



# BIG BAD BITEASAURUS

MALACHY DOYLE

ILLUSTRATED BY DAVID CREIGHTON-PESTER



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**BOOK BAND: PURPLE**

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## BEFORE YOU START

Prepare a **group journal** to help you record group discussions and responses to the text as you work through the book.

Prepare outlines of the characters Biteasaurus and Pete, ready to complete using the **Role on the Wall** technique.

# SESSION 1: CHAPTER ONE



## Focus: Predicting, Questioning and Thinking Aloud

Share the title of the book with the children, then read Chapter One.

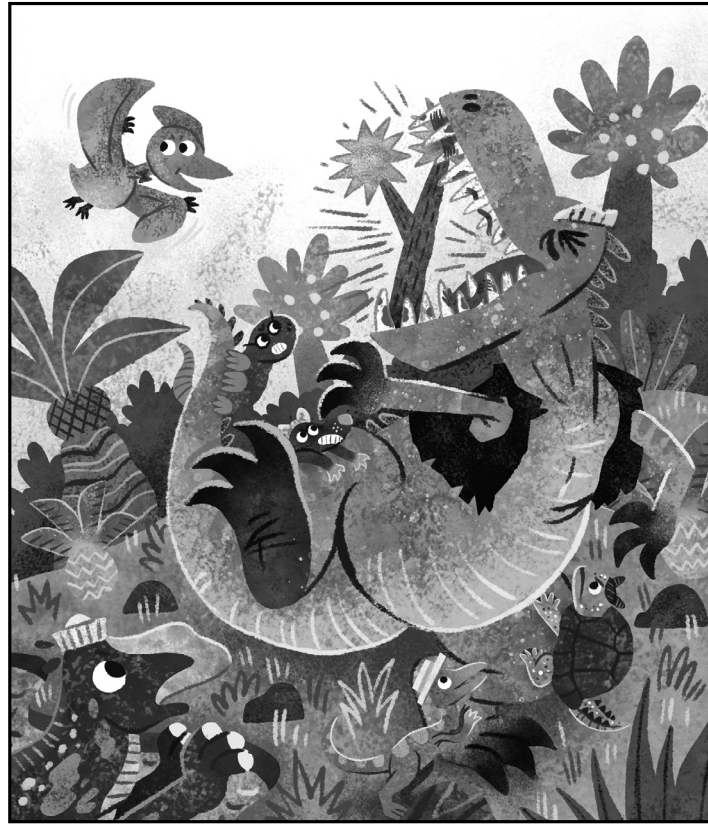
- What do you know about Big Bad Biteasaurus so far?
- How would you describe him?
- Who do you think the swimmers are?
- What about the hoppers?
- Who are the crawlers?
- Do you recognise or know any of these dinosaurs? Can you name them?
- What do you think of Pete's idea?
- What do you think will happen next?

Begin to explore the children's responses to the start of the book with the help of the **four basic questions**. These questions can be used as a basis for discussion throughout the sessions.

- Tell me... was there anything you liked about this text?
- Was there anything that you particularly disliked... ?
- Was there anything that puzzled you?
- Were there any patterns... any connections that you noticed... ?

As children respond it can be useful to write down what they say under the headings 'likes', 'dislikes', 'puzzles' and 'patterns'. Record the children's responses in the **journal** and return to any queries as the sessions continue.

## SESSION 2: CHAPTER TWO



### **Focus: Questioning, Clarifying and Summarising**

Read Chapter Two, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**.

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Re-read and revisit the text and illustrations seen so far, and ask the children what they have found out about Biteasaurus and Pete.

Introduce the outlines of Biteasaurus and Pete to be added to using the **Role on the Wall** technique. Ask the children to come up with words or phrases to describe Biteasaurus's feelings and personality or his outward appearance and behaviour. For example, he is described as the 'biggest, baddest', as terrifying and as having 'mighty jaws'. Now repeat the process for Pete. The children might notice that in contrast he is described as 'tiny' but they might infer that he is brave because of his actions.

Revisit the **Role on the Wall** outlines at key points in the story as the children find out more about the characters, adding to them in different colours.

## SESSION 3: CHAPTER THREE



### **Focus: Clarifying, Thinking Aloud and Empathising**

Read Chapter Three, stopping at different points to clarify the children's understanding and allow for discussion.

- What did you expect Biteasaurus to do when he chomped through the tree trunk and spat it out?
- Were you surprised that he had painful teeth?
- Have you ever felt like this before?
- Do you think the other dinosaurs were surprised?
- What do you think the other dinosaurs will do?
- Why do you think Biteasaurus has got such disgusting teeth?

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Ask the children to discuss how they keep their teeth clean and healthy. You might want to share this video as a support for this: *Guide to Cleaning Teeth* – BBC: [www.bbc.co.uk/programmes/p03cnjj3](http://www.bbc.co.uk/programmes/p03cnjj3).

Encourage the children to write a set of instructions explaining to Biteasaurus how to brush his teeth and how to keep his teeth healthy and clean, including information such as:

- Brush your teeth before eating, not afterwards.
- Clean your teeth for at least two minutes.
- Gently brush the front and back of every tooth, then brush the flat chewing part.
- Only use a 'smear' of toothpaste.
- Don't rinse, just spit out any excess toothpaste when you have finished.



## SESSION 4: CHAPTER FOUR



### Focus: Re-reading, Empathising and Summarising

Read Chapter Four, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**.

- What did you think of what the other dinosaurs did for Biteasaurus?
- What did you think of the ending?
- Were you surprised by it?
- How do you think Biteasaurus changed throughout the story?
- How did the story compare to your original ideas and expectations?
- Does it remind you of any stories you have read before?

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Through modelling, ask the children to describe their favourite part of the story. Provide the children with an oral scaffold, for example: *the most memorable part of the story was... because... ; my top moment in the story was... because...* and in pairs ask them to identify their favourite part of the story. Encourage children to give reasons for their choices and invite some children to share these.

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Taking the text from the last chapter, use a **readers' theatre** approach and invite the children to perform a paragraph of the text creatively. They could consider:

- which parts could be read in unison
- which bits could be read with only one or two voices
- which bits could be read loudly or softly or echoed
- when sound effects might be used
- whether actions or movement would be effective
- what tone and intonation could bring the text to life.

Allow the children time and space to rehearse before they perform it.



# IDEAS TO SUPPORT THE SESSIONS

These are areas you could further develop depending on your professional judgement of the children's learning needs and their interests.

## Developing wider reading experiences

Read books with similar themes, such as:

- *Dinosaur Roar!* by Henrietta & Paul Stickland – Macmillan
- *T. Rex* by Vivian French, illustrated by Alison Bartlett – Walker
- *Stomp, Chomp, Big Roars! Here Come the Dinosaurs!* by Kaye Umansky, illustrated by Nick Sharratt – Puffin
- *Harry and the Bucketful of Dinosaurs* by Ian Whybrow, illustrated by Adrian Reynolds – Puffin

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## Supporting reading fluency

- While reading with the group, model skills and strategies such as predicting, sampling, confirming, self-monitoring, self-correcting, 'thinking aloud', interpreting things which are only implied, and the full range of cueing systems (semantic, syntactic and graphophonic).
- Occasionally, you could hide some words with a sticky note, asking the children to refer to the illustration for ideas. You could give another clue by revealing the first syllable or letter.
- You could make a pairs game to develop visual memory and book language, creating cards using laminated images from the book. Make pairs of cards, one card for an illustrated location or character and one for matching words from the story. Spread these out face down. Children take turns to turn over two cards. If they match, they can keep them. If not, they have to turn them back over again. The game proceeds until all the pairs have been found.
- You could create a simple jigsaw by writing questions with corresponding answers directly underneath on one side of a piece of paper, then printing an illustration on the reverse and cutting the sheet of paper up to separate the questions and answers. The children lay out the questions and answers in order. They can check their layout by turning them over to see if they have created the illustration correctly.
- There are many examples of alliteration in the text, such as *Big Bad Biteasaurus*, *biggest baddest bully*, *big bad bite*, *hoppers hopped*, *crawlers crawled*, *swimmers swam*, *tree trunk*, *pickety-pluck*, *scrapity-scrape*, *polishy-polish*, *dinosaur dentist*.



## Vocabulary building

- Children could make **word collections** which describe a particular character and their feelings or a place, event or situation.
- Ask the children to look back at pages 4-5 and discuss how you pronounce *pterosaur*. Discuss the silent 'p' and ask the children if they know of any other words that contain silent letters such as *doubt, lamb, Wednesday, knee, knife*. Ask the children if they know any other dinosaur names and list these too, discussing whether any of those have silent letters.
- The text could also be used to investigate adjectives, including comparative and superlative adjectives, such as *biggest, baddest, tiny, mighty, bad, terrible, moody, grumpy, tiniest, mucky, yucky, clean, shiny*.

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## Opportunities to revisit the text independently

- With the children, make a set of magnetic or stick story props to use in a retelling of the story and to support children in their own independent retellings. If possible, provide extra copies of the book to support this.
- If the children have a good memory of the text through repeated readings, they can be given copies of the story to read to partners. This helps children to see themselves as readers.
- Allow the children to re-enact the story through play. Revisiting stories through a range of play-based experiences helps children to step into the world of the book and to explore it more completely.
- Use **hot-seating** to explore the main character further. One member of the group **role-plays** a character and is interviewed by the other children. This activity involves children closely examining a character's motivation and responses.
- Make a **story map** as a way of retelling the story. This breaks the story down into episodes and sequences its events. This kind of graphic representation helps children to hold on to the shape of the story more confidently.

Encourage the children to take the book home to read alongside a parent or carer and suggest that they use the 'Tips for grown-ups' pages to support their discussions.



## Experiences linked to the text

- Allow the children to explore teeth and dentistry. Supporting resources can be found here:
  - *Explanation - wobbly teeth* – BBC: [www.bbc.co.uk/bitesize/clips/zs9rkqt](http://www.bbc.co.uk/bitesize/clips/zs9rkqt)
  - *Downloads and resources* – Oral Health Foundation: [www.dentalhealth.org/downloads-and-resources](http://www.dentalhealth.org/downloads-and-resources)
- Children can go on to find out more about dinosaurs. Supporting resources can be found here:
  - *Dinosaurs* – Natural History Museum: [www.nhm.ac.uk/discover/dinosaurs](http://www.nhm.ac.uk/discover/dinosaurs)

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These resources were created by Bloomsbury and The Centre for Literacy in Primary Education (CLPE). For more teaching resources, visit:

[www.bloomsburyguidedreading.com](http://www.bloomsburyguidedreading.com)

[www.clpe.org.uk](http://www.clpe.org.uk)

