

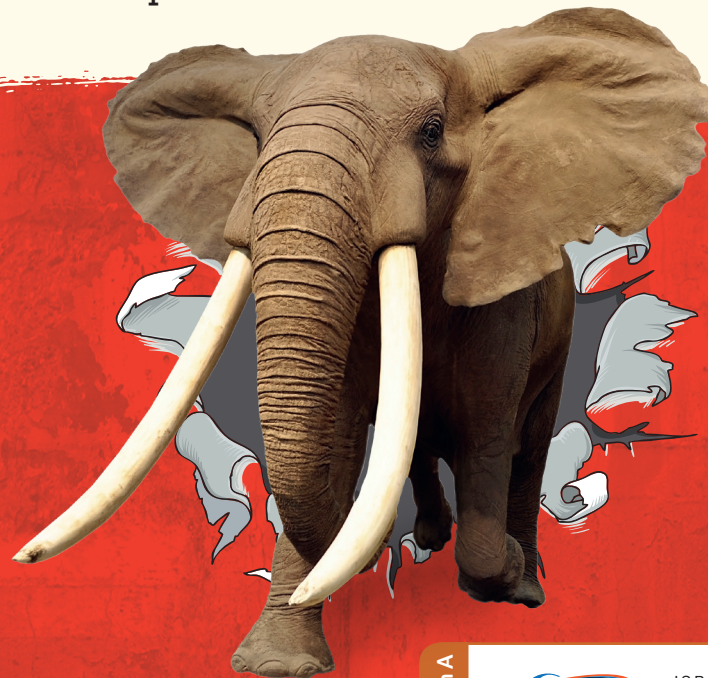
Open this book if you dare! In it you will find the biggest and most scary animals alive today ... And some even bigger and even scarier creatures from the past!



If you are brave enough, you will meet ...

- a snake as long as a bus
- a crocodile that weighed as much as ten tonnes
- a shark with a smile two metres wide ... Yikes!

As well as many more big, bad and seriously dangerous creatures. Prepare to be amazed!



Also available:



MERCURY/Brown A

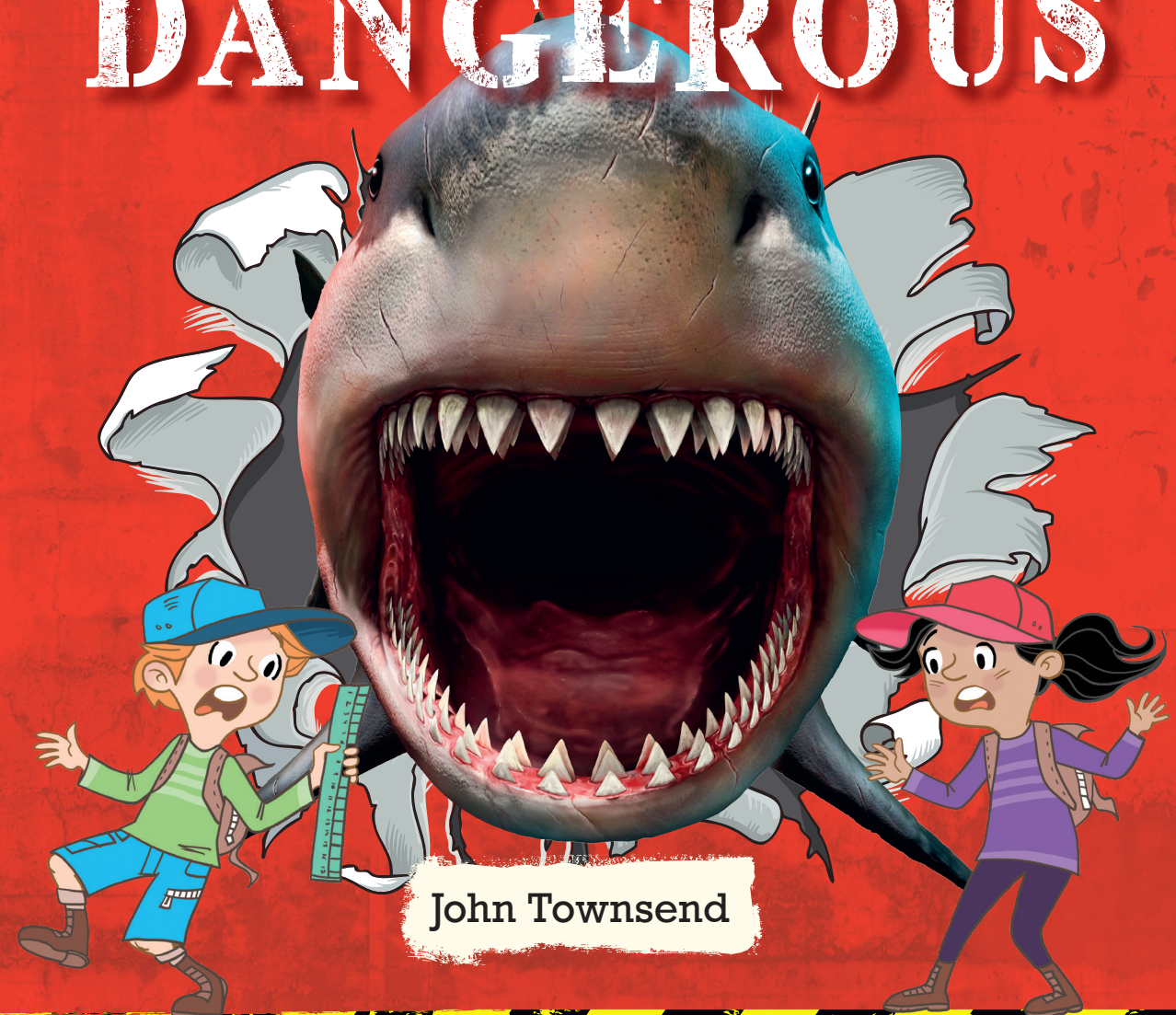


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www.risingstarsreadingplanet.com

BIG, BAD and SERIOUSLY DANGEROUS



John Townsend

A note from the author

I hope you enjoyed finding out about some of the biggest and most dangerous animals on Earth. I have always enjoyed collecting true stories about animals – especially when they're scary. Maybe you were surprised by some of the animals in this book ... and even a bit scared, too! Finding out about animals that are no longer around is a big interest of mine and maybe it's an interest of yours now.

Now try this!

Find out which is the biggest animal on the planet today (clue – it swims in the sea and isn't mentioned in this book). Write down some WOW facts about this animal and try to include at least one word from the glossary.

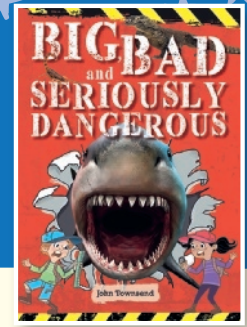
Choose one of the **EXTINCT** animals in this book and find out more information about it in a book or on a reliable website. Write three 'Extra Amazing Facts'.

Using some of the information in this book, make up a short newspaper story with the headline: **KID COMES FACE TO FACE WITH MONSTER**

Imagine you woke up on a camping holiday to find a large animal inside your tent. Tell the story of how you managed to escape.

Big, Bad and Seriously Dangerous

John Townsend



Book overview

In reading this information book, the children will discover some of the biggest and most dangerous animals alive now and in the past. Each chapter focuses on a particular type of animal and presents information about the most dangerous examples. The text also includes characters commenting on the information using speech bubbles

Use this book to explain the features of information texts. The book includes a wide range of non-fiction features to develop the children's understanding of how information texts work and different ways of presenting and retrieving information. These non-fiction features include a contents page, captions, maps, newspaper-style reports, a variety of fact boxes including bulleted lists, speech bubbles, a glossary and an index.

Curriculum links

The information in this book could be linked to various topics within the primary science curriculum, including the study of 'living things and their habitats', focusing on the classification of living things into groups. The focus on measurements in the text could link to the study of measurement in mathematics (see the 'Follow-up activities' section).

Key words

Discuss these key words with the children to test understanding before reading or as you read. Remind the children that they can use the glossary to understand difficult words and scientific vocabulary.

millions (p3), **at your peril** (p5), **vibrations** (p7), **far-fetched nonsense** (p10), **victim** (p13), **native** (p14), **detect** (p24), **tonnes** (p27), **skull** (p28)

Reading and SPaG* objectives

This text and the suggested activities will support the children to:

- ★ listen to and discuss a wide range of fiction and non-fiction genres
- ★ retrieve and record information from non-fiction

- ★ understand the use of past and present tense, and introduce the use of the present perfect form of verbs
- ★ use and spell comparative and superlative forms of adjectives.

Before reading

- ★ Show the class the front cover of the book. Ask: *Does the cover make you want to read this book? Why, or why not?* The children may say that the book looks exciting or scary. *Do you think the book is fiction or non-fiction?* If necessary, remind the children that non-fiction or information books include facts about different topics, in this case animals.
- ★ The children will be reading this book for information or to learn about the topic. *What do you think is important to include in a good information book?* (E.g. *It has to include facts; the information has to be exciting to read; it should include illustrations, photos and maps, to help you understand more about the topic; it should have features such as a glossary and an index.*) List the different features on the whiteboard and see which ones the class can spot as you read the book. Add elements to the list as you read.

During reading

Look at pages 4–5 as a class. Discuss the different ways information is presented on this page.

- ★ Ask: *How many different features can you spot?* Answers could include main/introductory text at the top of page 4, a 'Big bad facts!' box giving a list of facts using bullet points, captions, speech bubbles, a news report case study, a map, a photo, illustrations, headings and sub-headings for the page and different elements. *Would you expect to find so many different features in a storybook?*
- ★ *Where else might you find a page layout like this?* The children may mention magazines or some websites. You could have examples of these different media ready to demonstrate the similarities.
- ★ *Why has the author (or the book designer) included all these features?* Some are used to identify different types of information, such as



the case study or the map; others are used to make the pages look exciting. You could show an example from an encyclopedia or a text-based website to show that information is not always presented in such a colourful way.

- ★ *Why do you think the characters and speech bubbles have been included?*

G This book provides opportunities to consider the use of the past and present tense. Remind the class that they can tell the tense of a text by looking at the verbs in it.

- ★ Each chapter starts by looking at current examples of seriously dangerous animals using the present tense, then examines animals from the past using the past tense.
- ★ Pages 16–19 are a good example of this. The text on page 16 is all in the present tense. Point out the verbs in the introductory paragraph: *are, do (don't), use, kill, squeeze, open, swallow, is*. Ask: *If these verbs were in the past tense, what would change?* They would become: *were, did (didn't), used, killed, squeezed, opened, swallowed, was*. Note that many, but not all, end in *-ed* in the past tense.
- ★ The case study on page 17 includes a mix of past and present tense, but the text on pages 18–19 talks about an extinct animal, so almost all of it is in the past tense. This pattern is followed in most chapters of the book.
- ★ In Year 3, the children should be introduced to the use of the present perfect tense. Examples in the book include the 'Killer croc' box on page 21. The present perfect uses the verb 'to have' and the past form of another verb. Examples here include 'people who have escaped' and 'Gustave has eaten over 100 people'. *How does this change the meaning from using the simple past, for example 'Gustave ate'?* If we used the simple past here, it would suggest that this was all in the past; however, 'has eaten' tells us that Gustave may not have finished yet!

V The author uses a wide range of adjectives to describe the animals in the book. Point out that the book's title is a series of adjectives! Model reading a section of the text aloud and identify adjectives in the text with the children.

- ★ Organise the children into small groups and ask them to take turns in reading a section of the book aloud.
- ★ While one child reads, the rest of the group could record some of the adjectives the author uses. Remind them that adjectives are words that describe a noun.

- ★ If the children encounter unfamiliar words, encourage them to use the context and other elements on the page, such as the illustrations, to try to work out the meaning of the word.
- ★ Point out that the author may sometimes use an adjectival phrase, such as 'seriously dangerous', or comparisons, such as 'almost twice as long as a saltwater crocodile' (page 22).
- ★ As well as simple adjectives (e.g. *big*), the author also uses the suffixes *-er* and *-est* to compare different animals (e.g. *bigger, biggest*). Ask the children to look out for these forms of adjectives as they read. PCM1 enables them to practise spelling and using these comparatives.

Use PCM2 to assess the children's understanding of the text and their ability to retrieve information. You can also use the comprehension questions at the end of the book.

Reading for pleasure

As part of your discussion at the end of the book, encourage the children to discuss whether they liked the book. You could rate the book as a class alongside the other books you've read.

- ★ *What did you like about the book?* Focus particularly on the layout and the way the information was presented. Did they find this attractive and engaging?
- ★ *Which of the animals in the book would you least like to meet?* Different groups could discuss different creatures from the book. *Could a giant centipede be worse than a shark?*
- ★ *What similar books about other subjects have you enjoyed?* This approach could be used for several topics, such as comparing the world's most amazing places or the best sportspeople.

Follow-up activities

As a class, discuss what would happen if one of these creatures was roaming your neighbourhood, especially one of the giant prehistoric beasts. Ask the children to pick an animal from the book and design a poster warning people about it. *What does it look like? How big is it? What should you do if you spot one?* The poster could include a scary picture of the chosen animal.

The use of measurements and comparisons to buses or weight of children offers great opportunities for active learning in maths as the children get to grips with different measurements. (E.g. *A Komodo dragon weighs about as much as five children.*)

Big, Bad and Seriously Dangerous

Name: _____ Date: _____

Bigger and scarier

We can add *-er* and *-est* to adjectives to compare different things.

1 Fill in the gaps in the table below. Be careful – sometimes extra letters are added or changed for the different forms. Sometimes, the root word changes completely.

big	bigger	biggest
tall		
	larger	
	smaller	
		closest
	deadlier	
scary		
good	better	
		worst

2 Use some of these adjectives to write sentences using information from the book. For example:

Megalodons were bigger than a Great White Shark.

Be careful – not all words ending in *-er* are adjectives.

Big, Bad and Seriously Dangerous

Name: _____ Date: _____

Big, bad and seriously dangerous

1 Use information from the book to fill in the gaps.

- a A giant scorpion that lived in Scotland millions of years ago was bigger than a _____.
- b A Komodo dragon can weigh _____ kilograms, which is five times _____ than most eight-year-old children.
- c Titanoboa could reach _____ metres long. That's as long as _____.
- d _____ was a giant crocodile that could weigh up to 10 tonnes.
- e _____ can be as big as an ambulance. They have rows of razor-sharp teeth.
- f _____ was probably the largest hunting dinosaur that ever lived. Its _____ was nearly two metres long.

2 Now use the book to come up with your own sentences with missing words to test your classmates' knowledge of big, bad and seriously dangerous animals.

- a _____
- b _____
- c _____