



Oxford Level 7

Extinct Giants

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Text type: explanation
Topic: animals that were once alive

Synopsis

This book looks at giant animals that have become extinct, including dinosaurs, megalodons, woolly mammoths, dodos and many more. It compares their size with similar animals alive today and suggests reasons why they became extinct.

There is a topic-linked fiction book to partner this title, which is called *A Mammoth Task*.

Group/Guided reading

Introducing the book

- ➔ Look together at the front cover. Ask: *What animal is in the cover picture? What do you know about these animals?*
- ➔ Read the title together and ask the children to explain what the word 'extinct' means. If necessary, explain that an extinct animal is an animal that will not be seen alive again. Ask: *Can you think of any animals that have become extinct?*
- ➔ (*Predicting*) Turn to p3 and read the contents list together. Point to the heading 'Ice Age Giants' and ask the children to share anything they know about the Ice Age. Then point out the heading 'A Changing World' and ask the children to share ideas about what this might mean.
- ➔ (*Questioning*) Ask the children to think of some questions that they would like to find answers to in this book. Make a note of the children's questions to come back to in the Returning to the book section.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *e-l-e-ph-a-n-t-s*, *c-oo-l-er*.
- ➔ 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 book.

asteroid scientists metres centimetres enough island

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.
- ➔ After reading p6–7, ask: *Why did the Earth become cooler?* Ask the children to find the answer in the text.
- ➔ On p9, point out the comparisons of scale at the foot of the page. Ask: *How does this help you understand the size of the megalodon?* Remind the children to look out for scale comparisons as they read the book.
- ➔ After reading p14, ask: *How do scientists know what woolly mammoths ate?* Ask the children to find the answer in the text.
- ➔ After reading p18–19, say: *I wonder why dogs, cats and rats eating eggs meant the dodos became extinct.* Encourage the children to share their suggestions.
- ➔ *(Predicting)* Read the heading ‘Survivors’ together on p24. Before reading the rest of the page, ask the children what they think the heading means and what the section will be about.
- ➔ *(Summarizing)* After reading p29, ask: *Which extinct animal from the book would you least like to bring back to life? Why?*

Returning to the book

- ➔ Return to the list of questions the children drew up before they started reading the book. Do they have answers for any of these questions now? Discuss the answers, and if some of the questions haven’t been answered, encourage the children to do some research of their own using books or child-friendly sites on the Internet to find the answers.
- ➔ *(Clarifying)* Ask: *What did the megalodon feed on?* Encourage the children to find the answer in the book (p9).
- ➔ *(Clarifying)* Ask: *What were the largest birds that ever lived?* Encourage the children to find the answer in the book (p22).
- ➔ *(Summarizing)* Ask: *Which animal in the book did you find the most interesting, amazing or unusual and why?* Ask the children to describe their chosen animal in their own words.
- ➔ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold in the book. Turn to p30 and look at the Glossary together. Tell them 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 p30. 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 the children 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 *m-i-ll-i-o-n-s*, *f-o-ss-i-l-s*.
- ➔ This book also contains a number of more challenging words, which children may need

more support with at this stage, but which enrich the topic. 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 book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Ask the children to work with a partner and to choose an animal from the book to describe.
- ➔ They shouldn't tell their partner which animal they have chosen, they should just describe it to them.
- ➔ The partners then need to guess which animal is being described.
- ➔ Give the children an opportunity to swap roles a few times so each child has multiple turns at describing an animal from the book.
- ➔ Encourage the children to try to use synonyms for some of the words in their descriptions. Challenge them to never use the same adjective more than once.

Writing activities

- ➔ Ask the children to choose one of the extinct animals from the book and to write a short description of it.
- ➔ Ask them to rehearse what they want to write orally before writing anything down. Encourage them to think carefully about the adjectives they use in their descriptions. Can they think of any more interesting alternatives?
- ➔ Prompt the children to re-read their writing to check it makes sense.

Cross-curricular activity

Science

- ➔ Look again at the animals on p4–5 and ask the children to identify the extinct animals. Support them to use books and child-friendly sites on the Internet to find out more about these extinct animals.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ) (ORCS Standard 3, 3)
- Can locate some specific information, e.g. key events, characters' names or key information in a non-fiction text. (R) (ORCS Standard 3, 6)
- Is beginning to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter). (A) (ORCS Standard 3, 10)
- Is beginning to use contents and index pages to locate information in non-fiction texts. (A/R) (ORCS Standard 3, 11)

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

	National Curriculum objectives	Book-related assessment pointers
Spoken language	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (SpokLang.5)	Check the children give clear descriptions of the animals, thinking carefully about the word choices they make.
Reading: Word reading	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (Y2 ReadWord.1)	Check the children use their phonic knowledge to decode new and unfamiliar words and begin to recognize some words automatically.
Reading: Comprehension	discussing the sequence of events in books and how items of information are related (Y2 ReadComp.1ii)	Check the children can use size and scale to understand how extinct animals compare with living ones.
Writing: Composition	planning or saying out loud what they are going to write about (Y2 WritComp.2i)	Check the children rehearse their descriptions orally before writing anything down.

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

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	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 give clear descriptions of the animals, thinking carefully about the word choices they make.
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 and begin to recognize some words automatically.
	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 are able to use the Index and Glossary to answer questions about the content of the book.
Writing	Throughout the writing process, I can check that my writing makes sense. (LIT 1-23a)	Check the children re-read their descriptions to check they make sense.

WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
Oracy	contribute to discussion, keeping a focus on the topic and taking turns to speak (Y2_OracColl.1)	Check the children give clear descriptions of the animals, thinking carefully about the word choices they make.
Reading	apply the following reading strategies with increasing frequency to a range of familiar and unfamiliar texts: - phonic strategies (Y2_ReadStrat.4i)	Check the children use their phonic knowledge to decode new and unfamiliar words and begin to recognize some words automatically.
	explain relevant details from texts (Y2_ReadComp.3)	Check the children can explain how scientists know what woolly mammoths ate, and what the megalodon ate.
Writing	use talk to plan writing (Y2_WritMean.4)	Check the children rehearse their descriptions orally before writing anything down.

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

	Levels of progression	Book-related assessment pointers
Talking and listening	use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3)	Check the children give clear descriptions of the animals, thinking carefully about the word choices they make.
Reading	use a range of reading strategies (L2_com_read.2)	Check the children use their phonic knowledge to decode new and unfamiliar words and begin to recognize some words automatically.
	talk about what they read and answer questions (L1_com_read.5)	Check the children can explain how scientists know what woolly mammoths ate, and what the megalodon ate.
Writing	talk about what they are going to write (L1_com_write.1)	Check the children rehearse their descriptions orally before writing anything down.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
Speaking and listening	Attempt to express ideas precisely, using a growing vocabulary. (2SL6)	Check the children give clear descriptions of the animals, thinking carefully about the word choices they make.
Reading	Use phonics as the main method of tackling unfamiliar words. (2R02)	Check the children use their phonic knowledge to decode new and unfamiliar words and begin to recognize some words automatically.
	Identify general features of known text types. (2Rv2)	Check the children are able to use the Index and Glossary to answer questions about the content of the book.
Writing	Plan writing through discussion or by speaking aloud. (2W06)	Check the children rehearse their descriptions orally before writing anything down.