

📖 Oxford Level 6

Deep Down Weird

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Text Type: non-chronological report

Synopsis

This book looks at some of the amazing creatures which are found deep down in the ocean. It shows how their weird-looking features help them to survive in challenging conditions, where there is no light and no plants grow.

Group or guided reading

Introducing the book

- Look at the front cover and read the title together. Ask the children what they think the book will be about. Ask: *What do you think this creature is?*
- Talk about the word 'Weird'. Ask the children why creatures in the deep ocean might look weird.
- Read the Contents page together. Talk about the names of the creatures. Ask: *Which do you think sounds the weirdest? Why do you think that?*

Strategy check

- As they read, encourage the children to sound out and blend new words, e.g. 'c-o-l-l-e-c-t-s'.
- This book contains some words which the children may find challenging, e.g. *giant, see-through, bacteria, stomach, waste*. 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.
- Turn to p4. Read the first sentence together, helping the children with the word 'ocean' if necessary. Check the children understand that creatures have to be weird to live down in the deepest oceans.
- Read p5 and talk about the caption: 'lights up to attract prey'. Tell the children that labels and captions provide extra information about a photo. Help them to look out for the labels on p8 and p10.
- Look at p7 and read the heading 'Snot-flower Worm' together. Ask: *Do you think it's a good name for this creature? Why?*
- Turn to p13 and check the children understand that both these images are of the glass squid. Ask: *Why might other creatures find the glass squid scary when it swells up like a football?*
- Turn to p16. Tell the children that the Glossary explains the meanings of certain words. These words appear in **bold** in the book. 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.

Independent reading

- Return to p7. Ask: *How does the snot-flower worm manage to eat bones if it has no mouth or stomach?* (Answer: it makes a hole in the bone and grows down like a root; bugs help it to eat.)
- Reread p8. Ask: *Why does the loosejaw need special lights?* (Answer: because it is so dark in the deep ocean and it needs light to find food.)
- Look at p11. Ask: *What do you think the yeti crab's claws would feel like if you touched them?*
- Turn to p12. Ask: *The goblin shark's nose is described as 'weird'. What other adjectives could you use to describe it?* (e.g. strange, long, pointy.)
- Look at p14. Ask: *Why is the bloodybelly red?* (Answer: because animals that want to eat it can't see the colour red.)

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 pick a creature from the book.
- Ask them to draw a picture of the creature and write a few sentences about it, using information from the book.
- Remind them to give their work a heading and encourage them to add labels or captions to their picture.

Cross-curricular activity

Science, Year 1:

- identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates
- describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)

Science activity:

- Tell the children they are going to find out about other deep sea creatures.
- Help them use child-friendly sites on the Internet or books from the library, to research a creature and write a few sentences about it. Remind them to think about how they identify the animal and to describe its physical characteristics.
- You could compile their writing into a class book about deep sea creatures.

 An eBook version of this title is also available in the inFact eBook collection. The eBooks feature **Activity hotspots** to develop literacy skills and **Find out! hotspots** with further information including video, audio, images and text.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale:

- Can read aloud and is beginning to use expression to show awareness of punctuation. (READ) [ORCS Standard 2, 1]
- Notices unfamiliar and interesting words ('WOW' words grow with the age of the child). (E/D) [ORCS Standard 2, 5]
- Can recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts. [ORCS Standard 2, 11]
- With support, can answer simple questions/find information in response to a direct question. (R) [ORCS Standard 2, 12]
- Can express opinions about main events and characters in stories, e.g. good and bad characters. (E) [ORCS Standard 2, 14]

Cross-curricular links

Science, Year 1:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

ENGLAND The National Curriculum in England: English programme of study, Year 1

National Curriculum objectives	Book-related assessment pointers
apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children sound out and blend unknown words as they encounter them.
discussing word meanings, linking new meanings to those already known (Y1 ReadComp.1vi)	Challenge the children to use a new word in a sentence of their own, or to tell you the meaning in their own words.
drawing on what they already know or on background information and vocabulary provided by the teacher	Encourage the children to talk about sea creatures they already know and relate these to the information in the book where possible.
participate in discussion about what is read to them, taking turns and listening to what others say (Y1 ReadComp.3)	Check that the children can take turns with others in the group to talk, and listen and respond appropriately to each other.
sequencing sentences to form short narratives (Y1 WritComp.1iii)	Encourage the children to rehearse what they are going to write orally first. Check that their sentences are appropriate and link together effectively.

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)	Can the children answer simple literal questions about the book? Challenge them to think of their own questions for someone else to answer.

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. (LIT 1–16a)	Check that the children can sum up the main ideas in the text and explain what the main overall theme is.
Throughout the writing process, I can check that my writing makes sense. (LIT 1–23a)	Can children read back what they have written and check it is accurate and conveys what they meant to say?

WALES Foundation Phase Framework: Year 1

Objectives	Book-related assessment pointers
apply the following reading strategies with increasing independence: • phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children sound out and blend unknown words as they encounter them.
explore language, information and events in texts (Y1_ReadResp.2)	Challenge the children to use a new word in a sentence of their own, or to tell you the meaning in their own words.
apply the following reading strategies with increasing independence: • context clues, e.g. prior knowledge (Y1_ReadStrat.5iii)	Encourage the children to talk about sea creatures they already know and relate these to the information in the book where possible.
express a view about the information in a text (Y1_ReadResp.1)	Check that the children can take turns with others in the group to talk, and listen and respond appropriately to each other.
sequence content correctly, e.g. instructions, recipes (Y1_WritStru.1)	Encourage the children to rehearse what they are going to write orally first. Check that their sentences are appropriate to the topic and link together effectively.

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

Levels of Progression	Book-related assessment pointers
understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Check the children sound out and blend unknown words as they encounter them.
recognise some forms and features of texts (L2_com_read.4)	Can the children tell you about some of the non-fiction features in the book? How do they know it is non-fiction and not a story book?
use basic alphabetical knowledge and visual clues to locate information (L2_com.read.3ii) use visual clues to locate information (L1_com_read.3ii)	Can the children use what they know about this and other non-fiction texts to help them locate information?
talk about what they read and answer questions (L1_com_read.5) ask questions to seek clarification that develops understanding (L2_com_read.5i)	Can the children answer simple literal questions about the book? Challenge them to think of their own questions about the book, for someone else to answer.
express opinions and make predictions (L2_com_read.5ii)	Check that the children participate in talk about the book, taking turns appropriately and listening to each other's ideas. Can they explain the reasons for some of their views?
write using a given form (L2_com_write.3)	Can the children write sentences about their chosen sea creatures that follow a similar structure to those in the book?

The deepest parts of cratons are their "roots" which can reach all the way to the Earth's mantle. It's here, according to the study's authors, that the diamonds are hidden. What led Dr Faul and his colleagues to the buried treasure was a weird anomaly in the global records of seismic data " the measurements of deep-down sound waves triggered by earthquakes. Scientists use the data to determine where earthquakes, tsunamis and explosions originate. Deep down. Come Back Quotes, Funny Images, Funny Pictures, Top Quotes, Life Quotes, Funny Picture Quotes, Funny Quotes, Quote Of The Day, Love Quotes For Wedding. Chloe Brinley. Deep down. King City, Fire Signs, Birth Chart, Sagittarius, Cards Against Humanity. Chloe Brinley. Deep down. Gonna Be Alright, Note To Self, Handwriting, Notes, Quotations, Inspirational Quotes, Sayings, Tumblr, Heartstrings. Chloe Brinley. It gets to the point it feels weird to be happy. Not sure it will ever change. Chloe Brinley.