

## Teacher Resource Guide

*Dinosaur Hideout*  
by **Judith Silverthorne**  
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**Teacher Resource Guide**  
**for Grades 4 - 6**  
by **Paula Jane Remlinger**  
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### About the Author: Judith Silverthorne



Judith Silverthorne is a multiple-award winning Canadian author of more than a dozen books, many of which are children's novels, with one translated into Japanese, plus two adult non-fiction biographies. Her first picture book published in 2015 is an international award winner. *Convictions* is her first Young Adult novel.

The love of nature, people and history inspire Judith Silverthorne's writing and help shape many of her books. Saskatchewan-based, she travels the world acquiring knowledge of cultures and societies, exploring mysteries, experiencing significant events, and the everyday lives of people, which she weaves into her numerous stories.

As a freelance writer and journalist, she has written several hundred articles and columns for newspapers and magazines. Among other writing professions, she has also worked as an editor, researcher, manuscript evaluator, scriptwriter, television documentary producer and arts administrator. In addition Judith teaches writing classes, and has presented hundreds of readings and writing workshops at libraries, schools and other educational institutions, and given presentations at conferences. For more information about Judith, visit her website: [www.judithsilverthorne.ca](http://www.judithsilverthorne.ca).

**Paula Jane Remlinger**, writer of the Teacher Resource Guide, is a writer and educator. She holds a B.A. Hons (English), B.Ed., M.A. (English), and M.F.A. (Creative Writing). She is experienced in working with youth, adults, and ESL/EAL students.

### **A Message from the Author: Why I wrote *Dinosaur Hideout***

I am fascinated by dinosaurs, the research, the discoveries, and imagining what the earth must have been like 65 million years ago when these astonishing, huge creatures existed. But it was my son's love of them that first inspired me to write about them. When he was a youngster, the books available about dinosaurs were all non-fiction, except for one or two. While they gave plenty of amazing facts, the story element was missing.

In 1994, I had the privilege of being at the excavation site for Scotty, the T-Rex located along the Frenchman River Valley near Eastend, Saskatchewan. Seeing the gargantuan bones of the most complete fossil find in Canada electrified my imagination. Further research and visits also to other dig sites helped inspire me to write fiction stories for children that would take them into an extinct world and stimulate their imaginations. Not only was I telling a story about creatures that were far larger than any today, but I felt great satisfaction in portraying these sometimes fierce carnivores and at other times gentle giants in a way that made them more real and gave a more complete picture of the Cretaceous period. I was also able to weave known facts about their world to make my descriptions more realistic with the help of paleontologists, particularly the folks from the Royal Saskatchewan Museum at the T. Rex Discovery Centre location, Tim Tokaryk and Wes Long.

After writing *Dinosaur Hideout*, I became so captivated about how I imagined life might have been like so long ago that I wrote the series of four books, the last three of which have my hero, Daniel, travelling back in time. I am still fascinated and have a keen interest in learning about dinosaurs and other prehistoric creatures.

Judith Silverthorne

## Introduction

Daniel Bringham is convinced there are valuable fossils on his family's land. When it looks as though his parents might have to sell the farm, Daniel is more determined than ever to make a dinosaur find that will bring prosperity to his family and the community.

## Organization

Within this guide you will find a variety of activities intended to help readers appreciate and understand the novel, *Dinosaur Hideout*. We encourage teachers to choose those activities, questions, and exercises that are best suited for his or her particular classroom and students. Many activities can easily be adapted or modified, and teachers should feel free to adjust material as necessary. All material is reproducible for personal classroom use, personal reference, and student use. Please do not publish or post this material elsewhere without permission from the author.

As pre-reading material, this guide contains a short biography of the author, Judith Silverthorne, as well as a section on why she wrote the novel. This is followed by a brief summary of the novel (Introduction) and some guidelines for finding information within the guide (Organization).

Furthermore, expectations of the Saskatchewan Curriculum are reviewed so teachers can easily incorporate the necessary outcomes and indicators required for their grade levels. As always, the most up-to-date Saskatchewan Curriculum information is available at:  
<https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp>

Each chapter is given its own section, complete with a short summary, pre-reading activities, questions for discussion, and general activities. Where worksheets are suggested, you will find the appropriate worksheet at the end of the guide.

## Saskatchewan Curriculum Connections

### Social Studies

- Describe the origins of the cultural diversity in Saskatchewan communities (Grade 4)
- Analyze the evolution of Canada as a multicultural nation (Grade 5)
- Evaluate and represent personal beliefs and values by determining how culture and place influence them (Grade 6)

### English Language Arts, Aims and Goals

The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

The K-12 Goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

**Comprehend and Respond (CR).** Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level appropriate texts in a variety of forms (oral, print, and other texts) from First Nations/Métis and other cultures for a variety of purposes including for learning, interest, and enjoyment.

**Compose and Create (CC).** Students will develop their abilities to speak, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

**Assess and Reflect (AR).** Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

*- taken from the Saskatchewan Curriculum, English Language Arts, January 2016*

The variety of options included in this guide is designed to help teachers meet the outcomes and indicators. Detailed lists of Outcomes and Indicators for each grade level are available at the online Saskatchewan Curriculum website: <https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp>

## Chapter 1

### Summary

Daniel Bringham, who lives on his family's farm, sneaks out of his house early in the morning to go to his secret hideout with his dog Dactyl. The family is struggling financially, and Daniel secretly hopes that he can help his family out by making a great discovery of dinosaur fossils in the area. It would also prove to the kids at school that he's not crazy. Daniel goes to his secret hideout—an abandoned cave lodged at the bases of two hills—and goes through his rock finds looking for evidence of dinosaurs. He finds part of a receptaculite and imagines what life must have been like 14 billion years ago. Unexpectedly, his hideout is discovered by his neighbour, Mr. Pederson, the local hermit, and his dog Bear. Daniel realizes that he and Mr. Pederson share an interest in fossils and then Mr. Pederson has a coughing fit and tells Daniel to make sure he stays off his land. Daniel runs back to the farm, but is already too late to finish his chores before school.

### Before Reading

- Use the form "What Predictions Can You Make?" to make predictions about the content of the book based on the title and cover.
- Share the information from the About the Author section. If possible, make arrangements to have the author visit your school.
- Provide students with a New Vocabulary sheet to collect and define unfamiliar vocabulary words.
- Explain or review the parts of a novel including rising action, climax, and falling action.

### Questions

- The dog's name is Dactyl. Why is his name significant?
- Name and describe the geographical features mentioned in this chapter.
- What is Daniel's great discovery? What does it mean?
- Write a paragraph describing Daniel's secret hideout.
- Why is Daniel afraid of Mr. Pederson at first?
- What is Daniel's relationship like with the other members of his family?



## Activities

- Character Profiles – Create a page or poster for each character. As characteristics are learned, have students add to each character profile.
- Secret Hideout – Imagine you have a secret hideout. Draw it. What would you do there?
- Discovery – Have you ever discovered something like Daniel has? How did it feel? Write about the experience, or imagine how it would feel to discover something important.
- Setting the Scene – The author spends a lot of time in Chapter 1 describing the setting. Choose a setting and write a paragraph to describe it in as much detail as possible.
- Vocabulary Review – In groups, ask students to create a game to help remember vocabulary words for each chapter. Try out each game when reviewing chapter vocabulary.

## Chapter 2

### Summary

Daniel returns to the farm and whips through his chores, finishing what he can before the school bus arrives. On the bus, he meets up with his best friend, Jed Lindstrom, and the bully, Brett Mortin, who tries to convince Daniel that old Mr. Pederson is dangerous. The boys tell stories of Mr. Pederson cutting up bones on his kitchen table and try to scare Daniel. They tell him Mrs. Pederson died mysteriously and that her body is buried on the property, marked by a white wooden cross. Daniel's day doesn't get better as he forgets his lunch and his math homework, and doesn't get a chance to talk to Jed all day. When he returns home, he still has his chores to do from the morning, and his father is unhappy with him. He wants Daniel to focus his attention on the farm rather than on chasing after dinosaur bones.

### Before Reading

- Review where chapter one ended. What do you think will happen next?
- Know-Want-Learn – Find out how much students know about dinosaurs, what they want to know, and at the end of the book, review what they have learned.
- Discuss with students: Have you ever heard scary stories about someone in the community or in your neighbourhood? Were the stories true? What was the purpose of such stories?
- Discuss with students: Have you ever known you were going to get in trouble for something? How did you feel? What did you do?

### Questions

- What are Daniel's responsibilities on the farm?
- What are the good and bad points of having such responsibilities?
- Describe Daniel's bad day. What things go wrong?
- What information does Daniel learn about Mr. Pederson from the boys on the bus?
- Why hasn't Daniel told anyone about his secret hideout?
- What do Daniel and his dad argue about?

### Activities

- Best Friends - Jed and Daniel are best friends, but they are very different. On the form "Best Friends" keep track of how the boys are the same and how they are different. Note the page number when you find evidence from the story.

- Father and Son - Mr. Bringham and Daniel also have very different ideas about what's important. On the form "Father and Son" keep track of how the two characters are the same and how they are different. Note the page number when you find evidence from the story.
- The Real Mr. Pederson – Divide the class in two. Have half write a newspaper article describing what factual information you know about Mr. Pederson from Daniel's meeting with him. Have the other half write an article that includes the sensational information provided by the boys. Which one is more interesting? Why? What does this say about telling the truth?

## Chapter 3

### Summary

Daniel is about to share his discovery of the receptaculite with Jed when Jed tells him that an oil company is looking into buying land in the area, and plans to talk to both of their parents.

Daniel's sure Jed must be wrong; his father would never sell the farm. Wade, a bigger boy, says it will mean more money for everyone, but Daniel is only concerned about what it will mean for his hunt for dinosaurs. Jed mentions they might get rid of Mr. Pederson if the oil company buys his land, and Daniel tells Jed about their confrontation.

Daniel and his dad also have a conversation about Mr. Pederson, where Daniel learns that Mrs. Pederson had a mysterious illness, as if something was poisoning her system slowly. She died about 4 or 5 years ago. Daniel's dad warns him to stay away from the Pederson place, and then confirms that he is planning to meet with the oil company, but only to hear what they have to say. Nothing has been decided. Daniel again dreams of what life was like in the time of the dinosaurs.

### Before Reading

- Have you ever been warned to stay away from someone or something? What happened?
- Imagine life during the time of the dinosaurs. Can you describe or draw what the world looked like then. You may have to do some research to be accurate.
- How important is your home to you? Have you ever had to move? What was the experience like? Can you understand how Daniel feels?

### Questions

- Why doesn't Daniel tell Jed about his discovery right away?
- What important information does Jed give to Daniel?
- How does Daniel react to the information?
- What does the news mean for Daniel and his family?
- What is Daniel most worried about?

### Activities

- Where You Live - Draw a picture of where you live. Describe what makes it important to you.

- Venn Diagram - Daniel and his parents have different concerns, but some of them are the same. Use the Venn Diagram form to identify what concerns Daniel and his parents have, and where their concerns overlap.
- Dreams – With a partner, describe a dream you've had. Can you make any guesses about what the dream might mean? What do you think Daniel's dreams mean?

## Chapter 4

### Summary

Daniel finds out his parents are seriously considering the oil company's offer. He and his dad argue about the damage it might do to the land, and Daniel again brings forward his belief that there are important geological finds yet to be discovered on their land. His parents say they'll go over things with him, but the decision is theirs. Daniel leaves the house angry and discouraged.

He drives the Ski-Doo towards his secret hideout, but then veers away and drives towards the edges of the property, towards Pederson's land. He decides to take a peek to see if he can see in Mr. Pederson's house and gets caught by Mr. Pederson. Daniel tells him about the oil company and convinces Mr. Pederson that his interest in dinosaurs is genuine. Mr. Pederson shows Daniel the bones he's collected, and the dinosaur he's been digging up. It might be an *Edmontosaurus*! But he isn't ready for anyone else to know about his discovery so he swears Daniel to secrecy. Daniel heads home, expecting a confrontation with his dad.

### Before Reading

- Are students concerned about environmental issues? If so, what issues are important to them? Follow up with activities to focus on some of these issues, as well as oil sands drilling.
- Have you ever been excluded from important discussions because you're a young person? How does that feel? Is it right?
- Have you ever been asked to keep a secret? What happened?

### Questions

- What situation is facing the Bringham family?
- Why is Daniel angry about not being included in the decision-making?
- What promises has the oil company made?
- Daniel tells his father that he doesn't understand. What information does Daniel have that his father doesn't?
- Describe Daniel's relationship with his mother.
- What does Daniel discover at Mr. Pederson's place?
- How does Daniel persuade Mr. Pederson to share his information with him?
- When Daniel leaves Mr. Pederson's place, how has their relationship changed?

## Activities

- Making Assumptions – We often make assumptions about people we don't know based on their age, race, culture, appearance, religion, etc. Ask students to write down their assumptions about certain types of people. Be prepared for a discussion about stereotypes and prejudice.
- Promises – Research the issue of the oil sands in Alberta and what both sides are saying. Organize a debate on the issue.
- Research Report – Ask students to select a geological era (Cretaceous, Jurassic, etc.) or a particular dinosaur, and present their research to the class. More advanced students could perhaps look at theories of why the dinosaurs became extinct.

## Chapter 5

### Summary

Jed and Daniel discuss how their parents are considering the oil company's offer to lease their land. Jed admits that this might mean he and his family will have to move to Calgary. When Daniel arrives home from school, an oil company truck is just leaving. He angrily confronts his dad and tries to convince him that the land has to be preserved for scientific research. He wishes he could tell his dad what he knows about Mr. Pederson's dinosaur find, but he promised the old man he wouldn't tell, and he sticks to his promise.

Daniel's dad has a meeting at the bank to learn what the family's options are, but he doesn't discuss the results with the family. Daniel decides to go back to Mr. Pederson's and takes the snowmobile over there. When he arrives, Mr. Pederson has collapsed from overextending himself on the dig site. Daniel is excited to learn that Mr. Pederson has found not only a nest site, but a whole baby Edmontosaurus. Mr. Pederson's health continues to be of concern, but he convinces Daniel that he'll be fine, and Daniel returns home, still unable to share the news of the discovery with anyone.

### Before Reading

- In a journal article, ask students to write about what it's like when a good friend moves away, or if they've never experienced that, ask them to imagine how they would feel in that situation.
- Introduce students to the Edmontosaurus. The Royal Tyrrell Museum has numerous resources available including a Virtual Tour Teacher Resource Guide: [http://www.tyrrellmuseum.com/media/RTMVirtual\\_Visit\\_Teacher\\_Guide.pdf](http://www.tyrrellmuseum.com/media/RTMVirtual_Visit_Teacher_Guide.pdf)
- Have you ever helped out a neighbour who was sick or elderly? What was that experience like?

### Questions

- What information does Daniel learn from Jed?
- Why is Daniel concerned about the oil company leasing the land?
- Does Daniel reveal Mr. Pederson's secret? Why or why not?
- Is Daniel understanding of his parents' position? Explain.
- Daniel tries to pretend that the trip to town is the same as any other day. What's different about this trip to town?
- Why is Daniel's dad meeting with the bank?
- Why does Daniel go back to Mr. Pederson's house?



- What has happened to Mr. Pederson?

**Activities**

- Proof – Daniel's dad says he would need proof before he could believe Daniel. If you had to present evidence to Daniel's dad, what would you show him and why?
- Health Test – Mr. Pederson has angina. Review with students what to do in emergency situations – heart attack, someone not breathing, someone injured or bleeding, etc.
- Secret Keepers – Give each student a piece of information and ask them not to share it with anyone. In the next class, ask students how difficult it was to keep that secret. Were they able to? Or did they tell someone else? What were the consequences?

## Chapter 6

### Summary

Daniel overhears his parents talking about possibly selling the farm. He learns more about his parents' financial difficulties and faces the fact that they might have to leave the farm. He considers what he loves about the farm and what activities he'll no longer be able to do if they leave. When he sleeps, he has bad dreams about dinosaurs chasing him, and then another dream where white crosses turn into baby dinosaurs. He figures out that the white cross on Mr. Pederson's land is probably to mark another excavation site, not the grave of Mrs. Pederson.

Daniel decides to take a closer look next time he's there. He also needs to figure out a way to make Mr. Pederson speak up, as well as convincing his parents the importance of staying on the farm.

### Before Reading

- What do you love about where you live? Make a poster advertising the best aspects of where you live. Put them up around the classroom.
- Have you ever had bad dreams or nightmares? In your journal, write about the experience and how you felt when you woke up.
- Have you ever tried to convince someone to do something they don't want to do? What techniques did you use?

### Questions

- What do you know about the Edmontosaurus after reading this chapter?
- Why is Mr. Pederson's discovery so important?
- What happened at the bank?
- What suggestions does Daniel make about the family's financial situation?
- What good things does Daniel think about when he thinks about living on the farm?
- Why is Daniel having nightmares?
- What is the significance of the white cross in Mr. Pederson's yard?

### Activities

- Persuasion – Teach students the steps of writing an argumentative paragraph. Choose a topic and have each student write a paragraph arguing for or against that topic. If you

need help, try this online resource:

[http://www.kau.edu.sa/Files/0056665/Files/60155\\_How%20to%20write%20an%20argumentative%20or%20opinion%20paragraph.pdf](http://www.kau.edu.sa/Files/0056665/Files/60155_How%20to%20write%20an%20argumentative%20or%20opinion%20paragraph.pdf)

- Dream Poem - Write a poem about a dream or nightmare you've had. Try to use some of the new vocabulary you've learned during the novel study. Choose interesting and evocative language.
- Gratitude – If you have to move away from home, what would you miss the most? Write a letter to your parents or guardians thanking them for the things you like about where you live.

## Chapter 7

### Summary

Daniel does his chores and considers if Pederson's discovery could be as important as the tyrannosaurus rex discovery at Eastend, SK. His plans to see Mr. Pederson are interrupted by Jed, who comes over and the two boys go riding on Pepper and Gypsy. Daniel takes Jed to see his secret hideout and is again challenged to keep the secret of Mr. Pederson's discovery.

Daniel asks his mom about angina, and decides to check on Mr. Pederson as soon as possible. He spends a pleasant evening with his family and considers how devastating it will be if they have to move away. His sleep is restless and only when he considers pleasant memories of the farm is he able to rest.

### Before Reading

- Introduce the students to the tyrannosaurus rex discovery that took place at Eastend, Saskatchewan. Finding out more about it could be a computer activity, a research assignment, or even a potential class trip. See if there's a virtual tour available.
- Is there an area close by where students could go to look for fossils? Contact a geologist or paleontologist and find out what to look for when hunting for fossils.
- What is the best memory you have of spending time with your family? Share that memory with a partner, then write about it in your journal.
- Do you know your grandparents? What is your relationship with them? What do you know about them?

### Questions

- Why does Daniel feel conflicted?
- What does Daniel show Jed?
- Why does Daniel insist that Jed keep the hideout a secret?
- Does Jed have a history of keeping secrets?
- What information does Daniel learn about Mr. Pederson's condition?

### Activities

- Egg Hunt - Bring a dinosaur "egg" to class and hide it somewhere. Ask students to try to find the egg by asking only questions that can be answered with yes or no. A good chance to review prepositions for placement – on, under, beneath, beside, in, over, behind, etc. Have a student hide it the second time and repeat.

- Family Tree – Daniel's farm has been in his family for a couple of generations, and his grandparents are therefore important to him. Have students trace their family tree back to their great-grandparents generation at least. This will mean enlisting the help of parents.

## Chapter 8

### Summary

Daniel considers the very real possibility of having to move. He remembers how a road maintenance crew had removed trees on their property, leaving gaping holes in the scarred landscape. All day at school he is miserable and distracted. When he arrives home, he finds a "For Sale" sign. Daniel's angry, but soon realizes his dad seems miserable about the decision too.

Daniel heads out to his hideout to have a few minutes to himself. He plays fetch with Dactyl along the way, and soon loses track of time and where exactly he is. A storm comes up, and Daniel isn't sure which way to go. He tries to reach his hideout, but is disoriented in the snow storm. He tries to dig himself a shelter in a drift, but ends up hitting an old door that might belong to a root cellar. He realizes he's well and truly lost when someone comes out of the snow and grabs hold of him.

### Before Reading

- What do you do when you're angry? What are some strategies for dealing with anger?
- Have you ever been in a blizzard? Describe what it's like. Would it be different if you were by yourself in an open field? How?
- Have you ever been lost? Can you describe what happened and how you felt?

### Questions

- Why does Daniel think it's not going to be a good day?
- What is significant about the upturned trees Daniel sees beside the farm?
- What does Daniel find when he arrives home from school?
- What do Daniel and his father argue about?
- What does Daniel do when he realizes he's lost in a snowstorm?

### Activities

- Brainstorm - Brainstorm with students what you need in a winter survival handbook.
- Winter Survival Handbook – In groups, have students prepare a winter survival manual with tips on what to do if lost in a blizzard, how to prevent frostbite, etc. Have each group present one item from their manual.

- Role-playing – Have students come up with scenarios where people might be angry. Role-play how to deal with an angry person, and what better ways there are to respond to someone who is angry.

## Chapter 9

### Summary

Bear and Pederson find Daniel in the snowstorm. He and Dactyl are taken inside to warm up, and Daniel notices that Mr. Pederson's still coughing a lot. They eat and set Daniel's clothes to dry by the fire while Daniel tells Mr. Pederson about the possibility of having to leave the farm. Mr. Pederson has no phone, so is unable to call Daniel's parents, and the blizzard continues to rage on, causing a power outage. Daniel is forced to spend the night in the old man's cabin, but it's cozy and warm and he soon falls asleep.

### Before Reading

- Ask students to consider the good and bad things about our constant access to technology.
- What do you do when there's a power outage? What emergency preparations has your family made, if any?

### Questions

- Who finds Daniel in the snowstorm?
- Why doesn't Daniel contact his parents to let them know he's okay?
- What things does Daniel do to get warm after he comes inside from the storm?
- What happens when the power goes out?

### Activities

- Phone Challenge – Can you go a week without using your phone? A day? Is this a difficult thing to do? Why or why not?
- Power Outage – Have a planned power outage in class. Use it as an opportunity to read a chapter by flashlight. Encourage there to be no phones, no electronic devices at all. How does it feel to be quiet for a little while? What do you notice when there's no power on?
- When Grandma and Grandpa were Young – Research what technology was like when your grandparents were your age. Were there computers? What did they look like? What were phones like? Share your information with a partner or the whole class.
- Another POV – What do you think is happening to Daniel's family while Daniel is missing? Choose another character's point of view and retell the events of the chapter from that character's perspective.



## Chapter 10

### Summary

Daniel is awakened by Mr. Pederson's coughing fit. Concerned for the old man, he searches through the strange jars of dried plants to find something to make tea from to help soothe Pederson's coughing. He eventually calms down and Daniel is able to go back to sleep, but he worries that his parents might have been out looking for him during the storm.

Upon waking, Daniel finds Mr. Pederson is no longer feverish, but may be unconscious. He finds the ingredients for a mustard plaster and prepares one for the old man, remembering what his grandmother had taught him. While Pederson is sleeping, Daniel looks around and discovers that Dr. O.I.B. Pederson is the man's full name, and he surmises he was a paleontologist. He checks out some of the dinosaur bones and learns more about why Mr. Pederson left the museum. Mr. Pederson asks Daniel to explain in detail about the oil company and the possibility of losing the farm.

When the storm subsides a bit, Daniel figures it's important to try to get Mr. Pederson to his home so his mom can look after him. He bundles him onto a toboggan and has the dogs pull him through the snow. They're on their way to Daniels' house when the storm picks up again. He sees a snowmobile through the blizzard, but can't seem to get its attention. He tries to dig a bit of shelter into a snow drift to protect them from the raging storm.

### Before Reading

- Do you have any home remedies that your family uses when someone is sick?
- Mr. Pederson is a paleontologist. What kind of career interests you in the future? What kind of training do you need to become what you want to be?
- A dog is supposed to be a person's best friend. Do you have a pet? If not, what kind of pet would you like to have if you could have anything? Discuss with a partner.

### Questions

- What is Daniel most worried about at the beginning of the chapter?
- What does Daniel decide to do?
- What specific knowledge does Daniel use to help Mr. Pederson? Where did he learn this knowledge?
- How does Daniel feel now about what the boys on the bus had told him about Mr. Pederson?

- When morning comes, why is Daniel so worried about Mr. Pederson?
- What does Daniel decide to do?
- What information does Daniel discover about Mr. Pederson when he looks around the cabin?
- Why do Daniel and Mr. Pederson venture out in the storm again?

### **Activities**

- Imagine – Daniel tries to imagine what Jed's doing during this chapter. Draw a picture or write a paragraph that explains what Jed is doing during the storm.
- Home Remedies - Research home remedies that pioneers used when they first came to Saskatchewan. Can you find a recipe for camomile tea or a mustard plaster? Create a class recipe book of home recipes.
- BINGO – Have students create a BINGO game using vocabulary from the story. Play as a class.

## Chapter 11

### Summary

Daniel catches the attention of a snowmobile, and it turns out to be Daniel's dad. Mr. Bringham calls off the other searchers, and heads back towards the farm with Daniel and Mr. Pederson. Because of the heavy load, they're making slow time, and are forced to find shelter to wait out the storm. Daniel takes them to his secret hideout.

They make a fire, eat food from Daniel's small supply, and Daniel's dad gets to see the fossil Daniel found, but it's not enough to convince him there might be a dinosaur find in the area. Mr. Pederson finally gives Daniel permission to tell his dad about Mr. Pederson's discovery. Daniel's dad decides it's at least worth seeing if the bank will extend their credit in light of the fossil find. When the storm subsides, they return to the Bringham farm. Mr. Pederson is hospitalized, but only for a day. He's given permission to leave the hospital if he stays at the farm with Daniel's family.

### Before Reading

- Have you ever had to take shelter from a storm? Share what happened with a partner.
- How do you feel after you have a fight with your parent or guardian? How is the situation usually resolved?
- Describe something important to you that isn't important to your parents. What do you think is most important to them?

### Questions

- How does Daniel feel when he realizes they've been found?
- Why does Mr. Bringham decide that they need to find shelter?
- How does Daniel feel about sharing his secret hideout?
- What does Daniel's dad think about Daniel's hideout and his fossil discoveries?
- Why does Mr. Pederson finally give Daniel permission to explain about the fossils he's found?
- How does knowing the truth affect Mr. Bringham?
- Describe the changes in Daniel's relationship with Mr. Pederson over the course of the story. How would you describe their relationship in the beginning and now?

## Activities

- Values Inventory – On a piece of paper, list all the things that are important to you. For homework, ask one or both of your parents/guardians to do the same thing. Compare your answers. Are they the same or different? How?
- Burning Building – Your home is on fire and your family and pets are safe. You can only save three items from the fire. What would you take with you, and why?
- Weather Forecaster – Working in groups, prepare different parts of a news broadcast. Give the weather report about the blizzard, a report about Daniel Bringham being lost in the storm, etc. Be creative.

## Chapter 12

### Summary

Jed has already broken the news of Daniel's adventures when he gets on the bus the next morning. Daniel has a chance to correct the other boys' assumptions about Mr. Pederson and gets to tell his story to a captive audience.

Mr. Pederson stays with the family until he recovers, and Daniel's dad gains some appreciation for Daniel's interests and discoveries. The bank extends the family's credit on the basis of the news about the dinosaur finds in the area. Christmas brings the family together with Mr. Pederson again, who offers the family an interest-free loan until things start to get going with the museum people. Daniel is invited to come and work on the excavation whenever he has time. The Lindstrom family reveals news that the town is also on-side and Christmas ends with everyone looking forward to a bright future.

### Before Reading

- Have you ever had really exciting news you wanted to share with someone? What happened?
- Does your family celebrate the holidays? What are your family's celebrations like? Make a poster to describe some of your family traditions.

### Questions

- How does Daniel react to the news that Jed has already "spilled the beans"?
- How does Daniel stand up to the boys on the bus?
- Why and how does Mr. Pederson's character change now that he's staying in Daniel's house?
- What gift does Daniel's dad give him? How does it change their relationship?
- Why are Daniel's parents still cautious about the future?
- What does Mr. Pederson offer the Bringham's?

### Activities

- Celebrations – Research how different cultures celebrate special occasions and present your research to the class.
- Small Town, Big Money – Research small towns where an industry or attraction has helped with the area's financial difficulties.

- The New Person in Class – Often we are afraid or cautious when meeting new people. What ways do we try to get to know other people? Brainstorm suggestions for making new friends.
- Standing up to Bullies – Talk to students about bullying. Bring in an anti-bullying speaker or materials for classroom display.

## Epilogue

### Summary

A year and a half later the town museum opens. Daniel's family is still farming, but on a smaller scale, and are now developing their own tourist attraction with hiking trails and overnight camping excursions. The Lindstrom family has also been involved in planning for when more tourists come to the town. Mr. Pederson supervised the excavations with Daniel as his primary assistant. The full-scale skeleton of the unearthed Edmontosaurus is revealed and Mr. Pederson happily shares his knowledge with the students and people who are attending the opening. Daniel keeps his receptaculite to himself rather than turning it in to be put on display and is happy that his secret hideout is still his secret.

### Before Reading

- Explain what an epilogue is and what it's meant to do. Ask students to predict what might happen in the epilogue.
- Review your predictions from the beginning of the unit where you looked at the title and cover to predict what might happen in the book. How accurate were you?

### Questions

- When is the epilogue set?
- What is Daniel's family doing?
- How has the museum affected the town and the people in it?
- What is Mr. Pederson's relationship with Daniel like now?
- How has Daniel changed over the course of the story?
- Why does Daniel decide to keep his receptaculite a secret?

### Activities

- Author, Author – Pretend you're the author of the book. Write an outline for what will happen in the sequel to this book.
- Change the Ending – Imagine a different ending for the book. What might have happened if Mr. Pederson had never discovered the Edmontosaurus? Write your own epilogue to that story.

- How Much Is True? – Research the area of Saskatchewan where the book is set. Were there any dinosaur finds in that area? Why do you think the author chose to set the book where she did?
- Dinosaur Identification Guide – Using your new vocabulary and the information in the Glossary at the end of the book, create a visual identification guide for the types of fossils named in the book. Teach the information to a younger grade level that might be interested in learning more about dinosaurs.

### **After Reading**

- Are there any parts of the story that the students are unclear on what happened?
- Review the construction of a novel and have students identify what chapters are the rising action, climax, and falling action.
- Review vocabulary for usage.
- Is there any additional information the students are still interested in learning about the book's topic? Review and complete the Know-Want-Learn sheet handed out at the beginning of the unit.



# What Predictions Do You Have?

Picture Clues

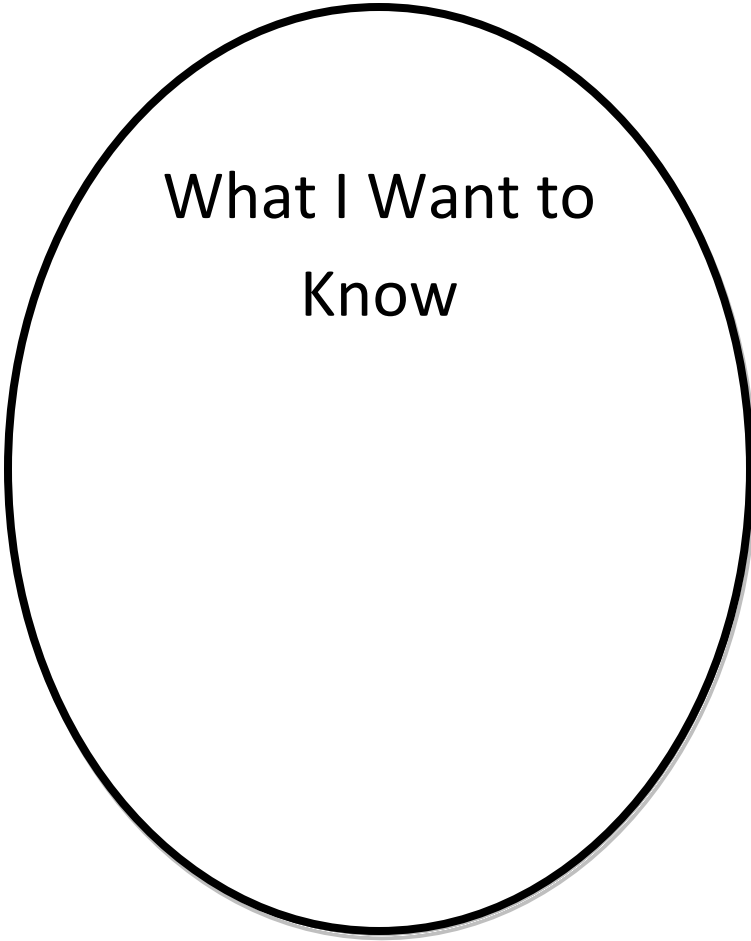
Word Clues

Predictions

# Know – Want - Learn



What I Know



What I Want to  
Know



What I've Learned

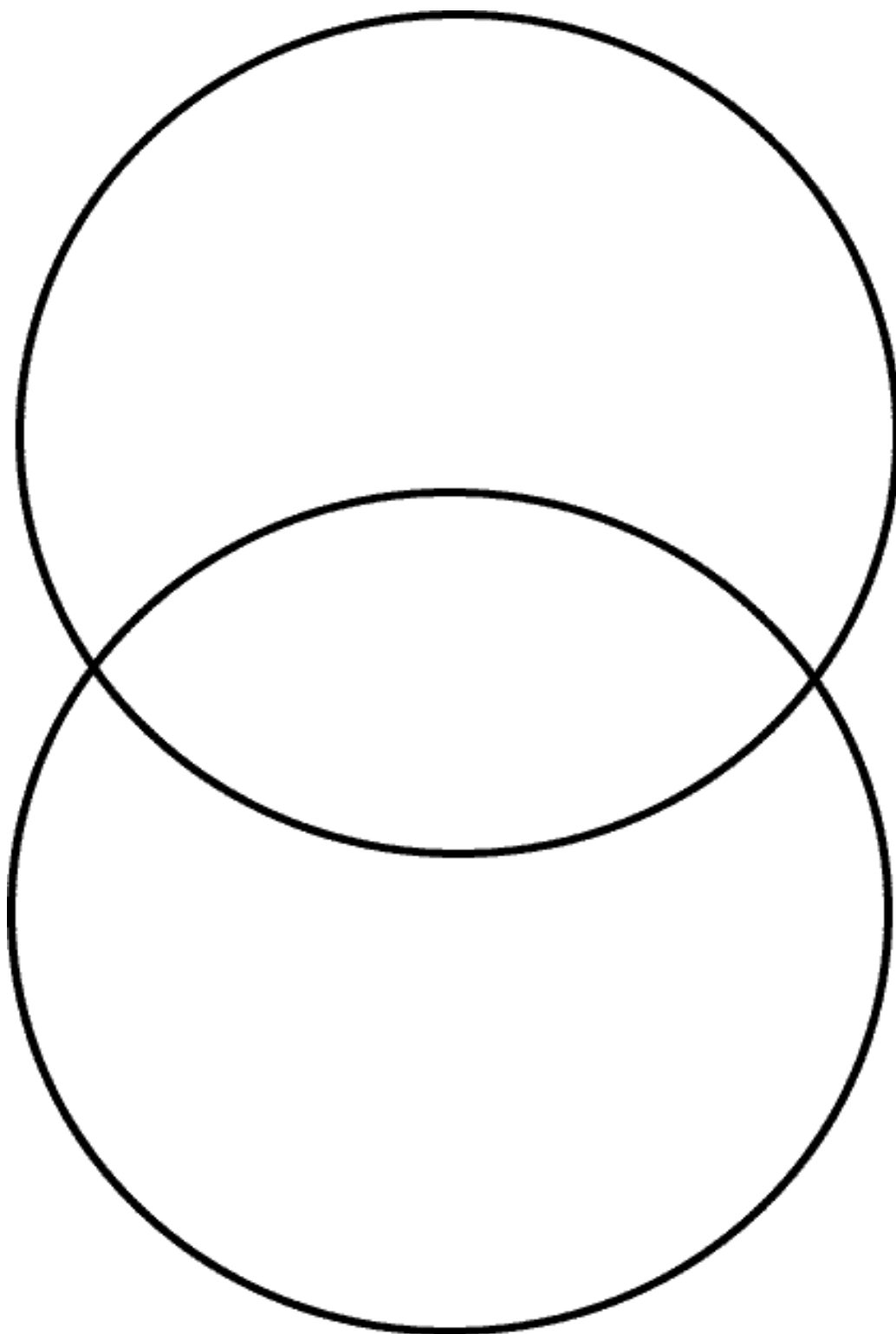
# Best Friends

Daniel	Jed

# Father and Son

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# Venn Diagram



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