

Oxford Level 9

# Big Ears and Sticky Fingers

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**Teacher's Notes author:** Gill Howell

**Text Type:** non-chronological report

## Synopsis

This book looks at some amazing creatures from around the world. It explains how their strange features help them to survive in challenging habitats such as arid deserts and freezing oceans.

## Group or guided reading

### Introducing the book

- Look at the front cover and read the title together. Discuss the cover with the children.  
*Ask: Have you ever seen these creatures before? What do you think they are? Ask the children what they think the book will be about.*
- Talk about the title. Ask the children how they think big ears or sticky fingers might be useful to an animal.
- Read the back cover blurb and encourage the children to expand on their answers.
- Read the Contents list together. Talk about the chapter headings and ask the children to speculate about which type of creature might fit each of the headings.

### Strategy check

- As they read, encourage the children to sound out and blend new words, e.g. 'h-a-b-i-t-a-t'.
- This book contains some words which the children may find challenging, e.g. *disguise*, *prey*, *camouflage*, *juicy*, *Mallorca*, *antifreeze*. Read these words for the children if necessary to help build familiarity before they read the book independently.

### During reading

- Ask the children to read the book aloud and help them where necessary. Praise and encourage them as they read.
- Read pp4–5 together. Discuss the habitats featured on the map and check the children match the labelled illustrations with their location. Help the children to read 'toughest' if necessary.
- Read p7 and talk about the words in **bold**. Help the children with the pronunciation of 'camouflage' and ask them to look up the meaning in the Glossary.
- Turn to pp8–9. Ask the children to read the labels and captions. Remind them that labels and captions give them more information. Encourage them to look out for labels and captions throughout the book.
- Turn to p12 and point out the pronunciation guide for 'iguana'. Encourage the children to look out for another pronunciation guide when they read p14.
- Read pp18–19. Check that the children understand the term 'midwife'. Ask them if they think this is a good name for this type of toad.

## Independent reading

- Return to pp4–5. Ask the children to match the pictures of the animals with their related chapters.
- Reread p7. Ask: *Why do you think having furry feet prevents the fennec fox from burning its feet?* (Answer: because the fur insulates (shields) its feet from the hot sand.)
- Look at p10. Ask: *How does the snowy owl's camouflage help it hunt for prey?* (Answer: it makes the owl blend in with the background so the prey can't see the owl.)
- Look at pp22–23: Ask: *Do you think the leafy sea dragon is a good name for this creature? What other names might be good to describe it?*

## Speaking and listening

- Ask the children to discuss the book in a group. Encourage them to share their thoughts on the book together and take it in turns to say whether they liked the book or not.
- Ask the children to compare their favourite creatures in the book. Ask: *Were there any creatures you really liked or disliked? Why did you like or dislike them? Do any of you share the same favourites?*
- Ask the group to present a summary of their discussion about the book to the rest of the class.

## Writing activity

- Ask the children to choose three entries from the Index and write a question related to each of them for a partner to answer.
- Ask them to swap their questions with a partner, and then write their answers.
- Ask them to illustrate their answers and add a caption or labels to the illustration.

## Cross-curricular activity

### Science, Year 2:

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats

### Science activity:

- Tell the children they are going to find out about more creatures that live in one of these habitats.
- Ask them to refer to pp4–5 and choose the habitat that interests them the most.
- Help them use child-friendly sites on the Internet or books from the library to research the habitat and the creatures that live there.
- Ask them to write a description of one of the creatures, describing how its features help it survive.

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# Curriculum links and assessment

## Links to Oxford Reading Criterion Scale:

- Can identify when reading does not make sense and self-corrects in order for the text to make sense. (READ) [ORCS Standard 3, 1]
- 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 talk about the features of certain non-fiction texts (non-chronological report, information poster, letter). (A) [ORCS Standard 3, 10]
- Is beginning to use contents and index pages to locate information in non-fiction texts. (A/R) [ORCS Standard 3, 11]
- Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant). (READ) [ORCS Standard 3, 13]
- Having read a text, can find the answers to questions, both written and oral. (R) [ORCS Standard 3, 20]

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## ENGLAND The National Curriculum in England: English programme of study, Year 2

National Curriculum objectives	Book-related assessment pointers
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 unknown words as they encounter them.
being introduced to non-fiction books that are structured in different ways (Y2 ReadComp.1iv)	Encourage the children to identify and discuss the non-fiction features in the text, i.e. labels, captions.
checking that the text makes sense to them as they read and correcting inaccurate reading (Y2 ReadComp.2ii)	Encourage the children to explain how the features of each creature have been adapted to help it survive.
answering and asking questions (Y2 ReadComp.2.iv)	Check that the children can take turns with others in the group to talk, and listen and respond appropriately to each other.
planning or saying out loud what they are going to write about (Y2 WritComp.2.i)	Challenge the children to provide extra information in captions and labels orally before they write them down.

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

Experiences and outcomes	Book-related assessment pointers
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 unknown words as they encounter them.
Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. (LIT 1–14a)	Can the children tell you about some of the non-fiction features in the book? Challenge them to find a specific piece of information using what they know about non-fiction texts to help them.
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)	Encourage the children to explain their understanding of the text, using their own words.
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)	Challenge them to think of their own questions about the book, for someone else to answer.

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate ideas or create new text. (LIT 1–25a)

Challenge the children to provide extra information in captions and labels orally before they write them down.

## WALES Foundation Phase Framework: Year 2

Objectives	Book-related assessment pointers
<p>apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts:</p> <ul style="list-style-type: none"> <li>• phonic strategies</li> <li>• recognition of HFW</li> <li>• context clues, e.g. prior knowledge</li> <li>• graphic and syntactic clues</li> <li>• self-correction, including re-reading and reading ahead (Y2_ReadStrat.4i–4v)</li> </ul>	<p>Check the children sound out and blend unknown words as they encounter them.</p>
<p>identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information (Y2_ReadStrat.9)</p>	<p>Can the children tell you about some of the non-fiction features in the book? Challenge them to find a specific piece of information using what they know about non-fiction texts to help them.</p>
<p>apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts:</p> <ul style="list-style-type: none"> <li>• self-correction, including re-reading and reading ahead (Y2_ReadStrat.4v)</li> </ul>	<p>Check that the children re-read words and sentences to check for sense.</p>
<p>express opinions, giving reasons, and provide appropriate answers to questions (Y2_OracSpea.1)</p>	<p>Challenge them to think of their own questions about the book, for someone else to answer.</p>
<p>follow a structure in their writing with support, e.g. reports, lists (Y2_WritStru.1)</p>	<p>Challenge the children to provide extra information in captions and labels orally before they write them down.</p>

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Levels 1 and 2

Levels of Progression	Book-related assessment pointers
<p>use a range of reading strategies (L2_com_read.2)</p>	<p>Check the children sound out and blend unknown words as they encounter them.</p>
<p>recognise some forms and features of texts (L2_com_read.4)</p>	<p>Encourage the children to identify and discuss the non-fiction features in the text, i.e. labels, captions.</p>
<p>talk about what they read and answer questions (L1_com_read.5)</p> <p>ask questions to seek clarification that develops understanding (L2_com_read.5i)</p>	<p>Challenge them to think of their own questions about the book, for someone else to answer.</p>
<p>talk about what they are going to write and how they will present their writing (L2_com_write.1i)</p>	<p>Challenge the children to provide extra information in captions and labels orally before they write them down.</p>
<p>write using a given form (L2_com_write.3)</p>	<p>Can the children write sentences about their chosen sea creatures that follow a similar structure to those in the book?</p>

[Verse 1] I keep running down the same road And the people keep on coming down to my show All the king's membranes and all the burnt bridges Couldn't but he would've put it back together again I keep falling down the same stairs To a city with a nitty gritty plan to brainwash on my ears. [Pre-Chorus] I'm free falling through the slide show Free falling true and slow Free falling won't stop me no more 'Cause I'm a bootleg rascal. [Chorus] Yeah, oh, eh-oh Running around the bend Ooh, oh, uh-uh, oh-oh. "Bootleg Rascal" Track Info. Caress Your Soul Sticky Fingers. Sticky Fingers. Wax On, Wax Off. Frog Legs. Poison Dart Frog Vivarium. Blue Poison Frog. Convergent Evolution. Dart Poison. The size of the eardrums and the distance between them determine which sounds a frog hears best. To protect its sensitive ears, a frog may produce special vibrations in its body to partly block the sound of its own loud call. Subscribe to our newsletter. Sign Up. American Museum of Natural History 200 Central Park West New York, NY 10024-5102 Phone: 212-769-5100. Open daily from 10 am - 5:45 pm except on Thanksgiving and Christmas. Maps & Directions ». About the museum. In Big Ears and Sticky Fingers, meet some cool creatures in their habitats and see how they survive. Oxford Reading Tree inFact is a non-fiction series that aims to engage children in reading for pleasure as powerfully as fiction does. The variety of topics means there are books to interest every child in this compelling series. The series is written by top children's authors and subject experts. Why are big ears helpful in the desert? How can sticky fingers be handy in the rainforest? In Big Ears and Sticky Fingers, meet some cool creatures in their habitats and see how they survive. Oxford Reading Tree inFact is a non-fiction series that aims to engage children in reading for pleasure as powerfully as fiction does.