

David Walliams BAD DAD

BANGER RACING FACT FILE (a)

Create a fact file on Banger Racing. Use information from the story, research from the Internet or library books as well as your own imagination.

When you have made your fact file, you could use the information to make a leaflet, a website or a presentation to teach others about Banger Racing.

Ideas to include:

- * What is Banger Racing?
- * Who can do Banger Racing?
- * Where can people do Banger Racing?
- * How many people are involved in it?
- * What do you need to be able to participate?
- * What does it cost?
- * Why are people attracted to Banger Racing?
- * When did Banger Racing first become a sport and hobby?
- * What are the risks involved in Banger Racing?



Plan and research your fact file on the next page.

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- * *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
- * *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- * *identifying main ideas drawn from more than one paragraph and summarising these*

David Walliams
BAD DAD



**BANGER RACING
FACT FILE (b)**

Plan and research your fact file here:

Title:

Q1:

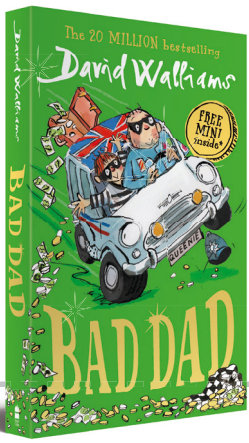
Q2:

Q3:

Q4:

Q5:

David Walliams BAD DAD



WORDSEARCH (a)

Can you find all the BAD DAD words in the word search?

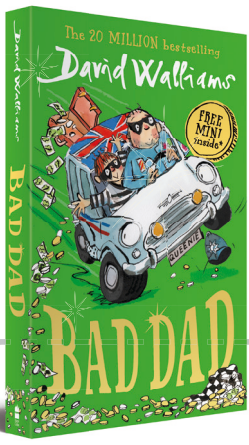
G	A	F	R	A	N	K	X	F	S	R	T
F	I	D	R	I	V	E	R	G	A	D	Y
P	B	L	E	O	Q	R	A	C	I	N	G
R	Z	N	B	A	N	K	B	I	V	E	U
C	O	E	C	E	M	O	N	E	Y	M	S
B	R	N	W	O	R	D	R	W	M	H	L
A	D	O	Z	N	B	T	H	B	J	C	T
D	A	S	B	V	I	L	L	A	I	N	S
D	G	I	P	B	G	B	X	N	E	E	G
A	Z	R	M	H	E	I	F	G	B	H	R
D	J	P	L	A	N	R	Q	E	U	K	A
L	G	E	T	A	W	A	Y	R	K	V	C

BAD DAD
ROBBERY
FRANK
GETAWAY

GILBERT
HENCHMEN
MR BIG
RACING

VILLAINS
CAR
BANGER
PRISON

BANK
PLAN
MONEY
DRIVER



David Walliams BAD DAD

WORDSEARCH ANSWERS (b)

G	A	F	R	A	N	K	X	F	S	R	T
F	I	D	R	I	V	E	R	G	A	D	Y
P	B	L	E	O	Q	R	A	C	I	N	G
R	Z	N	B	A	N	K	B	I	V	E	U
C	O	E	C	E	M	O	N	E	Y	M	S
B	R	N	W	O	R	D	R	W	M	H	L
A	D	O	Z	N	B	T	H	B	J	C	T
D	A	S	B	V	I	L	L	A	I	N	S
D	G	I	P	B	G	B	X	N	E	E	G
A	Z	R	M	H	E	I	F	G	B	H	R
D	J	P	L	A	N	R	Q	E	U	K	A
L	G	E	T	A	W	A	Y	R	K	V	C



David Walliams BAD DAD

PLAY SCRIPT (a)

Choose an exciting scene from *Bad Dad* and rewrite it into a play script. Then act it out with your friends.

Ideas to include:

- * Who are the characters in this scene?
- * What is the setting for this scene?
- * What happens in this scene?
- * Will you include all the details in your script or just the main parts?
- * Will you use a narrator?
- * What actions might you like the characters to perform?
- * Remember to give stage directions.

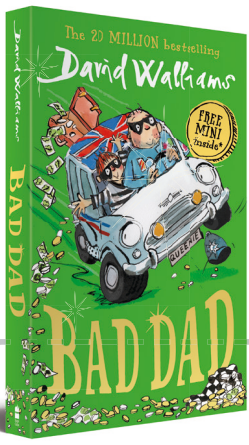
Write your play script on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

Pupils should be taught to:

- * *Maintain positive attitudes to reading and understanding of what they read by:*
- * *Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience*
- * *Understand what they read by:*
- * *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*





David Walliams BAD DAD

PLAY SCRIPT (b)

Write your play script here.

CHARACTERS

.....

.....

.....

SCENE

.....

.....

SPEAKER 1

.....

.....

.....

.....

.....

.....

.....

.....

SPEAKER 2

.....

.....

.....

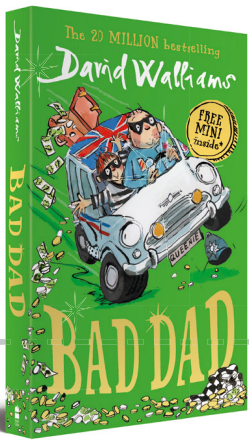
.....

.....

.....

.....

.....

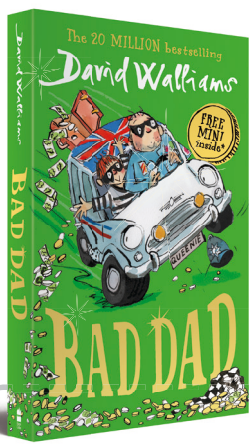


David Walliams BAD DAD

PLAY SCRIPT (c)

Write your play script here.

A large rectangular area with a dashed border, containing 25 horizontal dotted lines for writing a play script.



David Walliams BAD DAD

LETTER TO MR BIG (a)

Imagine you are Gilbert. Write a letter to Mr Big to try and get yourself out of trouble. Use information from the story and your own imagination.

Ideas to include:

Explain why you are writing

- * Give at least three reasons why you should be let off the hook
- * Why you should not go to prison
- * How and why you try to be a good dad
- * Explain what is important to you in life
- * Try to get Mr Big to think about his own life style and life choices
- * Try to use persuasive language

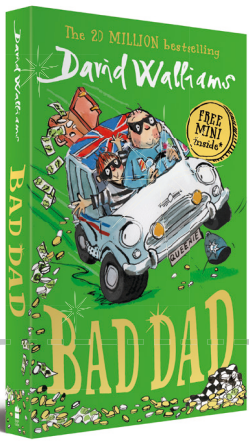


Write your letter on the next page.

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- * identifying main ideas drawn from more than one paragraph and summarizing these



David Walliams BAD DAD

LETTER TO MR BIG (b)

Write your letter here.

Address:

.....

.....

.....

Dear Mr Big,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

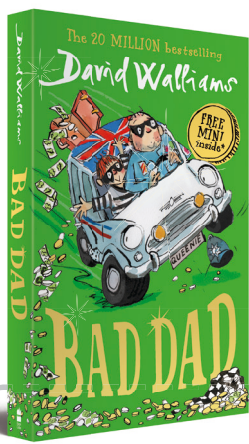
.....

.....

.....

Yours truly,

Gilbert.



David Williams BAD DAD

FILM STORYBOARD (a)

Use the storyboard sheet to show the story of Bad Dad. Either draw or make notes in each section. Imagine you are planning on turning the written story into a film and you need to plan the scenes.

Ideas to include:

- * Think about how many boxes there are on the storyboard – this is how many parts you need to split the story into.
- * Make notes on the main events from the story; you can always add parts you have forgotten to the beginning or ending later.

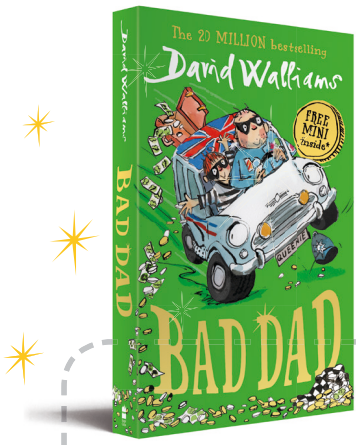
Show the story of Bad Dad using the storyboard on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

Pupils should be taught to:

- * *Maintain positive attitudes to reading and understanding of what they read by:*
- * *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*
- * *Understand what they read by:*
- * *Identifying how language, structure and presentation contribute to meaning*





David Walliams BAD DAD

FILM STORYBOARD (b)

David Walliams BAD DAD

DILEMMA AND DEBATE (a)

Choose a dilemma faced by one of the characters. Think about the different perspectives – what should the character do? What are the pros and cons? What might happen if they make a decision either way? Hold a debate with a group of friends to discuss the dilemma. Make a decision about what the character should do. Make notes about your final advice to the character.

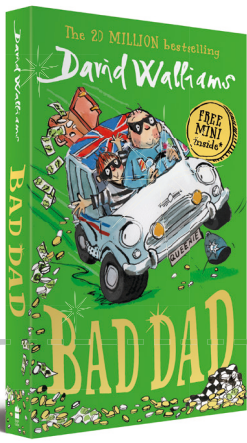
Use the sheets on the following pages to help you.

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- * *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
- * *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- * *identifying main ideas drawn from more than one paragraph and summarizing these*





David Walliams BAD DAD

DILEMMA AND DEBATE (b)

CHARACTER:

DILEMMA:

.....

.....

.....

.....

.....

.....

.....

.....

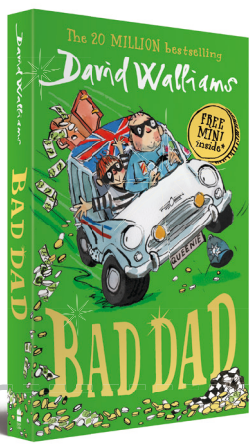
.....

.....

ARGUMENTS FOR:

ARGUMENTS AGAINST:

.....
.....
.....
.....
.....



David Walliams BAD DAD

DIARY EXTRACTS (a)

Think about how Frank and Gilbert feel at different points in the story. What might they write in their diaries?

Imagine you are each character. Choose an exciting part of the story. Write diary extracts for each character.

Use information from the chapter and your own imagination.

Ideas to include:

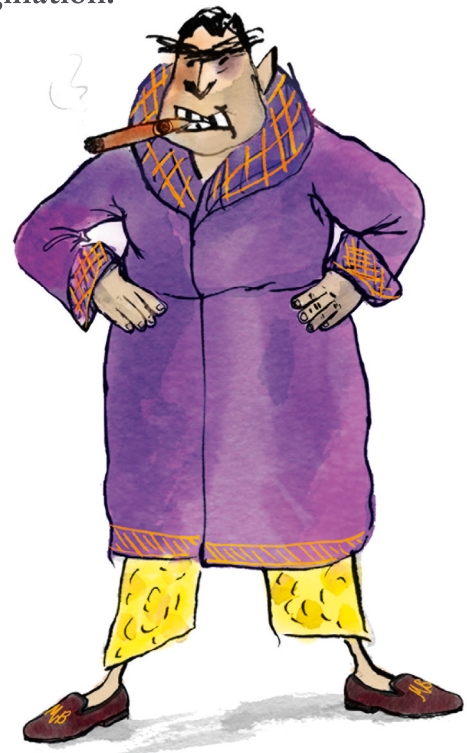
- * What happened?
- * Where did it happen?
- * When did it happen?
- * Who was involved?
- * Why did that happen?
- * How did you feel?
- * What did you do?
- * What do you hope will happen next?

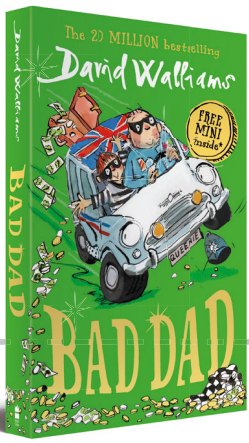
Write your diary extracts on the next page.

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- * identifying how language, structure and presentation contribute to meaning



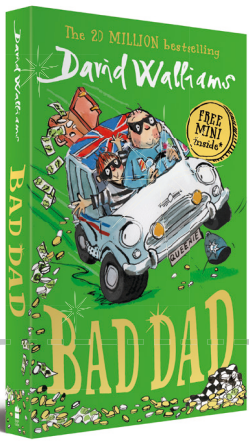


David Walliams BAD DAD

DIARY EXTRACTS (a)

Date:

Handwriting practice area with ten sets of horizontal lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The right edge of the writing area is decorated with a jagged, zig-zag pattern.



David Walliams BAD DAD

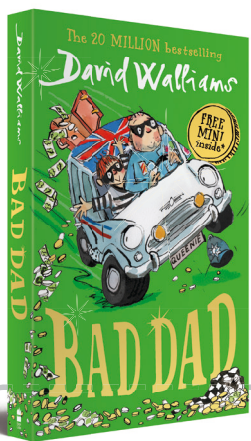
DIARY EXTRACTS (b)

Date:

Handwriting practice area with ten sets of dotted lines for writing.

David Walliams BAD DAD

DAD ADVERT (a)



What makes the perfect dad? Imagine you are a successful TV producer. You want to make a show about the perfect dad.

You want dads from all over the world to apply to be on your show. To encourage dads to apply to be on your show, design an advert that will give them all the information they need.

Ideas to include:

- * A description of the perfect dad
- * What does a perfect dad look like?
- * How does a perfect dad behave?
- * What is the best thing about a perfect dad?
- * Can a perfect dad have any flaws?
- * Include a catchy title
- * Include a fun subtitle
- * Draw a picture of a perfect dad
- * What should applicants do to apply for the show?
- * Who should they contact?

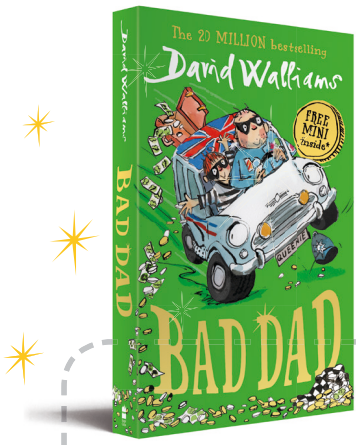
Design your advert on the next page.



ENGLISH CURRICULUM LINKS: (KS2)

Pupils should be taught to:

- * *Maintain positive attitudes to reading and understanding of what they read by:*
- * *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*
- * *Understand what they read by:*
- * *Drawing inferences such as inferring characters' feelings, thoughts and motives from*

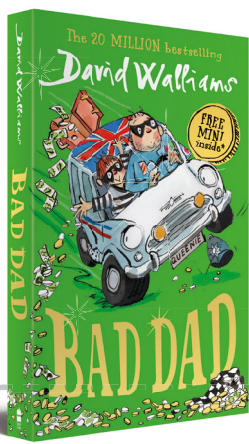


David Walliams BAD DAD

DAD ADVERT (b)

Design your advert here.

A large, empty rectangular box with a solid grey border and rounded corners, intended for designing an advertisement. The box is surrounded by a dashed grey line that follows its perimeter.



David Walliams BAD DAD

BANGER RACING FLYER (a)

Design a flyer to advertise an important banger racing race.

Imagine that Frank has asked you to design the flyer so he can have 1000 copies printed that he can display everywhere. His dad, Gilbert the Great, will be taking part. He wants all his friends, family and neighbours to know exactly when and where the race will be so they can either attend or watch on the television.

Use information from the story and your own imagination.

Ideas to include:

- * When is the big race?
- * Where will it be?
- * What can attendees expect to see and hear?
- * How can people get tickets to attend the race?
- * How much do tickets cost?
- * Include persuasive language to attract people.
- * Include a picture of Gilbert and his banger car.

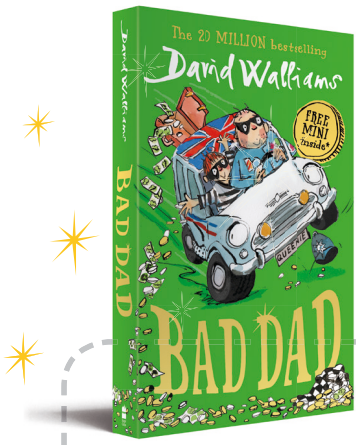
Design your flyer on the next page.



CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- * identifying main ideas drawn from more than one paragraph and summarizing these



David Walliams BAD DAD

BANGER RACING FLYER (b)

Design your flyer here.

David Walliams BAD DAD

NEWSPAPER ARTICLE (a)

Write a newspaper article about an event in the story or an imaginary event inspired by the story.

You can use ideas from the story and your own imagination to write your newspaper article.

Ideas to include:

- * A catchy article heading
- * Who was involved?
- * What happened that was interesting?
- * Why did it happen?
- * Where did it happen?
- * When did it happen?
- * Quotes from witnesses
- * Picture with a caption

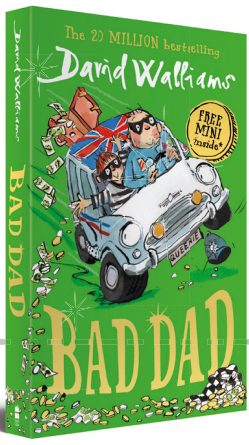
Write your newspaper article on the next page.



CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- * *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
- * *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- * *identifying main ideas drawn from more than one paragraph and summarizing these*



David Walliams BAD DAD

NEWSPAPER ARTICLE (b)

Design your flyer here.

The Daily News

Handwriting practice area with 10 rows of dotted lines for text and a large empty box for an illustration.