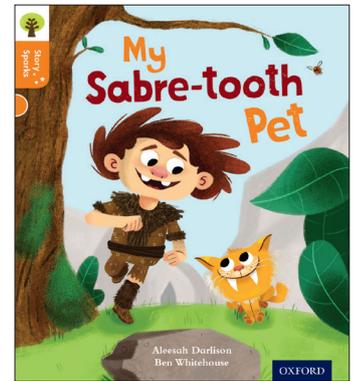


# My Sabre-tooth Pet

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Teacher's Notes author: Hawys Morgan



## Synopsis

This is a fictional story about a cave-boy called Fleet and his sabre-tooth kitten, Smiley. Fleet wants to prove that Smiley is the best pet at Sports Day, but Link and his pet wolf, Kruncher, beat them at every event. In the last event, the children are supposed to chase some mammoths, but this time the mammoths chase the children! Smiley saves the day by scaring the mammoths away with a loud roar, and as a result, he wins a special Bravest Pet award.

## Group/Guided reading

### Introducing the story

- As the books in this series were created to develop deeper comprehension skills, children may initially require additional support with some elements of comprehension.
- Look at the front cover and read the title. Ask the children what they think the book might be about. Ask them whether they have ever seen or heard the term 'sabre-tooth' before. Encourage them to discuss what it might mean.
- Ask them to think about any clues in the illustration. Ask: *Does this look like a normal kitten? What is different about it?*
- Invite the children to read the blurb on the back cover. Say: *I wonder what will happen at Sports Day, and if Fleet and Smiley will win anything.*
- Read pages 3–5 with the children and ask them to predict which duo will win the most events at Sports Day. Encourage the children to give reasons for their answers.
- Look with the children at the illustrations in the book. Say: *I wonder why the children are wearing such unusual clothes.* Ask the children to give suggestions about when the story is set.
- Ask the children to look at the illustration on page 7 and ask: *Do you think Fleet is happy to have Smiley as his pet?*
- Although most words are decodable at this stage of reading, there are some words that children may find challenging because they don't conform to phonics teaching. There are also some words that children may not be familiar with. Read these words for the children if necessary, to help build familiarity before they read the story independently.

**sabre-tooth cause sloth shield obstacle course though canoeing  
trouble thought mammoth mighty swap**

## Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- After reading page 6, say: *I wonder why Link doesn't like Smiley.* Encourage the children to give suggestions.
- On page 9, encourage the children to read the labels on the obstacle course. Say: *I wonder which challenges Fleet and Smiley will find difficult.* Invite the children to give suggestions.
- On page 14, check the children sound out *t-r-ou-b-le* correctly.
- On page 16, encourage the children to read Daisy and Fleet's speech with emotion.
- Pause after reading page 20. Ask the children to explain how Smiley saved everyone. Say: *I wonder how Link feels about Smiley now.* Encourage the children to give suggestions.
- Turn to page 24 and ask: *Do you think Smiley is the best pet for Fleet? What would your best pet be?*

## Returning to the story

- On page 7, ask: *Why is Sports Day a good chance for Fleet to show everyone that Smiley is the best pet?*
- Look again at page 9 and say: *I wonder why Link thinks the obstacle course will be easy.* Encourage the children to give suggestions.
- Return to pages 10–11. Ask: *Why are the children and their pets finding the obstacle course difficult?* Then look at page 12 and ask: *Why do Link and Kruncher do well?*
- Look back at pages 13–15. Ask: *Why do Link and Kruncher do well in this event, too?*
- Return to pages 20–21 and ask the children to consider whether Link and Kruncher deserve the Winner's Shield. Encourage them to think about how the relationship between Link and Kruncher, and Fleet and Smiley has changed since the beginning of the story.
- Return to pages 22–23, ask: *Why does Fleet draw on the cave walls?*

## 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.
- As they read, encourage the children to sound out and blend new words, for example *s-l-o-th*, *m-a-mm-o-th*, *g-r-ow-l-s*.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story. If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks or speech bubbles shows that characters are speaking. Model for the children how to read the speech with lots of expression and encourage them to do the same.
- Encourage the children to pause at various points to retell the story so far in their own words.

## Speaking, listening and drama activities

- Ask the children to work with a partner to retell the story – see *Story Sparks Handbook*, page 30.
- Ask the children to work with a partner to discuss some of the big ideas in the story – see *Story Sparks Handbook*, page 31.
- Ask the children to consider why Smiley is the best pet for Fleet. Then return to pages 4–5 and ask the children to imagine why the other pets are perfect for their owners.
- Give the children an opportunity to discuss their ideas as a class.
- Encourage the children to think about what pet would be perfect for them and why.

## Writing activities

- Look at the illustrations on pages 22–23 with the children. Point out the cave drawings and encourage the children to remember these events from the story.
- Ask the children to write a short descriptive caption for each part of the story illustrated in the cave drawings.
- Then ask the children to check their work for spelling, grammar and punctuation.

## Cross-curricular suggestion

### History

- Ask children to discuss with a partner what they know about cavemen, including how and when they lived.
- Ask the children to share their thoughts with the rest of the group and draw them into a discussion on the topic. Encourage them to think of *where* they learned about these things. Was it from books, films, television programmes or museums? How reliable do they think the source is?
- Introduce the concept of primary sources by explaining to the children that cave paintings were actually drawn by real cavemen and, as a result, give us important information about how people lived in the past. If possible, show the children photos of real cave paintings and discuss what you can see in the paintings.

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# Curriculum links and assessment

## Links to Oxford Reading Criterion Scale:

- Notices unfamiliar and interesting words ('WOW' words grow with the age of the child). (E/D) [ORCS Standard 2, 5]
- Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D) [ORCS Standard 2, 7]
- Can retell known stories, including significant events/main ideas in sequence. (R) [ORCS Standard 2, 8]
- Can make plausible predictions about the plot of an unknown story, using the text and other book features. (D) [ORCS Standard 2, 9]
- Can make plausible predictions about characters, using knowledge of the story, own experiences, etc. (D) [ORCS Standard 2, 10]
- Can answer simple questions/find information in response to a direct, literal 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]
- Is beginning to identify when reading does not make sense and attempts to self-correct. (READ) [ORCS Standard 2, 15]

## ENGLAND The National Curriculum in England: Year 1

	National Curriculum objectives	Book-related assessment pointers
<b>Spoken language</b>	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (SpokLang.6)	Check the children make relevant points in the discussion and use evidence from the text or illustrations to support their argument.
<b>Reading:</b> Word reading	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (Y1 ReadWord.3)	Check the children sound out and blend unknown words as they encounter them, and recognize the different spellings of same sounds.
<b>Reading:</b> Comprehension	being encouraged to link what they read or hear read to their own experiences (Y1 ReadComp.1ii)	Can the children use their own knowledge from various sources to help them understand the story?
	explain clearly their understanding of what is read to them (Y1 ReadComp.4)	Check the children can answer simple questions about the story, referring to the text and illustrations, and that they question any elements of the story they are unsure of.
	predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)	Do the children make predictions about what might happen next in the story?
	participate in discussion about what is read to them, taking turns and listening to what others say (Y1 ReadComp.3)	Do the children exchange views about the actions and choices of the characters, with reference to the text and illustrations?
<b>Writing:</b> Composition	composing a sentence orally before writing it (Y1 WritComp.1ii)	Check the children rehearse their captions orally before they start writing.

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

	Experiences and outcomes	Book-related assessment pointers
<b>Listening and talking</b>	As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. (LIT 1-04a)	Check the children make relevant points in the discussion and use evidence from the text or illustrations to support their argument.
<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 sound out and blend unknown words as they encounter them, and recognize the different spellings of same sounds.
	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 distinguish speech in speech bubbles or speech marks from the rest of the text?
	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 can answer questions about the story, referring to the text, and that they question any elements of the story they are unsure of.

	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)	Do the children exchange views about the actions and choices of the characters, with reference to the text?
<b>Writing</b>	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1–20a)	Check the children rehearse their captions orally before they start writing.

### WALES Foundation Phase Framework: Year 1

	Objectives	Book-related assessment pointers
<b>Oracy</b>	contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1)	Check the children make relevant points in the discussion and use evidence from the text or illustrations to support their argument, taking turns and allowing peers to finish their point.
<b>Reading</b>	apply the following reading strategies with increasing independence: <ul style="list-style-type: none"> <li>• phonic strategies to decode words</li> <li>• recognition of high-frequency words</li> <li>• graphic and syntactic clues</li> </ul> (Y1_ReadStrat.5i, 5ii, 5iv)	Check the children sound out and blend unknown words as they encounter them, and recognize the different spellings of same sounds.
	retell events from a narrative in the right order (Y1_ReadComp.1)	Can the children retell the story, describing events in the correct order?
	make links between texts read and other information about the topic (Y1_ReadResp.3)	Can the children use their own knowledge from various sources to help them understand the story?
	express a view about information in a text (Y1_ReadResp.1)	Do the children exchange views about the actions and choices of the characters, with reference to the text and illustrations?
<b>Writing</b>	talk about what they are going to write (Y1_WritMean.4)	Check the children rehearse their captions orally before they start writing.

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

	Levels of Progression	Book-related assessment pointers
<b>Talking and listening</b>	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children make relevant points in the discussion and use evidence from the text or illustrations to support their argument, taking turns and allowing peers to finish their point.
<b>Reading</b>	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) use a range of reading strategies (L2_com_read.2)	Check the children sound out and blend unknown words as they encounter them, and recognize the different spellings of same sounds.
	understand, recount and sequence events and information (L2_com_read.1)	Can the children retell story events in the correct order?
	talk about what they read and answer questions (L1_com_read.5) ask questions to seek clarification that develops understanding (L2_com_read.5i)	Check the children can answer questions about the story, referring to the text and illustrations, and that they question any elements of the story they are unsure of.
	express opinions and make predictions (L2_com_read.5ii)	Do the children exchange views about the actions and choices of the characters, with reference to the text and illustrations? Do they listen well and respond to others?
<b>Writing</b>	talk about what they are going to write (L1_com_writ.1)	Check the children rehearse their captions orally before they start writing.

Sabre Cat Tooth is an ingredient in The Elder Scrolls V: Skyrim. It can be used to make potions at an alchemy lab as part of alchemy. Sabre cat teeth can be found on Sabre Cats and Snowy Sabre Cats. Sabre cats frequent the plains around Whiterun and the snowy mountains of Winterhold. There may be several sabre cats in and around Greenspring Hollow. They can be purchased from alchemy stores. My Sabre-tooth Pet is a fun and lively story of prehistoric friendship. Oxford Reading Tree Story Sparks is an emotionally-engaging fiction series that will fire children's imagination and develop and deepen their comprehension skills. These 36 original stories will get children thinking, and develop and deepen their comprehension skills. Saber Tooth Skull. Maaike Teuling. Saber teeth are now my favorite animal. Skeleton Drawings Skeleton Tattoos Types Of Bones Skeleton Muscles Tiger Drawing Painting & Drawing Tiger Tattoo Tatum Animal Anatomy. Shkeeeeeeeean! Maaike Teuling. Saber teeth are now my favorite animal. Tiger Snuggles Plushies Cutest Animals Nice Things Tooth Christmas Ideas Random Stuff Cutest Pets. Mini Squishable Sabertooth Tiger - mine is named meatcat :-). Jacqueline W. Saber teeth are now my favorite animal. Sabertooth Skull. Custom Watercolor Pet Portrait on wood. Watercolor Animals Watercolor Print Watercolor Paintings Watercolors Boston Art Dog Portraits Boston Terrier Art Pet Dogs Pets. Custom Watercolor Pet Portrait on wood. Deborah Pirooz. Chihuahuas.