

 **Oxford Level 6**

Minibeasts Matter!

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Text type: report, persuasive text
Topic: minibeasts and why they are useful

Synopsis

This report looks at why minibeasts are important. It looks at minibeasts that make honey; minibeasts that break up soil; ones that eat pests; some that spread pollen; minibeasts that clear up rubbish; and some that provide an important food source for other animals.

There is a topic-linked fiction book to partner this title, which is called *Grub Up*.

Group/Guided reading

Introducing the book

- ➔ *(Predicting)* Look together at the cover picture and say: *I wonder what the creature in the picture is.* Encourage the children to share suggestions.
- ➔ Read the title together and ask the children to share any other minibeasts they know.
- ➔ Point to the exclamation mark in the title and model reading the title with expression. Ask: *Do you think minibeasts are important?* Encourage the children to share reasons why they think minibeasts are important.
- ➔ *(Predicting)* Say: *I wonder what the girl is doing in the cover picture.* Encourage the children to share predictions.
- ➔ *(Predicting)* Turn to p3 and read the contents list together. Pause on the heading 'This Minibeast Makes Honey' and ask: *Which minibeast do you think makes honey?* Then point out the heading 'Minibeasts Clear Up Rubbish' and ask: *What does this mean? Do you know any minibeasts that clear up rubbish?*
- ➔ *(Questioning)* Ask the children to think of some questions about minibeasts that they would like to see answered in this book.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *f-a-n-t-a-s-t-i-c*, *b-u-rr-ow*.
- ➔ 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 people called eyes through many



- ➔ 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.

minibeasts million beautiful break

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 children to re-read sentences to focus on meaning.
- ➔ On p4, point out the word 'I' and ask: *Who do you think is writing this?* If necessary, explain that the girl in the picture is writing it from her point of view.
- ➔ On p5, point out the word 'BEST' and say: *I wonder why it is all in capital letters.* Encourage the children to share suggestions. Explain the word should be read with emphasis.
- ➔ Point out the 'Did you know?' box and explain that these boxes give extra interesting facts. Ask the children to point out these boxes on each spread.
- ➔ *(Predicting)* On p7, ask: *How do you think the girl writing this feels about minibeasts?*
- ➔ On p8, point to the apostrophes in 'you'll' and 'It's'. Ask: *What does the apostrophe show?* Explain that these are contractions and the apostrophes show where a letter/letters have been missed out when two words have been joined together.
- ➔ *(Summarizing)* After reading p11, ask the children to summarize why minibeasts matter.
- ➔ *(Summarizing)* On p21, ask: *Do you agree that minibeasts matter?* Ask the children to share one thing they found out about minibeasts that they didn't know before reading the book.

Returning to the book

- ➔ *(Clarifying)* Re-read p7 and point out the question mark at the end of the last sentence. Ask: *Why is the girl asking a question? Are we supposed to answer it?* Explain that this is a rhetorical question, we don't need to answer it, it is used to emphasize the point the girl is making – that minibeasts are fantastic.
- ➔ *(Clarifying)* Ask: *How is pollen spread from flower to flower? Why is this important?* Ask the children to find the answers in the book (p14).
- ➔ *(Clarifying)* Ask: *Which minibeasts help to make the world a cleaner place? How?* Ask the children to find the answers in the book (p16).
- ➔ *(Questioning)* Ask: *What was your favourite minibeast in the book?* Ask the children to think of some questions about their favourite minibeast that they would like to find the answers to.
- ➔ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold in the book. Turn to p22 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 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 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 *s-oi-l, s-p-r-ea-d*.
- ➔ 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

- ➔ Explain to the children that a very important scientist is coming to visit the school but the scientist doesn't think that minibeasts are important.
- ➔ Organize the children into small groups and ask them to put together a presentation to convince the scientist of how important minibeasts are.
- ➔ Prompt them to include some of the facts and persuasive language from the book in their presentations.
- ➔ Ask the children to perform their presentations to the rest of the class. Encourage the rest of the class to ask questions at the end of each presentation.

Writing activities

- ➔ Ask the children to write a sentence beginning: 'Minibeasts matter because ...'. Encourage them to use the conjunction 'and' so that they can include more than one reason in their sentence.
- ➔ Prompt the children to use the information in the book to help them. Remind them to rehearse what they want to write orally before writing anything down.
- ➔ Encourage the children to make phonetically plausible attempts to write any new or unfamiliar words.

Cross-curricular activity

Science

- ➔ Ask the children to choose a minibeast and to find out what it eats, using books and child-friendly sites on the Internet. If appropriate, you could discuss carnivores, herbivores and omnivores, and ask the children whether their minibeast is a carnivore, herbivore or omnivore.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can read words with contractions (e.g. I'm, I'll, we'll, he's) and is beginning to understand that the apostrophe represents the omitted letter(s). (READ) (ORCS Standard 2, 18)
- Can read the different grapheme-phoneme correspondences for long vowel phonemes. (READ) (ORCS Standard 2, 19)
- Can read phonically decodable two and three syllable words, e.g. photograph, collector. (READ) (ORCS Standard 2, 20)
- Can locate specific information on a given page in response to a question. (R) (ORCS Standard 2, 21)

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

	National Curriculum objectives	Book-related assessment pointers
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children use the information and language from the book to present the information in the speaking and listening activity.
	speak audibly and fluently with an increasing command of Standard English (SpokLang.8)	Check the children speak clearly and audibly.
Reading: Word reading	read words with contractions [for example, I'm, I'll, we'll] and understand that the apostrophe represents the omitted letter(s) (Y1 ReadWord.7)	Check the children can read the words 'you'll' and 'it's' and understand that the apostrophe is used in the place of letters that have been missed out.
	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.
Reading: Comprehension	explain clearly their understanding of what is read to them (Y1 ReadComp.4)	After reading, check the children are able to explain clearly why minibeasts matter.
Writing: Composition	re-reading what they have written to check that it makes sense (Y1 WritComp.1iv)	Check the children re-read their writing to check it makes sense.

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 use the information and language from the book to present the information in the speaking and listening activity. Check the children speak clearly and audibly.
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 words 'you'll' and 'it's' and understand that the apostrophe is used in the place of letters that have been missed out. Check the children use their phonic knowledge to decode new and unfamiliar words.
	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)	After reading, check the children are able to explain clearly why minibeasts matter.
Writing	Throughout the writing process, I can check that my writing makes sense. (LIT 1-23a)	Check the children re-read their writing to check it makes sense.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	use an increasing range of appropriate vocabulary in play and structured activities (Y1_OracSpea.5)	Check the children use the information and language from the book to present the information in the speaking and listening activity.
	speak audibly, conveying meaning to listeners beyond their friendship group (Y1_OracSpea.6)	Check the children speak clearly and audibly.
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.
	recall details from information texts (Y1_ReadComp.3)	After reading, check the children are able to explain clearly why minibeasts matter.
Writing	begin to use connectives to expand a point (Y1_WritHGPS.3)	Check the children attempt to include more than one clause (reason) in their sentences.

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

	Levels of progression	Book-related assessment pointers
Talking and listening	<p>speak audibly to be heard and understood (L1_com_talk.5)</p> <p>speak clearly to be heard and understood (L2_com_talk.5)</p> <p>follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)</p>	<p>Check the children use the information and language from the book to present the information in the speaking and listening activity.</p> <p>Check the children speak clearly and audibly.</p>
Reading	<p>understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p> <p>use a range of reading strategies (L2_com_read.2)</p>	<p>Check the children use their phonic knowledge to decode new and unfamiliar words.</p>
	<p>talk about what they read and answer questions (L1_com_read.5)</p>	<p>After reading, check the children are able to explain clearly why minibests matter.</p>
Writing	<p>talk about what they are going to write (L1_com_writ.1)</p>	<p>Check the children rehearse what they are going to write orally before writing anything down.</p>

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	<p>Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest. (1SL1)</p> <p>Speak confidently to a group to share an experience. (1SL5)</p>	<p>Check the children use the information and language from the book to present the information in the speaking and listening activity.</p> <p>Check the children speak clearly and audibly.</p>
Reading	<p>Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)</p>	<p>Check the children use their phonic knowledge to decode new and unfamiliar words.</p>
	<p>Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)</p> <p>Make links to own experiences. (1R12)</p>	<p>After reading, check the children are able to explain clearly why minibests matter, making links with their own experiences.</p>
Writing	<p>Write sentence-like structures which may be joined by and. (1Wp3)</p>	<p>Check the children attempt to include more than one clause (reason) in their sentences.</p>