



Oxford Level 9

# Terry Takes Off

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**Teaching notes author:** Gill Howell

**Book type:** novel

## About *All Stars*

*All Stars* is a series of chapter fiction books written specifically for able readers aged 5 to 7 years. The books offer engaging, content-appropriate stories for infants at reading levels that will motivate and challenge your high-ability readers. *All Stars* are primarily for independent reading, but can be used in a variety of ways, including in able-reader guided reading sessions and in speaking, writing and drama activities.

*All Stars* is endorsed by Potential Plus, a leading charity which supports children with high learning potential. You can find out more about Potential Plus at [www.potentialplusuk.org](http://www.potentialplusuk.org).

## Synopsis

Terry the pterodactyl is afraid of heights so he never flies. One day, a strange cloud appears over the mountain and the dinosaurs of Dinosaur Valley go to investigate. They are so excited that they charge up to the top but the mountain is an active volcano – and the dinosaurs fall in! Luckily, Terry discovers that the hot air can lift him into the sky. He overcomes his fear and rescues the other dinosaurs. Terry, at last, finds that he loves flying after all.

## Group/Guided reading

### Introducing the story

- (Clarifying) Read the title and look at the cover image. Ask: *What sort of creature do you think this is?*
- (Predicting) Turn to the back cover, look at the image and read the blurb. Ask: *What sort of danger might Terry and his friends face?*
- (Summarizing) Turn to page 7 and look at the illustration. Ask: *What is the big pink dinosaur doing? Why do you think Terry doesn't fly up and get a banana himself?*
- Turn to pages 8 and 9. Point out the thought bubble. Ask: *What is Terry thinking about?*
- (Clarifying / Predicting) Turn to pages 10 and 11. Ask: *What sort of expressions do the dinosaurs have here? Why do you think this might be?*
- Some of the more challenging words and their definitions are listed on the front inside cover of the book. Encourage the children to look at these words and talk about their meaning to help build familiarity before children read the story.
- Here are some additional tricky words that may be useful:
  - gasped – took a short sharp breath with an open mouth
  - excuse – a reason for not doing something
  - clung – held on tightly
  - dangling – hanging down loosely

## Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- *(Clarifying / Summarizing)* At the end of page 7, ask: *What was Terry afraid of? Why do you think he felt ashamed?*
- *(Predicting)* At the end of page 11, ask: *What do you think is making the ground shake? How do you think the dinosaurs might find out?*
- *(Clarifying)* On page 14, point out the words in upper case and remind the children to read them with expressive voices.
- *(Summarizing / Clarifying)* At the end of page 15, ask: *What has happened in the story so far? How does Terry feel about what has happened?*
- *(Clarifying)* Pause at the end of page 18 and ask: *Why do the dinosaurs begin to run?*
- *(Clarifying / Predicting)* At the end of page 20, ask: *Why isn't it an ordinary mountain? What do you think it is?*
- *(Clarifying)* On page 21, ask: *Why do you think the dinosaurs fell inside the hole?*
- *(Predicting)* At the end of page 23, ask: *What do you think Terry's idea might be? Why do you think this?*

## Returning to the story

- *(Summarizing)* Ask: *How did Terry save the other dinosaurs?*
- *(Predicting)* Ask: *How might the ending of the story be different if Terry had refused to go to see the cloud on the mountain?*
- *(Clarifying)* Ask: *What was Terry like in the beginning of the story? Why do you think he was afraid of heights?*
- *(Clarifying / Summarizing)* Ask: *How did Terry change during the story?*
- *(Clarifying)* Ask: *Have you ever done something that you were afraid of? How did it make you feel?*
- *(Clarifying)* Ask: *Why did the dinosaurs all laugh at the end of the story? Was it a good way to end the story? Why?*

## Independent reading

- Introduce the story as in the Group/Guided reading section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- Encourage the children to use a dictionary to look up any unfamiliar words.
- Encourage the children to answer the questions on the inside covers of the book.
- Able readers often read quickly but sometimes skim parts or do not fully understand what they are reading. Try:
  - stopping the children from time to time and asking them to explain what is happening in the story at that point, or who a character is,
  - asking the children to examine the pictures and speech bubbles (if present). Encourage the children to tell you what information the pictures or speech bubbles give us,
  - reminding children to look out for the difference between what is being said and what is being thought by the characters. Can they show you an example?
- Prompt more able readers to think about alternative language choices when exploring the text. For example, 'Can you think of any other words the author could have used to describe how this character felt here?'
- Even able readers may need to pause to work out a new or tricky word. Encourage them to reread the whole sentence again to make sure they understand the context of the word.

- Find even more books for your able readers at BookMatch, the children's book recommendation tool specially designed for teachers, available free on Oxford Owl. Filter by year group and Oxford Level to find age-appropriate books to stretch your most able: [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

## Speaking, listening and drama activities

- Acting out what happens after the end of the story.
  - Children think about what the dinosaurs will say and do when they get back to Dinosaur Valley after their adventure. (Suggest that they might want to thank Terry, ask about his new delight in flying, or have a party to celebrate, etc.)
  - Children take the role of Terry and some other dinosaurs, e.g. Cosmo, Corey, Anna and Patty.
  - They work out a short role play of what happens when they get home and perform it for the others.

## Writing activities

- Summarizing the story.
  - Children discuss what happened in the story with a partner.
  - Children write their story summaries individually, then share them with their partners.
  - Encourage them to check their partner's story summary for sense and see if they have omitted anything important.

## Cross-curricular suggestion

### Geography

- Children research volcanoes and where they are found in the world using the Internet and books. They could create their own drawing of a volcano with labels.



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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. (RCS Standard 2, 1)
- Can make plausible predictions about the plot of an unknown story, using the text and other book features. (RCS Standard 2, 9)
- Can retell an unknown story (unfamiliar before first reading) using beginning, middle and end; retelling may only be in simple terms because of its unfamiliarity but children have got the general gist of the story and its sequence. (RCS Standard 2, 16)
- Can relate stories/texts to their own experiences, including story settings and incidents. (RCS Standard 2, 22)

### ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
<b>Spoken language</b>	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Can the children imagine what the dinosaurs might do and act it out?
<b>Reading:</b> Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Do the children use their phonic knowledge to read words?
<b>Reading:</b> Comprehension	being encouraged to link what they read or hear read to their own experiences (Y1 ReadComp.1ii)	Can the children relate Terry's feelings to their own experiences?
	making inferences on the basis of what is being said and done (Y1 ReadComp.2iv)	Can the children describe reasons for events and actions in the story?
	predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)	Do the children make plausible predictions about what might happen next?
<b>Writing:</b> Composition	sequencing sentences to form short narratives (Y1 WritComp.1iii)	Do the children organize their sentences in a logical sequence?

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

	Experiences and outcomes	Book-related assessment pointers
<b>Listening and talking</b>	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)	Can the children imagine what the dinosaurs might do and act it out?
<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)	Do the children use their phonic knowledge to read words?
	I can share my thoughts about structure, characters and/or setting, recognize the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	Can the children relate Terry's feelings to their own experiences? Can the children describe reasons for events and actions in the story? Do the children make plausible predictions about what might happen next?
<b>Writing</b>	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. (LIT 1-22a)	Do the children organize their sentences in a logical sequence?

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

	Framework objectives	Book-related assessment pointers
<b>Oracy</b>	adopt a role using appropriate language (Y1_OracSpea.7)	Can the children imagine what the dinosaurs might do and act it out?
<b>Reading</b>	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Do the children use their phonic knowledge to read words?
	use personal experience to support understanding of texts (Y1_ReadComp.4)	Can the children relate Terry’s feelings to their own experiences?
	explore language, information and events in texts (Y1_ReadResp.2)	Can the children describe reasons for events and actions in the story?
	use prediction in stories, adding more detail (Y1_ReadComp.5)	Do the children make plausible predictions about what might happen next?
<b>Writing</b>	sequence content correctly, e.g. instructions, recipes (Y1_WritStru.1)	Do the children organize their sentences in a logical sequence?

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

	Levels of Progression	Book-related assessment pointers
<b>Talking and listening</b>	use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3)	Can the children imagine what the dinosaurs might do and act it out?
<b>Reading</b>	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Do the children use their phonic knowledge to read words?
	talk about what they read and answer questions (L1_com_read.5)	Can the children relate Terry’s feelings to their own experiences?
	use visual clues to locate information (L1_com_read.3ii)	Can the children describe reasons for events and actions in the story?
	express opinions and make predictions (L2_com_read.5ii)	Do the children make plausible predictions about what might happen next?
<b>Writing</b>	show a sense of structure and organisation (L2_com_writ.2ii)	Do the children organize their sentences in a logical sequence?