



## *No T. Rex in the Library*

### Curriculum Connections

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#### National Science Education Standards

*No T. Rex in the Library* has curriculum connections in the Science content area. It may be used to address Life Science Content Standard C of the National Science Education Standards as published by CSME (Center for Science, Mathematics, and Engineering Education):

From the book  
*No T. Rex in the Library*  
by Toni Buzzeo, illustrated by  
Sachiko Yoshikawa,  
McElderry Books, 2010.

#### Life Science

##### Content Standard C

As a result of activities in grades K-4, all students should develop understanding of:

- The characteristics of organisms
- Life cycles of organisms
- Organisms and environments

#### Standards for the English Language Arts

*No T. Rex in the Library* also offers curriculum connections in the Language Arts. It may be used to address five of the 12 standards as published in *Standards for the English Language Arts* by the NCTE (National Council of Teachers of English) and the IRA (International Reading Association):

- Standard 3 (strategies for comprehension, interpretation, evaluation, and appreciation of texts)
- Standard 4 (strategies for effective spoken, written, and visual communication)
- Standard 6 (applied knowledge of language, media, and genre)
- Standard 7 (research process)
- Standard 11 (knowledgeable, reflective, creative, and critical participation)

#### AASL Standards for the 21<sup>st</sup> Century Learner

In addition, many of the activities address multiple literacy standards as outlined by the American Association of School Librarians in *AASL Standards for the 21<sup>st</sup> Century Learner*.



## CURRICULUM ACTIVITIES



### LANGUAGE ARTS



#### **Text-to-Text Connections: Library Behavior/Imagination**

After reading *No T. Rex in the Library* to your students, share *Quiet! There's a Canary in the Library*.

Freeman, Don. *Quiet! There's a Canary in the Library*. New York: Viking, 2007. ISBN: 9780670062300

In this reissued title, a small girl imagines a day when the library is only open to animals and birds. At first, the canary, lion, giraffe, bear, elephant, peacock, porcupine, horse, cow, and monkeys read quietly, but you can just imagine the disorderly chaos that follows the arrival of the mice! Luckily, the canary reestablishes order with a song.

Discuss the role that imagination plays in each of the stories and the need for rules for appropriate library behavior.

### LANGUAGE ARTS: Six Traits of Writing Activities



#### **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.





### **SENTENCE FLUENCY: ROAR! BAM! Arrr!**

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.

## **AASL MULTIPLE LITERACY SKILLS**



### **The Further Adventures of Tess and T. Rex**

In *No T. Rex in the Library* Tess and T. Rex encounter knights, pirates, and cowboys before they build their stairs to the stars. Discuss the location of books about each of these would be found in the nonfiction section of the library. [Note: Don't overlook folk and fairy tales for knights as well.] Now invite children to explore the nonfiction section of the library and each select one book that pictures another environment and set of characters that might have appeared in the book had Tess and T. Rex had further adventures. Encourage children to discuss what might have happened in that encounter, and, if children are old enough, to create a double-page spread with words and illustration depicting the further adventures that could be added to the book.



### **Mapping T. Rex's Route**

Ask children in which section of the library they think Tess and T. Rex have their adventures. In the fiction section? In the reference section? In the nonfiction section? Encourage them to support their claims with evidence from *No T. Rex in the Library*. Once you have decided, provide individuals or small groups with a labeled map of the library and ask students to mark the path T. Rex would have taken in your library if the story had taken place there. For younger children, consider projecting a map and completing the activity as a full group.



### **T. Rex's Library Rules**

Even if T. Rex wanted to behave appropriately in the library, he wouldn't know how to because he doesn't know the library rules. Begin by making a list of rules that T. Rex breaks in the story, even though he is unaware there ARE rules. List them on a white board or chart paper. Now brainstorm other rules that should be added to the list. Ask children to explain why each item they add to the list is important in order to keep the library and its materials clean, safe, and in the right spots and to be sure that each library patron has a good experience in the library.

## SCIENCE



### T. Rex Was Not Alone

The book that falls open when Tess knocks over the book cart has a T. Rex on the cover. Perhaps it was a nonfiction book all about T. Rexes. If your library has a series of books with each volume dedicated to a different dinosaur or dinosaur family, share the series with your students for this activity. Otherwise, simply share a variety of dinosaur books with them. Give children time to browse through the books and choose another favorite dinosaur. Invite each student to create a picture of himself or herself astride the dinosaur of his or her choice. From these pictures, create a wall-size mural of all of the dinosaurs stampeding through the library with children riding on them.

For older children, take time to research the period in which each dinosaur lived. [Note: Dinosaurs all lived in the Mesozoic Era, which is divided into three periods: the Triassic (245-208 million years ago), Jurassic (208-145 million years ago), and Cretaceous (145-66 million years ago).] Create a timeline across the top of the mural and place the dinos accordingly.



### Books Are Not a Healthy Diet

In *No T. Rex in the Library*, T. Rex has a bad habit of gnawing on the books. Ask students whether they think T. Rex would actually chew up and swallow the books. Encourage them to support their claims. Next, introduce the idea of carnivores, herbivores, and omnivores, particularly as it applies to dinosaurs. Together, use a reference tool (a book or online site such as Enchanted Learning's Zoom Dinosaurs <http://www.enchantedlearning.com/subjects/dinosaurs/>) to determine which group T. Rex belonged to. If you have done the **T. Rex Was Not Alone** activity above, ask children to investigate their chosen dinosaurs further to determine which category each dino would belong to.



### There's No Place Like Home

T. Rex would probably not be very happy living in the library for the rest of his life. Since the end of *No T. Rex in the Library* implies that Tess and T. Rex will have further adventures, Tess may need to look for a more appropriate habitat for him. Discuss the concept of habitat with children and then read about Tyrannosaurus Rex and its preferred habitat in a nonfiction book such as:

Cohen, Daniel. *Tyrannosaurus Rex*. Mankato, Minnesota: Bridgestone Books, 2001. ISBN: 9780736806206

According to Enchanted Library, "T. Rex lived in a humid, semi-tropical environment, in open forests with nearby rivers and in coastal forested swamps. The seasons were mild."

<http://www.enchantedlearning.com/subjects/dinosaurs/dinos/Trex.shtml> Compare this habitat with your own area's habitat. Then brainstorm ideas of where the ideal spots on earth are for Tess to release T. Rex from his book this time.