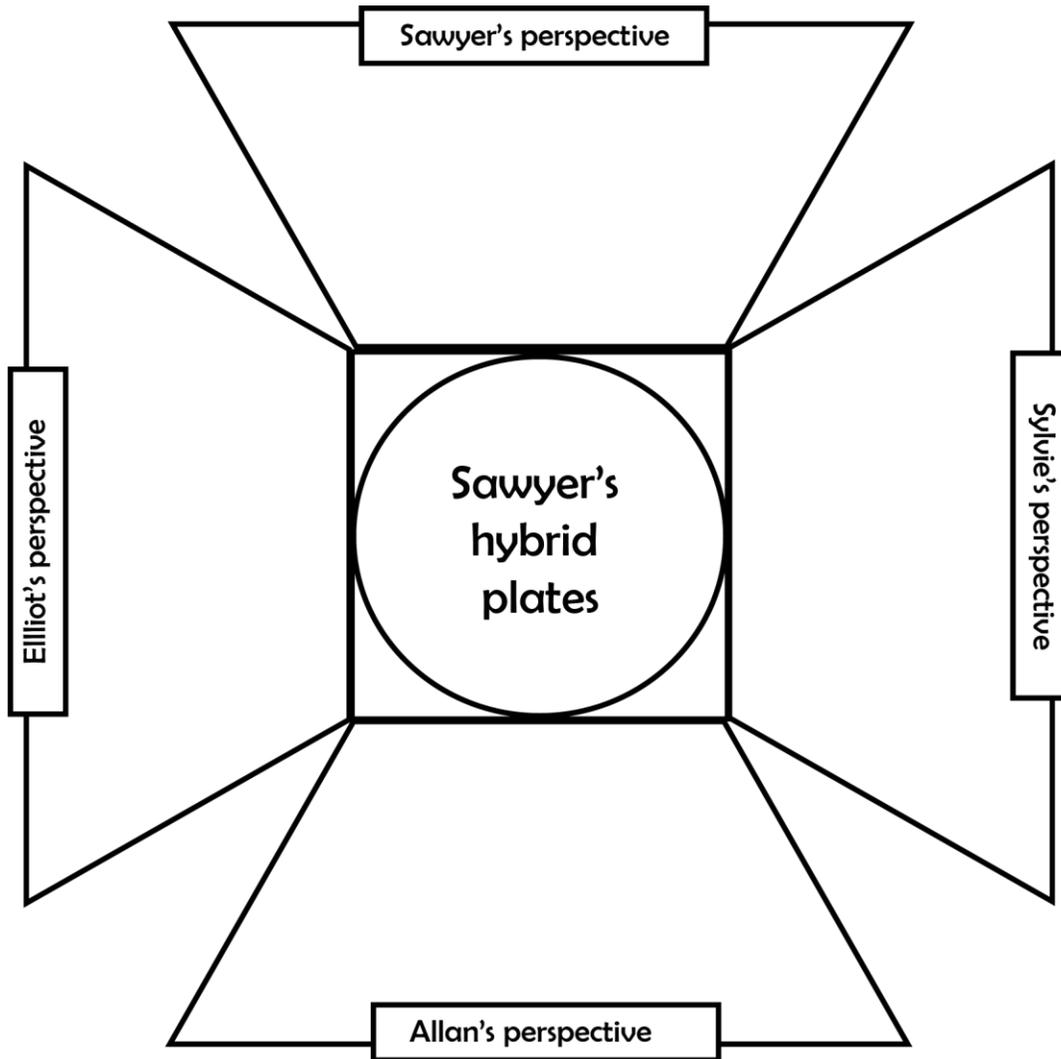
Analysis:





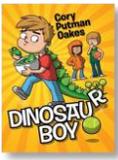
Perspective Pinwheel Worksheet #2

All of a sudden, I realized something. Totally by accident, I had finally achieved what my father advised me to do on the first day of school (pg. 196).



Analysis:





Author's Notes Word Scramble Puzzle

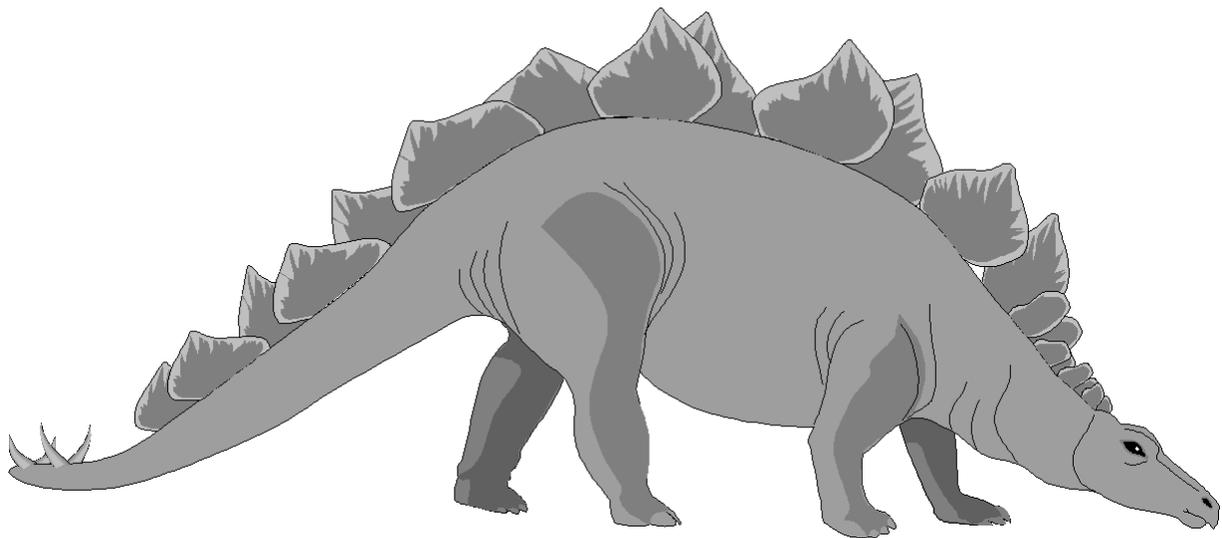
Objective: To practice the application of grade-level word analysis skills in decoding words.

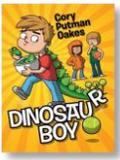
Materials:

- *Dinosaur Boy*
- Word Scramble Puzzle (Guide, pg. 11)
- Pencil
- Word Scramble Puzzle Answers (Guide, pg. 12)

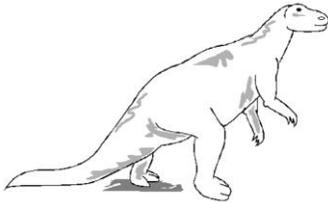
Procedure:

- Instruct students to turn to the Author's Notes (pgs. 215-217) section in *Dinosaur Boy*.
- Tell them to read this sections closely as the clues for the Word Scramble are listed there.
- Print out the Word Scramble Puzzle.
- Instruct students to solve the scrambled word puzzles, referencing the Author's Notes section as needed.
- When completed, check answers using the Word Scramble Puzzle Answers provided.



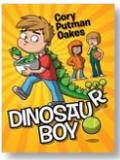


Word Scramble Puzzle



1. NIRDSSUAO
2. GSSASUUTERO
3. BRSEHROEVI
4. AUUATSORCERS
5. ORINACOURSV
6. AETPDROH
7. RSUNUYSRANAT
8. SLIOFS
9. DTPSAEORR
10. RAEPYUSTCTDLO
11. LSSLORUAAA
12. PIOEOATNLGLST
13. JRISUCSA





Word Scramble Puzzle Answers

1. NIRDSSUAO DINOSAURS
2. GSSASUUTERO STEGOSAURUS
3. BRSEHROEVI HERBIVORES
4. AUUATSORCERS CERATOSAURUS
5. ORINACOURSV CARNIVOROUS
6. AETPDROH THERAPOD
7. RSUNUYSRANAT TYRANNOSAURUS
8. SLIOFS FOSSIL
9. DTPSAEORR PREDATORS
10. RAEPYUSTCTDLO PTERODACTYLUS
11. LSSLORUAAA ALLOSAURUS
12. PIOEOATNLGLST PALENTOLOGIST
13. JRISUCSA JURASSIC





***Dinosaur Boy* Research – KWL**

Objective: To understand topics through the analysis of known facts, information interested in researching, and by listing and citing facts learned as a result of the research process.

Materials:

- *Dinosaur Boy* – Author’s Notes (pgs. 215-217)
- *Dinosaur Boy* Research Topics List (Guide, pg. 14)
- KWL Graphic Organizer (Guide, pg. 15)
- Pencil
- Age-appropriate research materials – primary and secondary sources

Procedure:

- In the Author’s Note section of the book, author Cory Putman Oakes states, “ ... if you read very closely you’ll find dinosaurs (and the people who study them) all over this book. (pg. 215)” The subjects printed on ***Dinosaur Boy* Research Topics List** have been generated by the inspirations presented by Ms. Oakes in her Author’s Notes.
- Instruct the students to choose a subject presented on the ***Dinosaur Boy* Research Topics List**.
- Once the student has decided upon a topic, give them a copy of the **KWL Graphic Organizer**.
- In the first column, under the word “Know,” instruct the student to list everything that they already know about that topic.
- In the second column, under the words “Want to Know,” instruct students to list things that they would want to know about the topic, things that interest them.
- In the third column, under the words “Learned,” instruct the students to write things that they learned about their topic while researching it. Quite often, these facts can be quite surprising!
- Tell students to cite the references they used in the “References” box at the bottom of the **KWL Graphic Organizer**.
- Instruct the student to use this information to write and illustrate a short, annotated informative essay on their chosen topic.

Reference: Allen, Camille Ann. *The Multigenre Research Paper: Voice, Passion, and Discovery in Grades 4-6*. Portsmouth, NH: Heinemann, 2001. (pg. 31-2).





***Dinosaur Boy* Research Topics**



The Late Jurassic Period

Broome, Australia

Stegosaurus

Kenneth Carpenter

Ceratosaurus

Dana Quarry

Pterodactylus

Othniel Charles Marsh

Pterosaurs

Edward Drinker Cope

Allosaurus

Dr. Charles W. Gilmore

T. rex

Dr. Robert Bakker

Palentologists

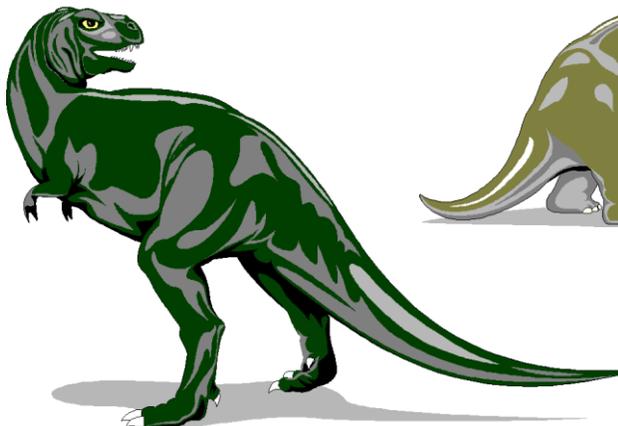
Morrison Formation

Thomas Henry Huxley

Gary Larson

Fantasia

Thag Simmons



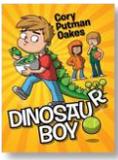


KWL Graphic Organizer

<p>Know </p>	<p>Want to Know </p>	<p>Learned </p>
---	---	--

 **References:**





Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature

		Discussion Questions	Perspective Pinwheels	Word Scramble	KWL
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events				
CCSS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.				
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.				
CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).				
CCSS.ELA-Literacy.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.				
CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.				
CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).				
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.				
CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				





English Language Arts Standards » Reading: Foundational Skills

		Discussion Questions	Perspective Pinwheels	Word Scramble	KWL
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.				
CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.				
CCSS.ELA-Literacy.RF.3.4.a	Read grade-level text with purpose and understanding.				
CCSS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.				
CCSS.ELA-Literacy.RF.4.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.				
CCSS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.				
CCSS.ELA-Literacy.RF.4.4.a	Read grade-level text with purpose and understanding.				
CCSS.ELA-Literacy.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.				
CCSS.ELA-Literacy.RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.				
CCSS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.				
CCSS.ELA-Literacy.RF.5.4.a	Read grade-level text with purpose and understanding.				

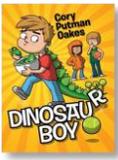




English Language Arts Standards » Writing

		Discussion Questions	Perspective Pinwheel	Word Scramble	KWL
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
CCSS.ELA-Literacy.W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.				
CCSS.ELA-Literacy.W.3.2.b	Develop the topic with facts, definitions, and details.				
CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.				
CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
CCSS.ELA-Literacy.W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.				
CCSS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
CCSS.ELA-Literacy.W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.				
CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
CCSS.ELA-Literacy.W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.				
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				





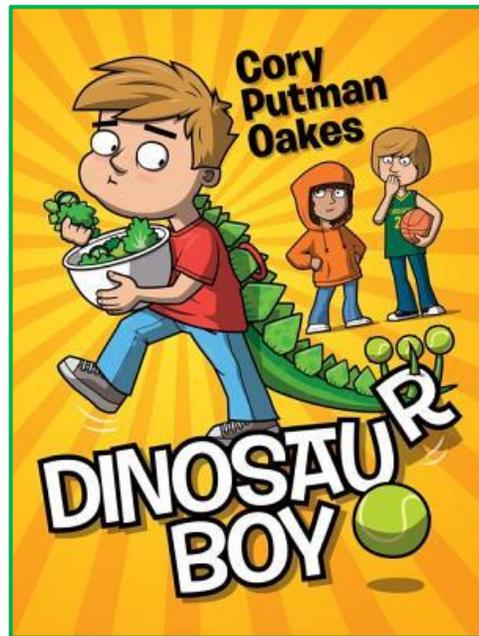
English Language Arts Standards » Speaking & Listening

		Discussion Questions	Perspective Pinwheels	Word Scramble	KWL
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.				
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.				
CCSS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.				
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.				





Acknowledgments



Written by Cory Putman Oakes

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Published by Sourcebooks Jabberwocky

www.sourcebooks.com

Guide Created by Debbie Gonzales

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