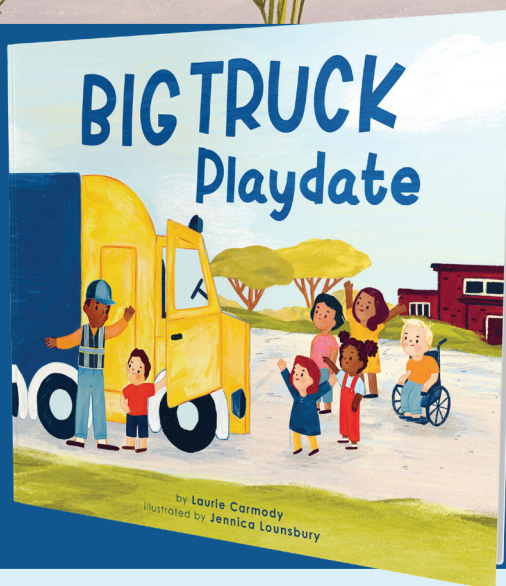


# BIG TRUCK Playdate EDUCATOR'S GUIDE



## Note to Educators

This educator guide for *Big Truck Playdate* is for students in kindergarten through third grade. Since all students and classrooms have different needs and abilities, teachers should adapt the activities as necessary.

The purpose of this guide is to help teachers integrate *Big Truck Playdate* into English language arts (ELA), math, science, social studies, and social emotional learning (SEL) lessons. ELA and math Common Core standards are described at the beginning of their applicable sections.



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# ENGLISH LANGUAGE ARTS

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## ELA Common Core standards include:

### Kindergarten:

- Reading: Literature: RL.K.1–K.7, RL.K.10
- Writing: W.K.1–K.3; W.K.8
- Speaking and Listening: SL.K.1.A, SL.K.1.B, SL.K.2–SL.K.6
- Language: L.K.1, L.K.2, L.K.5

### 1st Grade:

- Reading: Literature: RL.1.1–RL.1.7
- Writing: W.1.1; W.1.3
- Speaking and Listening: SL.1.1, SL.1.2
- Language: L.1.1, L.1.2, L.1.4, L.1.5

### 2nd Grade:

- Reading: Literature: RL.2.1–RL.2.7
- Writing: W.2.1, W.2.8
- Speaking and Listening: SL.2.1, SL.2.2–2.4, SL.2.6
- Language: L.2.1, L.2.2, L.2.4–L.2.6

### 3rd Grade:

- Reading: Literature: RL.3.1–3.7
- Writing: W.3.1, W.3.8
- Speaking and Listening: SL.3.1, SL.3.2–3.4, SL.3.6
- Language: L.3.1, L.3.2, L.3.4–L.3.6

# READING COMPREHENSION AND CRITICAL THINKING

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## Pre-reading Activities

Before reading or listening to *Big Truck Playdate*, look at the cover and take a “picture walk” by flipping through the pages.

- What do you think the book will be about?
- Who do you think the main character is?
- Where does this story take place? Can you find clues in the pictures?
- Who is the author? What is an author’s job?
- Who is the illustrator? What is an illustrator’s job?

## Reading Activities

- Who is the main character?
- Who are some of the other characters?
- What is the main problem?
- How does Corey try to solve his problem?
- What happens at the end of the story? Does anyone learn anything new?



## Post-reading Activities

### Order of Events

Putting things in sequence means organizing them into the order in which they happened. The sentences below are out of order. Number them in the correct sequence.



Corey has a playdate with friends. (#3)



All Corey saw were warning signs. (#2)



When it came to other kids, Corey rode solo. (#1)

Older children may want to write or tell in their own words what happened in the beginning, middle, and end of the story.

### Grammar: Verbs

There are many **verbs** in *Big Truck Playdate*. A verb is an action word. Can you find the verbs in the story and act them out?

Examples from the text include:

“Other kids **ran**. He **rolled**.”

“His tires **squealed**.”

“Other kids **swung**. He **swerved**.”

“His heart **revved**.”

“Other kids **bounced**. He **braked**.”

“His eyes **blink-blink-blinked**.”

How do action words help the reader understand Corey more? How do the words show how Corey sees the world differently than the other children in his class?

## Showing vs. Telling

Verbs can be a great way to show the reader what is happening, instead of just telling. When authors show the action, it can make the story much more exciting! Fill out the chart below by rewriting the “telling” statement into a verb-packed “showing” statement.

Students may want to act out the sentence to get ideas.

	Puppy	Tiger	Dancer	Astronaut
She was excited.	Ex. “The puppy <b>leaped</b> around the room.”			
He was sad.		Ex. “The tiger’s tail <b>dragged</b> on the ground.”		
She was curious.		Ex. “The dancer’s toes <b>tilted</b> toward the noise.”		
He was mad.				Ex. “The astronaut <b>gritted</b> his teeth.”

## Grammar: Onomatopoeia

**Onomatopoeia** is a word that represents a sound. Can you find the sound words in *Big Truck Playdate*?

Examples include:

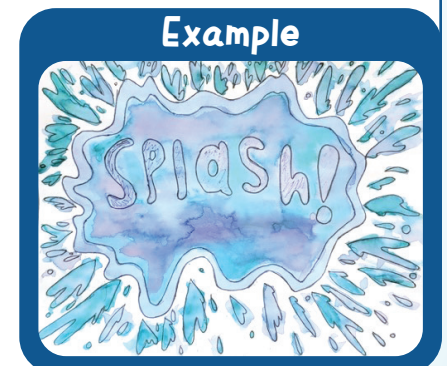
“**Beep beep**, coming through!”

“**HONK!**”

“I like fire trucks because the siren goes **wee-oo, wee-oo.**”

“Honk” is an important word to Corey. It is big, bright, and strong, just like him! What is your favorite sound?

Write your sound on a piece of paper. Can you make the word look like the sound? What colors might that sound have? What shape? Are the letters very sharp looking, or bubbly, or soft?



## Writing Activity: Celebrate Your Unique Passions!

Being passionate about something might mean that you love doing it, think about it often, and want to share your love of it with others. Corey is passionate about trucks! Especially big ones. What are **you** passionate about?

Draw a picture of your passion. Now, write four reasons you love it!

**I am passionate about...**

**Reason 1:**

**Reason 3:**

**Reason 2:**

**Reason 4:**

# MATH

## Math Common Core standards include:

### Kindergarten:

- Counting and Cardinality: K.CC.B.4, K.CC.B.5, K.CC.C.6, K.CC.C.7
- Measurement and Data: K.MD.A.2, K.MD.B.3
- Geometry: K.G.A.1, K.G.A.2, K.G.B.5

### 1st Grade:

- Measurement and Data: 1.MD.C.4
- Geometry: 1.G.A.1

### 2nd Grade:

- Measurement and Data: 2.MD.D.10
- Geometry: 2.G.A.1

### 3rd Grade:

- Measurement and Data: 3.MD.B.3
- Geometry: 3.G.A.1

## Research Activity: Classroom Poll

A **tally mark** is one way to represent numbers. In *Big Truck Playdate*, Corey discovers that his classmates like different kinds of vehicles. This becomes a way for them to connect and play together.

What is your favorite vehicle? Poll the class and make a chart with tally marks. Make a **pictograph** or **bar graph** to represent and interpret the raw data.

Using the data, ask the following questions:

- Which vehicle has the most votes?
- How many more?
- Which vehicle has the least number of votes?
- How many less?

A **Venn diagram** is a way to compare and contrast two things. Pick two vehicles from **the tally mark** activity above and compare/contrast them with a Venn diagram.

Comparison categories might include:

- Size
- Color
- Shape
- Sound
- Driver/Occupation



## Geometry: Sign Shapes

When Corey feels anxious about having a big truck playdate with his classmates, he imagines that he sees warning signs everywhere. Later, he sees welcome signs when he figures out how to connect with others. **Signs** are tools people use to help others stay safe, to give directions, or to provide information. They are often made out of shapes and have specific colors.

Identify the signs from Big Truck Playdate.

**Triangle**

**Octagon**

**Rectangle**

**Square**

**Circle**

What makes these look like warning signs? Now look at the welcome signs. What makes them look welcoming? Think about the colors and symbols as part of the discussion.

Complete a scavenger hunt in your classroom or reading area. What signs do you see? Are they warning signs or welcome signs (or both)? How do you know? What shapes are they?

Create your own welcome sign, then hang your sign in the classroom for all to see!

Students may want to use manipulatives (ex., popsicle sticks, clay) to plan their shape, then use a template or draw it on a piece of paper using a ruler.





# SCIENCE

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## Topics include:

- Introduction to scientific drawings
- Five senses

## Scientific Drawing: Parts of a Truck

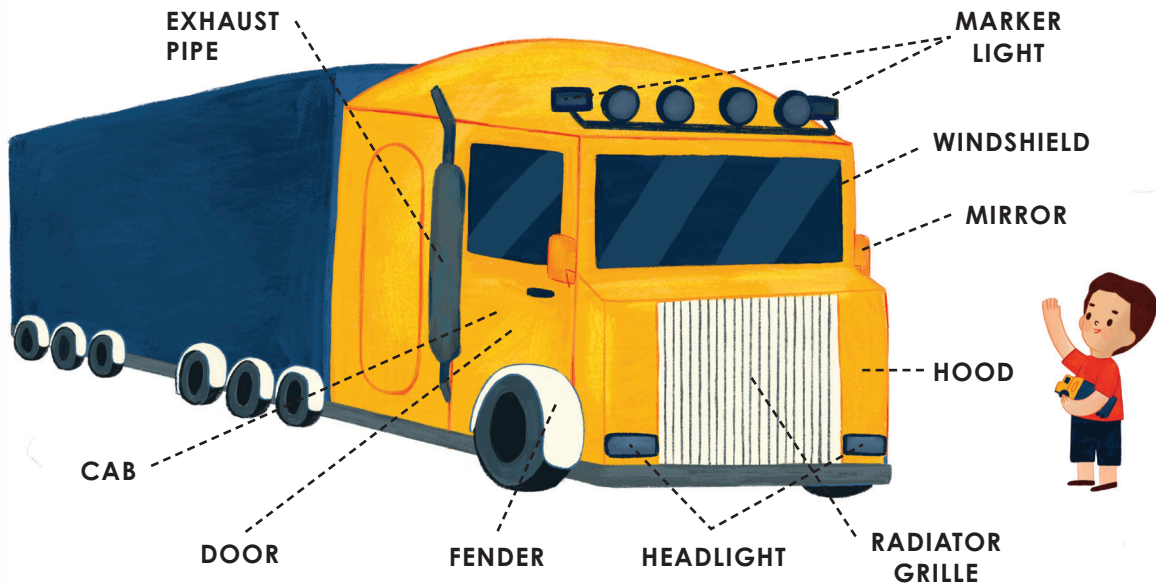
**Scientific drawings** are a mix of both art and science. They are accurate pictures that are used to describe and teach others. These drawings are labeled to show things like the size, shape, and location of parts.

At the end of the story, Corey's truck is labeled with all his favorite truck parts. Draw a picture of your favorite thing, and label it with your favorite parts.

Students may include the following:

- Title
- Three or more labels
- Different viewpoints (ex., top view, side view, back view)

## Example



# Five Senses

We learn about our world through our five senses:

- Tasting with our tongues
- Touching with our fingers and skin
- Hearing with our ears
- Seeing with our eyes
- Smelling with our noses

We use our senses every day to experience the world. Corey uses his senses in *Big Truck Playdate* when the truck comes to his school. Can you find examples of how he uses his senses in the text?

- He **hears** the truck honking.
- He **sees** the truck coming down the street.

Now, imagine how Corey might use his other senses.

Touch	Smell	Taste
He <b>touches</b> the truck with his hands.	He might <b>smell</b> the truck's exhaust.	He might <b>taste</b> a truck-shaped cookie after the big truck playdate!

## Five Senses: Research Project

Nonhuman living things experience their senses differently than we do. For example, a snake sees only blue and green colors, and a dog hears sounds that we cannot hear. Choose a living thing and research how that creature uses their senses to experience the world.

**Living thing:**

<b>Touch</b>
<b>Smell</b>
<b>Taste</b>
<b>See</b>
<b>Hear</b>

# SOCIAL STUDIES

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## Topics include:

- Community and community helpers
- Landmarks

## Community Map

In *Big Truck Playdate*, Corey and his friends share the open road. Where do you think Corey and his friends are going?

Draw a map of their community. Where might they park their favorite vehicles? Examples may include:

- Fire truck at the fire station
- Dump truck at the construction site
- Tow truck at the auto repair shop

Add other places and other vehicles. What jobs might people do at these locations?

Examples may include:

- Ambulance at the hospital
- Train at the train station
- Airplane at the airport
- Tractor at the farm

This activity may be combined with the geometry lesson on signs described in the Math section of this guide.



# SOCIAL EMOTIONAL LEARNING

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## Topics include:

- Recognizing the feelings and perspectives of others
- Identifying and managing emotions and behavior
- Working with others

## Discussion Activity

In *Big Truck Playdate*, Corey and his friends share the open road. Where do you think Corey and his friends are going?

Corey has to figure out a way to work through his big feelings to connect with other kids.

- What feelings does he experience during this story?
- What does Corey try to do? (*Waiting for the crowd to clear, saying “beep beep, coming through”*)
- What ends up working? (*He yells “Honk!” to get their attention, just like the big truck.*)

## Writing Activity

Corey felt scared to join the other kids when they were surrounding the big truck. Can you think of a time when you felt scared to join something? Or when you had trouble connecting with others? Write a story about that time. You can use the organizer to help you as you work.

### Topic sentence:

*Ex. I felt scared to jump off the diving board during Owen’s pool party.*

### Detail #1:

*Ex. Everyone was doing cannonballs, but I didn’t know how to do them.*

### Detail #2:

*Ex. It was very cold out of the water.*

### Detail #3:

*Ex. The diving board was very high!*

### Solution:

*Ex. My friends cheered and said, “You can do it!”*

### Closing sentence:

*Ex. I felt proud when I jumped off the diving board!*



## Process Art Activity

At the end of *Big Truck Playdate*, Corey connects with children in the classroom by playing with trucks on the carpet. When we play with others, it is important to take turns, to listen, and to share space with each other. Using vehicles, make your own playdate painting!

