

Traffic Pups

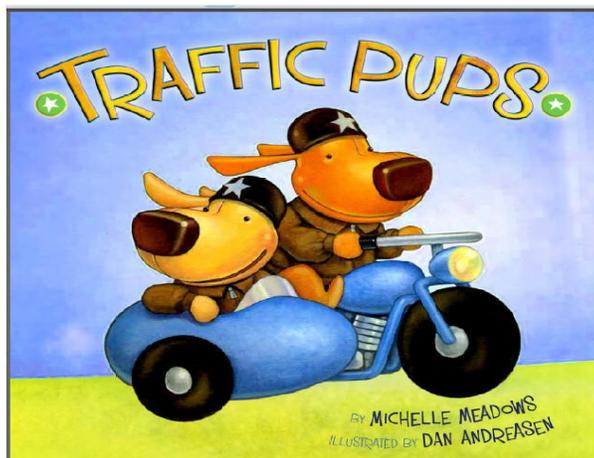
Picture Book Teaching Activity Guide (Pre-k - 2nd Grade)

Written by Michelle Meadows

Illustrated by Dan Andreasen

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Book Summary

Traffic Pups is a companion to another book called Pilot Pups. In Traffic Pups, the Pups are motorcycle police officers who race through Toy City for another exciting day on the job! The Pups direct traffic and stop speeders and a red-light runner to keep the roads safe.

Story Behind the Story

Michelle Meadows, the author of this book, wrote Traffic Pups because when she thought about what the brave Pups could do next (after Pilot Pups), she envisioned them riding motorcycles! She thought it would be fun for the Pups to save the day as motorcycle police.

<http://www.michellemeadows.com>

Traffic Pups Teaching Activities Linked to Common Core State Standards (CCSS) English Language Arts

Themes: Dogs, Toys, Transportation, Motorcycles, Vehicles, Imagination, Traffic, Rhymes/poetry; CCSS: Actively engage in group reading activities with purpose and understanding.

1. Anatomy of a Picture Book

CCSS: Name the author and illustrator of a story and define the role of each in telling the story.

CCSS: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- ✓ Discuss the role of the author Michelle Meadows (words/text) and the illustrator Dan Andreasen (pictures) and how both play a role in conveying a story.
- ✓ In a picture book, illustrators use the text as a jumping-off point; the text inspires illustrators to express their creativity through visual pictures. Discuss these specific examples:
 - In one spread in Traffic Pups, the text says “Flip the sirens. Hit a bump! Hold on tight and jump, jump, jump!” The illustrator decided this would be shown as one of the Pups riding over (and jumping over) a book!
 - The illustrator (not the author) decided what the Traffic Pups’ motorcycles would look like.

2. Comprehension

CCSS: Ask and answer questions about key details in the text.

CCSS: Describe characters, settings, and major events in a story, using key details.

CCSS: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- ✓ Discuss the role of police officers in the community.
- ✓ Discuss red lights/green lights/yellow lights and basic [traffic rules](#) of the road.
- ✓ Explain that Traffic Pups is fiction. Discuss the fictional elements in the context of using imagination: toys coming to life, toys riding motorcycles, toys acting as police officers, stuffed animals driving vehicles...
- ✓ Discuss the characters: The characters are police officers and dogs, as well as other animal such as a goose and a toad. The

characters are also toys. After reading *Traffic Pups*, ask students to recall which animals they saw in the story. Ask students to describe the Pups. This can be a group activity and an opportunity for vocabulary building. What do the Pups look like? What color are they? Describe their noses. What are they wearing?

- ✓ Discuss the setting: What is the setting of this story?
- ✓ What activities do the Pups engage in?

3. Story Structure

CCSS: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS: Describe how characters in a story respond to major events and challenges.

- ✓ Every story has a beginning, middle, and end. Use a board or flip chart. As a group, discuss what major events happen in the beginning, the middle, and the end.
- ✓ Every story has a problem. As a group, make a list of the problems the Pups encounter.
 - Which animals receive speeding tickets from the Pups?
 - Which animal receives a ticket for running a red light?
 - Which animals are involved in a highway wreck?
 - What do the Pups do to help after the highway wreck?
- ✓ How does the story end?

4. Rhyme Time

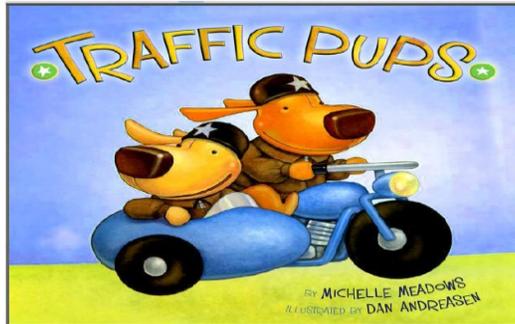
CCSS: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- ✓ *Traffic Pups* is a story in rhyme. Discuss the definition of rhyme. Rhyming words end in the same sound.
- ✓ Give students a word from the book and have them brainstorm corresponding rhyming words as a group. STREET: What rhymes with street? Ask students to name any rhyming words they can think of.
- ✓ Ask students to identify rhyming words through the *Traffic Pups* matching exercise on the next page.

Traffic Pups

Rhyme Time Matching Activity



Draw a line to connect each word on the left side of the page with a rhyming word on the right side of the page. These words are from *Traffic Pups*, written by Michelle Meadows and illustrated by Dan Andreasen.

up

wreck

street

road

fast

goose

bump

space

toad

flow

loose

pup

check

beat

race

blast

tow

jump

5. Projects

CCSS: Participate in shared research and writing projects.
CCSS: Speak audibly and express thoughts, feelings, and ideas clearly.
CCSS: Write opinion pieces in which students introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CCSS: Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCSS: Compare characteristics of animals that make them alike and different from other animals and nonliving things.

- ✓ Do a craft activity that involves creating traffic lights to reinforce the concept of red, yellow, and green lights.
- ✓ Ask students to draw a picture of their favorite character from the story.
- ✓ Ask students to bring their favorite stuffed animal into class and to describe the animal (name, personality...). Ask students to explain why the stuffed animal is their favorite. Ask students to create a story about their stuffed animal.
- ✓ Ask students to write about their own dogs.
- ✓ Discuss with students how dogs are different from other animals. Discuss the characteristics that dogs have in common.
- ✓ Ask students to create presentations and pictures about their favorite vehicles.
- ✓ Parts of Speech: Ask children to identify verbs, nouns, and adjectives in the text of Traffic Pups.
- ✓ Show children [how to make a dog card.](#)
- ✓ Show children [how to make a dog mask.](#)