

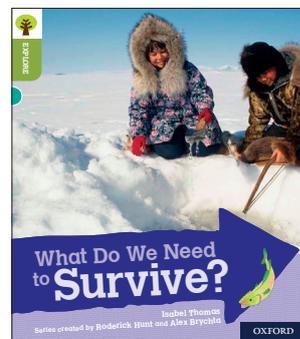
# What Do We Need to Survive?

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Teaching notes written by Teresa Heapy.

Text type: explanation

Topic: basic needs for survival



## Synopsis

This book looks at the things plants and animals need to survive. It explains how plants use light to make their own food and that animals, including humans, need food because they can't make their own. It also looks at how humans have become champion survivors because we have learned to adapt to live in almost any place – both in and out of this world!

There is a topic-linked fiction book to partner this title, which is called *Survival in the Arctic*.

## Group/Guided reading

### Introducing the book

- ➔ *(Predicting)* Look at the cover and read the title together. Ask: *What things do you think we need to survive?*
- ➔ Talk together about the photograph on the cover. Say: *I wonder what things the children in the picture need to survive.* Encourage the children to share ideas about how they get food and water.
- ➔ *(Predicting)* Turn to p3 and read the contents list together. Ask: *Which of these things do we need to survive? Do we need light to survive?*
- ➔ Read the heading on p4 together and ask the children to discuss the question could zebras live on the moon? Encourage them to give reasons for their answers.

### Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *eigh-t, o-x-y-g-e-n*.
- ➔ 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.

**breathe lose blood heart minutes our**

## 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.
- ➔ *(Summarizing)* On p5, ask the children to explain the differences between the things plants need to survive and the things animals need to survive.
- ➔ On p10, ask: *Why is it so important to drink water?*
- ➔ *(Summarizing)* After reading p13, ask: *How do we get oxygen?*
- ➔ On p14, help the children to sound out and blend the word 'm-u-sc-le-s'.
- ➔ *(Questioning)* On p18, read the first sentence together. Then ask the children to think of some questions they have about how plants use light to make their own food. Read on to see whether all the children's questions are answered.
- ➔ *(Summarizing)* Ask the children to read p23–27 and then talk about the different food chains together. Ask: *What one thing appears in every food chain?* (Answer: sun)

## Returning to the book

- ➔ *(Clarifying)* Ask: *How does the beetle in the book get water in the dry desert?* Prompt the children to re-read p9 to find the answer.
- ➔ *(Clarifying)* Ask: *Why is the coralroot different from the other plants in the book? Where does it get its food?* Prompt the children to re-read p20 to find the answer.
- ➔ *(Summarizing)* Ask: *Why does the book say that humans may be the best survivors of all?*
- ➔ Ask the children to talk about some of the different environments humans have learned to survive in.
- ➔ *(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 *qu-ar-t-er-s*, *b-ee-t-le*.
- ➔ 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 in pairs. Ask each pair to choose to look at either water, food, air or light, making sure as many of the headings as possible are covered.
- ➔ Ask each pair to read back through the book, making notes about their chosen topic.
- ➔ Ask them to prepare a short presentation about their chosen topic to share with the rest of the group. Tell them to make it clear in their presentations why they think their chosen focus is so important for survival.
- ➔ When pairs have finished sharing their presentations, ask the rest of the group to ask questions to find out more information.

## Writing activities

- ➔ Ask the children to write a fact file about the things humans need to survive.
- ➔ Encourage them to look back through the book to find the information they need, and to talk with a partner about how to sequence the information in their fact files.
- ➔ Ask them to think about how they will present the information before they begin writing, and remind them to include labels and headings to help organize their work.

## Cross-curricular activity

### Science

- ➔ Look together at the photograph of the astronaut on p29 of the book. Support the children to use child-friendly sites on the Internet to find out more about how astronauts survive in space. Ask them to find out what they eat, how they breathe and what they do in space.

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# What Do We Need to Survive?

## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Uses phonics first when encountering unfamiliar words. (READ) (ORCS Standard 2, 25)
- 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)
- Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (D) (ORCS Standard 3, 9)
- 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)

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

	National Curriculum objectives	Book-related assessment pointers
<b>Spoken language</b>	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (SpokLang.5)	Check the children can give a short presentation about either water, food, air or light to the rest of the group, using the information given in the book.
<b>Reading: Word reading</b>	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 sound out and blend any new or unfamiliar words, e.g. eight, oxygen, quarters, beetle, muscles.
<b>Reading: Comprehension</b>	answering and asking questions (Y2 ReadComp.2iv)	Check the children are able to think of some questions about how plants use light to make their own food.  Check the children are able to explain why humans may be the best survivors of all.
<b>Writing: Composition</b>	writing for different purposes (Y2 WritComp.1iv) planning or saying out loud what they are going to write about (Y2 WritComp.2i)	Check the children talk with a partner about how to sequence the information in their fact files before writing anything down.

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

	<b>Experiences and outcomes</b>	<b>Book-related assessment pointers</b>
<b>Listening and talking</b>	I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. (LIT 1-06a)	Check the children can give a short presentation about either water, food, air or light to the rest of the group, using the information given in the book.
<b>Reading</b>	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 sound out and blend any new or unfamiliar words, e.g. eight, oxygen, quarters, beetle, muscles.
	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 are able to think of some questions about how plants use light to make their own food.  Check the children are able to explain why humans may be the best survivors of all.
<b>Writing</b>	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 talk with a partner about how to sequence the information in their fact files before writing anything down.

**WALES Curriculum for Wales: Foundation Phase Framework, Year 2**

	<b>Framework objectives</b>	<b>Book-related assessment pointers</b>
<b>Oracy</b>	retell narratives or information that they have heard, sequencing events correctly (Y2_OracList.5)	Check the children can give a short presentation about either water, food, air or light to the rest of the group, using the information given in the book.
<b>Reading</b>	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 sound out and blend any new or unfamiliar words, e.g. eight, oxygen, quarters, beetle, muscles.
	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 are able to think of some questions about how plants use light to make their own food.
	express opinions, giving reasons, and provide appropriate answers to questions (Y2_OracSpea.1)	Check the children are able to explain why humans may be the best survivors of all.
<b>Writing</b>	write for different purposes (Y2_WritMean.2)	Check the children talk with a partner about how to sequence the information in their fact files 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
<b>Talking and listening</b>	talk about events in sequence with supporting detail (L2_com_talk.4)	Check the children can give a short presentation about either water, food, air or light to the rest of the group, using the information given in the book.
<b>Reading</b>	use a range of reading strategies (L2_com_read.2)	Check the children sound out and blend any new or unfamiliar words, e.g. eight, oxygen, quarters, beetle, muscles.
	talk about what they read and answer questions (L1_com_read.5)	Check the children are able to think of some questions about how plants use light to make their own food.  Check the children are able to explain why humans may be the best survivors of all.
<b>Writing</b>	write using a given form (L2_com_write.3)	Check the children talk with a partner about how to sequence the information in their fact files before writing anything down.

**CAMBRIDGE INTERNATIONAL** Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
<b>Speaking and listening</b>	Attempt to express ideas precisely, using a growing vocabulary. (2SL6)	Check the children can give a short presentation about either water, food, air or light to the rest of the group, using the information given in the book.
	Listen carefully and respond appropriately, asking questions of others (2SL7)	Check the children are able to think of some questions about how plants use light to make their own food.
<b>Reading</b>	Use phonics as the main method of tackling unfamiliar words. (2R02)	Check the children sound out and blend any new or unfamiliar words, e.g. eight, oxygen, quarters, beetle, muscles.
	Find factual information from different formats, e.g. charts, labelled diagrams. (2Rx4)	Check the children are able to explain why humans may be the best survivors of all.
<b>Writing</b>	Plan writing through discussion or by speaking aloud. (2W06)	Check the children talk with a partner about how to sequence the information in their fact files before writing anything down.