



## Oxford Level 2

# Dens and Nests

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Teaching notes written by Liz Miles.

Text type: non-chronological report

Topic: animal homes

## Synopsis

This book looks at seven different creatures that live in dens or nests, including ants, bobcats and puffins. We discover what their homes are made from and how they are made.

There is a topic-linked fiction book to partner this title, which is called *A Den in the Wood*.

## Group/Guided reading

### Introducing the book

- ➔ Introduce the book by talking about where different animals live. Ask the children to think of some wild animals and make suggestions as to where they think they live.
- ➔ *(Predicting)* Look at the cover and read the title together. Ask: *What animals might you find in the book? Do you know any animals that live in dens?*
- ➔ Turn to p3 and read the contents list together. Support the children to sound out and blend the words using their phonic knowledge. Encourage them to break down words into smaller parts, e.g. 'red-wing'.
- ➔ *(Questioning)* Ask: *Which animal's home would you like to find out more about?* Encourage the children to think of some questions they would like to find the answers to in the book.

### Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *m-o-ss*, *p-u-ff-i-n*.
- ➔ This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There is also a high frequency tricky word used in the book. This word is common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading this word, explaining that it is tricky but common and useful. If necessary, simply read it for them:

**my**

- ➔ 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.

**tunnel live nest tree**

## 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 p4–5, support the children to read any new or unfamiliar words and point out how many of the words on the page mean ‘more than one’ because they have ‘s’ at the end (animals, nests, dens, tunnels, ants).
- ➔ After reading p4–5, say: *I wonder why ants keep their eggs deep underground.* Encourage the children to make suggestions.
- ➔ After reading p10–11, ask: *Why do you think a puffin needs a home like this?* Help children to understand that the puffin’s nest offers it shelter and safety.
- ➔ *(Summarizing)* After reading p17, ask: *Which was your favourite animal home? Why?* Ask the children to discuss which home they think would be the safest. Encourage them to explain their answers.

## Returning to the book

- ➔ *(Summarizing)* Ask the children to look back through the book and find all the animal homes that are underground. Then ask them to find all the animal homes that are in trees or up high.
- ➔ *(Clarifying)* Look together at the photos on p13. Ask: *What does the fennec fox use to dig its den?*
- ➔ *(Clarifying)* Look together at the photo on p17. Ask: *What materials does the chimp use to build its nest?*
- ➔ *(Questioning)* Ask the children to work in pairs and to each think of some questions about the book. Ask the children to take it in turns to ask and answer the questions. Encourage the children to share any questions they do not know the answers to with the group.
- ➔ Look together at p18. Ask the children to follow the lines to match the animals with their homes.

## 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 *f-o-x, p-a-rr-o-t.*
- ➔ 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

- ➔ Ask the children to pick an animal home from the book and to create some sentences (orally) to describe it. Encourage the children to take on the role of the animal and try to describe the home from the animal's perspective.
- ➔ Model this to show the children how to use the first person in their descriptions: *I'm a bobcat and I live in the rocks. It is lovely and dry and I can see all around me because I'm high up. Rock is solid so it is a strong home – it won't fall down in the wind.*
- ➔ Ask the children to share their descriptions with the rest of the group. If necessary, prompt the children to add more detail to their descriptions, for example, ask: *Is a nest nice and soft to live in?*
- ➔ Extend this activity to include a debate about which animal home is the best.

## Writing activities

- ➔ Ask the children to work in pairs to write a label for each picture on p18 to show what each animal is and whether they live in a den or a nest. The children could write the labels on sticky notes.
- ➔ Support the children to segment each word for spelling. Act as a scribe for the children if necessary.
- ➔ Ask the children to read out any labels they have completed. Scribe the words on the board, asking children to suggest correct spellings.

## Cross-curricular activity

### Understanding the world

- ➔ Support the children to use books and child-friendly sites on the Internet to find out more about where different types of minibeasts live, such as bees, spiders and worms. Encourage the children to present their findings on a poster.

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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Knows that information can be retrieved from different sources such as books, posters and computers. (R) (ORCS Standard 1, 9)
- Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC. (READ) (ORCS Standard 1, 13)
- Can read words with consonant digraphs: ch, sh, th, ng. (READ) (ORCS Standard 1, 15)

### Letters and Sounds: Phase 3

Explore with Biff, Chip and Kipper titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

### ENGLAND Statutory Framework for the early years foundation stage

	Early Learning Goals	Book-related assessment pointers
<b>ELG 03 Speaking</b>	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children speak clearly when describing their home, in role as one of the animals.
<b>ELG 01 Listening and attention</b>	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen carefully to each other's descriptions of their homes and use the information to support their arguments in the debate.
<b>ELG 02 Understanding</b>	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children can explain what the fennec fox uses to dig its den and what materials the chimp uses to make its nest.
<b>ELG 09 Reading</b>	Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG09.2)	Check the children use their phonic knowledge to read words containing digraphs, such as 'crack', 'chimp' and 'rocks'.
	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children can explain the links between the text they have read and the photographs/illustrations.
<b>ELG 10 Writing</b>	Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG 10.2)	Check the children make phonetically plausible attempts to write labels for the photographs on p18.

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

	Experiences and outcomes	Book-related assessment pointers
<b>Listening and talking</b>	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children speak clearly when describing their home, in role as one of the animals.
	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children think of questions about the book to ask their partner.
<b>Reading</b>	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children use their phonic knowledge to read words containing digraphs, such as 'crack', 'chimp' and 'rocks'.
	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. (LIT 0-14a)	Check the children can explain the links between the text they have read and the photographs/ illustrations.  Check the children can explain what the fennec fox uses to dig its den and what materials the chimp uses to make its nest.
<b>Writing</b>	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children make phonetically plausible attempts to write labels for the photographs on p18.

## WALES Curriculum for Wales: Foundation Phase Framework, Reception

	Framework objectives	Book-related assessment pointers
<b>Oracy</b>	speak audibly (YR_OracSpea.6) contribute to role-play activities using relevant language (YR_OracSpea.7)	Check the children speak clearly when describing their home, in role as one of the animals.
	show that they have listened to others, e.g. by drawing a picture (YR_OracList.1)	Check the children listen carefully to each other's descriptions of their homes and use the information to support their arguments in the debate.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children can explain what the fennec fox uses to dig its den and what materials the chimp uses to make its nest.
<b>Reading</b>	link and identify a growing number of spoken sounds to letters (YR_ReadStrat.4)	Check the children use their phonic knowledge to read words containing digraphs, such as 'crack', 'chimp' and 'rocks'.
	make meaning from visual features of the text, e.g. illustrations, photographs, diagrams and charts (YR_ReadStrat.13)	Check the children can explain the links between the text they have read and the photographs/ illustrations.
<b>Writing</b>	copy and write letters, words and phrases, e.g. from the environment or those modelled by the practitioner (YR_WritMean.6)	Check the children make phonetically plausible attempts to write labels for the photographs on p18, looking back at the book if necessary.

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

	Levels of progression	Book-related assessment pointers
<b>Talking and listening</b>	<p>speak audibly to be heard and understood (L1_com_talk.5)</p> <p>use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</p>	Check the children speak clearly when describing their home, in role as one of the animals.
	listen for information (L1_com_talk.1i)	Check the children listen carefully to each other's descriptions of their homes and use the information to support their arguments in the debate.
	ask and answer questions for specific information (L1_com_talk.2)	Check the children can explain what the fennec fox uses to dig its den and what materials the chimp uses to make its nest.
<b>Reading</b>	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Check the children use their phonic knowledge to read words containing digraphs, such as 'crack', 'chimp' and 'rocks'.
	show understanding of the meaning carried by print, pictures and images (L1_com_read.1)	Check the children can explain the links between the text they have read and the photographs/illustrations.
<b>Writing</b>	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children make phonetically plausible attempts to write labels for the photographs on p18.

**CAMBRIDGE INTERNATIONAL** Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
<b>Speaking and listening</b>	Converse audibly with friends, teachers and other adults. (1SL2)	Check the children speak clearly when describing their home, in role as one of the animals.
	Listen to others and respond appropriately. (1SL7)	Check the children listen carefully to each other's descriptions of their homes and use the information to support their arguments in the debate.
	Answer questions and explain further when asked. (1SL4)	Check the children can explain what the fennec fox uses to dig its den and what materials the chimp uses to make its nest.
<b>Reading</b>	<p>Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)</p> <p>Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'. (1R03)</p>	Check the children use their phonic knowledge to read words containing digraphs, such as 'crack', 'chimp' and 'rocks'.
<b>Writing</b>	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children make phonetically plausible attempts to write labels for the photographs on p18.