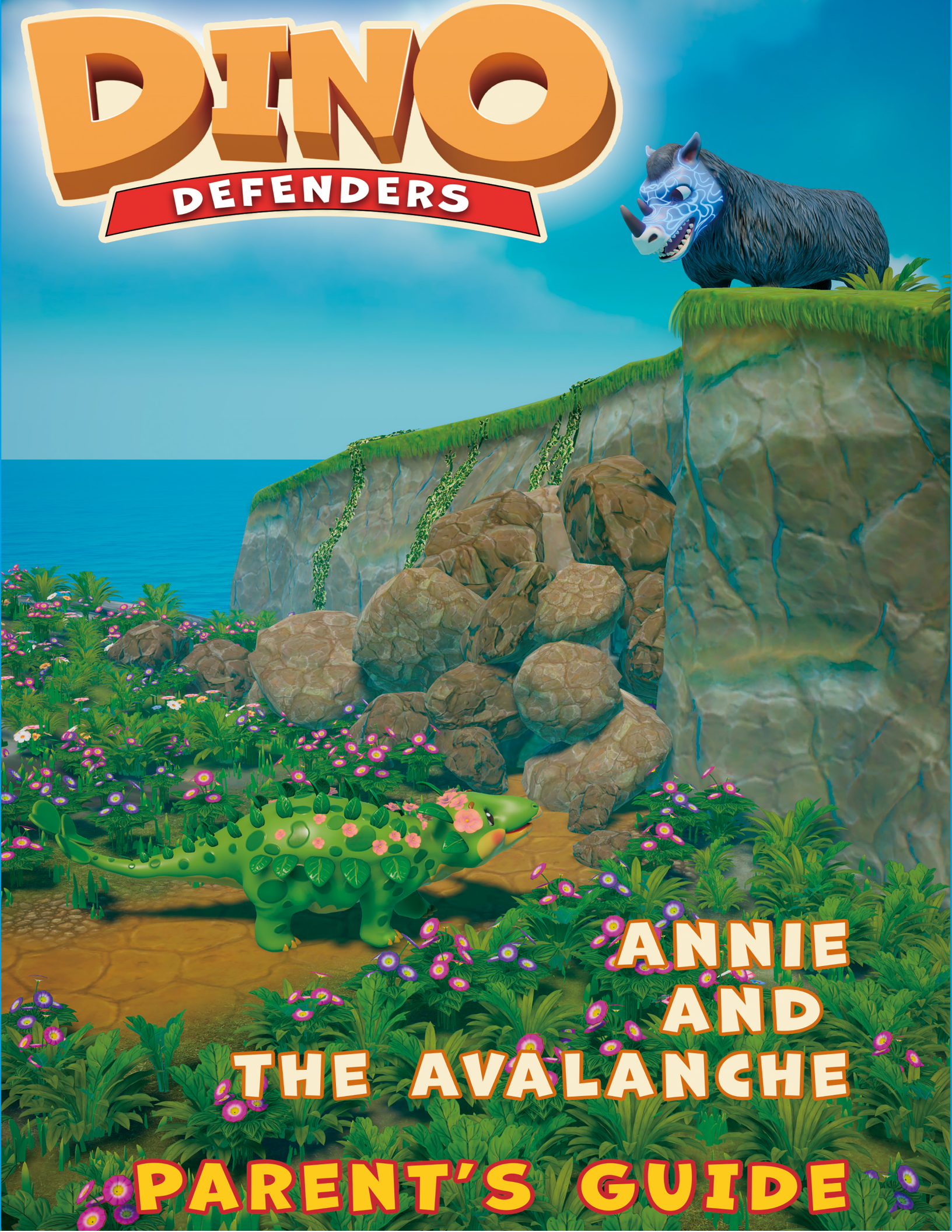

DINO
DEFENDERS
ANNIE AND THE AVALANCHE
PARENT'S GUIDE

Annie and the Avalanche

A Parent's Discussion & Feelings Guide



A Note for Grown-Ups

Annie starts her day sharing strawberries and planning where her new seeds will grow. Then an avalanche blocks her path to the water she needs. Her garden will have to wait while she finds help. Annie and the Avalanche gives families a way to talk about that familiar feeling: having a plan, getting stuck, and wondering what to do next.

Read the story for enjoyment first. Later, choose a few questions that interest your child. You can talk, point to pictures, or draw your answers together. Leave room for different ideas about the characters' feelings. Follow your child's lead, and if the conversation wanders somewhere unexpected, let it. There's no need to finish this guide in one sitting; one good conversation is plenty.

Meet Our Crew

Find each character in the book. Notice what they say, what they try, and how their choices affect Annie's day.



Annie the Ankylosaurus

Annie loves growing plants and sharing what she grows. Her Flora Force can quick-grow strawberries and make vines that lift rocks. The power that matters most in this book, though, isn't the one that makes vines. When the path is buried and the bucket is empty, Annie looks at the rocks, decides they're bigger than she is, and goes to get her friends.

Fun detail: *Annie offers Stella strawberries before the adventure begins. At the end, all three friends share strawberries together. Caring for her friends is part of her day from beginning to end.*



Pearcy the Pterodactyl

Pearcy brings Annie the seeds she ordered, and he's the first friend she asks when everything goes wrong. His Wing Whirl makes small tornadoes. The largest boulders won't budge, but he stays with the team and uses his power again when they work together.

Fun detail: *Watch the purple bucket. Pearcy carries it out to the rockfall, and Annie carries it home again once it's full. Even the small job gets shared.*



Stella the Stegosaurus

Stella is eating Annie's strawberries when the story opens, and she says yes the moment Annie asks. Her Musical Spikes can break up rocks. Her first try changes the boulders without clearing the path. When the friends combine their powers, she breaks the rocks into even smaller pieces.

Fun detail: *Stella's first attempt makes progress, even though the job isn't finished. Invite your child to spot what changed and what the friends still need to do.*



Crush the Coelodonta

Crush claims the water belongs to the mammals. His Seismic Stomp causes the rock avalanche that blocks Annie's path, and his words discourage the friends. The story gives us a chance to talk about unfair choices and what someone could do differently.

Parent note: *The book shows Crush's actions without explaining all his feelings. Discuss his reasons together. Worth noticing with your child: the rocks still had to be cleared. Someone else causing the problem doesn't make it go away.*

Annie's First Step: Asking for Help

Annie speaks up when Crush claims the water. Once the avalanche blocks her way, she chooses a new next step: finding friends. She still wants to finish planting, and asking for help becomes part of how she gets there.

For Grown-Ups: Asking for Help Is a Plan, Not a Failure

Notice what Annie does *not* do. She doesn't scramble at the pile until she's in tears, and she doesn't decide the garden is ruined. She measures the problem against what one dinosaur can do, and goes to get more hands. That's a decision, not a surrender.

Then she does the second thing, which matters just as much: she says exactly what's wrong and exactly what she needs. A clear request gives a helper somewhere to start. Children often ask for help in ways that are hard to act on: a sigh, a slump, an "I can't." Annie models the other version, and it's worth practicing out loud: what happened, and what I need.

- *Annie's path was blocked. Why do you think she went to get friends instead of trying harder by herself?*
- *When Annie asked Pearcy and Stella, she told them exactly what was wrong. Why does that make it easier for someone to help you?*
- *Have you ever had a problem that was too big for just you? Who did you ask?*
- *Is asking for help brave, or is it giving up? Could it be both at once?*

The Hardest Moment: Three Powers, One Pile of Rocks

The friends have arrived, but the path is still blocked. Pearcy tries first, then Annie, then Stella. Each attempt shows them something about the rocks. Read these moments again and let your child explain what changes. Finding help is the beginning; the friends still need to work out how their different powers fit together.

Pearcy's Wing Whirl can't budge the heavy boulders.	› *How might Pearcy feel? What could a friend say to encourage him?*
Annie's vines grow strong, but the rocks are far too big to lift.	› *Annie didn't quit after that. What do you think kept her going?*
Stella breaks the rocks, but they're still too big to move.	› *What worked this time? What still needs to happen?*
All three powers at once: spikes break, vines lift, tornadoes scatter. The path opens.	› *Why did it work this time, when each one alone didn't?*

Annie's Turn: "We Have to Work Together on This"

After three tries and three failures, Annie says the sentence the whole story has been building toward. It isn't "try harder," and it isn't "my way." It's an admission — *this is bigger than any one of us* — and the moment she says it out loud, the ending becomes possible.

> **"We have to work together on this."**
>
> **— Annie**

For Grown-Ups: Combining Isn't the Same as Taking Turns

The friends don't find a bigger version of one power, and they don't all push harder at the same thing. They find a way to use the powers they already have together. Stella breaks what's too big, Annie's vines lift what's small enough, Pearcy's tornadoes clear the pieces away. Nobody does the whole job.

That's a more useful picture than "everyone helps." Your job on a team isn't to be best at everything. It's to know what you're good at, say so, and trust someone else to cover the rest. Name out loud what each person in your family is good at, then invent a job that would need all of them at once.

- *Each friend tried alone and it didn't work. What changed when they all tried together?*
- *Annie, Pearcy, and Stella each did a different job. Why didn't they all just do the same thing?*
- *What's something you could do with a friend that you couldn't do by yourself?*
- *Annie thanks her friends on the way home. What would you thank each friend for?*

Talking About Crush's Choices

Crush tries to stop Annie from reaching the water and tells the friends they won't be able to clear the rocks. Invite your child to describe those choices. Then imagine a different choice he could have made. Be clear that you're imagining, rather than retelling the ending.

For Grown-Ups: Be Curious and Set Limits

Crush might want to keep something for himself or feel important. The book doesn't tell us exactly why. You can explore possibilities without deciding that you know what's inside his head. Whatever he feels, blocking someone else's way is an unfair choice.

Annie can get support without changing Crush's mind first. For everyday disagreements, practice a calm sentence such as "Please let me have a turn." If unkind behavior continues, a child can step away and ask a trusted grown-up for help.

- *What could Crush have said instead of claiming the water?*
- *Pearcy teases Crush. What encouraging words could he say to Annie instead?*
- *Imagine Crush wanted to help put things right. What could he offer to do?*

Feelings Check-In

Point to a face, make your own expression, or name another feeling. More than one feeling can fit. Look back at the pictures for clues.

😊 **HAPPY** 😕 **WORRIED** 😡 **FRUSTRATED** 😮 **SURPRISED** 😢 **SAD**

- *How did Annie feel when her bucket ran dry with half her seeds still to plant?*
- *How did Annie feel when Crush brought the rocks down across her path?*
- *How did Pearcy and Stella feel when their powers weren't strong enough?*
- *How did everyone feel when the path finally opened up?*
- *How did Annie feel sharing strawberries after everyone's hard work?*
- *How do YOU feel after hearing this story?*

Getting to Know Annie

10 Things Annie Wants You to Know About Her

1. She names every plant in her garden. Not the rows, every single one.
2. Her Flora Force glows yellow when she's growing something. She says it tickles.
3. She'd been deciding where the new seeds would go for weeks before she bought them.
4. The strawberries she grew for Stella at the start of the book took about four minutes.
5. When Crush blocked her path, her first feeling wasn't fear. It was annoyance.
6. She thinks Pearcy's line, "I've seen better avalanches than this!", is the funniest thing anyone has ever said.
7. Her flower crown falls off when she runs too fast. She has never once gone back for it.
8. She always grows extra to share, even when nobody asked her.
9. Her least favorite words are "I can't." She thinks they usually mean to say "not yet, and not alone."
10. She has never regretted turning around to go and get her friends. Not for a second.

Annie's Help Plan

Use this page when an everyday problem feels too big. Your child can choose a feeling, name a helper, and practice a request. Like Annie, they can take part in solving the problem while receiving help.

For Grown-Ups: How to Use This Page

Try the plan together during a quiet moment. Let your child tell you their answers while you write, or leave space for drawings. Offer a specific kind of help: "Would you like me to show you, or do the first part with you?" If one helper isn't available, help your child find another.

Annie's Help Plan

When something is too big for just me, I can make a plan.

When something feels too big to do alone…

1. Right now I feel:

☐ Stuck ☐ Worried ☐ Frustrated ☐ Sad ☐ Mad

2. The thing I need help with is:

3. Someone who could help me is:

4. The brave words I can say are:

☐ "I need help with this."
☐ "Can you show me how?"
☐ "Can we do it together?"

When someone helps me…

I can be a good partner by…

☐ Saying what I need, not just that I'm stuck.
☐ Doing my part of the job too.
☐ Watching how they do it, so next time I might manage it.
☐ Saying thank you when we're finished.

Draw it: Draw a job that was too big for one person — and the team that finally got it done.

Bring DinoTopia Into Your Day

- **Plant one seed.** A cup on the windowsill counts. Name it the way Annie names her plants and check on it together each day. Ask what it needs, then ask what a friendship needs.
- **Practice the sentence.** Next time your child is stuck, prompt the whole thing out loud: "I need help with this." Then make the small fuss about the asking, not the fixing.
- **Make a teamwork path.** Use crumpled scrap paper as pretend rocks on a tabletop. One person separates the pile, another gathers the pieces, and another puts them in a basket. Notice how the different jobs help.
- **Name a small success.** During a tricky puzzle or cleaning your room, pause to notice what is already done. Ask, "What would help with the next part?" You can take a break and return together.
- **Share a thank-you.** At dinner or bedtime, name something someone helped you do. Invite your child to add their own example. Describe the help so the person knows what you appreciated.

Thank you for reading Annie and the Avalanche!

The path is clear, the bucket is full, and the friends have strawberries to share. The next time something feels too big, remember Annie's first step: finding someone who can help.

