

# Literacy Activities

## TRUCKER AND TRAIN Discussion Questions

Who were the main characters in the story?

Where did the story mostly take place?

Why did Trucker want to rule the road?

How did the other vehicles feel about Trucker?

How did Trucker feel in the beginning of the story? How did Trucker feel in the end? How do you know?

How did Trucker feel when he was at the top of the mountain?

Why did Trucker need to block the tracks?

How would you describe Train?

Why did the vehicles like Train?

What made Trucker want to share the road?

What did Trucker learn?

What can we learn about sharing and kindness from the story?

Cut out the vocabulary cards from TRUCKER AND TRAIN.  
Use them to play a game like charades or Simon Says.

swerve

tremble

glare

gleam

sway

haul

Cut out the vocabulary cards from TRUCKER AND TRAIN.  
Use them to play a game like charades or Simon Says.

shimmy

gasp

gawk

shudder

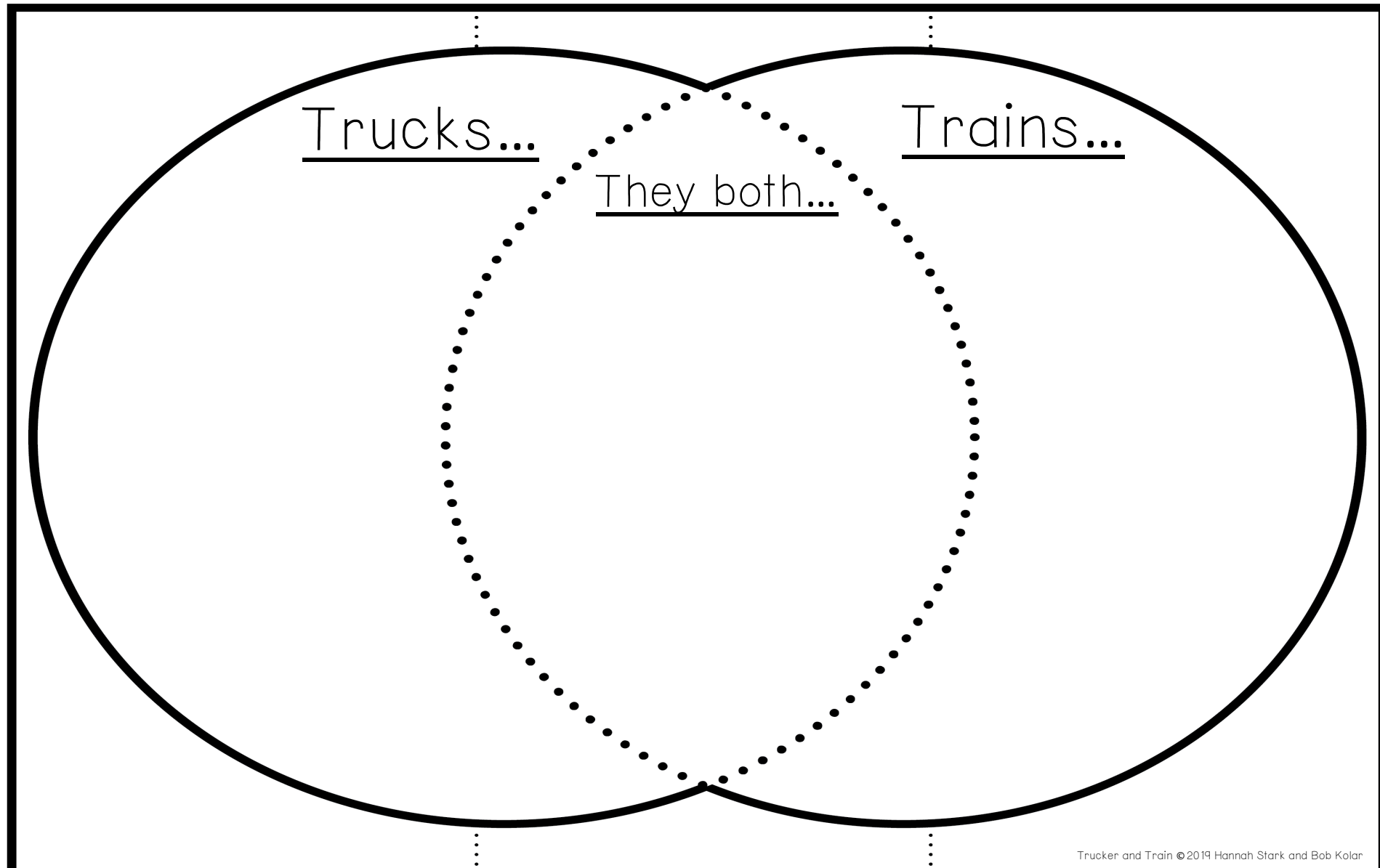
gulp

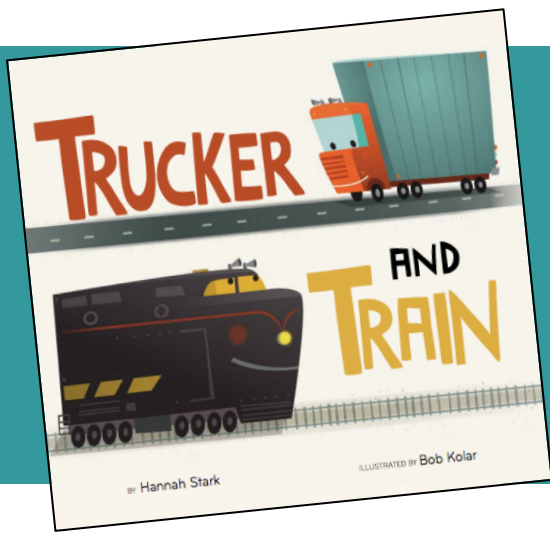
swoon

Name \_\_\_\_\_

Trucks and trains are different but they also have similarities. Think about what they do, what they have, and what they are. Write or draw their similarities in the center circle.

Write or draw what makes them unique in the outer rings.





# Community Building Activities

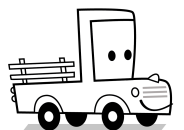
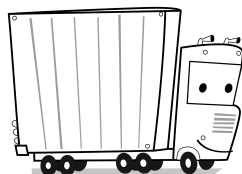
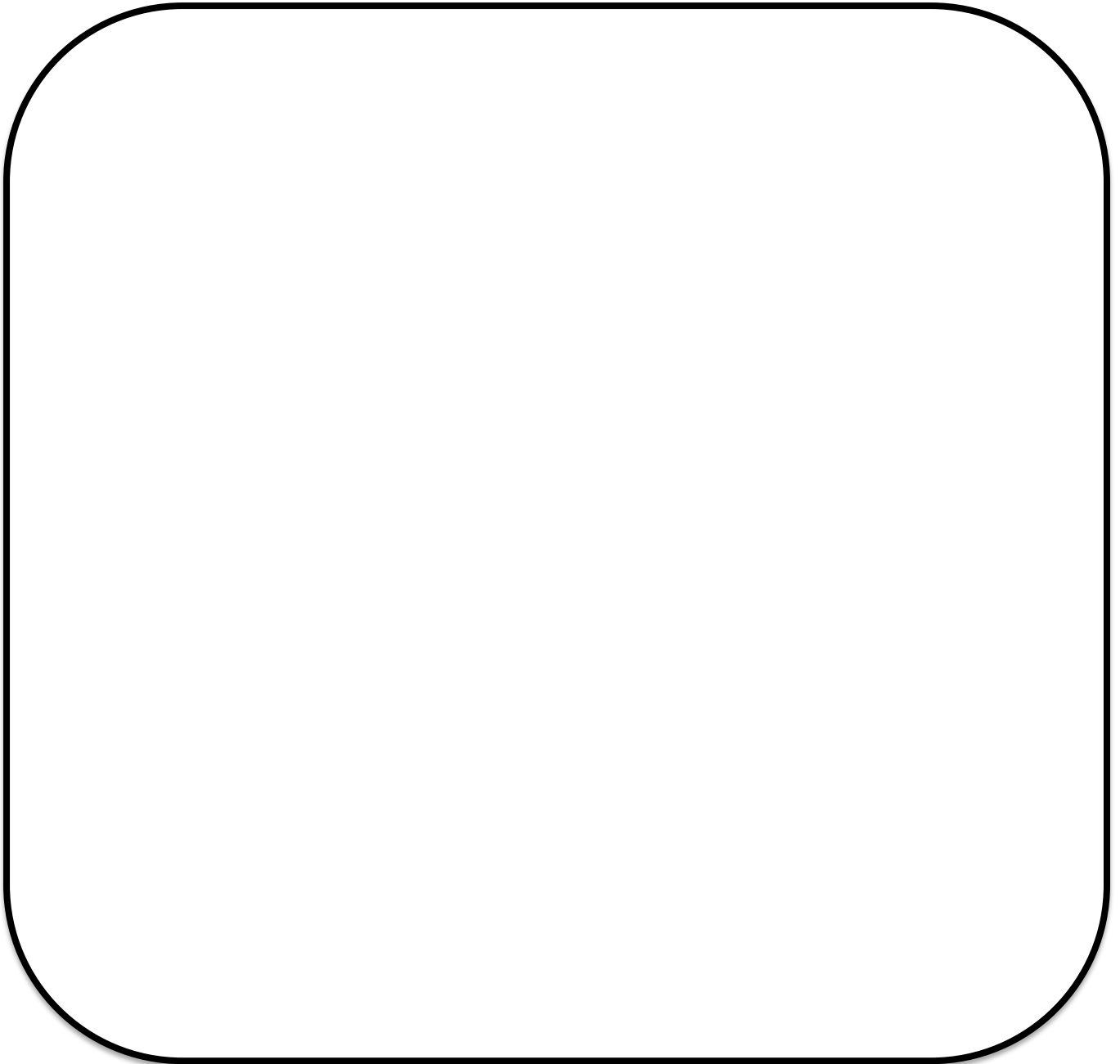
In the story TRUCKER AND TRAIN kindness and friendship triumph over bullying. The following activities are intended to help develop a positive sense of community after reading TRUCKER AND TRAIN.

Inside this downloadable you will find...

- \* Activities for children to draw or write about something they are good at sharing.
- \* Activities for children to share about someone they look up to and think of as a role model.
- \* Discussion prompt cards to support a positive classroom environment. Use these whole class, small group, or as a team building activity to help kids develop self-advocacy and compassion skills.

Name \_\_\_\_\_

Trucker learned to share the road. What is something you have learned to share? Draw a picture of it here.

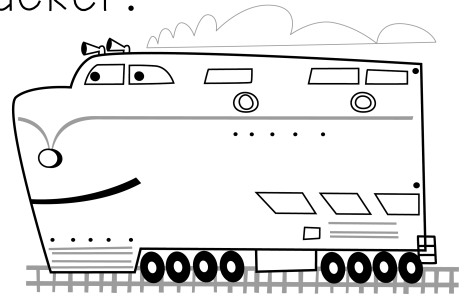


Name \_\_\_\_\_

Train was a great role model to Trucker.

Who is someone you look up to?

Draw a picture of them here.



A large, empty rectangular box with rounded corners, intended for drawing a picture of someone you look up to.

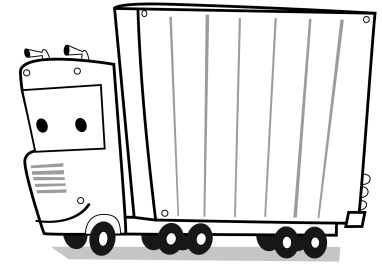


Name \_\_\_\_\_

Trucker learned to share the road.

What is something you have learned to share?

Draw and write about how you share.

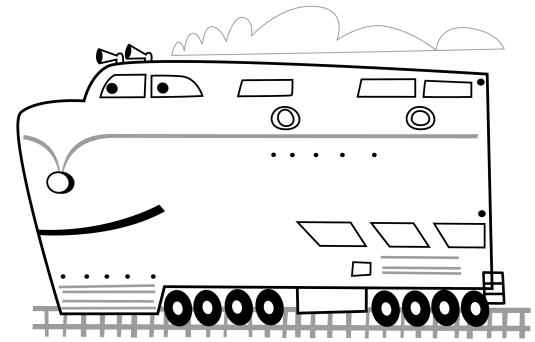


A large, empty rectangular box with rounded corners, intended for drawing and writing.

Three horizontal lines for writing.



Name \_\_\_\_\_



Train was a great role model to Trucker.  
Who is someone you look up to?  
Draw a picture of them here.



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Trucker used his size, strength, and mighty horn to try to get his way. This wasn't very kind. Use the cards below to start discussions about how to navigate common situations where peers might use their size, strength, or volume to try to get what they want.



A classmate pushes ahead of you while walking in line.  
What could you say to them?



A friend always wants to race but you don't like to.  
What could you say to them?



A classmate says the tallest person gets to go first.  
This doesn't feel fair.  
We don't choose our height.  
What could you say?



Someone likes to say "I'm first" even if they weren't.  
What could you say to them?

Trucker used his size, strength, and mighty horn to try to get his way. This wasn't very kind. Use the cards below to start discussions about how to navigate common situations where peers might use their size, strength, or volume to try to get what they want.



A classmate uses their body to get to the closet before you.

What could you say to them?



A classmate snatches to get the first marker from a basket on the table.

What could you say?



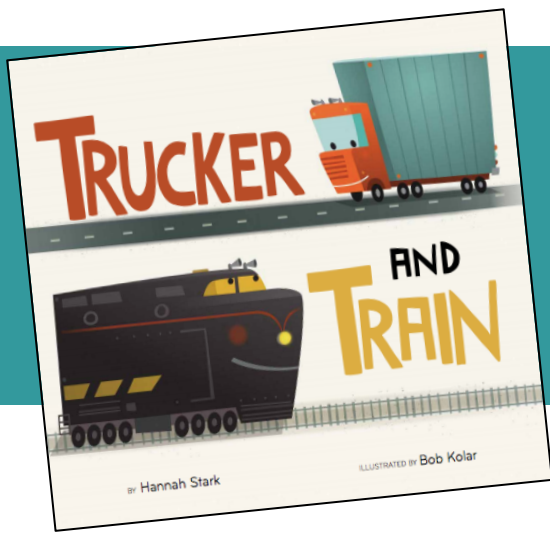
A classmate uses a loud voice to interrupt and speak over you.

What could you say to them?



An older kid says you can't play because you are too young.

What could you say to them?



# Math Activities

The following pages are intended to support early math skills after reading TRUCKER AND TRAIN.

Inside this downloadable you will find...

- \* Practice with patterns
- \* Practice counting by ones, twos, and tens

## Common Core Standards

CCSS Math Content Standard K.CC.A.1

CCSS Math Content Standard K.CC.A.3

CCSS Math Content Standard K.CC.B.4.A

CCSS Math Content Standard K.CC.B.4.A

CCSS Math Content Standard K.CC.B.5

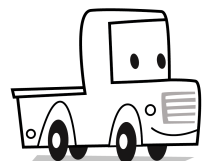
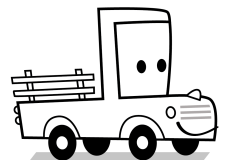
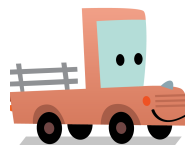
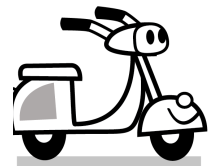
- \* Practice comparing amounts

## Common Core Standard

CCSS Math Content Standard K.CC.C.6

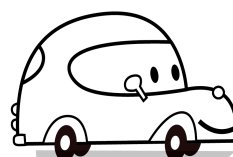
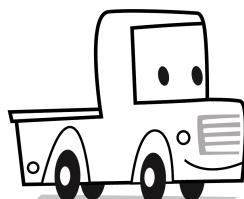
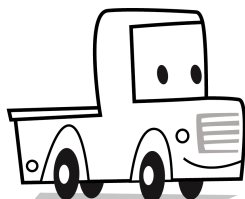
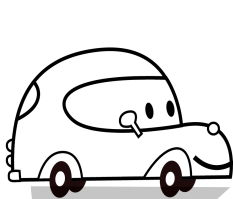
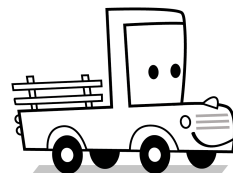
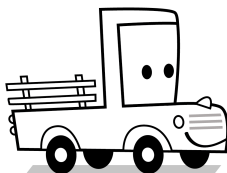
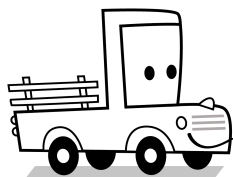
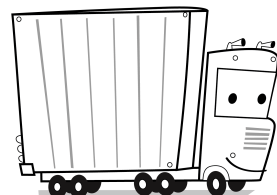
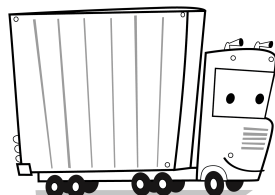
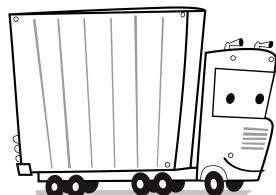
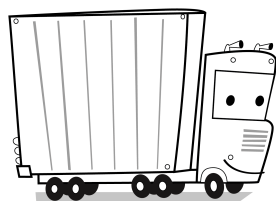
Name \_\_\_\_\_

Continue each pattern. Color the last vehicle.



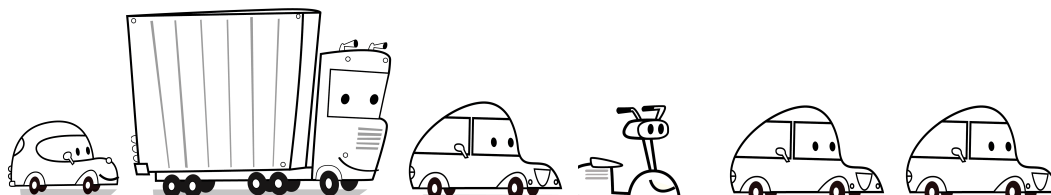
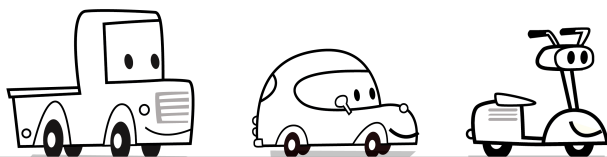
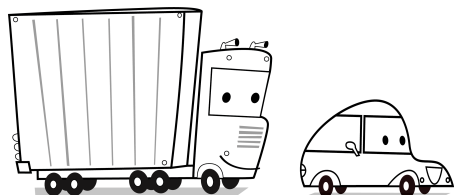
Name \_\_\_\_\_

Color the vehicles in a pattern.



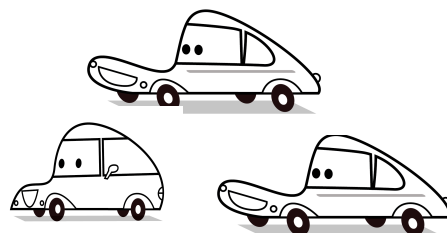
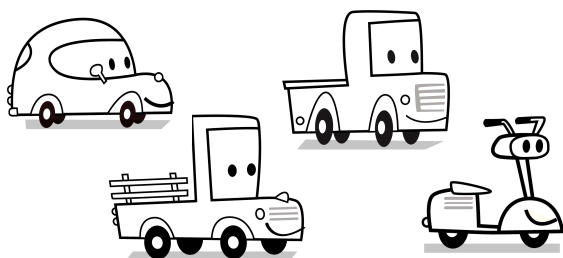
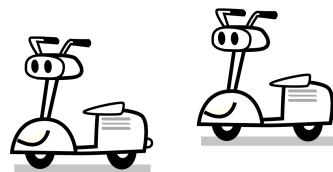
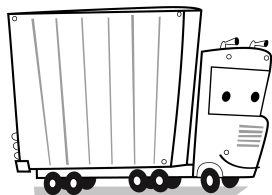
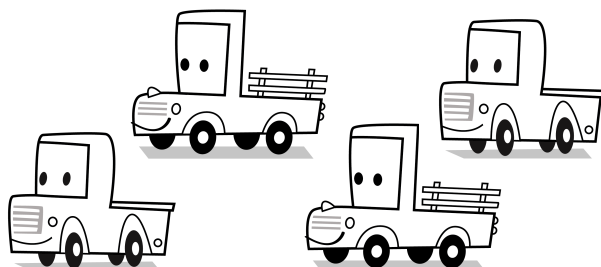
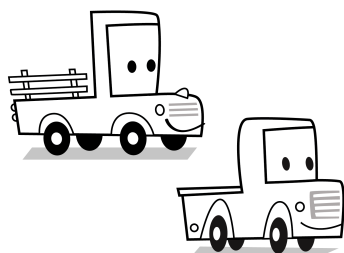
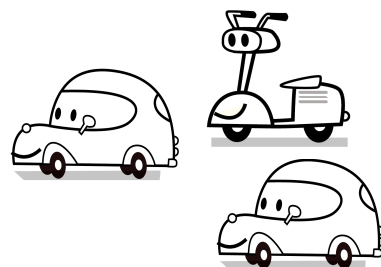
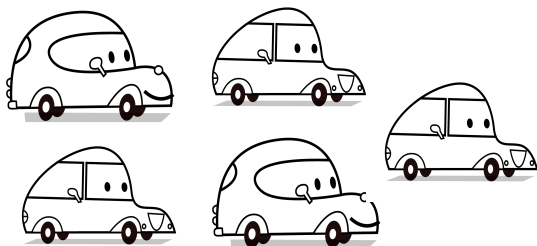
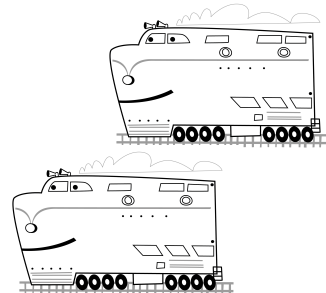
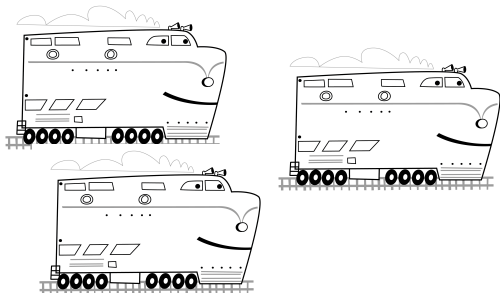
Name \_\_\_\_\_

How many vehicles are on each road?  
Count and write.



Name \_\_\_\_\_

More or less? Circle each group of vehicles that has more.

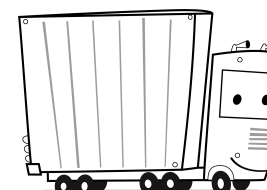
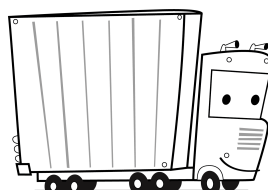
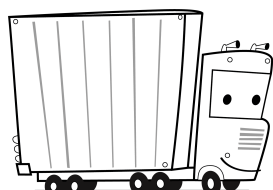
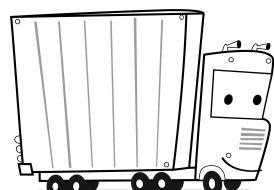
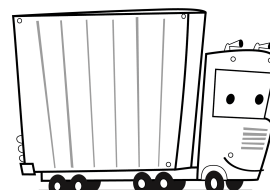
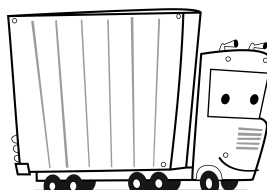
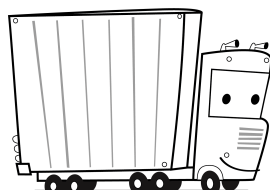
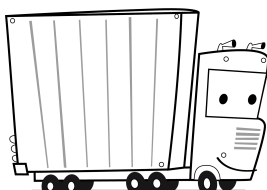
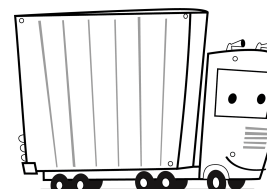
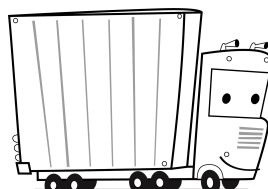
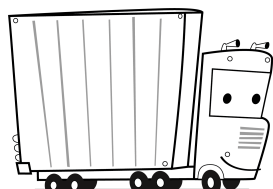
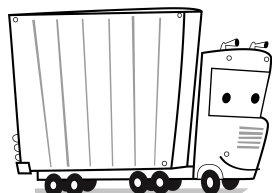




Name \_\_\_\_\_

Trucker has ten tires. Count his tires by 10's.

10



Name \_\_\_\_\_

Moped has two tires. Count his tires by 2's.

2

