



## Top Dinosaurs

Published by Collins  
An imprint of HarperCollinsPublishers  
77–85 Fulham Palace Road  
Hammersmith  
London  
W6 8JB

Browse the complete Collins catalogue at  
[www.collinseducation.com](http://www.collinseducation.com)

Text and design © HarperCollinsPublishers Limited 2005

Illustrations © Jon Hughes and Ali Teo 2005

Series editor: Cliff Moon

Original ISBN 978 0 00 718571 9

Maoliosa Kelly asserts her moral right to be identified as the author of this work.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publisher or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd., 90 Tottenham Court Road, London W1T 4LP.

British Library Cataloguing in Publication Data

A Catalogue record for this publication is available from the British Library.

Illustrators: Cover, pp106–107, p108, p110, p112, p114, p116: Jon Hughes; p109, p111, p113, p115, p117, pp118–119: Ali Teo

Design manager: Nikki O'Reilly, [www.together-design.com](http://www.together-design.com)

Ideas for reading author: Linda Pagett

### Acknowledgements

Collins would like to thank the teachers and children at the following schools who took part in the development of Collins Big Cat:

Alfred Sutton Primary School

St. Anne's Fulshaw C of E Primary School

Anthony Bek Primary School

Biddick Primary School

Britannia Primary School

Christ Church Charnock Richard C of E Primary School

Cronton C of E Primary School

Cuddington Community School

Glory Farm County Primary and Nursery School

St. John Fisher RC Primary School

Killinghall Primary School

Malvern Link C of E Primary School

Margaret Macmillan Primary School

Minet Nursery and Infant School

Norbreck Primary School

Offley Endowed Primary School

Portsmouth Primary School

St. Margaret's RC Primary School

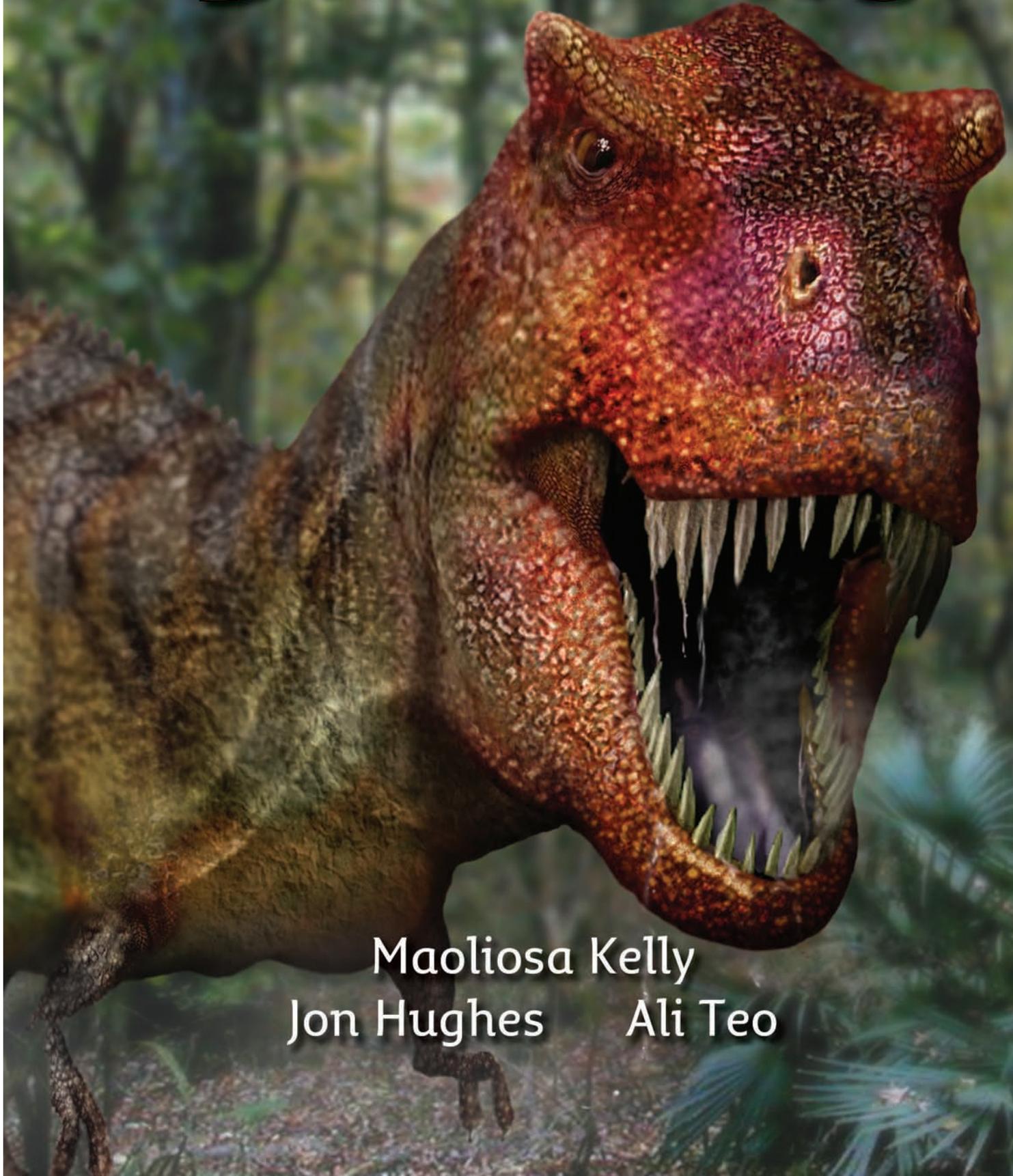
Wadebridge Community Primary School

Get the latest Collins Big Cat news at  
[www.collinsbigcat.com/elt](http://www.collinsbigcat.com/elt)



Blue  
Band 4

# Top Dinosaurs



Maoliosa Kelly  
Jon Hughes     Ali Teo

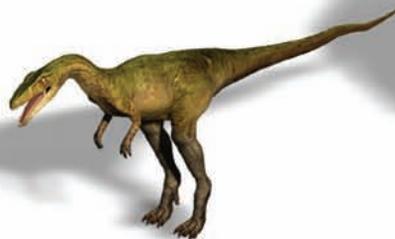
# Dinosaurs

Dinosaurs lived on Earth millions of years ago.

There were many different dinosaurs. Here are some of them.



Velociraptor



Compsognathus



Brachiosaurus

Tyrannosaurus rex



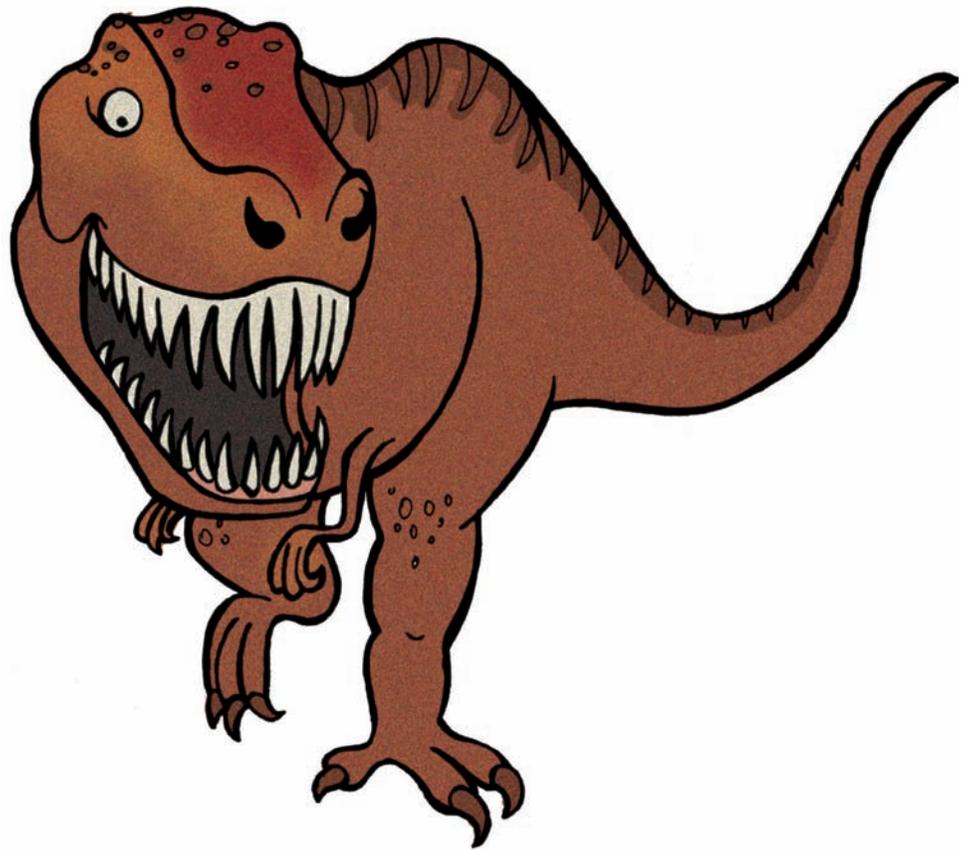
Stegosaurus

# Tyrannosaurus rex

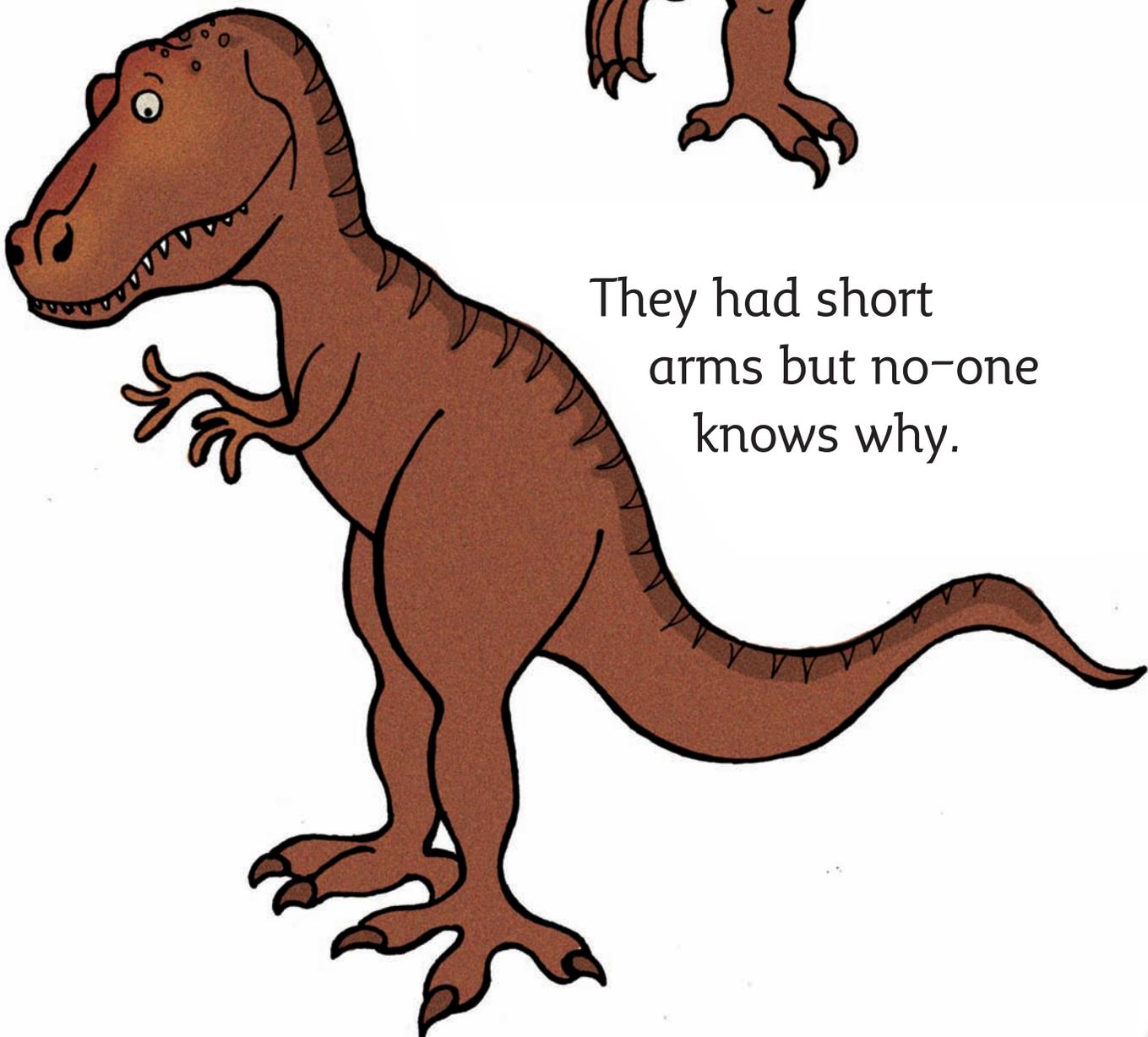
*(tie-ran-o-sor-us rex)*



These dinosaurs were very scary.  
They had long,  
sharp teeth.



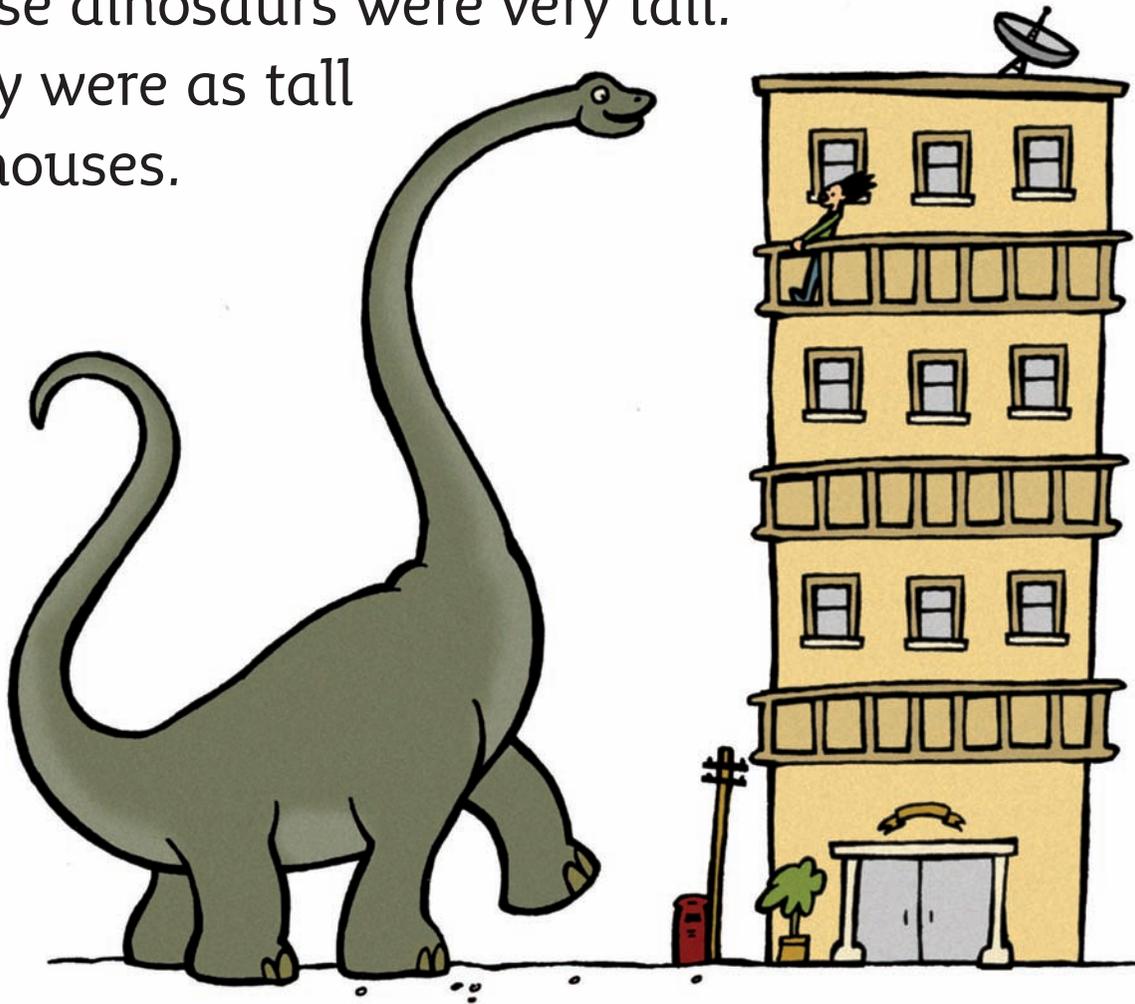
They had short  
arms but no-one  
knows why.



# Brachiosaurus

*(brack-i-o-sor-us)*

These dinosaurs were very tall.  
They were as tall  
as houses.



They were as heavy as 15 elephants.

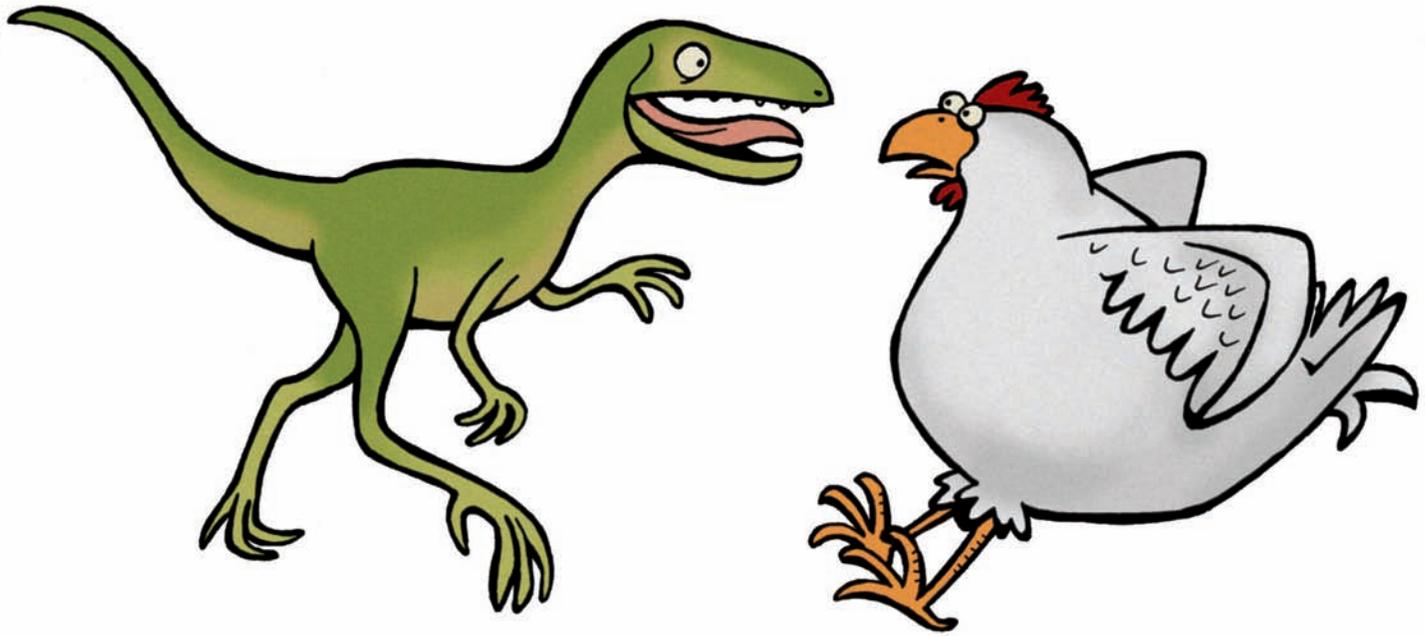


# Compsognathus

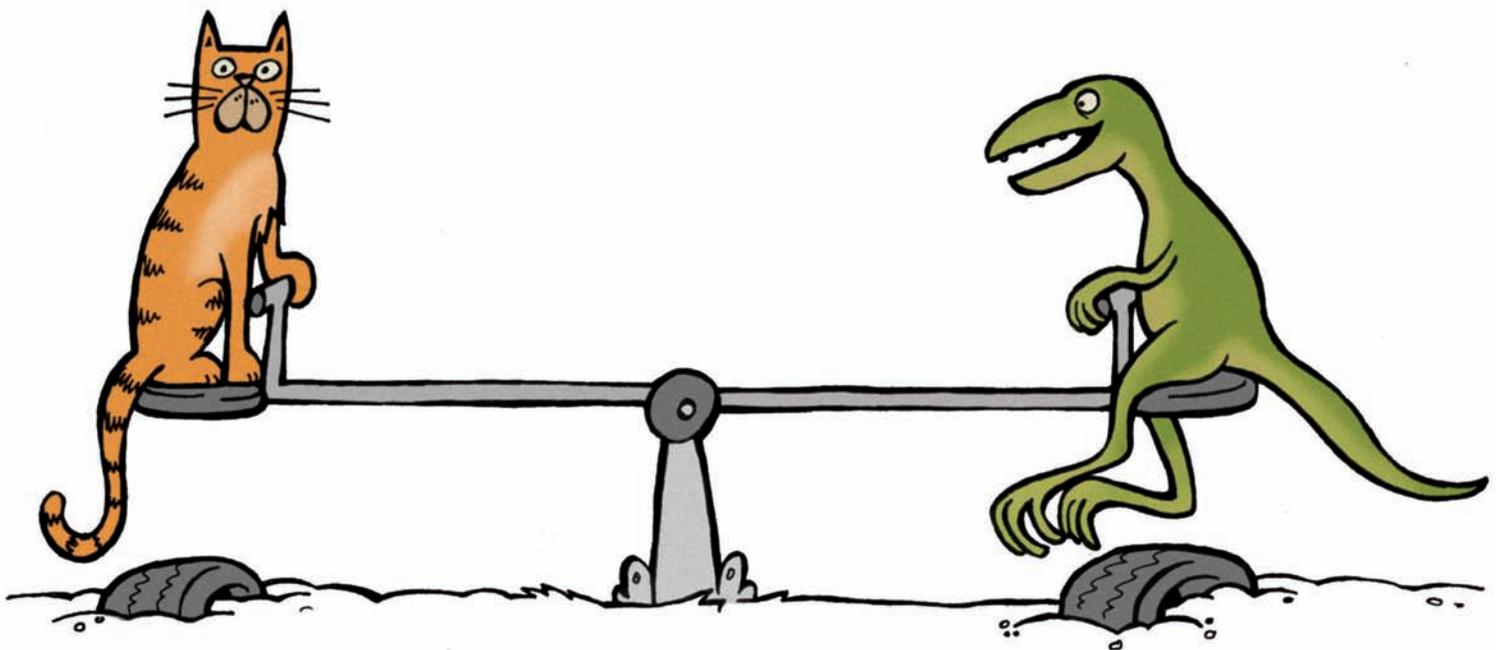
(*comp-sog-nay-thus*)



These dinosaurs were very small.  
They were as small as hens.



They were as heavy as cats.

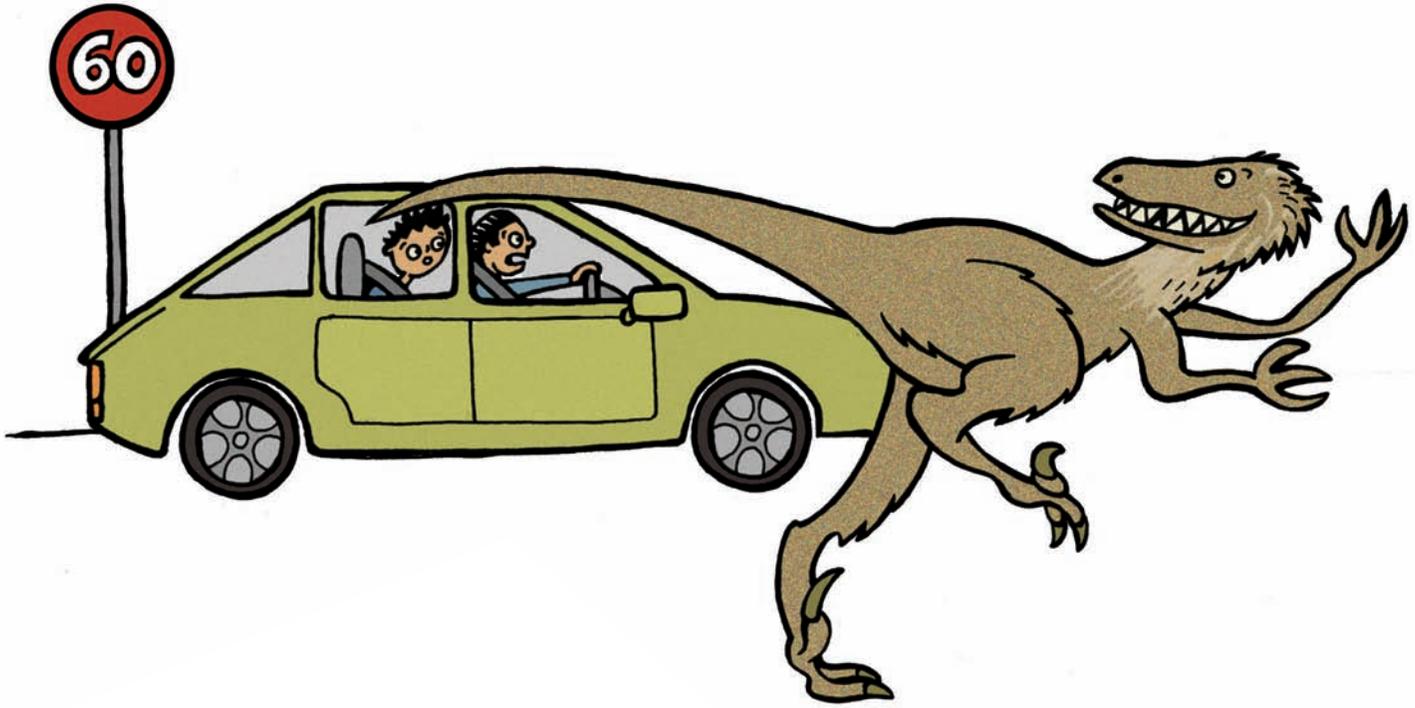


# Velociraptor

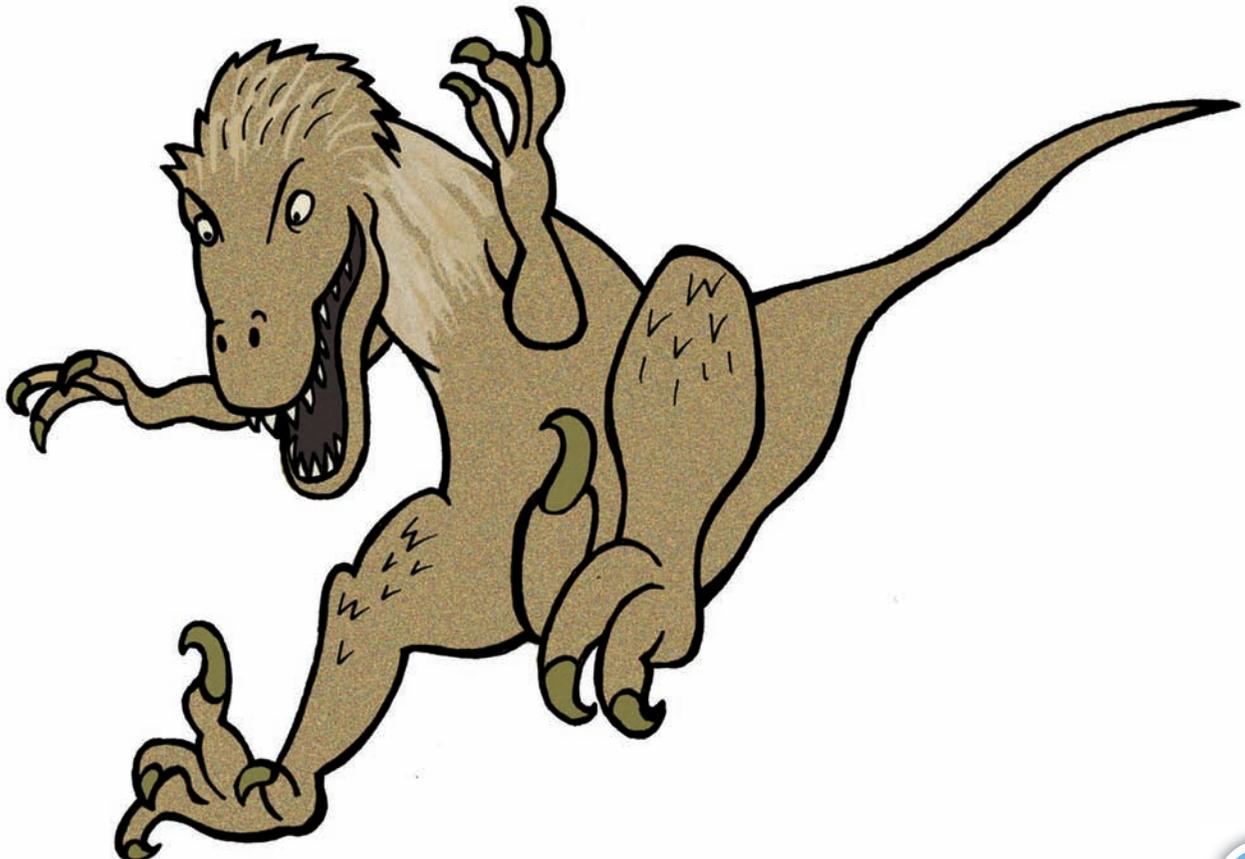
*(vell-oss-ee-rap-tor)*



These dinosaurs were very fast.  
They could run as fast as cars.



They had big, sharp claws.

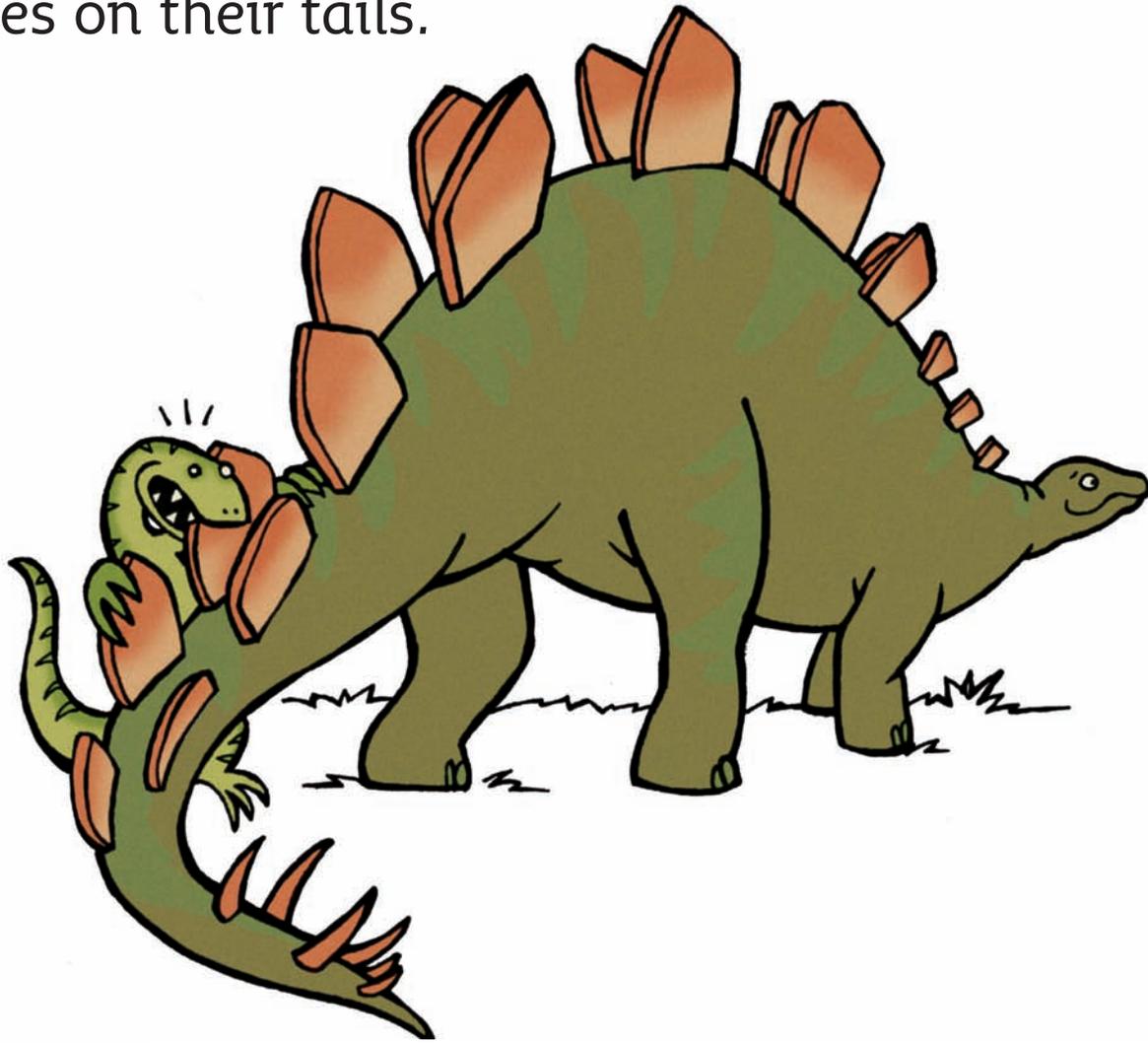


# Stegosaurus

(steg-o-sor-us)



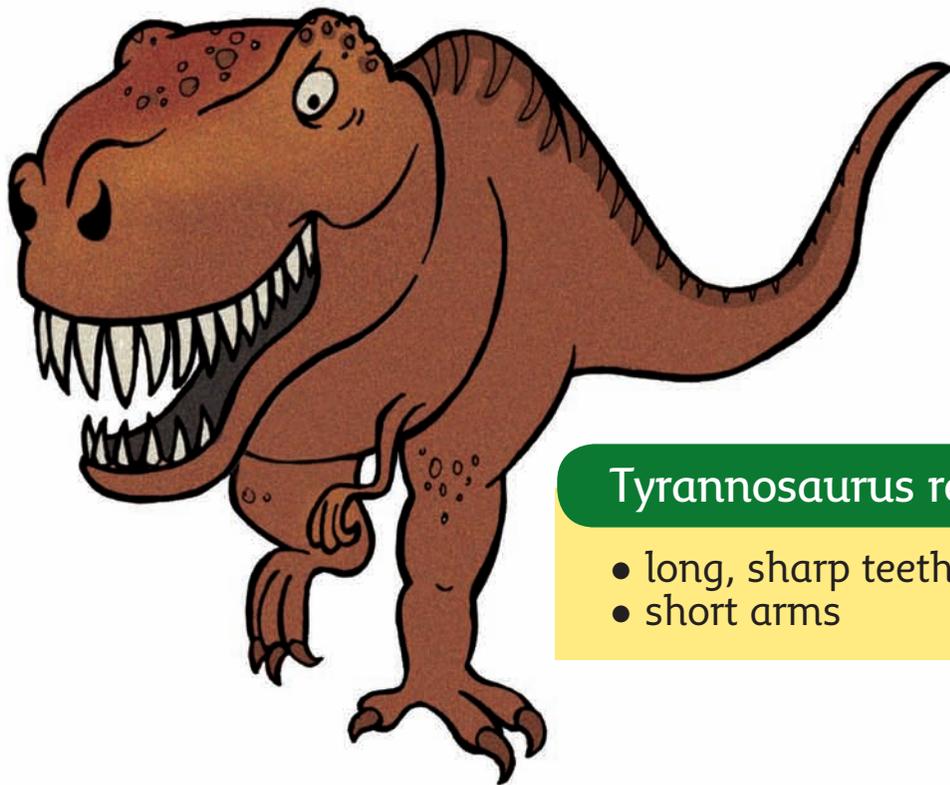
These dinosaurs were very strong.  
They had plates on their backs and  
spikes on their tails.



They had very small brains.  
Their brains were as small  
as walnuts.



## Top dinosaurs

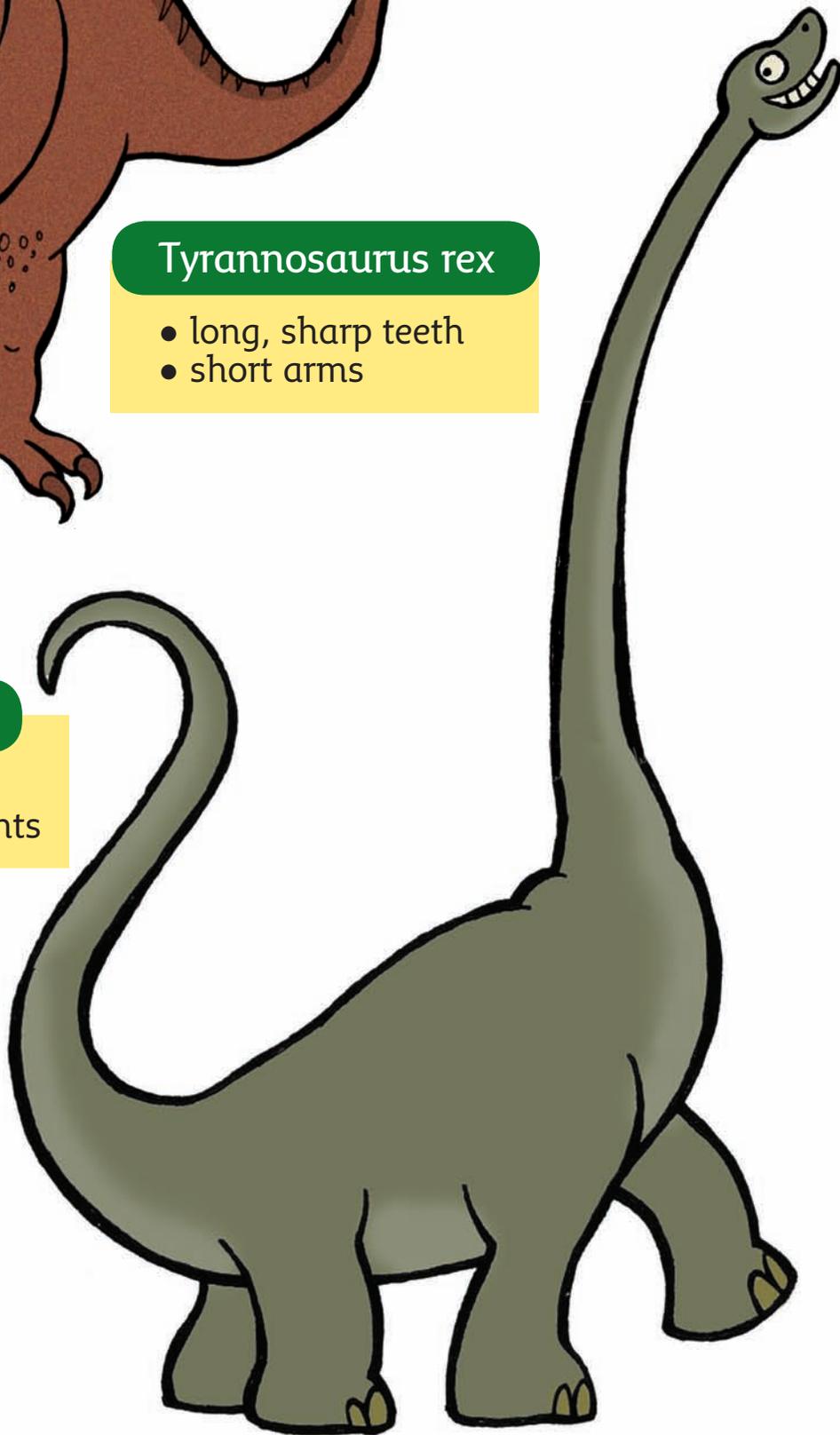


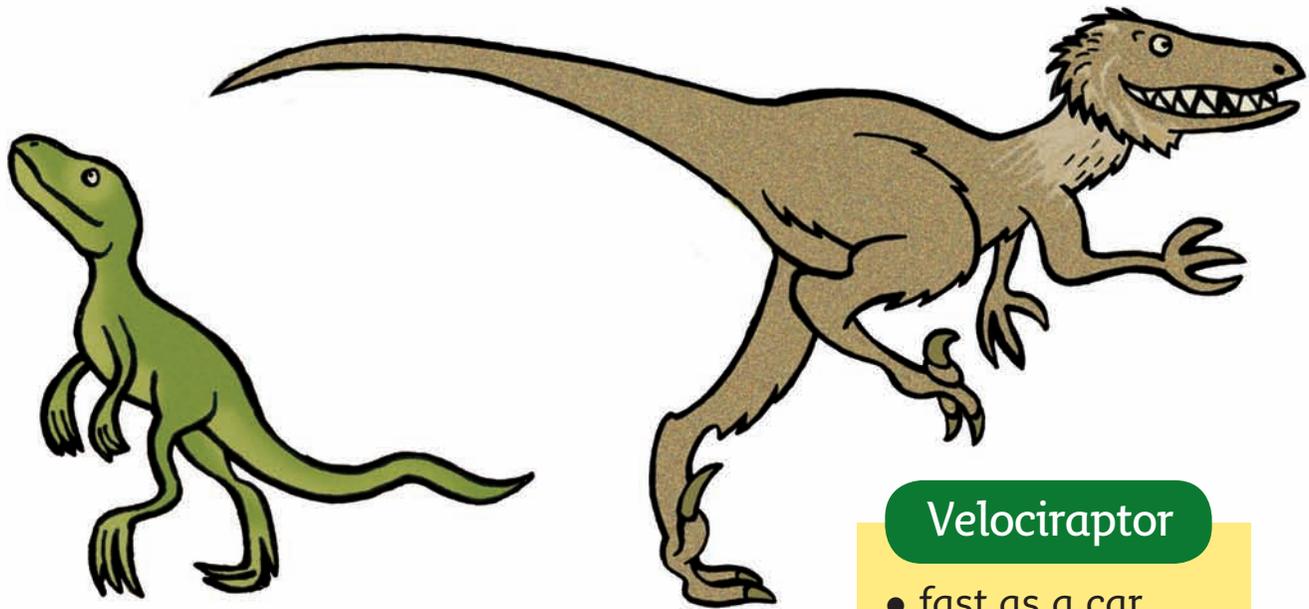
**Tyrannosaurus rex**

- long, sharp teeth
- short arms

**Brachiosaurus**

- tall as a house
- heavy as 15 elephants





### Compsognathus

- small as a hen
- heavy as a cat

### Velociraptor

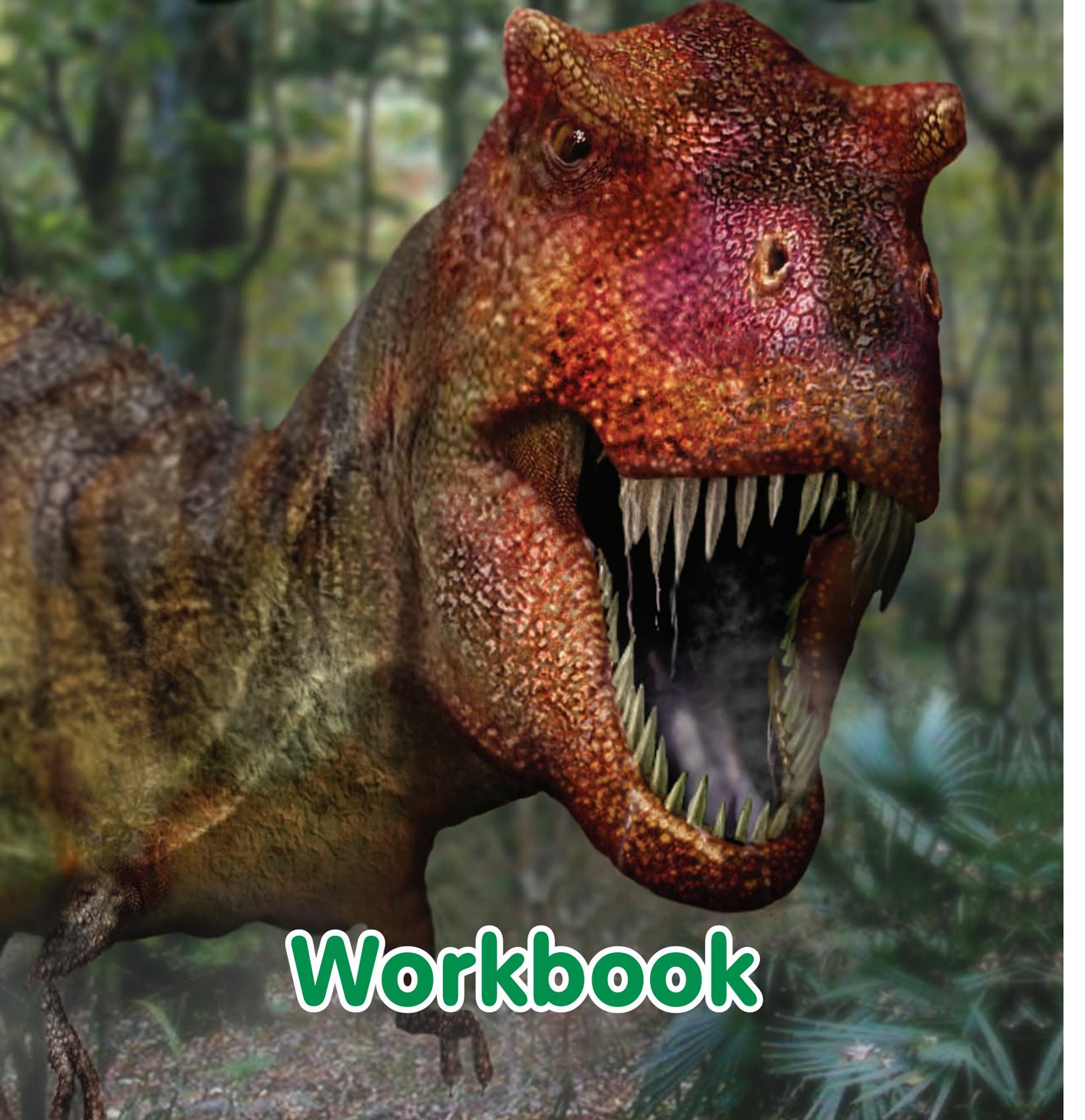
- fast as a car
- big, sharp claws



### Stegosaurus

- very strong
- very small brain

# Top Dinosaurs



Workbook

# Before You Read



1. What do you know about dinosaurs? Tick (✓) your answers.

1 Dinosaurs died ...

- a. millions of years ago
- b. thousands of years ago
- c. hundreds of years ago

2 Dinosaurs ate ...

- a. people
- b. bread
- c. meat or plants



2. What do you want to learn about dinosaurs in *Top Dinosaurs*? Write three questions.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



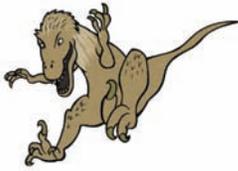
# Key Story Words 1



1. Label each picture with the correct dinosaur name from the box.

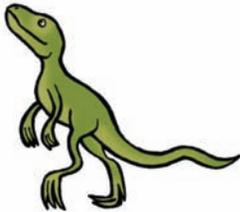
Stegosaurus   Brachiosaurus   Tyrannosaurus rex  
Velociraptor   Compsognathus

1



\_\_\_\_\_

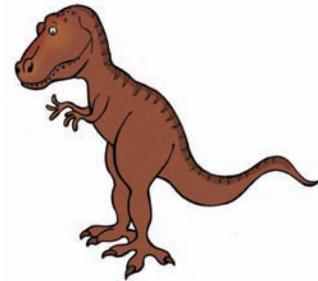
2



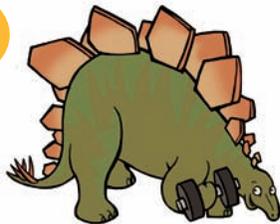
\_\_\_\_\_

3

\_\_\_\_\_



4



\_\_\_\_\_

5

\_\_\_\_\_

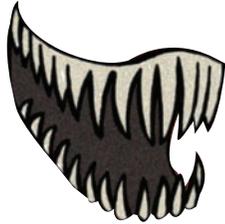


# Key Story Words 2



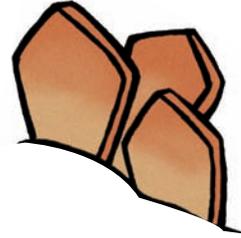
1. **Circle** the correct word to label each picture.

1



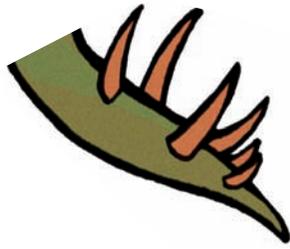
claws/teeth

2



plates/claws

3



spikes/teeth

4

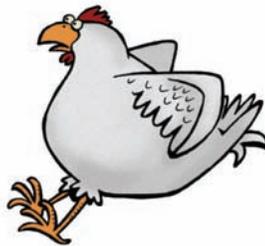


spikes/claws



2. **Fill in the blanks to complete the words. Look at the pictures for clues.**

1



h \_ \_ \_

2



w \_ \_ \_ n \_ \_ \_



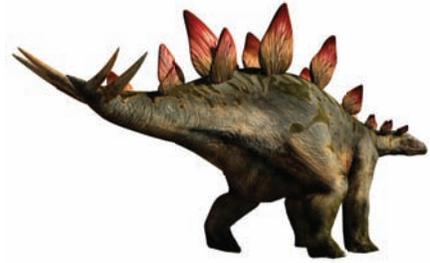
# Key Story Sentences 1



1. Fill in the blanks with words from the box.

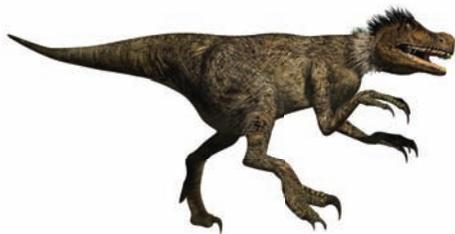
sharp   Dinosaurs   claws   walnuts   small

1 \_\_\_\_\_ lived on Earth millions of years ago.



2 Tyrannosaurus Rex had long, \_\_\_\_\_ teeth.

3 The Compsognathus was as \_\_\_\_\_ as a hen.



4 The Velociraptor had big, sharp \_\_\_\_\_.

5 Stegosaurus brains were as small as \_\_\_\_\_.



## Key Story Sentences 2



1. Match the beginning of each sentence from the text with its ending.

Tyrannosaurus Rex had short arms

1

a as houses.

Brachiosaurus were as tall

2

b but no-one knows why.

Brachiosaurus were as heavy

3

c as cars.

Velociraptors could run as fast

4

d as small as walnuts.

Stegosaurus had plates on their backs

5

e as 15 elephants.

Stegosaurus brains were

6

f and spikes on their tails.



# Key Story Sentences 3

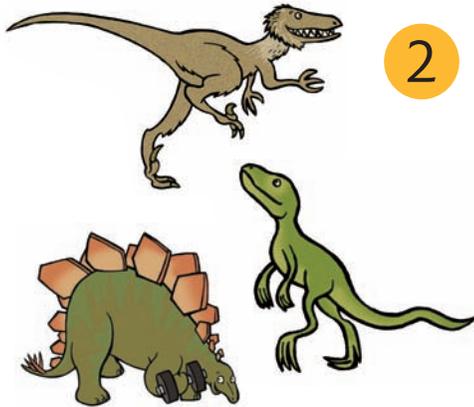
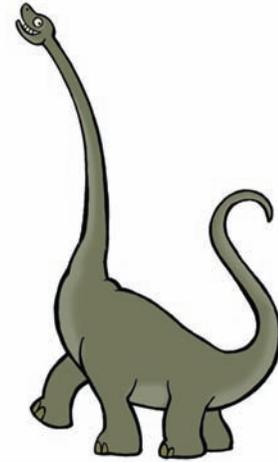


1. Unscramble the sentences and rewrite them to match the text.

1 Earth millions lived of years on ago. Dinosaurs

---

---



2 different many were There dinosaurs.

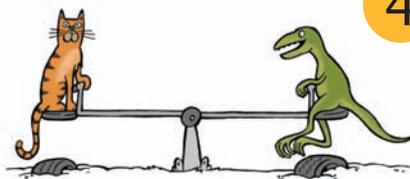
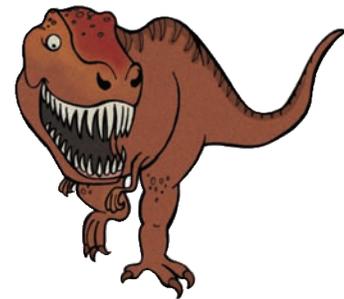
---

---

3 sharp had long, They teeth.

---

---



4 heavy were cats. as Compsognathus as

---

---

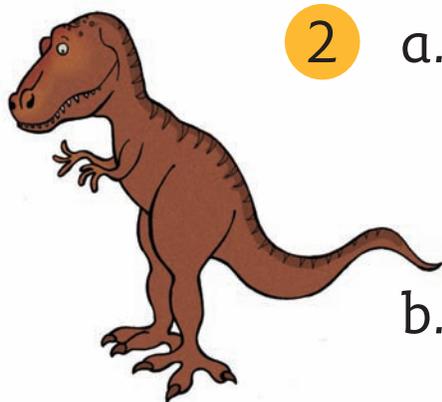
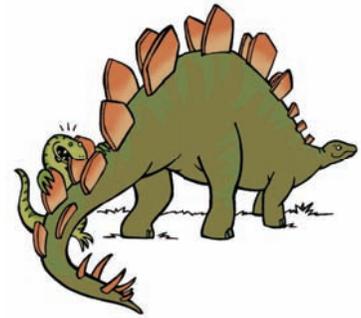


# Reading Comprehension 1



1. Tick (✓) the correct sentence in each pair.

- 1 a. Some dinosaurs had spikes on their tails.
- b. All dinosaurs had spikes on their tails.



- 2 a. The Tyrannosaurus rex had short arms but no-one knows why.
- b. The Tyrannosaurus rex had short arms to eat faster.

- 3 a. Some dinosaurs could fly as fast as a rocket.
- b. Some dinosaurs could run as fast as cars.



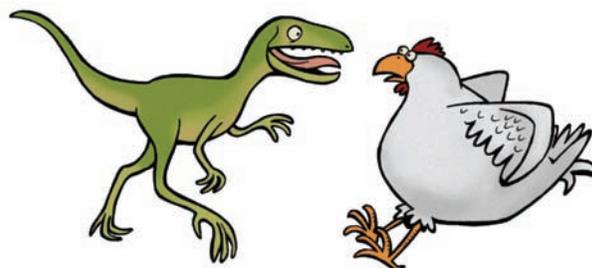
# 🐾 Reading Comprehension 2 🐾



1. Fill in the blanks with the correct dinosaur name from the box.

Stegosaurus    Brachiosaurus    Tyrannosaurus rex  
Velociraptor    Compsognathus

- 1 These dinosaurs had small brains:  
\_\_\_\_\_
- 2 These dinosaurs had short arms:  
\_\_\_\_\_
- 3 These dinosaurs were small:  
\_\_\_\_\_
- 4 These dinosaurs were very tall:  
\_\_\_\_\_
- 5 These dinosaurs could run very fast:  
\_\_\_\_\_





## 2. Tick (✓) the correct ending to each sentence from the text.

1

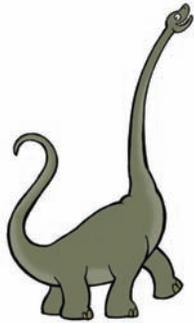


The Tyrannosaurus rex ...

was as small as a hen.

had long, sharp teeth.

2

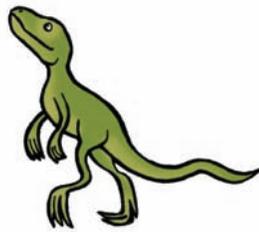


The Brachiosaurus ...

was as tall as a house.

had short arms.

3

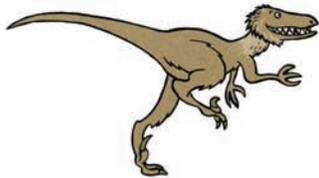


The Compsognathus was ...

as heavy as 15 elephants.

as heavy as a cat.

4

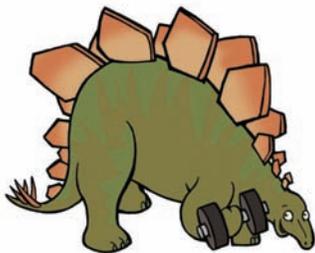


The Velociraptor had ...

plates on its back.

big, sharp claws.

5



The Stegosaurus was ...

as small as a mouse.

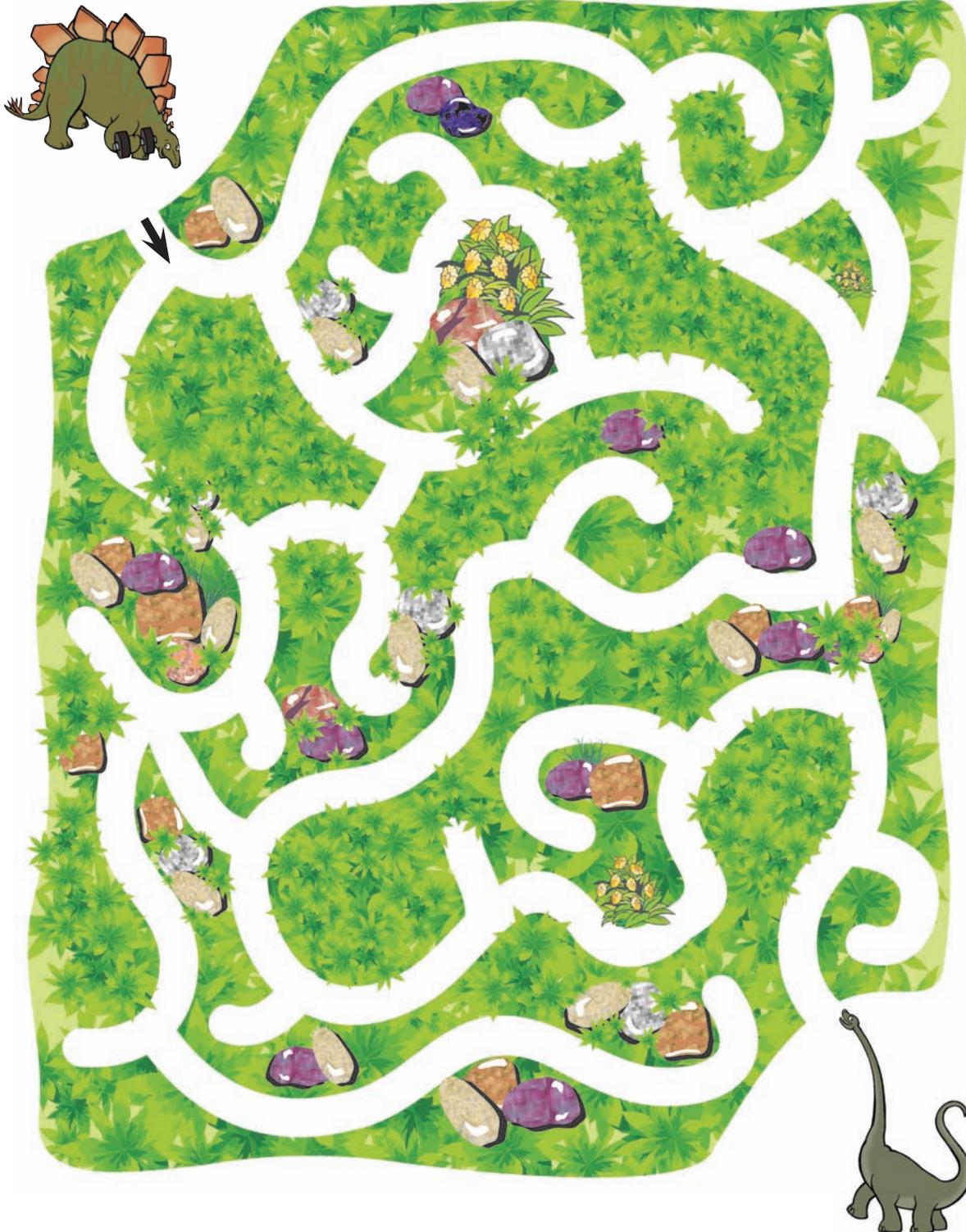
very strong.



# Have Fun with English!



1. Help the Stegosaurus find its way through the maze to the Brachiosaurus.





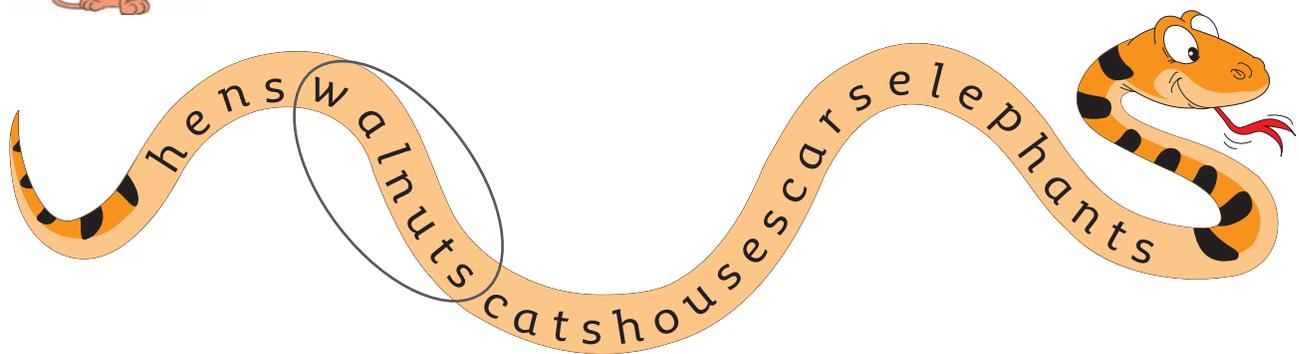
2. Look at the words in the box.  
Find and **circle** them in  
the word square.

h	f	a	s	t	g	t	s
e	s	m	t	a	j	z	h
a	m	a	r	s	h	x	a
v	a	l	o	n	g	c	r
y	l	z	n	l	o	n	p
k	l	m	g	t	a	l	l
s	h	o	r	t	k	o	s

- heavy
- tall
- strong
- short
- fast
- sharp
- small
- long



3. Find and **circle** five words in  
the word snake.

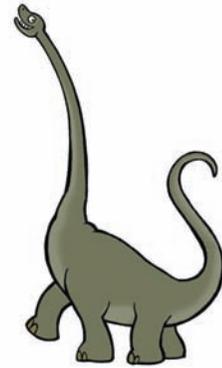


# Test Your English



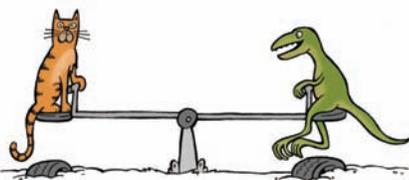
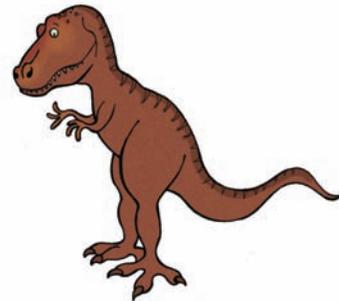
1. True or False? Write "T" for True or "F" for False.

1 Dinosaurs lived on Earth 100 years ago. \_\_\_\_\_



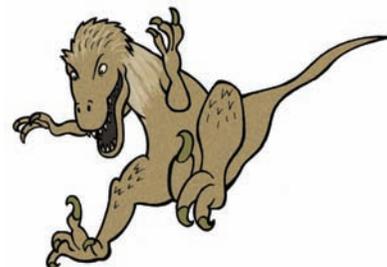
2 There were many different dinosaurs. \_\_\_\_\_

3 The Tyrannosaurus rex was not scary at all. \_\_\_\_\_



4 The Compsognathus was as heavy as a cat. \_\_\_\_\_

5 The Velociraptor was as small as a hen. \_\_\_\_\_





**CONGRATULATIONS!**

You have completed  
***Top Dinosaurs***

Go to page **175** to get your  
Reward Certificate.



## Ideas for reading

**Learning objectives:** Using the terms fiction and non-fiction and understanding their different features; predicting text, reading on leaving a gap and re-reading; reading words with initial consonant clusters; taking turns to speak and listen

**Curriculum links:** Numeracy: Shapes, Space and Measure

**High frequency words:** were, lived, on, was, very, had, as, they

**Interest words:** Tyrannosaurus Rex, Brachiosaurus, Compsognathus, Velociraptor, Stegosaurus

**Word count:** 174

**Resources:** small wipe boards and pens

### Getting started

- Read the title and discuss what the children already know about dinosaurs.
- Walk through the text with the children and talk about what kind of book it is and what features they can spot. Can any of the children identify the dinosaurs? Point out the strange dinosaur words and read them to the children.
- Ask what the proper word is for books that tell us facts. Use the words *fiction* and *non-fiction*.
- Ask the children what to do if you get stuck on a word. Model how to read a sentence and leave a gap for a more difficult word, then go back and see what word 'fits'.

### Reading and responding

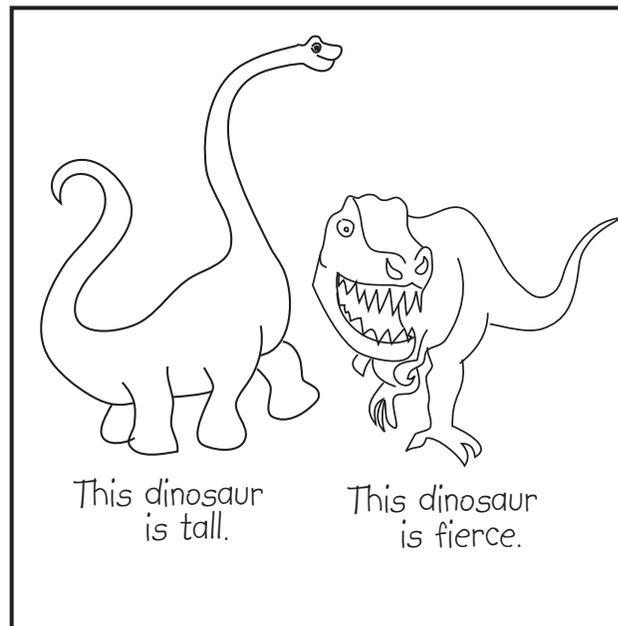
- Ask the children to read independently and aloud – they may attempt to read the dinosaur words, but if they aren't sure ask them to move straight on to the right-hand pages.
- Praise children who predict unfamiliar words by leaving a gap and then finding a word that fits.
- Discuss pp118–119 together. What did they find out about dinosaurs? What kind of illustrations are they? How do we know what dinosaurs looked like?

### Returning to the book

- Ask the children, in pairs, to look through the text and find examples of words with an initial consonant cluster e.g. *claws*, p115, *plates* and *spikes*, p117. Help the children to blend both initial sounds.
- Ask the children to look through the book and find special non-fiction features, e.g. labelled diagrams.
- Look through the book again and read and discuss the illustrations. Discuss how they are different to illustrations in fiction books.
- Ask the children to discuss in pairs what they've learnt about dinosaurs. Encourage taking turns and good listening.

### Checking and moving on

- Ask the children to write on a wipe board words they know beginning with *cl*, or *pl*, then read the words emphasising the first two sounds.
- Make a poster, with captions, showing different types of dinosaurs.



- Ask the children to bring examples of toy dinosaurs to school, label them and create a classroom display.
- Find out about more information on dinosaurs. Ask each member of the group to give a one-minute talk to the rest of the class.