COMMON CORE-ALIGNED TEACHER GUIDE

ABOUT THIS BOOK
These thirteen of the world’s most deadly creatures can be difficult to spot until you’re right on top of them . . . or THEY’RE right on top of YOU. Look for each animal in its environment—and look closely!—and learn all the ways you could perish—or survive—depending on how smart, well-informed, and good at running away you are.

ABOUT THIS GUIDE
This guide contains literacy strategies along with research, science, and art projects to accompany the reading of Hidden Dangers. This guide is aligned with the Common Core State Standards and the Next Generation Science Standards for children in grades K–3.

ABOUT THE AUTHOR
Lola M. Schaefer is the author of many books for children, including several award-winning nonfiction titles such as Just One Bite and Lifetime. She and her husband, Ted, live in the mountains of northern Georgia where she carefully hikes through the woods, avoiding scorpions, copperhead snakes, and the occasional mountain lion. Lola visits schools where she enjoys writing side-by-side with students, as well as talking about the books they love to read. To learn more about Lola, visit www.lolaschaefer.com.

ABOUT THE ILLUSTRATOR
Tymn Armstrong is an internationally award-winning designer, writer, and illustrator living in San Francisco. His work has been featured all over the web and in dozens of publications, including The Boston Globe, Wired, and TIME. Visit him online at tymnarmstrong.com.

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KNOW, WONDER, LEARN

Prior to reading Hidden Dangers write down the name of two or more animals featured in the book. Ask students to share what they think they know, and what they wonder, about each animal. Be sure to highlight that the animals featured in the book are considered the deadliest in the world. Discuss what “deadly” means. After reading, have students share the new information they learned from the book.

<table>
<thead>
<tr>
<th>Know</th>
<th>Wonder</th>
<th>Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I think I know</td>
<td>What I wonder</td>
<td>What I learned</td>
</tr>
</tbody>
</table>

Correlates with CCSS.ELA-Literacy.RI.1.6; 2.6.
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

HIDDEN DANGERS WORD WALL

Throughout Hidden Dangers, many words are printed in bold letters. Create a word wall to support students in learning new vocabulary and categorizing words. As you read Hidden Dangers, write down the words that are bolded on a chart or individually on small cards. Determine how to categorize these words. For example, create a column listing the name of an animal and the words associated with it. These could be words that are bolded or other interesting words found within the text. Alternatively, have students group words into different parts of speech (e.g., noun, verb, adverb, adjective), or ask them to develop their own method of categorizing the words. Once words are written on cards or sticky notes, have students write out the definitions or add small drawings to illustrate each word’s meaning.

Correlates with CCSS.ELA-Literacy.RI.1.4; 2.4; 3.4.
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

HIDDEN WORDS

Have students reread Hidden Dangers and identify the missing word in each of the following sentences:

1. Being rammed with a Mountain Goat’s horns can be ________.
2. The Golden Poison Dart Frog’s skin is covered in a ________.
3. The North American Porcupine will ________ you with its tail, ramming quills into you.
4. A Deathstalker Scorpion’s tail is ready to sting and send ________ into its victim.
5. The sting of the Tarantula Hawk Wasp puncture wound will ________, throb, and itch.
6. Alligators are big and ________.
7. The female and male Hippopotamus are unpredictable and will ________.
8. With one ________ the Bald Eagle’s razor-like claws can tear open your chest or arm.
9. If a Moose charges, it could ________ you with its hooves.
10. An Australian Box Jellyfish’s tentacles can ________, puncture, or kill.
Next, instruct students to find and circle each of the above missing words in the chart below. Be sure to note that each word will be spelled out either horizontally or vertically across the chart.

(Words included in the word search: attack, deadly, powerful, sting, stomp, strike, swell, swipe, toxin, and venom)

**THE FIVE SENSES: LANGUAGE ARTS AND SCIENCE**

Create a chart similar to the one below with a column for the name of an animal featured in Hidden Dangers alongside columns for each of the different senses that might be associated with it. Try to incorporate bolded words from the book to provide a direct connection between text and response. For example:

<table>
<thead>
<tr>
<th>Deadly Animal</th>
<th>Touch</th>
<th>Taste</th>
<th>Sight</th>
<th>Smell</th>
<th>Hearing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tarantula</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawk Wasp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has a painful sting that will swell, throb, or itch</td>
<td></td>
<td>If you see one, back off</td>
<td>May hear it buzzing</td>
<td></td>
</tr>
</tbody>
</table>
COMPARE AND CONTRAST: ON THE ONE HAND — ON THE OTHER HAND

Use the template below or have students draw around their own hands to create a graphic they can use to compare and contrast the positive and negative characteristics of an animal featured in *Hidden Dangers*. On one hand have students write down negative characteristics associated with what makes the animal dangerous. On the other hand have students write down positive characteristics associated with the animal, such as the benefits it provides to the environment. Students may need to conduct additional research to discover this information.

**CREATE A DANGEROUS ANIMAL**

Tell students to imagine they are zoologists who have just discovered a new animal species. As every good scientist does, students need to document their exciting new animal. Have students design a fact sheet highlighting their new animal discovery. Be sure they include the following key pieces of information:

- Animal’s name
- Animal’s basic needs
- What makes the animal “dangerous”
- Where the animal lives
- An illustration of the animal in its natural habitat

The fact sheet might include text features such as labels, captions, bold words, and more. Have students explore other nonfiction books for text features they can incorporate into their fact sheets.

**Correlates with Next Generation Science Standards, 2-LS4 Biological Evolution: Unity and Diversity; 2-LS4-1.**

*Make observations of plants and animals to compare the diversity of life in different habitats.*

**Correlates with CCSS.ELA-Literacy.W.2.8.**

*Recall information from experiences or gather information from provided sources to answer a question.*
CREATE AN ANIMAL MOSAIC COLLAGE

The collage-like illustrations in *Hidden Dangers* are rendered digitally. Have students create a mosaic collage of an animal featured in the book (or of the animal they created in the previous exercise) by doing the following:

- Show students pictures of animal mosaics from the internet.
- Give each student a 9x9" piece of black construction paper to use as a background. Instruct them to use a pencil to lightly sketch the shape of their animal.
- Provide students smaller 4x6" pieces of neon or brightly colored construction paper. Have them tear the various colors into pieces to arrange atop their sketch like a mosaic. The torn pieces of paper should be small in size, no larger than an inch in length or width.
- Have students use a glue stick when they are ready to attach the pieces of torn paper to their black background.
- Encourage students to arrange each piece so that they all fit together like puzzle pieces.
- After students have completed their mosaic, have them sign their name with a white colored pencil on the back of their work.
- Photograph each student’s work, grade each piece, hang them around the room, and/or send them home with the students to enjoy!

*Correlates with CCSS.ELA-Literacy.RL.1.7; 2.7; 3.7.*

*Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.*

READ, COVER, REMEMBER, RETELL

It is important to check students' comprehension after reading a text. To facilitate comprehension and retelling, lead the class in the following exercise:

- Have each student pair up with a partner.
- Instruct students to read and look at an illustration from the book.
- Have them cover the text feature with their hand.
- Next, ask them to remember what they have read by pausing for a moment and doing some quiet thinking.
- Ask students to tell their partners what they remember. Allow them to peek if needed.
- Have students write down the key information they have learned.
- Finally, tell students to switch roles with their partner, look at another section of text or another text feature, and begin again.

*Correlates with CCSS.ELA-Literacy.RL.1.7; 2.7; 3.7.*

*Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.*
FOLDABLE SURVIVAL TOOLBOX

At its conclusion, the author of *Hidden Dangers* describes a list of items that make good tools for hiking, canoeing, or exploring. Have students use the template below to create a foldable survival toolbox that describes these and/or other similar items. Instruct students to fold each side of the paper on the outer dotted lines so that the sides meet in the middle, with the edges meeting at the middle dotted line. Then have students cut along the solid lines to create flaps. On the outside of each flap have students write the name of an item and draw its picture. Inside each square, students should provide information about why this particular item is necessary.

Correlates with CCSS.ELA-Literacy.RL.1.3; RL.2.3.
Describe characters, settings, and major events in a story, using key details.

Correlates with CCSS.ELA-Literacy.W.K.7; W.1.7; W.2.7; W.3.7.
Participate in shared research and writing projects.