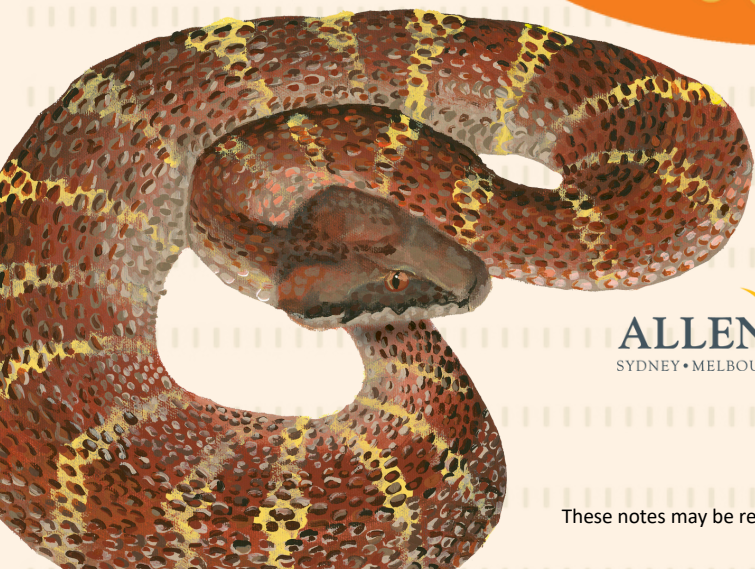


TEACHER NOTES FOR



CAUTION!
THIS BOOK CONTAINS
DEADLY REPTILES

AUTHOR: COREY TUTT
ILLUSTRATOR: BEN WILLIAMS



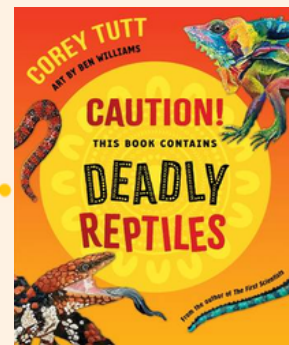

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TEACHER NOTES

Caution! This Books Contains Deadly Reptiles

Written by Corey Tutt

Art by Ben Williams



Recommended for: Ages 8–14 years old (Grades 3–8)

Genre: Illustrated non-fiction

Themes: Australian reptiles, Aboriginal and Torres Strait Islander languages and perspectives, animal conservation, animal features and adaptations, informative writing

Curriculum learning areas: English, Mathematics, Science, Technologies, Humanities and Social Sciences, The Arts

Cross-curriculum priorities: Aboriginal and Torres Strait Islander Histories and Cultures, Sustainability

Note written and designed by: Jordyn Green (Wiradjuri, Ngemba and Paakantji primary teacher and founder of [The Yulang Effect](#))

ISBN (AUS): 9781761181030

Book summary: Bursting with vibrant illustrations and cool facts about more than 60 reptiles, Corey Tutt celebrates First Nations knowledge about animals found on Country, from lizards and snakes to turtles and crocodiles.

About the author: Corey Tutt OAM is a Kamilaroi man who was born on Yuin Country on the New South Wales South Coast. Growing up, he had a passion for animals and STEM. In 2018, Corey founded DeadlyScience, a not-for-profit organisation that aims to provide science resources to remote schools in Australia and connects young First Nations People with mentors to encourage their participation in STEM subjects. This is Corey's third book following *The First Scientists* and *This Book Thinks Ya Deadly!*

About the illustrator: Ben Williams (Jangala/Jaburrula) is a young Aboriginal artist from the Kanturrpa clan, totem Milway, of Warlmanpa Country (on his mother's father's side). Ben creates contemporary art that is inspired by his family, his spiritual connection to the land and animals, and his life journey as a queer Blak person. He loves to use vibrant colours and expressive detail while sharing deep and vulnerable meanings with his pieces.

TEACHER NOTES

OVERVIEW

These teacher notes for *Caution! This Book Contains Deadly Animals* by Corey Tutt and Ben Williams offer a variety of engaging and respectful learning activities for students. The notes are divided into two parts and link to the Australian Curriculum (Version 9), focusing mainly on the English curriculum for Years 3–6, with connections to Mathematics, Science, Humanities and Social Sciences, The Arts, and Technologies. Part 1 includes reading and comprehension activities to explore the book's content, including its use of Aboriginal and Torres Strait Islander languages and cultural knowledge. Part 2 focuses on writing tasks and finishes with students creating and sharing an oral presentation about the book. These activities help students learn important skills while deepening their understanding of First Nations perspectives.

Teachers will need to determine how students will access the book for the following activities. Options include providing a class set with one book per student, sharing one book between two students, or allocating six books for small group use. Teachers will need to adjust activities based on number of books available.

PART 1

WHOLE CLASS

Use the **Pre-reading Discussion Prompts** (page 4) to access student prior knowledge before reading the book together.

As you read the book with students, use the arrows and map of Australia on page 5 to identify where each Country is situated. There are two additional arrows to identify Kamilaroi and Warlmanpa Country where Corey and Ben are from, respectively. Use the phonetic spellings of Country names which are provided on each County title page to practice pronouncing each.

Use the **Post-reading Discussion Prompts** (page 4) to bring attention to certain elements of the book, reflect, and monitor student understanding.

INDEPENDENTLY, IN PAIRS OR IN READING GROUPS

Pages 6, 8, 10, 12 and 14 can be printed and stapled to make student activity booklets.

Alternatively, you can complete as a class on an interactive whiteboard or print select pages for students to complete. Answer sheets have been provided for all activities to assist you with your assessment.

- The **Vocabulary Match** activity helps students to use the glossary at the back of the book to learn new vocabulary.
- The **Comprehension Questions** encourage students to search for information in the text and understand the main ideas.
- The **Cloze Passage** supports students to learn about the author and why he wanted to write the book.
- The **Reptile Category Facts** activity helps students understand the four categories of reptiles in the book.
- **Venomous List** is a fun activity to identify dangerous snakes – which is very important here in Australia!



DISCUSSION PROMPTS

Ask students the following discussion questions before and after reading the book.

PRE-READING QUESTIONS

1. Can you identify any of the reptiles shown inside the front cover?
2. The title of the book is *Caution! This Book Contains Deadly Reptiles*. Are all reptiles inside the front cover deadly (as in dangerous)? Do you know of any other uses of the word 'deadly'?
3. In the yellow circle on the front cover, can you recognise any of the symbols behind the text?
4. Do you know anything about the author Corey Tutt?
5. Have you read Corey's other books *The First Scientists* and *This Book Thinks Ya Deadly!*?

POST-READING QUESTIONS

1. Do you know the name of the Aboriginal or Torres Strait Islander People, Country or Language where your school is located?
2. Who could you ask to find out some reptile names in the Aboriginal or Torres Strait Islander Language where your school is located?
3. Can you find where your school is located on the AIATSIS Map of Indigenous Australia?
4. What is an interesting fact you learnt about a reptile in the book?
5. Have you seen any of the reptiles in real life?

LOCATE THE COUNTRY

Print this page in colour on A3 paper. Cut out the arrows at the bottom. As you read the book *Caution! This Book Contains Deadly Reptiles*, glue the coloured arrow onto the map of Australia to show where that Country is located.

Use the phonetic spellings provided on each Country title page to practise pronouncing each Country name.



Corey Tutt is from
Kamilaroi Country

Ben Williams is
from Warlmanpa
Country

- Kamilaroi Country
- Wemba Wemba Country
- Gija Country
- Lutruwita
- Badu Country
- Arnernte Country
- Ngameni Country
- Anindilyakwa Country
- Ngunnawal & Ngambri Country
- Marapikurrinya Country
- Biripai Country
- Wiradjuri Country
- Yuin Country
- Pintupi Country
- Noongar Country
- Gumbaynggir Country
- Yugambeh Country
- Yolŋu Country
- Yorta Yorta Country
- Kuku Yalanji Country



VOCABULARY MATCH

The glossary at the back of the book provides definitions and explanations of key terms used throughout the text. Use the glossary to help you match the vocabulary on the left with the correct definition on the right. You can connect with a line or colour match the boxes.

Endangered
Extinction
Feral
Immunity
Introduced species
Invasive species
Invertebrates
Iridescent
Nocturnal
Predator
Prey
Vertebrates

A wild animal.
A species not native to an area. It is often present in the area because of human activity.
A species at risk of extinction, or a concept at risk of dying out.
Multicoloured, usually changing colours when observed from different angles.
A species having no living members.
Being active at night and generally sleeping during the day.
A category of animals with backbones.
An animal that hunts other animals for survival.
Resistance to an illness or disease.
A type of introduced species that is harmful to the native ecosystem.
An animal hunted by other animals.
A category of animals that do not have a backbone.

VOCABULARY MATCH

ANSWERS

Endangered	A wild animal.
Extinction	A species not native to an area. It is often present in the area because of human activity.
Feral	A species at risk of extinction, or a concept at risk of dying out.
Immunity	Multicoloured, usually changing colours when observed from different angles.
Introduced species	A species having no living members.
Invasive species	Being active at night and generally sleeping during the day.
Invertebrates	A category of animals with backbones.
Iridescent	An animal that hunts other animals for survival.
Nocturnal	Resistance to an illness or disease.
Predator	A type of introduced species that is harmful to the native ecosystem.
Prey	An animal hunted by other animals for survival.
Vertebrates	A category of animals that do not have a backbone.

COMPREHENSION QUESTIONS

Answer the following comprehension questions using complete sentences.

1. What are the four categories of reptiles in the book?

2. What is a totem?

3. What is the biggest danger to adult turtles?

4. What are two things we can do to protect lizards?

5. What does the name Yuga-maga mean in Yuin Language?

6. What is the Dreaming belief about the Ngintaka (sand goanna commonly known as a perentie) in Pintupi Country?

7. What is your favourite reptile in the book and why?

COMPREHENSION QUESTIONS

ANSWERS

1. What are the four categories of reptiles in the book?

The four categories of reptiles are turtles, lizards, crocodiles and snakes.

2. What is a totem?

An individual or family may have a totem animal or plant to care for and protect.

3. What is the biggest danger to adult turtles?

The biggest danger to adult turtles is litter. Eating plastic causes terrible injuries.

4. What are two things we can do to protect lizards?

We can protect lizards by preventing our pets from escaping and keeping an eye out for lizards on the road when driving.

5. What does the name Yuga-maga mean in Yuin Language?

Yuga-maga means 'I don't know, is it a python?'.

6. What is the Dreaming belief about the Ngintaka (sand goanna commonly known as a perentie) in Pintupi Country?

The waterways of Wilkinkarra (Lake Mackay) and Karrkurutinyja (Lake Macdonald) are said to have been formed by ancestors digging holes looking for Ngintaka to eat.

7. What is your favourite reptile in the book and why?

My favourite reptile is Wititj ('water python' in Yolngu Matha Language) because it is known in many First Nations communities as the Rainbow Serpent. In Wiradjuri Language, it is known as the Waawii.

CLOZE PASSAGE

Read the entire passage carefully to understand the main idea. Choose words from the table below to fill in the blank spaces in the passage. Make sure your choice makes sense in the sentence and the overall passage. Re-read the entire passage with your answers filled in.

Corey Tutt is a proud _____ man and author of the book *Caution! This Book Contains _____ Reptiles* which explores _____ different First Nations Language groups and their names for the reptiles that live on their _____. It has been a _____ of his to write a book that shows how amazing reptiles are. Growing up, Corey learnt the European names for reptiles, but he wanted to know what they were called _____. He wanted to learn the local Aboriginal and Torres Strait Islander names for different reptiles!

For _____ 65,000 years, First Nations People have cared for animals and Country. We need this _____ to help protect our reptiles so that future _____ will be able to enjoy them just like our _____ did.

Not all animals in the book are deadly (_____). Aboriginal and Torres Strait Islander People often use the word 'deadly' to describe something that is cool or _____. Therefore every reptile in the book is totally deadly!

over	knowledge	Deadly
Country	Kamilaroi	dream
awesome	ancestors	first
20	dangerous	generations

CLOZE PASSAGE

ANSWERS

Corey Tutt is a proud Kamilaroi man and author of the book *Caution! This Book Contains* Deadly *Reptiles* which explores 20 different First Nations Language groups and their names for the reptiles that live on their Country. It has been a dream of his to write a book that shows how amazing reptiles are. Growing up, Corey learnt the European names for reptiles, but he wanted to know what they were called first. He wanted to learn the local Aboriginal and Torres Strait Islander names for different reptiles!

For over 65,000 years, First Nations People have cared for animals and Country. We need this knowledge to help protect our reptiles so that future generations will be able to enjoy them just like our ancestors did.

Not all animals in the book are deadly (dangerous). Aboriginal and Torres Strait Islander People often use the word 'deadly' to describe something that is cool or awesome. Therefore every reptile in the book is totally deadly!

over	knowledge	Deadly
Country	Kamilaroi	dream
awesome	ancestors	first
20	dangerous	<u>generations</u>

REPTILE CATEGORY FACTS

Read pages 4–9 of the book and write down some interesting facts about turtles, lizards, crocodiles and snakes in the table below. You can also add interesting facts about specific turtles, lizards, crocodiles and snakes from other pages inside the book.

TURTLES

LIZARDS

CROCODILES

SNAKES

REPTILE CATEGORY FACTS

POSSIBLE ANSWERS

TURTLES

Some freshwater turtles help keep rivers clean by eating dead animals that are rotting in the water. This prevents bacteria from poisoning waterways and killing fish and other animals.

Only about 1% of sea turtle hatchlings make it to adulthood.

Baby turtles are born with soft shells which makes them easy prey for bigger fish and other predators.

LIZARDS

Lizards help to rid our gardens and bushlands of insects by eating them and any decaying animals.

Lizards are both predator and prey, and without them ecosystems would collapse.

Skinks, dragons, geckos and monitors are all different types of lizards.

When attacked, most lizards can make their tail drop off so they can escape.

CROCODILES

Today, crocodiles are found in Queensland, the Northern Territory and Western Australia, but around 2,000 years ago they were also found in inland Australia (e.g. Kamilaroi Country).

Estuarine and salt water crocodiles were almost hunted to extinction in Australia. The introduction of a ban on commercial hunting helped their numbers increase again.

SNAKES

Cane toads are dangerous to snakes. They have toxins that poison snakes who try to eat them. The keelback snake can, however, eat cane toads as it has developed a tolerance for its poison.

Some snakes like to soak in shallow water (like a water bowl for a pet) to help shed their skin.

Snakes can get skin rot if they can't remove their excess skin and it becomes infected.

VENOMOUS LIST

Create a list of the venomous snakes included in the book.
They are labelled with a red 'VENOMOUS' stamp.

The name of the **language** (which
may differ from the Country name)

1. Ngandabaa (Gamilaraay for 'red-naped snake')
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

VENOMOUS LIST

ANSWERS

1. Ngandabaa (Gamilaraay for 'red-naped snake')
2. Mir-wil (Wemba Wemba for 'Mallee black-backed snake')
3. Jarloongoorrbarndegji (Gija for 'ringed brown snake')
4. Lan'gerrji (Gija for 'king brown snake')
5. Jilinggoowiny (Gija for 'curl snake')
6. Goodawoodany (Gija for 'northern shovel-nosed snake')
7. Plantina (palawa kani for 'Tasmanian tiger snake')
8. Koenara (Kala Lagaw Ya for 'northern death adder')
9. Dandarbilla (Ngameni for 'inland taipan')
10. Yangkamarnindangwa (Anindilyakwa for 'northern brown snake')
11. Mugga (Ngunnawal for 'bandy-bandy snake')
12. Juntanga (Ngarla for 'Pilbara death adder')
13. Mutu (Gathang for 'red-bellied black snake')
14. Warralang (Wiradjuri for 'eastern brown snake')
15. Yuga-maga (Yuin for 'broad-headed snake')
16. Dobitj (Noongar for 'dugite snake')
17. Miburralang (Yugambeh for 'yellow-faced whipsnake')
18. Dakindjuwa (Yorta Yorta for 'eastern tiger snake')
19. Jinkalmu (Kuku Yalanji for 'coastal taipan')
20. Kungkun (Kuku Yalanji for 'brown tree snake')

TEACHER NOTES

PART 2

In Part 2, students will engage in a cross-curriculum writing activity that combines English, The Arts, Mathematics, and Technologies. Students will choose a reptile from *Caution! This Book Contains Deadly Reptiles* and write an information report using the provided scaffold (page 17). Students will select key information from the book and rewrite it in their own words, building their research and writing skills. To extend the activity, students will create a detailed drawing of their chosen reptile, complete with labels, and design a data display to complement their report. Finally, students will use their written report to create a slide deck and deliver a verbal presentation to their peers, linking to Speaking and Listening outcomes in the English curriculum. This activity encourages creativity, critical thinking, and effective communication while deepening students' understanding of reptiles and First Nations perspectives.

Print pages 17–19 for students to write on. Students will need to use a computer to create their slide deck presentations.

INFORMATION REPORT WRITING

Students choose a reptile from the book to write an information report about using the provided scaffold.

REALISTIC REPTILE DRAWING

Students draw a realistic reptile drawing to be displayed alongside their information report.

COLLECTING AND DISPLAYING DATA

Students research conservation statistics and record in the data in both a table and a graph (e.g. line graph) to be displayed alongside their information report.

TURNING AN INFORMATION REPORT INTO A SLIDE DECK PRESENTATION

Students turn their information report into a slide deck which they will present to their peers.



INFORMATION REPORT

WRITING ACTIVITY

Choose a reptile from the book to write an information report about using the following structure.

TITLE

INTRODUCTION

APPEARANCE

HABITAT

DIET

REPRODUCTION

CONCLUSION

REFERENCES

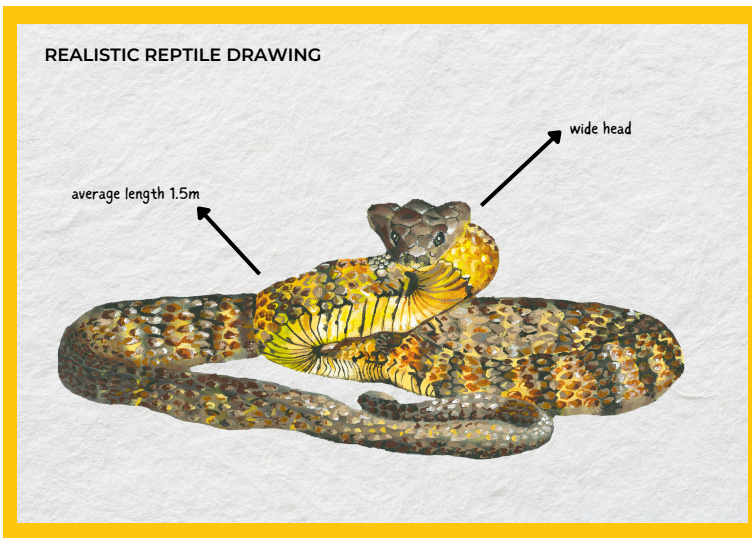
INFORMATION REPORT

ART ACTIVITY

Use the space provided to create a realistic reptile drawing of your chosen reptile.

Add labels to show specific features of your chosen reptile (e.g. sharp teeth).

Display your realistic reptile drawing alongside your information report.



REALISTIC REPTILE DRAWING

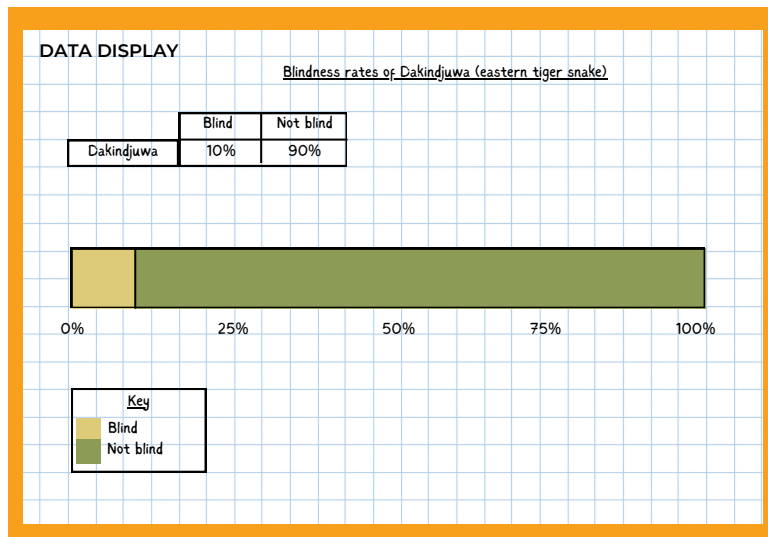
INFORMATION REPORT

MATHEMATICS ACTIVITY

Research statistics about your chosen reptile (e.g. population or location data).

Record these statistics as both a table and an appropriate graph.

Show your data display alongside your information report and realistic reptile drawing.



DATA DISPLAY

HOW TO DISPLAY INFORMATION REPORTS

Displaying student work around the classroom or school fosters a sense of pride, celebrates their efforts, and creates an engaging, inclusive classroom environment.

You can display student information reports side-by-side with their realistic reptile drawing and data display. Alternatively, you can display vertically by placing the drawing under the report and the data display under the drawing.

INFORMATION REPORT

WRITING ACTIVITY

Choose a reptile from the book to write an information report about using the following structure.

TITLE

INTRODUCTION

APPEARANCE

HABITAT

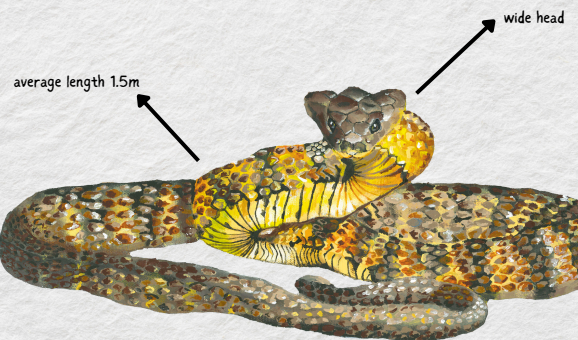
DIET

REPRODUCTION

CONCLUSION

REFERENCES

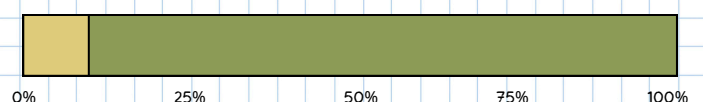
REALISTIC REPTILE DRAWING



DATA DISPLAY

Blindness rates of Dakindjuwa (eastern tiger snake)

	Blind	Not blind
Dakindjuwa	10%	90%

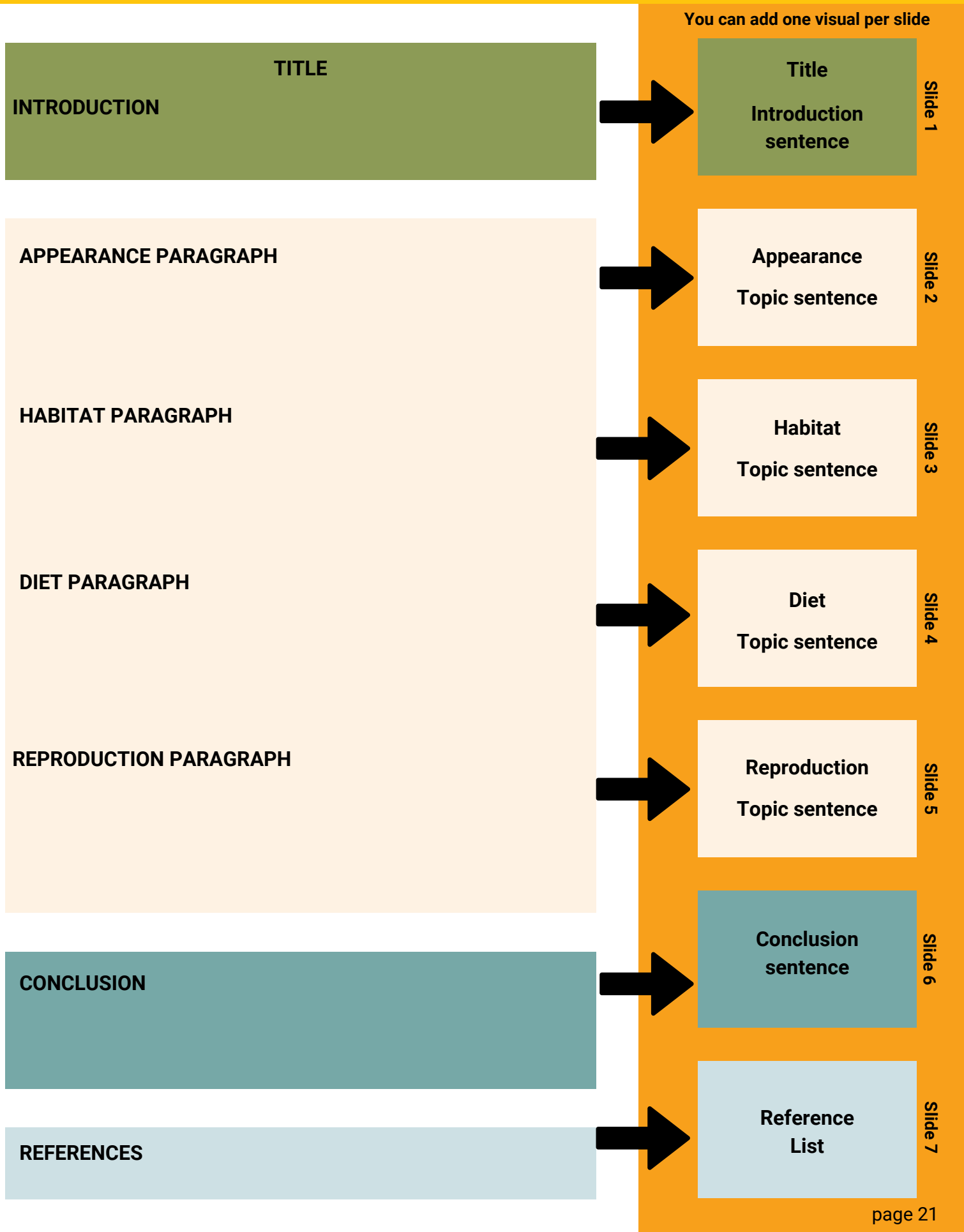


Key	
Blind	Not blind

INFORMATION REPORT

PRESENTATION TO PEERS

Use your information report to create a slide deck presentation. Each slide should include a title or heading, one sentence, and one supporting visual. Add additional details verbally as you present each slide.



CURRICULUM OUTCOMES

Here is a list of the most relevant Australian Curriculum (Version 9) outcomes for Years 3–6:

ENGLISH

Literacy

- Analysing, interpreting and evaluating – [AC9E4LY03](#), [AC9E5LY03](#), [AC9E6LY03](#)
- Creating texts – [AC9E3LY06](#), [AC9E3LY07](#), [AC9E4LY06](#), [AC9E4LY07](#), [AC9E5LY06](#), [AC9E5LY07](#), [AC9E6LY06](#), [AC9E6LY07](#)
- Interacting with others – [AC9E3LY02](#), [AC9E3LY04](#), [AC9E3LY05](#), [AC9E4LY02](#), [AC9E4LY04](#), [AC9E4LY05](#), [AC9E5LY02](#), [AC9E5LY04](#), [AC9E5LY05](#), [AC9E6LY02](#), [AC9E6LY04](#), [AC9E6LY05](#)

Language

- Text structure and organisation – [AC9E3LA03](#), [AC9E4LA03](#), [AC9E5LA03](#), [AC9E6LA03](#)
- Language for expressing and developing ideas – [AC9E3LA10](#), [AC9E5LA08](#), [AC9E6LA07](#)

MATHEMATICS

Statistics

- [AC9M3ST01](#), [AC9M3ST02](#), [AC9M4ST01](#), [AC9M4ST02](#), [AC9M5ST01](#), [AC9M5ST02](#), [AC9M6ST01](#)

SCIENCE

Science understanding

- Biological sciences – [AC9S3U01](#), [AC9S4U01](#), [AC9S5U01](#), [AC9S6U01](#)

Science inquiry

- Processing, modelling and analysing – [AC9S3I04](#), [AC9S4I04](#), [AC9S5I04](#), [AC9S6I04](#)
- Communicating – [AC9S3I06](#), [AC9S4I06](#), [AC9S5I06](#), [AC9S6I06](#)

THE ARTS

Developing practices and skills

- [AC9AVA4D01](#), [AC9AVA6D01](#)

Creating and making

- [AC9AVA4C01](#), [AC9AVA6C01](#)

Presenting and performing

- [AC9AVA4P01](#), [AC9AVA6P01](#)

HUMANITIES AND SOCIAL SCIENCES

Knowledge and Understanding

- History – [AC9HS4K01](#), [AC9HS5K02](#)
- Geography – [AC9HS3K03](#), [AC9HS4K05](#)

Skills

- Questioning and researching – [AC9HS4S02](#)



RECOMMENDED RESOURCES

Here are some further books and resources to support your exploration of *Caution! This Book Contains Deadly Reptiles*:

BOOKS

The First Scientists
Corey Tutt and Blak Douglas

This Book Thinks Ya Deadly!
Corey Tutt and Molly Hunt

DeadlyScience Animal Adaptions
Australian Geographic and Corey Tutt

DeadlyScience Animal Survival
Australian Geographic and Corey Tutt

DeadlyScience Life Cycles
Australian Geographic and Corey Tutt

Super Snake
Gregg Dreise

The Mark of the Wagarl
Lorna Little and Janice Lydon

There are Reptiles Everywhere
Camilla De La Bedoyere and
Britta Teckentrup

TEACHING RESOURCES

Free DeadlyScience Digital Teacher Resources:
www.deadlyscience.org.au/teacher-resources/

Teach Starter Informative Writing Resources:
(Some resources can be download with a free account,
but most require a paid subscription)
www.teachstarter.com/au/learning-area/informative-writing/

