



Oxford Level 5

Beast Feasts

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Text type: non-chronological report

Topic: carnivores, herbivores and omnivores

Synopsis

Some animals eat only plants, some eat only meat, and some eat plants and meat. This book looks at animals that are herbivores, carnivores and omnivores, and the food they eat.

There is a topic-linked fiction book to partner this title, which is called *The Strange Beast*.

Group/Guided reading

Introducing the book

- ➔ (Predicting) Look together at the cover. Ask: *What sort of food do you think this animal eats? Do you think it would eat the egg?* (Draw the children's attention to the picture of the egg near the title if necessary.) Ask: *Is there any food you think it doesn't eat?*
- ➔ Read the title together and check the children are familiar with the word 'feasts'.
- ➔ Look together at the contents list on p3. Support the children to read the words 'herbivores', 'carnivores' and 'omnivores'. Encourage the children to explain what they know about the meanings of these words.
- ➔ Ask: *Can you name any animals that are herbivores? Can you name any animals that are carnivores?*

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *g-o-bb-le-s*, *d-r-a-g-o-n-s*, *k-r-i-ll*.
- ➔ This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:

their called many who water

- ➔ There are a number of topic words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. 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 book.

herbivores carnivores omnivores tongue aye-aye

Reading the book

- ➔ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➔ Read p8 together, say: *I wonder what other animals eat nectar.* Ask the children to give suggestions.
- ➔ On p11, support the children to sound out and blend the word 'tortoise'. Ask: *Do any of the foods that a tortoise likes to eat sound unusual?* If children are unfamiliar with the word 'cacti', turn to the Glossary on p22 and look at the meaning of the word together.
- ➔ Look at the picture of the deep-sea angler fish on p12. Ask the children to suggest three words they could use to describe the fish.
- ➔ Read p16 together. Ask: *How do chameleons catch insects?*
- ➔ After reading p19, ask: *What is a giant panda's favourite food?*
- ➔ After reading p21, encourage the children to share the types of food that they eat. Ask: *Are you a carnivore, omnivore or herbivore?*

Returning to the book

- ➔ *(Clarifying)* Look again at p8, ask: *How does the moth suck up the nectar?*
- ➔ *(Clarifying)* Look again at p12, ask: *How does the deep-sea angler fish attract its food?*
- ➔ *(Clarifying / Summarizing)* Ask the children to explain the difference between herbivores, carnivores and omnivores in their own words.
- ➔ Ask: *Can you think of any other animals that are carnivores?*
- ➔ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold when they are first used in the book. Turn to p22 and look at the Glossary together. Tell the children to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
- ➔ *(Clarifying)* Draw the children's attention to the Index on p22. Tell the children that an Index is an alphabetical list of some of the key words that can be found in the book, with references to the pages they appear on. Choose an example from the book's Index and tell the children that you want to find out more about it. Ask them to use the Index to help you turn to a page that will tell you more about it.

Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book 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 *l-ea-ve-s, f-r-ui-t.*
- ➔ Support the children with reading high frequency tricky words.
- ➔ This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➔ 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 book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Ask the children to tell the rest of the group about their favourite animal from the book. Encourage them to share some facts about the animal and to explain why they like it.
- ➔ Remind the children to listen carefully to what is being said and to ask questions about the animal.
- ➔ After everyone has had a chance to speak, hold a poll to find out which is the most popular animal.

Writing activities

- ➔ Ask the children to choose one of the animals from the book and to create a fact file about it.
- ➔ Encourage them to use the information about the animal that is included in the book and to research the animal to find more information to put into their fact file.
- ➔ Prompt the children to re-read what they have written to check it makes sense, and to check for any errors in spelling or punctuation.

Cross-curricular activity

Science

- ➔ Write the names of some animals onto cards and ask the children to sort them into groups depending on whether they are carnivores, omnivores or herbivores.
- ➔ Support the children to use books and child-friendly sites on the Internet to check their answers, and to find more animals to add to each group.

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Beast Feasts

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts. (E) [ORCS Standard 2, 3]
- With support, can answer simple questions/find information in response to a direct question. (R) [ORCS Standard 2, 12]
- Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach; shower, flowing; crib, rice). (READ) [ORCS Standard 2, 13]

Letters and Sounds: Phase 5

Explore with Biff, Chip and Kipper titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
Spoken language	listen and respond appropriately to adults and their peers (SpokLang.1)	Check the children are able to listen to others talking about their favourite animals from the book, and ask appropriate questions.
	speak audibly and fluently with an increasing command of Standard English (SpokLang.8)	Check the children are able to talk clearly and fluently about their favourite animal from the book.
Reading: Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children use their phonic knowledge to decode new and unfamiliar words, e.g. gobbles, dragons, krill.
Reading: Comprehension	drawing on what they already know or on background information and vocabulary provided by the teacher (Y1 ReadComp.2i)	Check the children are able to suggest other animals that eat nectar. Check the children use the glossary to find out the meaning of any new or unfamiliar words, e.g. cacti.
Writing: Composition	re-reading what they have written to check that it makes sense (Y1 WritComp.1iv)	Check the children re-read their fact files to check they make sense, and to check for any spelling or punctuation errors.

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

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. (LIT 1-07a)	Check the children are able to listen to others talking about their favourite animals from the book, and ask appropriate questions.
	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. (ENG 1-03a)	Check the children are able to talk clearly and fluently about their favourite animal from the book.
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 use their phonic knowledge to decode new and unfamiliar words, e.g. gobbles, dragons, krill.
	I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. (LIT 1-13a) Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. (LIT 1-14a)	Check the children use the glossary to find out the meaning of any new or unfamiliar words, e.g. cacti.
Writing	Throughout the writing process, I can check that my writing makes sense. (LIT 1-23a)	Check the children re-read their fact files to check they make sense, and to check for any spelling or punctuation errors.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	show understanding of what they have heard by asking questions to find out more information (Y1_OracList.10)	Check the children are able to listen to others talking about their favourite animals from the book, and ask appropriate questions.
	speak audibly, conveying meaning to listeners beyond their friendship group (Y1_OracSpea.6)	Check the children are able to talk clearly and fluently about their favourite animal from the book.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children use their phonic knowledge to decode new and unfamiliar words, e.g. gobbles, dragons, krill.
	make links between texts read and other information about the topic. (Y1_ReadResp.3) apply the following reading strategies with increasing independence – context clues, e.g. prior knowledge (Y1_ReadStrat.5iii) identify information related to the subject of a text (Y1_ReadComp.2)	Check the children are able to suggest other animals that eat nectar. Check the children use the glossary to find out the meaning of any new or unfamiliar words, e.g. cacti.
Writing	write words, phrases and simple sentences and read back own attempts (Y1_WritMean.5)	Check the children re-read their fact files to check they make sense, and to check for any spelling or punctuation errors.

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

	Levels of progression	Book-related assessment pointers
Talking and listening	listen for information (L1_com_talk.1) ask and answer questions to develop understanding (L2_com_talk.2ii)	Check the children are able to listen to others talking about their favourite animals from the book, and ask appropriate questions.
	speak audibly to be heard and understood (L1_com_talk.5)	Check the children are able to talk clearly and fluently about their favourite animal from the book.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) use a range of reading strategies (L2_com_read.2)	Check the children use their phonic knowledge to decode new and unfamiliar words, e.g. gobbles, dragons, krill.
	talk about what they read and answer questions (L1_com_read.5)	Check the children are able to suggest other animals that eat nectar. Check the children use the glossary to find out the meaning of any new or unfamiliar words, e.g. cacti.
Writing	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children make phonically plausible attempts to spell any new or unfamiliar words when writing their fact files.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Listen to others and respond appropriately. (1SL7)	Check the children are able to listen to others talking about their favourite animals from the book, and ask appropriate questions.
	Speak confidently to a group to share an experience. (1SL5)	Check the children are able to talk clearly and fluently about their favourite animal from the book.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use their phonic knowledge to decode new and unfamiliar words, e.g. gobbles, dragons, krill.
	Enjoy reading and listening to a range of books, drawing on background information and vocabulary provided. (1R11) Make links to own experiences. (1R12)	Check the children use the glossary to find out the meaning of any new or unfamiliar words, e.g. cacti. Check the children are able to suggest other animals that eat nectar.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children make phonically plausible attempts to spell any new or unfamiliar words when writing their fact files.