



Oxford Level 7

A Mammoth Task

Written by Roderick Hunt. Illustrated by Alex Brychta.
Teaching notes written by Gill Howell.

Text type: fiction

Topic: animals that were once alive

Synopsis

Wilf and Wilma are not enjoying their holiday because it is cold, wet and windy. But when they discover a huge bone buried in a fallen cliff, the holiday starts to brighten up. They're told that the bone belongs to a steppe mammoth and so Wilf spends time researching more about mammoths. When he goes back to school, Wilf gives a talk about the mammoth. Then Dad surprises the class by building a huge wooden mammoth in the school field.

There is a topic-linked non-fiction book to partner this title, which is called *Extinct Giants*.

Group/Guided reading

Introducing the story

- ➔ *(Predicting)* Look together at the front cover illustration. Ask: *Have you ever seen a bone that big? What could it have come from?*
- ➔ Read the title together and ask the children to explain what a mammoth is. Check the children understand that, as well as being an extinct animal, 'mammoth' can also mean 'huge'.
- ➔ Ask the children to share anything they already know about mammoths.
- ➔ *(Predicting)* Say: *I wonder what the mammoth task is going to be.* Encourage the children to make predictions.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *b-ea-ch*, *ch-i-ll-y*.
- ➔ This story 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 story. Read these words for the children if necessary, to help build familiarity before they read the story.

rough steppe mammoth excavate prehistoric bought enormous

Reading the story

- ➔ Ask the children to read the story 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.
- ➔ On p2–3, ask the children to share experiences of being on a wet and windy beach. Say: *How did you stay warm? What did you do on the beach?*
- ➔ *(Predicting)* After reading p8–9, ask: *What do you think the giant bone is from?* If necessary, prompt the children to think back to the book title.
- ➔ Ask: *Why does Dad make a phone call? Who do you think he calls?*
- ➔ *(Predicting)* At the end of p11, ask: *What do you think the experts will do next?*
- ➔ On p13, check the children understand the term ‘excavate’. Ask: *Which words in the sentence help you to understand its meaning?* If necessary, point out the words ‘dig’ and ‘gently’ to the children.
- ➔ On p14–15, point to the word ‘huge’ and ask the children to think of some alternative words to describe the size of the mammoth’s skull, e.g. enormous, massive, mammoth.
- ➔ *(Questioning)* On p18, ask the children to think of some questions to ask Wilf and Wilma. Prompt them by saying: *I wonder how they feel when they see themselves in the paper.*
- ➔ *(Predicting)* After reading p21, say: *I wonder what Dad’s idea is.* Encourage the children to make predictions.

Returning to the story

- ➔ *(Summarizing)* Ask: *How did the family feel about finding the mammoth bone?* Find a page in the book that shows this.
- ➔ *(Clarifying)* Ask: *Why couldn’t the bones be put together to make a proper skeleton?* Ask the children to find the answer in the book (p16).
- ➔ *(Summarizing / Clarifying)* Re-read p27 and ask: *How do you think the children might have felt when they saw the huge wooden mammoth?*
- ➔ *(Summarizing)* Ask the children to look at the story map on p30 and to take it in turns to say what is happening in each picture. Then ask the children to work in pairs to retell the story, using the story map to support them.

Independent reading

- ➔ Introduce the story as in the Introducing the story section above.
- ➔ Encourage the children to read the story 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 *w-or-k-sh-o-p, i-n-t-er-e-s-t-i-ng*.
- ➔ This story also contains a number of more challenging words, which children may need more support with at this stage, but which enrich the story. 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 story to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Re-read p10–11 together. Organize the children into small groups and ask them to role-play the point in the story where the man explains to the family what they have found.
- ➔ Ask one child in the group to take on the role of the man and the others to take on the role of a member of the family.
- ➔ Encourage the children to think about how the family might feel when they realize what they have discovered. Prompt the children to use body language and facial expressions, as well as speech, to show how the characters feel.

Writing activities

- ➔ Remind the children that the story of the family finding the mammoth bone featured on the front page of the newspaper.
- ➔ Ask the children to discuss with a partner what the article might have said. Then ask the children to write their own short newspaper article about what happened.
- ➔ Prompt them to plan what they are going to write before they write anything down. If necessary, provide the children with simple writing frames.
- ➔ Encourage the children to re-read what they have written to check it makes sense.

Cross-curricular activity

Art and design

- ➔ Provide the children with paint, paper, or modelling material, and encourage them to paint or make a model of a steppe mammoth.

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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)
- Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb. (D) (ORCS Standard 3, 7)
- 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
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children take on a character in the story and use facial expressions, body language and speech to role-play the point in the story where the family are made aware of their discovery.
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 sound out and blend phonically regular words automatically, e.g. skeleton.
Reading: Comprehension	predicting what might happen on the basis of what has been read so far (Y2 ReadComp.2v)	Check the children make predictions about what the giant bone is from, and what the experts will do when the mammoth bone is found.
Writing: Composition	planning or saying out loud what they are going to write about (Y2 WritComp.2i)	Check the children plan their newspaper articles 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 take on a character in the story and use facial expressions, body language and speech to role-play the point in the story where the family are made aware of their discovery.
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 sound out and blend phonically regular words automatically, e.g. skeleton.
	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 make predictions about what the giant bone is from, and what the experts will do when the mammoth bone is found.
Writing	I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. (LIT 1-28a / LIT 1-29a)	Check the children are able to organize and describe the events of the story in their newspaper articles.

WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
Oracy	adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7)	Check the children take on a character in the story and use facial expressions, body language and speech to role-play the point in the story where the family are made aware of their discovery.
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 sound out and blend phonically regular words automatically, e.g. skeleton.
	refine and revise predictions in fiction and non-fiction texts (Y2_ReadComp.5)	Check the children make predictions about what the giant bone is from, and what the experts will do when the mammoth bone is found.
Writing	use talk to plan writing (Y2_WritMean.4)	Check the children use talk to plan their newspaper articles before writing anything down.
	follow a structure in their writing with support, e.g. reports, lists (Y2_WritStru.1)	Check the children organize the events in their articles, using a writing frame if necessary.

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 take on a character in the story and use facial expressions, body language and speech to role-play the point in the story where the family are made aware of their discovery.
Reading	use a range of reading strategies (L2_com_read.2)	Check the children sound out and blend phonically regular words automatically, e.g. skeleton.
	express opinions and make predictions (L2_com_read.5ii)	Check the children make predictions about what the giant bone is from, and what the experts will do when the mammoth bone is found.
Writing	talk about what they are going to write (L1_com_write.1)	Check the children use talk to plan their newspaper articles before writing anything down.
	show a sense of structure and organisation (L2_com_write.5ii)	Check the children organize the events in their articles, using a writing frame if necessary.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
Speaking and listening	Extend experiences and ideas through role-play. (2SL9)	Check the children take on a character in the story and use facial expressions, body language and speech to role-play the point in the story where the family are made aware of their discovery.
Reading	Use phonics as the main method of tackling unfamiliar words. (2R02)	Check the children use their phonic knowledge to read new and unfamiliar words.
	Make simple inferences from the words on the page, e.g. about feelings. (2Ri3)	Check the children are able to make inferences about how the children felt when they saw the huge wooden mammoth.
Writing	Plan writing through discussion or by speaking aloud. (2W06)	Check the children plan their newspaper articles orally before writing anything down.