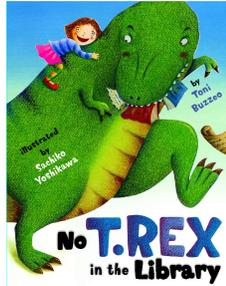


SIX TRAIT WRITING GUIDE FOR



No T. Rex in the Library

by Toni Buzzeo; illustrated by Sachiko Yoshikawa
Margaret K. McElderry Books, 2010

IDEAS: Lions and Tigers and T. Rex!

In *No T. Rex in the Library*, Tess imagines that she has brought a dinosaur to life in her library while Cary, in *Quiet! There's a Canary in the Library*, imagines a whole menagerie reading in her library. Spend some time brainstorming other animals that might visit the library and then, individually or in small groups, challenge students to write a new version of *No T. Rex in the Library* in which that animal is loose and misbehaving in the library. Encourage them to use appropriate and effective DETAILS in their stories.

IDEAS: Later on that Day . . .

At the end of *No T. Rex in the Library*, Tess whispers to the T. Rex in her library book that she will be back for him in ten quiet minutes. Ask students to imagine where Tess will be with her book when that ten quiet minutes is up. Will she be at home in her bedroom? Will she be at school? Will she be at the mall? Or might she be at a restaurant having lunch? Once students have decided on a location, ask them to imagine what happens this time when Tess pulls him out of her book. Invite older children to write an illustrated sequel. For younger readers, create a group story of

Tess and T. Rex's next adventure. Remind students that the message should be CLEAR AND INTERESTING.

ORGANIZATION: A Perfect Circle

Open a discussion with children about story patterns. Some stories, like *Ready or Not, Dawdle Duckling* (Dial 2005) and *Adventure Annie Goes to Work* (Dial 2009), both by Toni Buzzeo, employ a **Pattern of Three**, in which the main character tries and fails, tries and fails, tries and fails, then finally succeeds. Ask children whether they think that *No T. Rex in the Library* is based on a **Pattern of Three**. [Note that because T. Rex and Tess have three "adventures" they may think it does employ a **Pattern of Three**. However, point out that T. Rex and Tess are not trying to solve a problem in these three events.] Now introduce the idea of a **Circular Story** pattern. In a **Circular Story**, the ending of the story circles back around to the beginning such as Laura Numeroff's *If You Give a Mouse a Cookie*. Ask children to point out the elements in the plot of *No T. Rex in the Library* that make it a circular story. Focus on the concept of a beginning, middle, and end and the circling back of the end to the beginning.

VOICE: Whose Story Is It?

Discuss point of view in *No T. Rex in the Library*. The book employs an omniscient narrator and a lively storytelling VOICE. But this might be a very different story if it were narrated by Tess or by T. Rex. Then the story would take on the VOICE of that character. Divide children into two groups, one group assigned to tell the story in Tess's voice and one group assigned to tell the story in T. Rex's voice. How do the stories differ? How do readers FEEL differently from one telling to the other?

WORD CHOICE: Descriptive Dazzlers

Re-read *No T. Rex in the Library* and challenge students to find STRONG VERBS, COLORFUL PHRASES, and SURPRISING WORDS. Use the DESCRIPTIVE DAZZLERS chart (below) to list them. Now revisit the IDEAS: Lions and Tigers and T. Rex! activity. Make a list of the alternate animals that might be loose in the library and create lists of DESCRIPTIVE DAZZLERS for each of them too.

DESCRIPTIVE DAZZLERS

	Strong Verbs	Colorful Phrases	Surprising Words

SENTENCE FLUENCY: ROAR! BAM! Arrrr!

One way that Toni Buzzeo, the author of *No T. Rex in the Library*, keeps the action moving is through use of some very short sentences. Some are exclamations or sound descriptions of one word. Challenge your students to interact with the text and make a list of one word, two word, and three word sentences.

CONVENTIONS:

No T. Rex in the Library is chock full of exclamation marks. Read the book aloud the first time with using a flat tone for all exclamations. Then, reread the story with the appropriate voicing for these marks. Afterward, discuss the importance of exclamation marks to this story.