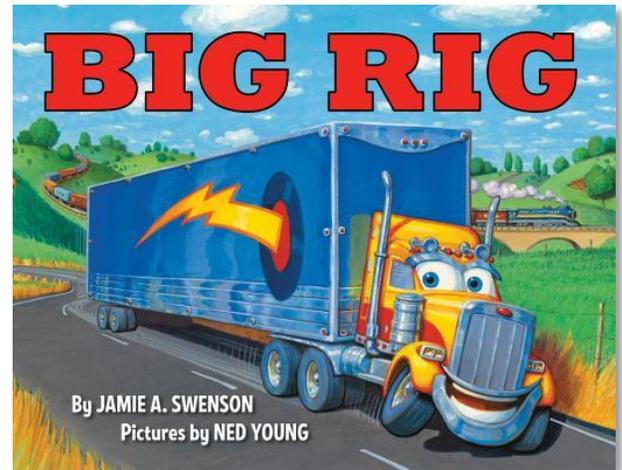


A Common Core State Standards
Aligned Discussion & Activity
Guide for

BIG RIG



Grades: K-2 ISBN: 978-1-4231-6330-5

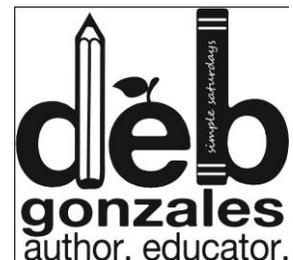
Written by Jamie A Swenson

Illustrated by Ned Young

Published by Disney – Hyperion Books

URRRNNNT-URRRNNNT! Make way for this eighteen-wheeler: a big rig every kid will want to meet. Frankie's got a job to do – jump in, you can come too!

Guide Created by Debbie Gonzales



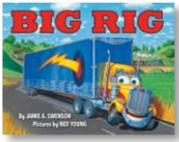


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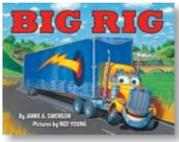
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Let's Take a Book Walk – Pre-Reading Questions

Observe the front cover:

- Invite the children to describe the images in the foreground and the background.
- Ask if the children are familiar with trucks like the one featured on the front cover. If so, tell about one that they have seen.
- Tell the children to describe the setting. Where is the truck?
- Read the title. Define the term 'big rig.' Explain what trucks like this one do.

Observe the back cover.

- Identify the images depicted. Define the setting.
- Predict the connection of the country scene and the illustration depicted on the front cover.
- Predict what this story will be about.

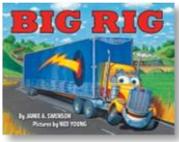
Meet the author –Jamie Swenson!

- Tell what you know about authors. Explain how authors tell stories.
- List the tools authors use to tell stories.
- Ms. Swenson works in a library. Tell what you know about librarians.
- Tell of ways that working in a library would benefit an author.
- To learn more about Ms. Swenson access her website at www.jamieaswenson.com.

Meet the illustrator – Ned Young!

- Consider the illustrations on the front and back covers of the book *Big Rig*. Explain how the two illustrations tell a story.
- Explain how pictures can tell stories.
- Tell what you know about illustrators.
- List the tools illustrators use to tell stories.
- Mr. Young is both the author and illustrator for a book series. Discuss how one person could tell stories in two difference ways.
- To learn more about Mr. Young access his website at www.nedyoung.blogspot.com.





Post-Reading Discussion Questions



Discuss the where the story takes place.

- Study the opening spread. Identify the setting. Tell where Frankie's road trip begins.
- Observe the spread depicting a family of turtles crossing the road. Identify the setting in which this scene takes place.
- Discuss Frankie's final destination. Describe the setting there.
- Recall the three primary settings Frankie traveled through in sequence.



Discuss Frankie the semi-truck.

- Describe Frankie's personality. Define his character.
- List the things you learned about semi-trucks.
- Define the terms cargo, hammer, Christmas tree, flip flop, and any others of interest.
- Consider the phrase 'Keep the shiny side up and the rubber side down.'
 - Identify the shiny side of the semi-truck.
 - Locate the rubber side.
 - Explain the meaning behind the phrase.



Consider the plot. Examine the events that occurred in the story.

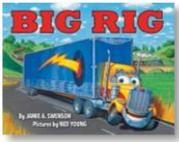
- Frankie states that he has a 'big job to do.' Explain what that job is.
- Observe the spread in which cargo is being loaded in Frankie trailer. Notice the illustrations on the boxes. Tell the story behind this illustration.
- Explain the term 'blowout.' Tell the story of Frankie's blowout.
- Define the term 'the Magic Mile.'
- Describe Frankie's final destination.
- Did Frankie complete the 'big job' he had to accomplish? Explain your answer.



Analyze the story's conclusion.

- Recall moments in the story when Frankie demonstrated courage. Tell of a time that he was very brave.
- Identify scenes during which Frankie demonstrated friendliness, kindness, and consideration.
- Evaluate *Big Rig*. Express your opinion about the story. Support your opinion by citing examples of events that occurred in the story.





Parts of a Big Rig

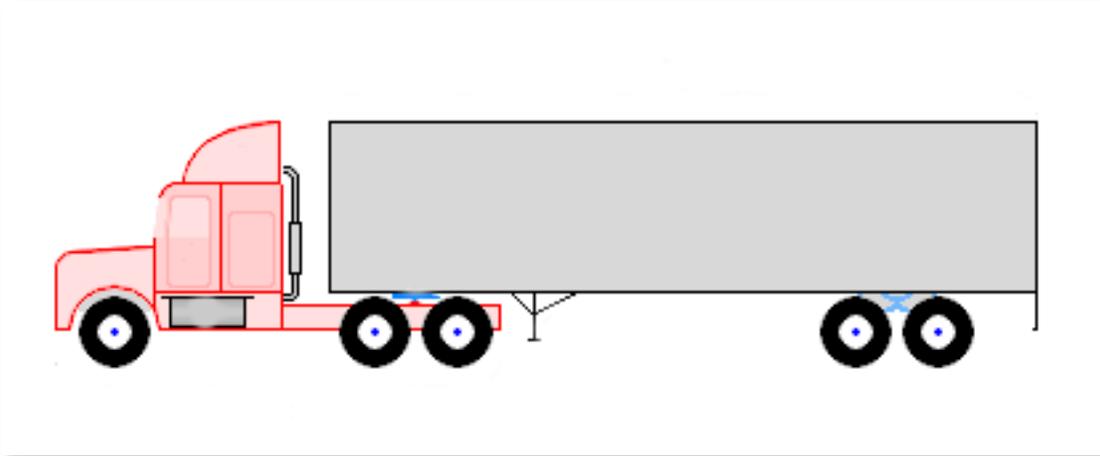
Objective: To practice letter recognition and word analysis skills in decoding words.

Materials:

- Parts of a Big Rig Puzzle (Guide, pg. 6)
- Parts of a Big Rig Puzzle Answer Sheet (Guide, pg. 7)
- Pencil

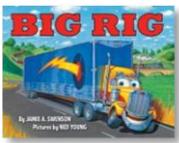
Procedure:

- Print the Parts of a Big Rig Puzzle.
- Review the puzzle's labeled graphic. Read the words and identify the various parts of the semi-truck.
- In the puzzle, fill in the blanks with the words labeled above.
- Note that not all of the labeled words are included in the puzzle.
- Once the puzzle is completed, verify work using the Big Rig Puzzle Answer Sheet.

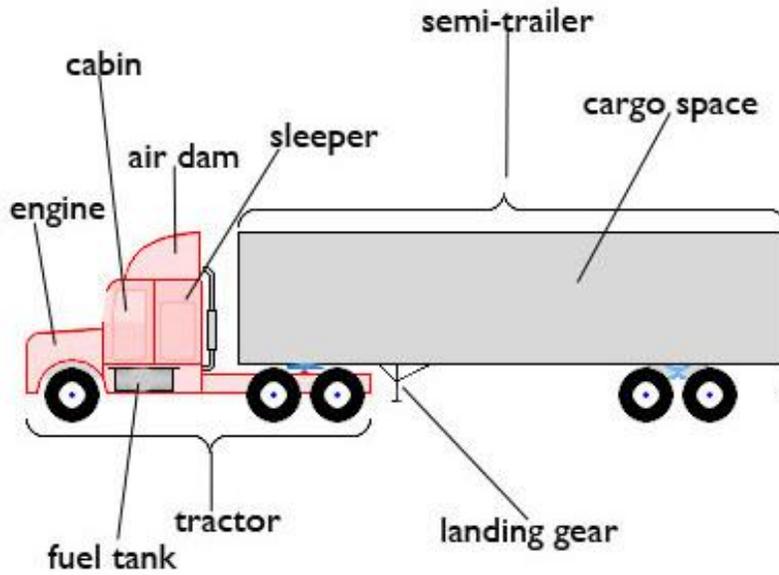


Reference: "18-wheeler." - Wiktionary. Web. 9 Jan. 2015. <<http://en.wiktionary.org/wiki/18-wheeler>>.

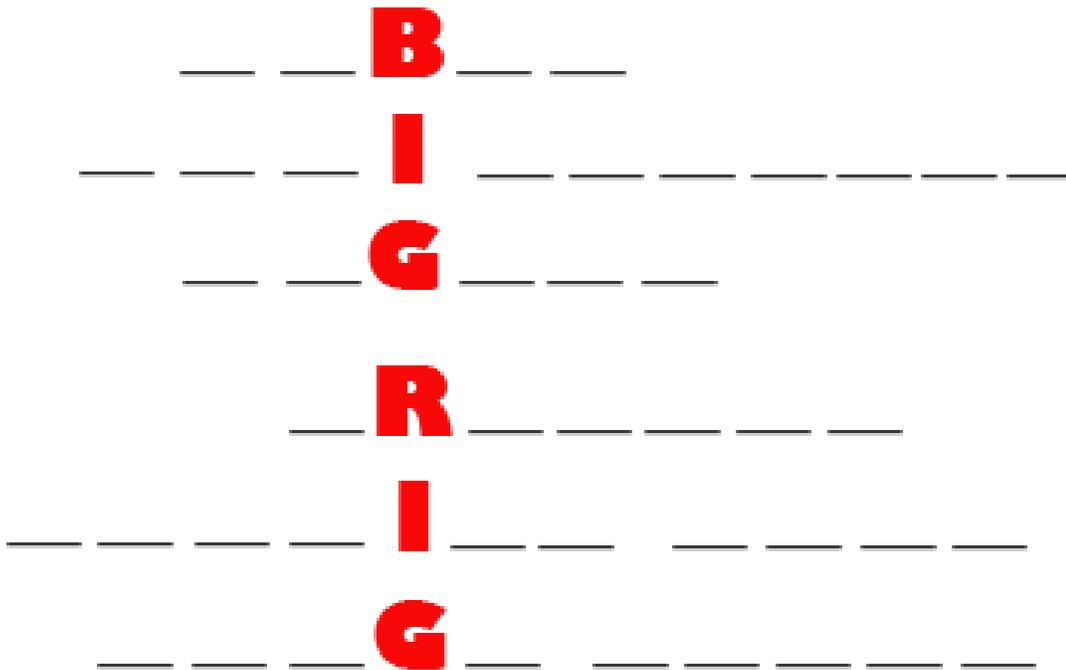


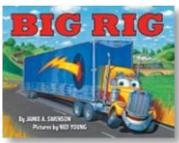


Parts of a Big Rig Word Puzzle

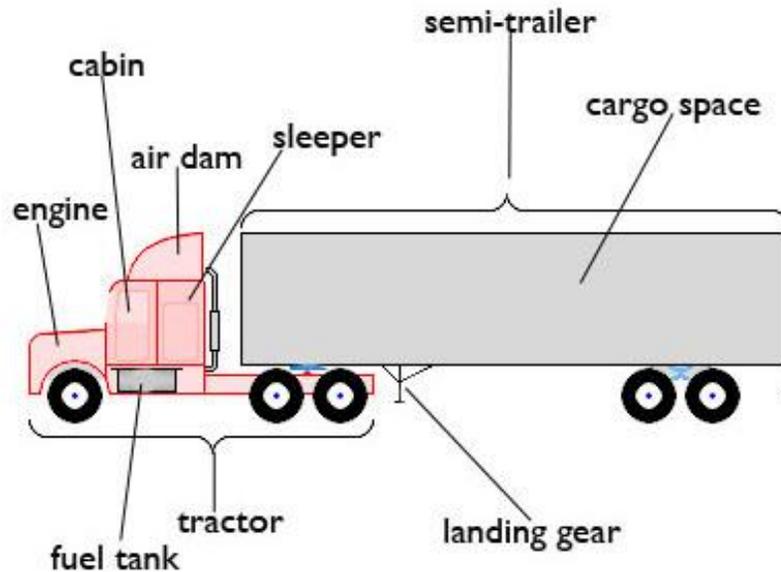


Complete the puzzle below by filling in the blanks using the labels above as clues.





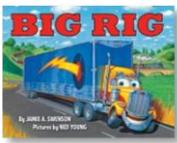
Parts of a Big Rig Puzzle Answer Sheet



Complete the puzzle below by filling in the blanks using the labels above as clues.

c a **B** i n
s e m **I** t r a i l e r
e n **G** i n e
t **R** a c t o r
l a n d **I** n g g e a r
c a r **G** o s p a c e



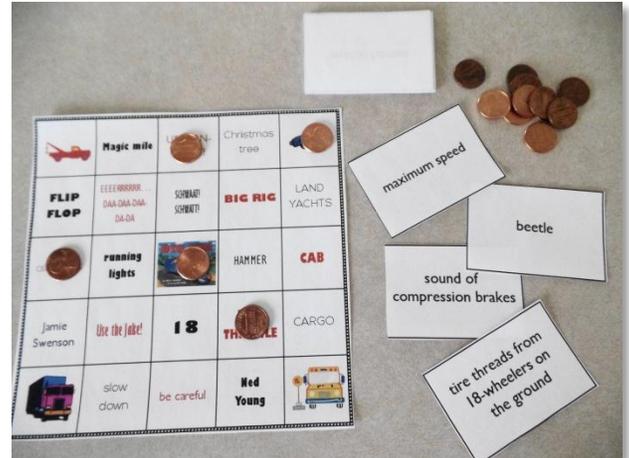


Big Rig Bingo

Objective: To describe characters, settings, and major events in a story in a game-like manner.

Materials:

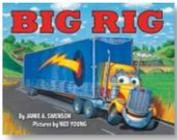
- *Big Rig* the book
- Cardstock
- Scissors
- Big Rig Bingo Board (Guide, pg. 9)
- Big Rig Game Cards (Guide, pg. 10-12)
- Big Rig Bingo Answer Sheet (Guide, pg. 13)
- 25 game pieces (pennies, buttons, beans, etc.) per player



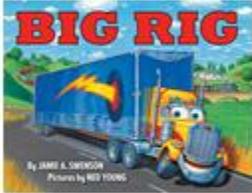
Procedure:

- Depending on how many players will be competing, print 2 to 4 Big Rig Bingo Boards on cardstock.
- Print double copies of Big Rig Game Cards.
- Use scissors to trim around the borders of the game board and the cards.
- To play the game, mix up game cards and stack them, face down.
- Each player manages their own game board and collection of game pieces. Players are also free to refer to *Big Rig* for plot or character clarification.
- A player begins by choosing a card from the top of the stack. If the card matches a space on their board, they may mark the match with a game piece.
- Return card face down near original stack.
- Note that the center space on the game board featuring a graphic if the book cover is a free space.
- As the game continues, a player loses a turn if they choose a card that has already been covered on their board.
- The winner has either blocked out 5 spaces in a row or covered all of the spaces, depending how the players decide they'd like to play.
- Definitions and description can be verified using the Big Rig Bingo Board Bingo Answer Sheet.

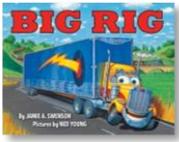




Big Rig Bingo Game Board

	Magic mile	URRRRN- NNNT!	Christmas tree	
FLIP FLOP	EEEEERRRRR... DAA-DAA-DAA- DA-DA	SCHWAAT! SCHWATT!	BIG RIG	LAND YACHTS
alligators	running lights		HAMMER	CAB
Jamie Swenson	Use the Jake!	18	FULL THROTTLE	CARGO
	slow down	be careful	Ned Young	





Big Rig Bingo Cards

hit the brakes

sound of the horn

tow truck

back off
the hammer

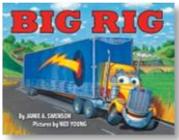
sound of
windshield wipers

kiddie car

spots, brake lights,
cab lights, head
lights, signal lights

Illustrator





final mile of
any trip

motor homes

Author

brakes

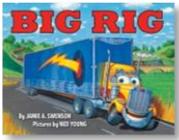
maximum speed

return trip

sound of
compression brakes

semi with lots
of lights





number of wheels
on a semi-truck

tire threads from
18-wheelers on
the ground

Keep the shiny side
up and the
rubber side down.

beetle

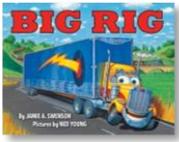
Big Rig

place where the
truck driver sits

freight carried
by trucks

name for a
semi-truck

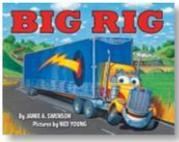




Big Rig Bingo Matches

Bingo Game Board	Game Card Clues
	<i>tow truck</i>
	<i>Big Rig</i>
	<i>beetle</i>
	<i>kiddie car</i>
18	<i>number of wheels on a semi-truck</i>
alligators	<i>tire threads from 18-wheelers on the ground</i>
be careful	<i>Keep the shiny side up and the rubber side down.</i>
BIG RIG	<i>name for a semi-truck</i>
CAB	<i>place where the truck driver sits</i>
CARGO	<i>freight carried by trucks</i>
Christmas tree	<i>semi with lots of lights</i>
EEEEERRRRR...DAA-DAA-DAA-DA-DA	<i>sound of compression brakes</i>
FLIP FLOP	<i>return trip</i>
Full Throttle	<i>maximum speed</i>
HAMMER	<i>brakes</i>
Jamie Swenson	<i>Author</i>
LAND YACHTS	<i>motor homes</i>
Magic Mile	<i>final mile of any trip</i>
Ned Young	<i>Illustrator</i>
running lights	<i>spots, brake lights, cab lights, head lights, signal lights</i>
SCHWATT! SCHWATT!	<i>sound of windshield wipers</i>
slow down	<i>back off the hammer</i>
URRRRNNNT!	<i>sound of the horn</i>
Use the Jake!	<i>hit the brakes</i>





Let's Roll! – A Big Rig Magic Mile Poem

Objective: To participate in a group project developing a deeper understanding of the roles of an author and illustrator through crafting a walking poem inspired by the text and illustrations presented in *Big Rig*.

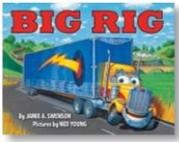
Materials:

- *Big Rig* the book
- Word Cards (Guide, pg. 15-16)
- Scissors
- Big Rig Magic Mile Poem template (Guide, pg. 17)
- Markers
- Pencil

Procedure:

- Print Word Cards on cardstock. Print several copies of the blank cards (Guide, pg. 16). A few cards have been preprinted for reference. These cards can be included as options to be used in the Let's Roll! – A Big Rig Magic Mile Poem.
- Use scissors to trim around the borders of the Word Cards.
- Read through *Big Rig* making note of Frankie's physical traits. Encourage the children to describe Frankie. Tell how he looks, acts, and feels.
- Brainstorm other names for big rig trucks.
- Discuss semi-trucks that the children have seen. Encourage them to describe those trucks and the feelings they generated.
- Instruct the children to write their descriptive words on the blank cards. Work to generate 20 to 25 words. Lists of parts and/or imaginative, fantastical descriptive words are acceptable.
- Gather cards.
- Spread Word Cards out on the classroom floor, allowing for room to walk around them.
- Instruct the children to walk among the cards – The Magic Mile – and chose five of their favorites.
- Using the Let's Roll! – Big Rig Magic Mile Poem template, instruct children to write the name their own imaginary big rig truck on the first line.
- Instruct children to arrange their five words in an order that pleases them. Write the words in order on the Let's Roll! – Big Rig Magic Mile Poem template under their truck's name.
- Instruct children to sign their name on the line designated on the Let's Roll! – Big Rig Magic Mile Poem template.
- Illustrate their poem.
- Share poem and illustration with the group.





Word Cards

yellow

noisy

happy

slow

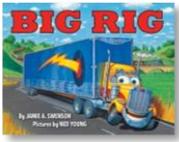
fast

blue

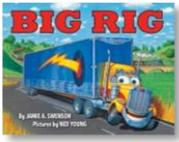
hammer

cargo







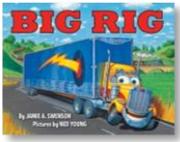


Let's Roll! – A Big Rig Magic Mile Poem

Name of my truck

Name of Author



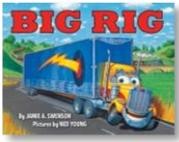


Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature

		Pre-reading Discussion	Post-Reading Discussion	Parts of a Big Rig	Big Rig Bingo	Let's Roll! Poem
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	x	x		x	x
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	x	x			
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	x			x	
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	x	x			
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	x	x	x	x	x
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	x	x			
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		x			
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	x	x		x	
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events	x	x			
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	x	x	x	x	x
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	x	x			
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		x		x	

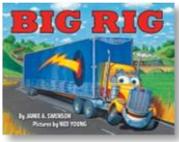




English Language Arts Standards » Reading: Foundational Skills

		Pre-reading Discussion	Post-Reading Discussion	Parts of a Big Rig	Big Rig Bingo	Let's Roll! Poem
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.			x	x	x
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			x	x	x
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			x	x	x
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.			x	x	x
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.			x	x	x
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			x	x	x
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			x	x	x
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.			x	x	x
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			x	x	x
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			x	x	x





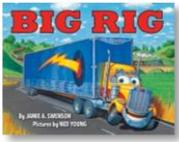
English Language Arts Standards » Writing

		Pre-reading Discussion	Post-Reading Discussion	Parts of a Big Rig	Big Rig Bingo	Let's Roll! Poem
CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.					x
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.					x
CCSS.ELA-Literacy.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).					x
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.					x

English Language Arts Standards » Speaking & Listening

CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	x	x			x
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	x	x			
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	x	x	x	x	x
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	x	x			
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.					x
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	x	x	x	x	x





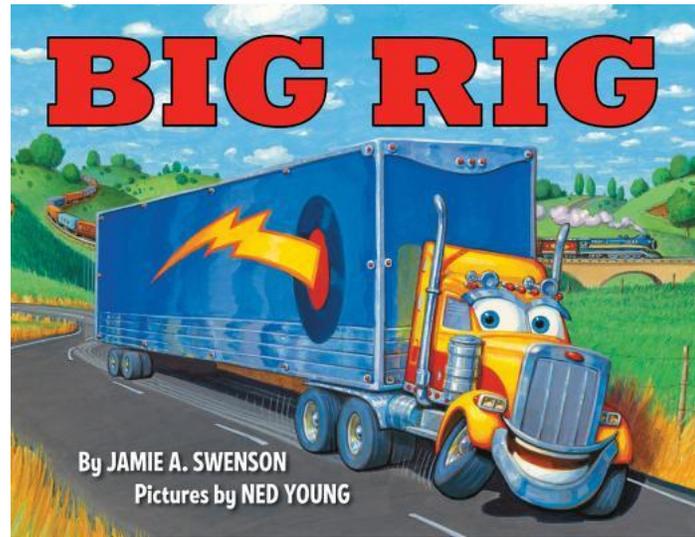
English Language Arts Standards » Speaking & Listening (cont.)

		Pre-reading Discussion	Post-Reading Discussion	Parts of a Big Rig	Big Rig Bingo	Let's Roll! Poem
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	x	x	x	x	x
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	x	x			
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	x	x			
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.					x
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	x	x	x	x	x
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	x	x			





Acknowledgments



Written by Jamie A. Swenson

www.jamieaswenson.com

Illustrated by Ned Young

www.nedyoung.com

Guide Created by Debbie Gonzales

www.debbiegonzales.com

