

# Danny and the Dinosaur: Too Tall

By Syd Hoff

GRL J

## ABOUT THE BOOK:

Danny's dinosaur friend is sad because he is too tall to do things other people and animals can do, like fit through a door and sleep in a bed. Danny tries to cheer up his friends by showing him that some zoo animals are also tall, but the dinosaur only feels better when his height enables him to save a man who gets trapped in a tall crane.

## DISCUSSION QUESTIONS:

1. Why is Danny's dinosaur friend sad? What can others do that his dinosaur friend cannot?
2. What is Danny's reaction to his friend's feelings? How does Danny attempt to make his dinosaur friend feel better?
3. How does the man in the crane help Danny's dinosaur friend feel better about his height?
4. What does the dinosaur learn about himself through his experience?

*Correlates to Common Core Standards (CCSS) Speaking and Listening: SL.K.1, SL.1.1, and SL.2.1; SL.K.2, SL.1.2, and SL.2.2; SL.K.3, SL.1.3, and SL.2.3. Reading Literature: RL.K.1, RL.1.1, and RL.2.1; RL.K.6, RL.1.6, and RL.2.6.*

## EXTENSION ACTIVITIES:

**Too Tall:** With a partner, ask students to make a list of things Danny's dinosaur friend can do precisely because he is tall. Ask students to make a list of their own special abilities and traits. Then ask students to select and write about one thing that makes them unique and special. Ask students to create an illustration to accompany their writing and to share both their illustrations and their writing with the class. Combine student work into a classroom book that highlights the unique students in the classroom.

*Correlates to Common Core Standards (CCSS) Language: L.K.1, L.1.1, and L.2.1; L.K.2, L.1.2, and L.2.2. Writing: W.K.2, W.1.2, and W.2.2.*

**Dear Dino:** Ask students to write a letter of encouragement to Danny's dinosaur friend telling him what is so good about being a tall dinosaur and encouraging him to be proud of his height. Then ask students to read their letter to a classmate. Post student letters in the classroom.

*Correlates to Common Core Standards (CCSS) Language: L.K.1, L.1.1, and L.2.1; L.K.2, L.1.2, and L.2.2. Writing: W.K.1, W.1.1, and W.2.1.*

**Friends with a Dinosaur:** Ask students to imagine that they are friends with a dinosaur and to write a story about a place they could visit together and what they would do there. Students should include dialogue and details that will help the listener "see" the adventure. Have students read their stories to the class.

*Correlates to Common Core Standards (CCSS) Language: L.K.1, L.1.1, and L.2.1; L.K.2, L.1.2, and L.2.2. Writing: W.K.1, W.1.1, and W.2.1.*

### Reaction to Danny and His Dinosaur Friend:

Ask students to write their reaction or give their opinion of the book *Danny and the Dinosaur: Too Tall*. Students should explain their opinion using ideas and information from the book. For example, "I like the part when Danny . . ." or "I didn't like it when the dinosaur. . ." Ask students to share their reaction papers with another student.

*Correlates to Common Core Standards (CCSS) Language: L.K.1, L.1.1, and L.2.1; L.K.2, L.1.2, and L.2.2. Writing: W.K.1, W.1.1, and W.2.1; Reading Literature: RL.K.1, RL.1.1, and RL.2.1.*

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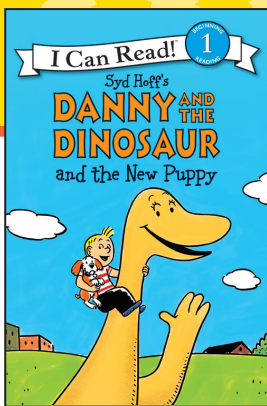


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# Danny and the Dinosaur and the New Puppy

By Syd Hoff

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## ABOUT THE BOOK:

Danny loves playing with his new puppy, and together they have fun playing with their friend, the dinosaur. The dinosaur wants to roll over and sit like the puppy does, but because of their size difference, the results are much different! The dinosaur can't help but cause damage, while the puppy elicits praise for his performance. So, to make his dinosaur friend happy, Danny, the puppy, and the dinosaur have a museum sleepover.

## DISCUSSION QUESTIONS:

1. Where does the dinosaur find Danny and his new puppy? What are they doing when the dinosaur joins them?
2. How does the dinosaur's size affect his ability to mimic the tricks Danny's new puppy can do?
3. What is Danny's reaction to the dinosaur when he performs the tricks? How does the dinosaur respond to Danny and the puppy?
4. Why do Danny and the puppy spend the night with the dinosaur in the museum?

*Correlates to Common Core Standards (CCSS) Speaking and Listening: SL.K.1, SL.1.1, and SL.2.1; SL.K.2, SL.1.2, and SL.2.2; SL.K.3, SL.1.3, and SL.2.3. Reading Literature: RL.K.1, RL.1.1, and RL.2.1; RL.K.6, RL.1.6, and RL.2.6*

## EXTENSION ACTIVITIES:

**Dinosaur Look-Alike:** Ask students to look at pictures of dinosaurs and, based on his physical appearance, identify the type of dinosaur that Danny's friend most closely resembles. After students identify a dinosaur similar to Danny's friend, ask them to make a list of the common characteristics and draw a picture of the real dinosaur. Display the pictures in the classroom.

*Correlates to Common Core Standards (CCSS) Language: L.K.1, L.1.1, and L.2.1; L.K.2, L.1.2, and L.2.2. Writing: W.K.2, W.1.2, and W.2.2; W.K.7, W.1.7, and W.2.7.*

**Friends Come in All Sizes:** Danny and his animal friends could not be any more different in size, but they still enjoy playing and spending time with each other. Have students brainstorm what is important in a friendship. Then ask students to write a paragraph explaining the reason size doesn't matter in a friendship and to include in their writing what really is important in every friendship. Have students read their paragraphs to the class.

*Correlates to Common Core Standards (CCSS) Language: L.K.1, L.1.1, and L.2.1; L.K.2, L.1.2, and L.2.2. Writing: W.K.2, W.1.2, and W.2.2.*

**Real vs. Make-Believe:** Some parts of *Danny and the Dinosaur and the New Puppy* could actually happen while others could not. Working with a partner, students should make a chart with two columns on a sheet of paper. The heading of the first column should be "Real," and the heading of the other column should be "Make Believe." Have students write or draw elements of the story that apply in each column. Then discuss with students the difference between fiction and nonfiction.

*Correlates to Common Core Standards (CCSS) Language: L.K.1, L.1.1, and L.2.1; L.K.2, L.1.2, and L.2.2; Reading Literature: RL.K.1, RL.1.1, and RL.2.1*

### Reaction to Danny and His Dinosaur Friend:

Ask students to write their reaction or give their opinion of the book *Danny and the Dinosaur and the New Puppy*. Students should explain their opinion using ideas and information from the book. For example, "I like the part when Danny . . ." or "I didn't like it when the dinosaur . . ." Ask students to share their reaction papers with another student.

*Correlates to Common Core Standards (CCSS) Language: L.K.1, L.1.1, and L.2.1; L.K.2, L.1.2, and L.2.2. Writing: W.K.1, W.1.1, and W.2.1; Reading Literature: RL.K.1, RL.1.1, and RL.2.1.*

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