



Oxford Level 9

Rock Pool to Rainforest

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Text type: non-chronological report

Topic: habitats and microhabitats

Synopsis

This book looks at a variety of different habitats, such as seashores, rainforests, deserts, oceans, woodlands, cities and gardens. It looks at the animals that live there and the microhabitats within them.

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

Group/Guided reading

Introducing the book

- ➔ Look at the cover and read the title together. Ask the children to share anything they already know about rock pools and rainforests. Ask: *Have you ever dipped a net inside a rock pool on the beach? What sorts of creatures did you find living in there? Ask: What animals do you think you might find living in the rainforest?*
- ➔ Turn to p3 and read the contents list together. Ask: *Do you know what a habitat is?* Encourage the children to share ideas.
- ➔ (*Predicting*) Look at each of the headings in the contents list in turn and ask the children to suggest animals that might live in each: seashore, rainforest, desert, ocean, woodland, city and garden.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *sh-a-ll-ow*, *s-ea-sh-ore*.
- ➔ 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.

habitat microhabitat bromeliads algae sea anemone hibernate

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 p4 together and check the children's suggestions about what a habitat is were correct.
- ➡ On p5, point to the word 'microhabitat'. Ask the children to suggest other words which have the same meaning as 'micro', e.g. small, tiny, minute. Ask the children to explain in their own words what a microhabitat is.
- ➡ On p9, ask: *Have you ever seen a pile of sand left by a lugworm on the beach?*
- ➡ After reading p10–11, say: *I wonder why more creatures live in rainforests than any other habitat on Earth.* Encourage the children to think about the different conditions in the rainforest (wet, hot) and the food sources available.
- ➡ After reading p16, ask: *Why do elf owls lay their eggs inside cacti?*
- ➡ On p18, ask the children to think of three words to describe the coral reef. Ask them to suggest some creatures that might live there.
- ➡ *(Questioning)* After reading p21, ask the children to think of some questions they have about the ocean and the microhabitats within it. Prompt them by saying: *I wonder what creatures live in the dark depths of the ocean.* Make a note of the children's questions to use later.
- ➡ *(Summarizing)* After reading p25, ask the children to summarize the difference between habitats and microhabitats. Ask: *What is the microhabitat of a gall wasp?* (Answer: the leaves and buds of oak trees)
- ➡ After reading p27, ask the children to suggest other animals that choose to live in their gardens.

Returning to the book

- ➡ *(Clarifying)* Ask: *What do oystercatchers use their long beaks for?* Prompt the children to re-read p7 to find the answer.
- ➡ *(Clarifying)* Ask: *How does the clown fish survive in its poisonous habitat?* Prompt the children to re-read p20 to find the answer.
- ➡ *(Summarizing)* Ask the children to explain some of the ways that animals survive in the desert. Prompt the children to re-read p14–17 to find out.
- ➡ *(Questioning)* Ask the children to look back through the book and note down some questions to ask their partner about the information in the book. Ask partners to take it in turns to ask and answer questions about the book. Prompt them to use the Contents or Index to help them to find the answers to the questions.
- ➡ *(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 *Ear-th, p-r-e-d-a-t-or-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

- ➔ Organize the children into small groups and ask each group to agree on their favourite habitat from the book (make sure groups choose different habitats).
- ➔ Hold a class discussion, asking each group to explain why they think their habitat is the best and why. Prompt the children to talk about what their habitat has to offer the animals that live there, some of the types of animals that live there, etc.
- ➔ Remind the children to talk about the microhabitats within their chosen habitat.
- ➔ Hold a class vote on which is the most important habitat, and ask if any of the children changed their opinions during the discussion.

Writing activities

- ➔ Challenge the children to work in pairs to add two words from the book to the glossary, choosing appropriate words and writing the definitions.
- ➔ Encourage the children to plan their definitions orally before writing them down. If necessary, provide dictionaries to help children decide on their definitions or discuss them as a class.
- ➔ Ask them to re-read their definitions to check for any spelling or grammar errors.

Cross-curricular activity

Science

- ➔ Ask the children to return to the questions they noted down about the ocean and the microhabitats within it. Support them to use books and child-friendly sites on the Internet to find the answers to their questions.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Is beginning to use contents and index pages to locate information in non-fiction texts. (A/R) (ORCS Standard 3, 11)
- Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ) (ORCS Standard 3, 12)
- Can explain the meaning of interesting 'WOW' words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful). (D) (ORCS Standard 3, 17)
- Having read a text, can find the answers to questions, both written and oral. (R) (ORCS Standard 3, 20)

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

	National Curriculum objectives	Book-related assessment pointers
Spoken language	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (SpokLang.6) consider and evaluate different viewpoints, attending to and building on the contributions of others (SpokLang.11)	Check the children participate in the discussion about the different habitats, responding appropriately to comments made by others and listening carefully to different viewpoints.
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) read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2 ReadWord.7)	Check the children blend the sounds in words to read any new or unfamiliar words, e.g. shallow, seashore, Earth, predators.
Reading: Comprehension	discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2 ReadComp.1vi)	Check the children are able to suggest words with a similar meaning to 'micro', and use this to help them work out the meaning of the word 'microhabitat'.
Writing: Composition	writing for different purposes (Y2 WritComp.1iv)	Check the children write definitions suitable for a glossary and choose appropriate words to define.
	planning or saying out loud what they are going to write about (Y2 WritComp.2i)	Check the children plan their definitions orally before writing them down.

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 participate in the discussion about the different habitats, responding appropriately to comments made by others and listening carefully to different viewpoints.
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 blend the sounds in words to read any new or unfamiliar words, e.g. shallow, seashore, Earth, predators.
	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)	Check the children are able to suggest words with a similar meaning to 'micro', and use this to help them work out the meaning of the word 'microhabitat'.
Writing	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others. (LIT 1-26a)	Check the children write definitions suitable for a glossary and choose appropriate words to define.

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 participate in the discussion about the different habitats, responding appropriately to comments made by others and listening carefully to different viewpoints.
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 blend the sounds in words to read any new or unfamiliar words, e.g. shallow, seashore, Earth, predators.
	draw upon relevant personal experience and prior knowledge to support understanding of texts (Y2_ReadComp.4)	Check the children are able to suggest some animals that live in their gardens.
Writing	write for different purposes (Y2_WritMean.2)	Check the children write definitions suitable for a glossary and choose appropriate words to define.

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

	Levels of progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children participate in the discussion about the different habitats, responding appropriately to comments made by others and listening carefully to different viewpoints.
Reading	use a range of reading strategies (L2_com_read.2)	Check the children blend the sounds in words to read any new or unfamiliar words, e.g. shallow, seashore, Earth, predators.
	use basic alphabetical knowledge and visual clues to locate information (L2_com.read.3ii)	Check the children are able to use the Index and Contents pages when answering questions posed to them by their partner.
Writing	write using a given form (L2_com_write.3)	Check the children write definitions suitable for a glossary and choose appropriate words to define.
	talk about what they are going to write (L1_com_write.1)	Check the children plan their definitions orally before writing them down.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
Speaking and listening	Vary talk and expression to gain and hold the listener's attention. (2SL4) Demonstrate 'attentive listening' and engage with another speaker. (2SL8)	Check the children participate in the discussion about the different habitats, responding appropriately to comments made by others and listening carefully to different viewpoints.
Reading	Use phonics as the main method of tackling unfamiliar words. (2R02)	Check the children blend the sounds in words to read any new or unfamiliar words, e.g. shallow, seashore, Earth, predators.
	Comment on some vocabulary choices, e.g. adjectives. (2Rw1)	Check the children are able to suggest words with a similar meaning to 'micro', and use this to help them work out the meaning of the word 'microhabitat'.
Writing	Plan writing through discussion or by speaking aloud. (2W06)	Check the children plan their definitions orally before writing them down.