



## Oxford Level 7

# Survival in the Arctic

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Text type: fiction

Topic: basic needs for survival

## Synopsis

It's a snowy day and Dad is planning to take Biff and Chip out on their sledges. But when Biff and Chip go to get some warm clothes on, the magic key glows and whisks them off an adventure. It takes them to the Arctic in Canada where they meet twins, Kimi and Kitchi. Kimi and Kitchi have had an accident in their snowmobile and are stuck in the wilderness. Biff and Chip have to spend the night in a shelter in the wilderness with them until help arrives. They are suddenly woken by the sound of a moose outside the shelter. When they venture out to investigate, they get to see the beautiful Northern Lights. Just as a helicopter arrive to rescue Kimi and Kitchi, the magic key glows and Biff and Chip are whisked back home.

There is a topic-linked non-fiction book to partner this title, which is called *What Do We Need to Survive?*

## Group/Guided reading

### Introducing the story

- ➡ *(Predicting)* Look at the cover and read the title together. Ask: *What is the weather like in the Arctic? How do you think Biff and Chip feel in this picture? What is the green light in the sky?*
- ➡ Use a globe or world map to point out to the children where the Arctic is. In particular, point out where it crosses into Canada.
- ➡ Look together at p2-3 and ask the children to share any experiences they have of snow. Ask: *What things do you enjoy doing in the snow?*
- ➡ Talk together about why it is so important to wrap up warm in cold weather. Ask: *What would you wear to make sure you stayed warm in the snow?*

### Vocabulary check

- ➡ As they read, encourage the children to sound out and blend new words, for example *w-ar-m, c-augh-t*.
- ➡ 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 story independently.

**trouble enough build cascade coloured minutes**

## 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.
- ➔ *(Predicting)* After reading p7, say: *I wonder why the girl needs help.* Encourage the children to make predictions about what has happened.
- ➔ On p8, support the children to read Kimi and Kitchi, sounding out and blending the names: *K-i-m-i, K-i-t-ch-i.*
- ➔ After reading p13, say: *I wonder why Biff is worried about having to spend the night in the open.* Ask the children to share ideas about what the conditions might be like.
- ➔ *(Questioning)* On p14, ask the children to think of some questions it would be useful for Biff and Chip to ask Kimi and Kitchi about spending the night out in the open. Prompt them by saying: *I wonder where they will sleep, and what they will eat.*
- ➔ *(Predicting)* After reading p21, ask: *What do you think is outside the shelter? Do you think it really is a bear?* Encourage the children to suggest what other animal it could be.
- ➔ After reading p25, ask: *Have you heard of the Northern Lights before?* Encourage the children to share anything they know about the Northern Lights. Provide the children with a brief explanation, saying that the Northern Lights occur when electrons are attracted to magnetic fields at the North Pole. The electrons then mix with gases in the atmosphere, causing the gases to glow.

## Returning to the story

- ➔ *(Clarifying / Summarizing)* Look again at the picture on p24–25 and ask the children to think of three words to describe the Northern Lights.
- ➔ *(Clarifying)* Ask: *Why did Kimi and Kitchi have fish with them?* Prompt the children to re-read p20 to find out. Ask: *Why was the lake they were fishing in frozen?*
- ➔ Ask: *Would you like to live in the Arctic? Why/why not?*
- ➔ *(Summarizing)* Ask the children to share their favourite part of the story and give reasons for their choices.
- ➔ *(Summarizing)* Look together at the story map on p30. Ask the children to talk with a partner about each of the pictures and then to use the story map to help them to retell the story in their own words.

## Independent reading

- ➔ Introduce the story as in the Introducing the story section.
- ➔ 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 *m-e-t-al, wh-i-s-p-er-ed.*
- ➔ This book 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

- ➔ Organize the children into groups of three and assign the roles of Biff, Chip or Kipper to each child.
- ➔ Ask the children in role as Biff and Chip to imagine that they see Kipper when they arrive back home, and that he wants to hear all about their latest adventure. Ask them to explain to Kipper what happened in the story. Remind them to only explain what happened during their time in the Arctic.
- ➔ Prompt the children to use intonation and expression in their descriptions to show the children's enthusiasm.
- ➔ Encourage the children in role as Kipper to ask Biff and Chip appropriate questions to find out more about their adventure.

## Writing activities

- ➔ Ask the children to write a diary entry in role as Biff, explaining what happened on her snowy adventure.
- ➔ Prompt the children to think about how Biff felt at various points during the adventure.
- ➔ Encourage the children to talk with a partner about what they are going to write before they write anything down.
- ➔ Ask the children to swap their diary entries with a partner and to read them to check for any spelling, grammar or punctuation errors.

## Cross-curricular activity

### Science

- ➔ Ask the children to use child-friendly sites on the Internet to find out more about survival skills. Encourage them to find some top tips for surviving in different conditions, e.g. the desert, the snow, at sea.

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## 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 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 provide simple explanations about events or information, e.g. why a character acted in a particular way. (D) (ORCS Standard 3, 9)

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

	National Curriculum objectives	Book-related assessment pointers
<b>Spoken language</b>	ask relevant questions to extend their understanding and knowledge (SpokLang.2)	Check the children can think of questions for Biff and Chip to ask Kimi and Kitchi about spending the night in the open.
	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children in role as Biff and Chip can explain what happened on their adventure, including the key points in the correct order. Check the children in role as Kipper ask appropriate questions to find out more information.
<b>Reading: Word reading</b>	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Y2 ReadWord.2)	Check the children blend the sounds in words to read any new or unfamiliar words, e.g. warm, caught, metal, whispered.
<b>Reading: Comprehension</b>	predicting what might happen on the basis of what has been read so far (Y2 ReadComp.2v)	Check the children make predictions about what animal could be outside the shelter.
	discussing the sequence of events in books and how items of information are related (Y2 ReadComp.1ii)	Check the children are able to use the story map to retell the story in their own words.
<b>Writing: Composition</b>	proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) (Y2 WritComp.3iii)	Check the children read through their partner's diary entry to check for errors in spelling, punctuation and grammar.

**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 show my understanding of what I listen to or watch by responding to and asking different kinds of questions. (LIT 1-07a)	Check the children can think of questions for Biff and Chip to ask Kimi and Kitchi about spending the night in the open.  Check the children in role as Kipper ask appropriate questions to find out more information.
	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required (LIT 1-10a)	Check the children in role as Biff and Chip can explain what happened on their adventure, including the key points in the correct order.
<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 blend the sounds in words to read any new or unfamiliar words, e.g. warm, caught, metal, whispered.
	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 animal could be outside the shelter.
<b>Writing</b>	Throughout the writing process, I can check that my writing makes sense. (LIT 1-23a)	Check the children read through their partner's diary entry to check for errors in spelling, punctuation and grammar.

**WALES Curriculum for Wales: Foundation Phase Framework, Year 1**

	<b>Framework objectives</b>	<b>Book-related assessment pointers</b>
<b>Oracy</b>	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 can think of questions for Biff and Chip to ask Kimi and Kitchi about spending the night in the open.
	adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7) retell narrative or information that they have heard, sequencing events correctly (Y2_OracList.5)	Check the children in role as Biff and Chip can explain what happened on their adventure, including the key points in the correct order.
	show understanding of what they have heard by asking relevant questions to find out specific information (Y2_OracList.8)	Check the children in role as Kipper ask appropriate questions to find out more information.
<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 blend the sounds in words to read any new or unfamiliar words, e.g. warm, caught, metal, whispered.
	refine and revise predictions in fiction and non-fiction texts (Y2_ReadComp.5)	Check the children make predictions about what animal could be outside the shelter.
	recall and retell narratives and information from texts with some details (Y2_ReadComp.1)	Check the children are able to use the story map to retell the story in their own words.
<b>Writing</b>	re-read and improve their writing to ensure that it makes sense (Y2_WritMean.5)	Check the children read through their partner's diary entry to check for errors in spelling, punctuation and grammar.

**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>	ask and answer questions to develop understanding (L2_com_talk.2ii)	Check the children can think of questions for Biff and Chip to ask Kimi and Kitchi about spending the night in the open.  Check the children in role as Kipper ask appropriate questions to find out more information.
	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children in role as Biff and Chip can explain what happened on their adventure, including the key points in the correct order.
<b>Reading</b>	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. warm, caught, metal, whispered.
	express opinions and make predictions (L2_com_read.5ii)	Check the children make predictions about what animal could be outside the shelter.
	talk about what they read and answer questions (L1_com_read.5)	Check the children are able to use the story map to retell the story in their own words.
<b>Writing</b>	talk about what they are going to write (L1_com_write.1)	Check the children talk with a partner about what they are going to write in their diary entries before they write anything down.

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

	Learning objectives	Book-related assessment pointers
<b>Speaking and listening</b>	Extend experiences and ideas through role-play. (2SL9) Vary talk and expression to gain and hold the listener's attention. (2SL4)	Check the children in role as Biff and Chip can explain what happened on their adventure, including the key points in the correct order.
	Listen carefully and respond appropriately, asking questions of others. (2SL7)	Check the children in role as Kipper ask appropriate questions to find out more information.
<b>Reading</b>	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. warm, caught, metal, whispered.
	Talk about what happens at the beginning, in the middle or at the end of a story. (2Rw2)	Check the children make predictions about what animal could be outside the shelter.  Check the children are able to use the story map to retell the story in their own words.
<b>Writing</b>	Plan writing through discussion or by speaking aloud. (2W06)	Check the children talk with a partner about what they are going to write in their diary entries before they write anything down.