



Oxford Level 8

At the Monster Games

Written by Paul Shipton and illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.

Teaching notes written by Teresa Heapy.

Text type: fiction

Topic: how animals are adapted to their environments

Synopsis

Kipper and Lee are reading a book about monsters. Biff, Chip and Wilma want them to join in with their garden games. Kipper and Lee reluctantly agree but, as they expected, they finish last in every game. Then the key starts to glow and takes the children to a land of monsters. The monster king tricks Kipper into giving him the key, and refuses to return it unless the children can win one event at the Monster Games. The children lose every event but Kipper has an idea for the bouncing race. He asks the King to show him how to bounce. As the King bounces higher and higher, the key falls from his pocket. Lee grabs the key and runs! When the magic key takes the children home, Biff presents Kipper and Lee with medals.

There is a topic-linked non-fiction book to partner this title, which is called *Animal Superpowers*.

Group/Guided reading

Introducing the story

- ➔ *(Predicting)* Look at the cover and read the title together. Say: *I wonder what the Monster Games might be.* Encourage the children to make predictions.
- ➔ Explain that you think the Monster Games might be similar to the Olympic Games. Ask the children to name any events they know of that take place at the Olympic Games.
- ➔ Ask the children to share any sporting events that they are good at and to explain why they think they are good at them, e.g. they have long legs, strong arms, they're tall/short etc.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *wh-i-s-p-er-ed*, *v-oi-ce*.
- ➔ This book includes some more challenging words that do not conform to phonics teaching, as well as subject-specific vocabulary that may be unfamiliar to children. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the story.

weird forward enormous uncertainly drawer

Reading the story

- ➔ Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage children to re-read sentences to focus on meaning.
- ➔ After reading p3, ask: *Have you ever felt like Kipper feels here? Can you think of a time when you haven't wanted to do something because you didn't think you would win? Do you think winning is important? Why/why not?*
- ➔ *(Predicting)* Before reading p8, look at the picture together and say: *I wonder where the magic key has taken the children.* Ask them to make predictions and to share two words to describe the place in the picture.
- ➔ *(Questioning)* After reading p13, ask the children to think of some questions they would like to ask the King about the Monster Games.
- ➔ *(Predicting)* After reading p17, say: *I wonder if Chip will win the throwing contest.* Encourage the children to make predictions.
- ➔ *(Predicting)* After reading p21, ask: *Why do you think Kipper wants a go at this event? Who do you think will win?*
- ➔ On p24–25, ask: *How do you think Kipper and Lee feel as they try to dodge all the monsters?*

Returning to the story

- ➔ *(Clarifying)* Re-read p17 and say: *I wonder how Chip felt when he saw the monster pick up the heavy rock.* Encourage the children to share their ideas.
- ➔ *(Clarifying)* Re-read p21 and ask: *How do you think the other children felt when Kipper said he wanted to take part in the bouncing race?*
- ➔ Look again at the picture on p29. Ask the children to think of two words to describe how Kipper and Lee might have felt when Biff presented them with the medals.
- ➔ *(Summarizing)* Ask the children about their favourite part of the story. Ask them to tell you about it, and why they especially liked it.
- ➔ *(Summarizing)* Look together at the story map on p30. Ask the children to work in pairs to use the story map to retell the story.

Independent reading

- ➔ Introduce the story as in the Introducing the story section above.
- ➔ Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *s-qu-i-n-t-e-d*, *ea-g-er-l-y*.
- ➔ This book also contains a number of more challenging words, which children may need more support with at this stage, but which enrich the story. You can look together at the inside front cover for a list of challenging words. Read them together and talk about what each word means.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the story to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organize the children into small groups. Ask one child in each group to take on the role of Kipper in the hot seat.
- ➔ Ask the rest of the group to ask Kipper questions about how he felt at various points in the story. Encourage children to focus their questions first on the beginning of the story, then the middle and finally the end. Note down Kipper's responses.
- ➔ Ask the children to take turns in role as Kipper.
- ➔ At the end of the activity, look back at the responses you have written down. Use your notes to discuss as a group how Kipper's feelings changed throughout the story.

Writing activities

- ➔ Ask the children to think of some interesting words to describe Monster Land. Write them down somewhere where all the children can see them.
- ➔ Ask the children to work independently to write a description of Monster Land. Prompt them to use the words you wrote down to help them.
- ➔ Encourage them to think about what it would be like to arrive in Monster Land. Prompt by asking questions such as: *Would it be freezing or sweltering? Would you hear any eerie or interesting sounds? Would the ground feel crisp or squelchy as you walked along it?*
- ➔ Remind the children to re-read what they have written to check it makes sense.

Cross-curricular activity

Physical Education

- ➔ Support the children to use books and child-friendly sites on the Internet to find out about famous sportspeople who participated in the Olympic or Paralympic Games. Children could pick their favourite sport (e.g. athletics, cycling, swimming, tennis, etc.) and research who won medals in the latest Games, or you could suggest particular sportspeople (e.g. Usain Bolt, Andy Murray, Jonnie Peacock, Ellie Simmonds, etc.).

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb. (D) (ORCS Standard 3, 7)
- Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (D) (ORCS Standard 3, 9)
- Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ) (ORCS Standard 3, 12)

ENGLAND The National Curriculum in England: English Programme of Study, Year 2

	National Curriculum objectives	Book-related assessment pointers
Spoken language	ask relevant questions to extend their understanding and knowledge (SpokLang.2)	Check the children ask Kipper appropriate questions in the hot seat activity to find out more about how he feels at certain points throughout the story.
	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children can take it in turns to take on the role of Kipper and respond appropriately to questions they are asked, using intonation and expression as appropriate.
Reading: Word reading	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Y2 ReadWord.2)	Check the children can read the text, sounding out and blending new words where necessary.
Reading: Comprehension	predicting what might happen on the basis of what has been read so far (Y2 ReadComp.2v)	Check the children can make predictions about how Chip will get on in the throwing contest and why Kipper wants to have a go at the bouncing event.
	answering and asking questions (Y2 ReadComp.2iv)	Check the children think of some appropriate questions to ask the King about the Monster Games.
Writing: Composition	writing for different purposes (Y2 WritComp.1iv)	Check the children can write a description of how they imagine Monster Land to be, using some of the words from the list created as a group, as well as their own words.
	planning or saying out loud what they are going to write about (Y2 WritComp.2i) writing down ideas and/or key words, including new vocabulary (Y2 WritComp.2ii)	Check the children contribute words to describe Monster Land before beginning the writing activity.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)	Check the children ask Kipper appropriate questions in the hot seat activity to find out more about how he feels at certain points throughout the story, listening carefully to the responses given.
	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required (LIT 1-10a)	Check the children can take it in turns to take on the role of Kipper and respond appropriately to questions they are asked, using intonation and expression as appropriate.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children can read the text, sounding out and blending new words where necessary.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	Check the children can make predictions about how Chip will get on in the throwing contest and why Kipper wants to have a go at the bouncing event.
	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)	Check the children think of some appropriate questions to ask the King about the Monster Games.
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a / LIT 2-20a)	Check the children can write a description of how they imagine Monster Land to be, using some of the words from the list created as a group, as well as their own words.

WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
Oracy	prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding (Y2_OracSpea.9)	Check the children ask Kipper appropriate questions in the hot seat activity to find out more about how he feels at certain points throughout the story, listening carefully to the responses given.
	adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7)	Check the children can take it in turns to take on the role of Kipper and respond appropriately to questions they are asked, using intonation and expression as appropriate.
Reading	apply the following reading strategies with increasing frequency to a range of familiar and unfamiliar texts: - phonic strategies (Y2_ReadStrat.4i) confidently use all phonemes and their corresponding graphemes when blending and segmenting polysyllabic words (Y2_ReadStrat.3)	Check the children can read the text, sounding out and blending new words where necessary.
	refine and revise predictions in fiction and non-fiction texts (Y2_ReadComp.5)	Check the children can make predictions about how Chip will get on in the throwing contest and why Kipper wants to have a go at the bouncing event.
	prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding (Y2_OracSpea.9)	Check the children think of some appropriate questions to ask the King about the Monster Games.
Writing	write for different purposes (Y2_WritMean.2) use different types of writing appropriate to purpose and reader (Y2_WritStru.5)	Check the children can write a description of how they imagine Monster Land to be, using some of the words from the list created as a group, as well as their own words.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	ask and answer questions to develop understanding (L2_com_talk.2ii) listen for information (L1_com_talk.1i) use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3)	Check the children ask Kipper appropriate questions in the hot seat activity to find out more about how he feels at certain points throughout the story, listening carefully to the responses given. Check the children can take it in turns to take on the role of Kipper and respond appropriately to questions they are asked, using intonation and expression as appropriate.
	use a range of reading strategies (L2_com_read.2)	Check the children can read the text, sounding out and blending new words where necessary.
Reading	express opinions and make predictions (L2_com_read.5ii)	Check the children can make predictions about how Chip will get on in the throwing contest and why Kipper wants to have a go at the bouncing event.
	ask questions to seek clarification that develops understanding (L2_com_read.5i)	Check the children think of some appropriate questions to ask the King about the Monster Games.
Writing	express thoughts, feelings and ideas from within their experience using a general vocabulary (L2_com_write.2i)	Check the children can write a description of how they imagine Monster Land to be, using some of the words from the list created as a group, as well as their own words.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
Speaking and listening	Listen carefully and respond appropriately, asking questions of others. (2SL7)	Check the children ask Kipper appropriate questions in the hot seat activity to find out more about how he feels at certain points throughout the story, listening carefully to the responses given.
	Extend experiences and ideas through role-play. (2SL9)	Check the children can take it in turns to take on the role of Kipper and respond appropriately to questions they are asked, using intonation and expression as appropriate.
Reading	Use phonics as the main method of tackling unfamiliar words. (2R02)	Check the children can read the text, sounding out and blending new words where necessary.
	Make simple inferences from the words on the page, e.g. about feelings. (2Ri3)	Check the children can make predictions about how Chip will get on in the throwing contest and why Kipper wants to have a go at the bouncing event.
Writing	Plan writing through discussion or by speaking aloud. (2W06)	Check the children contribute words to describe Monster Land before beginning the writing activity.