

NEW



Brand new **character stories**  
topic-linked to fascinating  
**non-fiction** to help your  
children develop a love of reading  
across both genres

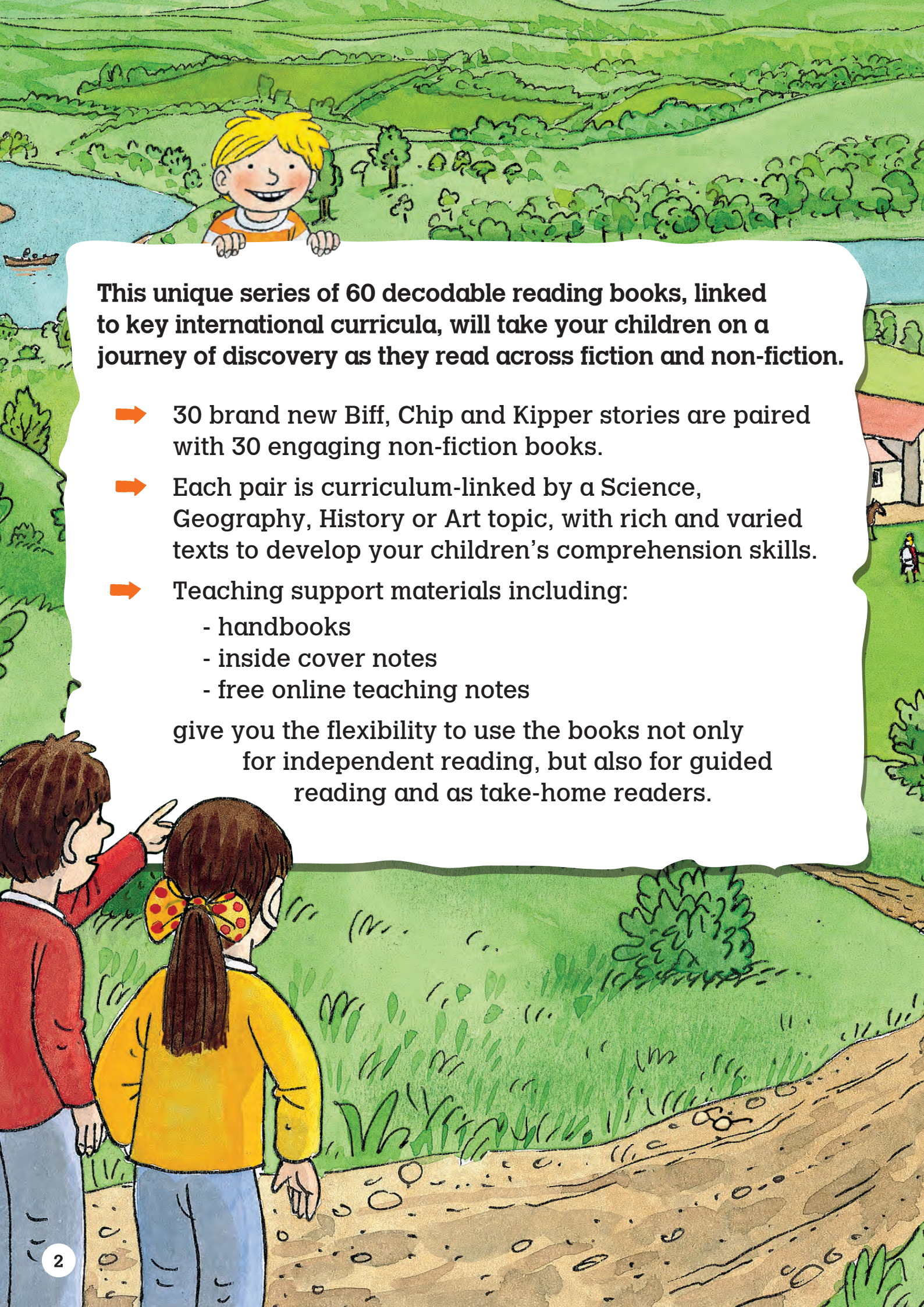


# EXPLORE

with Biff, Chip and Kipper

OXFORD






**This unique series of 60 decodable reading books, linked to key international curricula, will take your children on a journey of discovery as they read across fiction and non-fiction.**

- ➔ 30 brand new Biff, Chip and Kipper stories are paired with 30 engaging non-fiction books.
- ➔ Each pair is curriculum-linked by a Science, Geography, History or Art topic, with rich and varied texts to develop your children's comprehension skills.
- ➔ Teaching support materials including:
  - handbooks
  - inside cover notes
  - free online teaching notes



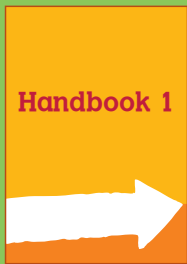






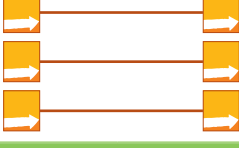

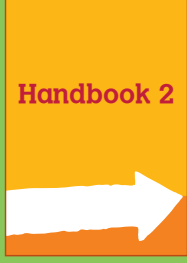


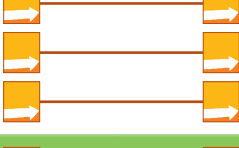



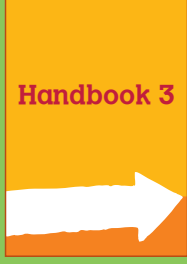
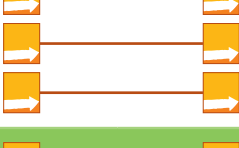



give you the flexibility to use the books not only for independent reading, but also for guided reading and as take-home readers.





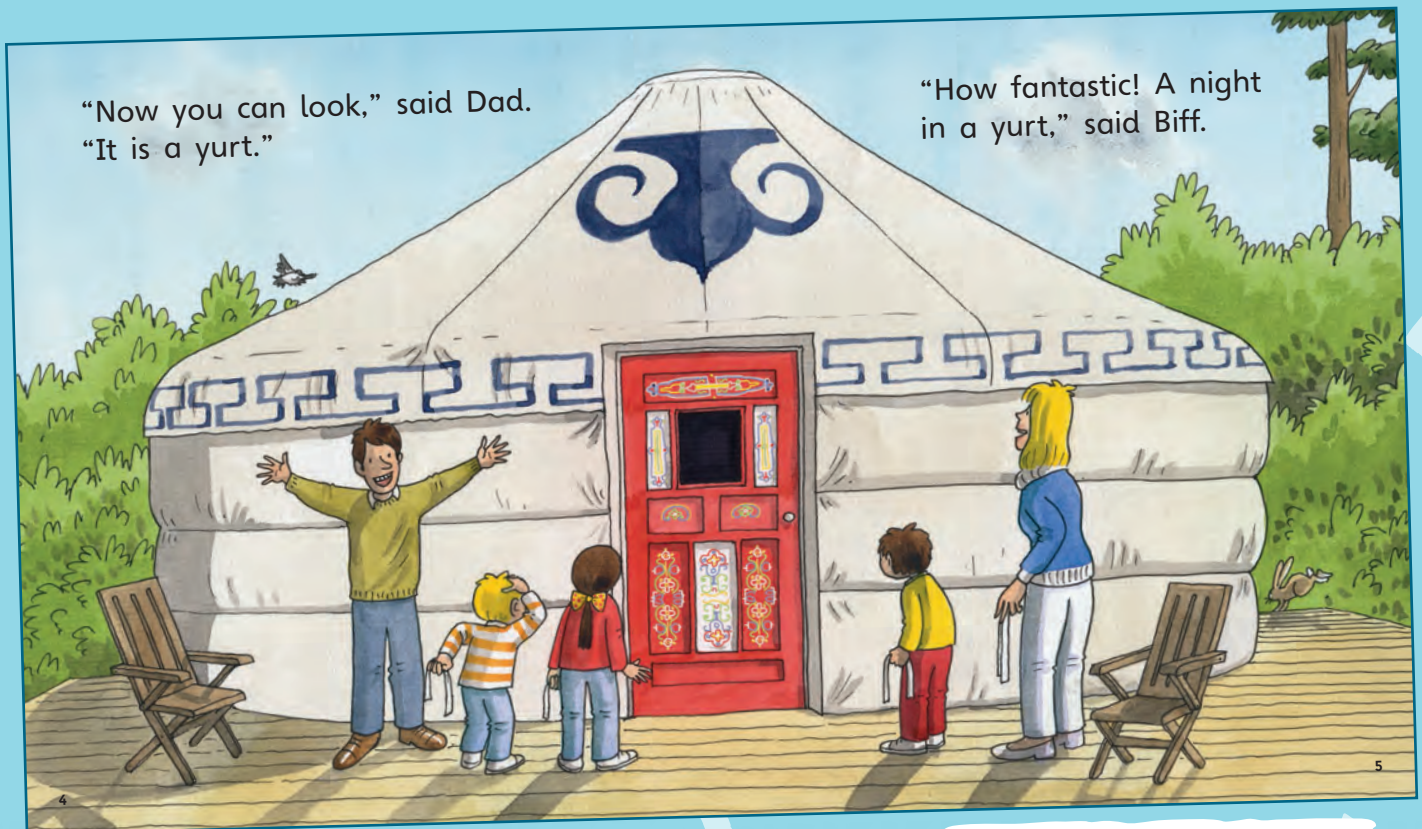
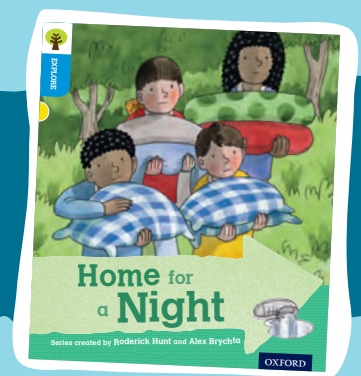
# Explore with Biff, Chip and Kipper Resources

For ordering information, please see back page.

Year	Oxford Level	Book Band	Biff, Chip and Kipper Stories	Non-fiction Books	Teaching Support	Online Support
Reception	1	Lilac				<b>Free</b> Teaching Notes on Oxford Owl <a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a>
	1+	Pink				
	2	Red				
	3	Yellow				
Year 1	4	Light Blue				<b>Free</b> Teaching Notes on Oxford Owl <a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a>
	5	Green				
	6	Orange				
Year 2	7	Turquoise				<b>Free</b> Teaching Notes on Oxford Owl <a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a>
	8	Purple				
	9	Gold				

Oxford Owl for School is home to online resources, expert support and subscriptions.

Tempt your fiction lovers with a brand new series of adventures featuring their favourite characters...

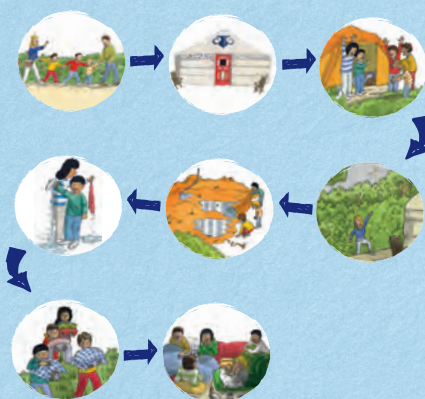


Oxford Level 3, *Home for a Night*

Explorer Challenges help develop comprehension, inviting children to look out for details as they read



#### Retell the Story



Story maps help children to recap and reflect



Level-appropriate comprehension questions test children's understanding of what they've read

### Look Back, Explorers



What was Dad's surprise?



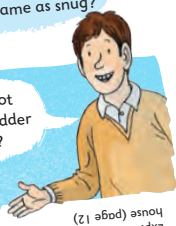
What happened to the tent after the storm?



Chip said the yurt will be snug. What other words can you think of that mean the same as snug?



Did you spot where the ladder went to?



Explorer Challenge: a tree house (page 12)

### What's Next, Explorers?

Now that you've read about Biff, Chip and Kipper's night in a yurt, you can read about more homes!



### Explorer Challenge for The Right Home

Find out where this home is ...



Each fiction title is topic-linked to a non-fiction title to encourage fiction lovers to try non-fiction – and vice versa

...then let them follow the trail to vibrant, topic-linked non-fiction.



This home is in a tree! You go up a ladder to get to it.

This home is too high up for me.



Entice your non-fiction lovers with striking photography and text that's packed with facts...



## Herbivores



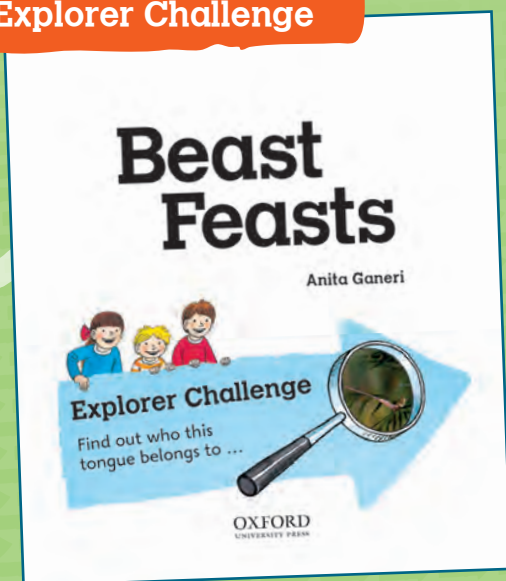
This moth uses its long tongue to suck up the sweet **nectar**.

Koalas mainly eat just one kind of leaf. The leaves have a strong smell. The koalas eat so many leaves that they smell, too.



Oxford Level 5, *Beast Feasts*

Solve the non-fiction Explorer Challenge



## Glossary

**bamboo:** a giant grass with tall stems and small leaves  
**bill:** a bird's beak  
**cacti:** plants with thick stems that grow in hot dry places  
**grubs:** tiny creatures that will grow into insects  
**nectar:** a sweet liquid in flowers  
**rodents:** animals with large front teeth to gnaw food, such as rats and mice

## Index

carnivores	6, 12-15
herbivores	5, 8-11, 21
insect	16, 17, 18
leaves	9, 10, 11
meat	6, 7, 14, 20, 21
omnivores	7, 16-19, 20

Glossaries and indexes at Levels 4-9 help improve children's vocabulary



Develop key comprehension skills

Look Back, Explorers



What does a carnivore eat?



Can you name an animal that eats plants?



The toucan's bill is big and bright. Can you think of another word to describe it?



Can you describe how the chameleon catches insects?



Did you find out who this tongue belongs to?



Explorer Challenge: a chameleon, page 16.

What's Next, Explorers?

Now that you've read about what these beasts eat, you can go with Biff, Chip and Kipper to meet a mystery beast!



Explorer Challenge for *The Strange Beast*

Look out for what this bird eats ...



Discover the topic-linked fiction book

...then let them explore the compelling, topic-linked character fiction.

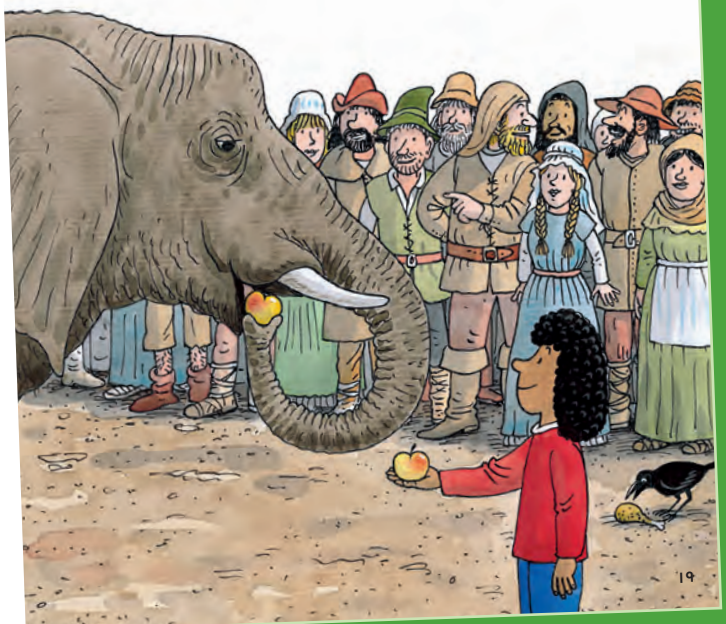


Wilma held one apple out.  
Carefully the elephant took it with  
its long trunk.



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The people in the crowd began to smile.  
They loved the strange beast now!



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Oxford Level 5, *The Strange Beast*

Free teaching notes are provided for every book at  
[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

Detailed guidance for guided reading and independent reading, as well as activities for writing and speaking and listening

**EXPLORE**  
with Biff, Chip and Kipper

**Oxford Level 3**

## Home for a Night

Written by Roderick Hunt, Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.

Text type: Fiction  
Topic: Homes

### Synopsis

Dad has a surprise for the family – they're going camping! Mum, Dad, Biff, Chip and Kipper are all staying in a yurt. Wilf and Wilma are sleeping in a tent with their own dad, until a storm hits and blows the tent down. Luckily, there is plenty of room in the yurt for everyone.

There is a topic-linked non-fiction book to partner this title, which is called *The Right Home*.

### Group/Guided reading

#### Introducing the story

- (Predicting) Look at the cover together. Ask: Why are the children holding sleeping bags?
- (Predicting) Read the title together and ask: What do you think the children's home for the night might be? Ask children to share any stories they have of camping trips.
- (Predicting) Ask: What do you think Biff, Chip and Kipper will enjoy about camping?
- (Questioning) Turn to pp4-5 and look at the picture. Say: I wonder what that is, it doesn't look like a tent. Read the text on p4 together and establish that it is a yurt. Ask children to work with a reading partner to think of some questions about yurts that they would like to find answers to in the story.

#### Vocabulary check

- As they read, encourage the children to sound out and blend new words, for example n-igh-t, r-ai-n.
- This book/story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:  
**we, you, all, be, are, was, said**
- There are a number of story words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their

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definitions. 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.

**surprise, storm, wind, tent**

#### 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 children to re-read sentences to focus on meaning.
- On p4, support children to sound out and blend the word l-igh-t-n-i-ng.
- (Predicting) On p11, ask: What do you think will happen next? Encourage children to say what might happen to the tent in the storm.
- (Summarizing) After reading p15, ask: Why do Wilf and Wilma have to sleep in the yurt with Biff, Chip and Kipper?
- (Predicting) Before reading p17, draw children's attention to the punctuation used at the end of the first word/sound. Encourage them to use appropriate intonation and expression as they read. Say: I wonder how Mum and Dad feel about having Wilf and Wilma in the yurt.

#### Returning to the story

- (Predicting) Look at the picture on p8 again, say: I wonder how Wilf and Wilma feel about sleeping in a tent rather than in the yurt. Ask: Where would you rather sleep? Why?
- (Clarifying) Re-read p11 together, ask: Why does Kipper ask if the rain will ever stop? Say: I wonder how the children feel about the storm. Ask: Do you like storms? Why?
- (Clarifying) Look again at p12-13, ask: Why can't Wilf and Wilma sleep in the tent? (Predicting) Ask: How do you think Wilf and Wilma feel when they find all their wet stuff in the tent?
- (Questioning) Look again at pp14-15. Ask children to suggest questions that Wilf and Wilma might ask Biff, Chip and Kipper about staying in the yurt, e.g. Is it warm in the yurt? Are there lights in the yurt?
- (Summarizing) Look together at the story map on p18. Ask children to use the story map to discuss how the characters feel at certain points in the story? Ask: How does the way they feel change throughout the story?

#### Independent reading

- Introduce the story as in the Introducing the story 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 sound out and blend new words, for example t-ent, r-ain, s-leep.
- Encourage the children to read high frequency tricky words.
- There are a number of story words, which children may need more support to read, but which enrich the story. You can look together at the list and their definitions. If a word is too difficult, simply read the word for them.

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**Oxford Level 3, Home for a Night, Teaching Notes**

Useful links to the Cambridge Primary English Curriculum Framework

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


	Early Learning Goals	Book-related assessment pointers
Talking and listening	use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check children use facial expressions and body language, as well as speech, to show how a character might react in the role-play scenario.
	listen for information (L1_com_talk.1)	Check children listen to peers in role.
	ask and answer questions for specific information; (L1_com_talk.2)	Check children listen to and consider predictions that their peers make about what might happen next in the story.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2)	Check children are able to make suggestions about how the different characters feel at various points in the story.
	talk about what they read and answer questions (L1_com_read.5)	Check children sound out and blend unknown words as they encounter them.
	write words using sound-symbol correspondence; (L1_com_writ.4)	Check children are able to relate events in the story to their own experiences.
Writing		Check children are able to make plausible attempts at spelling phonically decodable words.

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

	Early Learning Goals	Book-related assessment pointers
Speaking and listening	Engage in imaginative play, enacting simple characters or situations. (1SL9)	Check children use facial expressions and body language, as well as speech, to show how a character might react in the role-play scenario.
	Note that people speak in different ways for different purposes and meanings. (1SL10)	
	Listen to others and respond appropriately. (1SL7)	Check children listen to peers in role.
	Answer questions and explain further when asked. (1SL4)	Check children listen to and consider predictions that their peers make about what might happen next in the story.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check children are able to make suggestions about how the different characters feel at various points in the story.
Writing	Use knowledge of sounds to write simple regular words and to attempt other words including words learned in context, dictated by the teacher, from memory. (1W04)	Check children sound out and blend unknown words as they encounter them.
		Check children are able to make plausible attempts at spelling phonically decodable words.



# Inside cover notes provide support for encouraging vocabulary development



### About the book

This book looks at different homes around the world.

#### Before reading

**Talk together**

- Look at the cover. Ask: *Where is this home? Is it like where you live?*
- Read the Explorer Challenge on p1 with your child.

**Topic Words**

These words may be challenging to read, but they are important for the topic. For vocabulary development, read them together and talk about the meaning.

**home** – the place where you live (p4, 5, 6, 8, 9, 10, 11, 12, 13, 18)

**plants** – living things that grow out of the ground, such as flowers, trees and shrubs (p6, 7, 17, 18)

**stilts** – posts that support a house built over water (p12, 18)

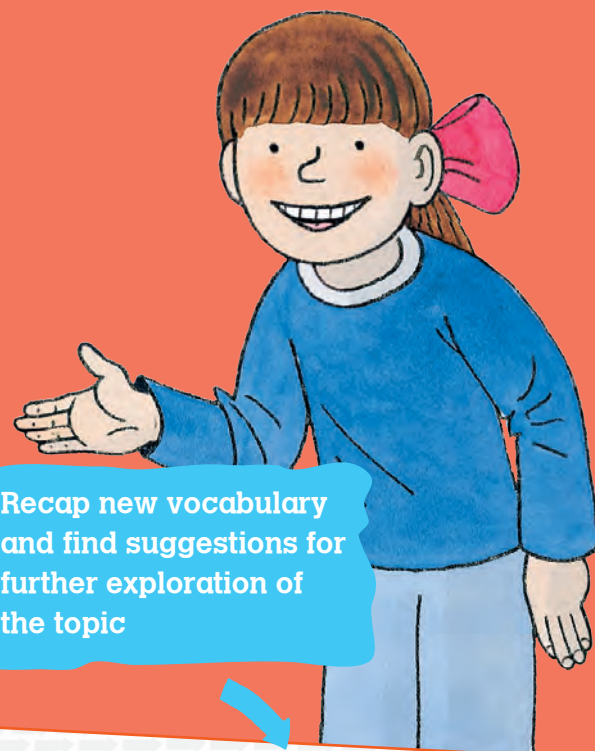
#### During reading

Enjoy the book together. If your child needs support to read a particular word:

- break it into sections, help them to sound it out and blend the sounds together, e.g. r-igh-t
- say the whole word for your child if necessary.

**Tricky Words**

These words are common but your child may find them challenging to read: me, be, you, my



Recap new vocabulary and find suggestions for further exploration of the topic

A limited number of non-decodable topic or story words are included in each book. They are listed at the front, so they can be pre-taught and practised

**Oxford Level 3, *The Right Home*, Inside Cover Notes**

### Topic words

Read the topic words that were introduced in this book together, then ask your child to find them within the book. Ask them to tell you in their own words what each word means, prompting if necessary.

**home** (p4, 5, 6, 8, 9, 10, 11, 12, 13, 18)


**plants** (p6, 7, 17, 18)    **stilts** (p12, 18)

### Explore Further

Go for a walk in your local area and compare the homes you see with each other and with those the boy looks at in the book. Talk about the advantages and disadvantages of different types of home.

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Three teaching handbooks show how the books link to international curricula topics, and offer support for developing and stretching comprehension skills

	Oxford Level	Title	Genre	Topic	"International Primary Curriculum (IPC) Milepost 1"	"International Baccalaureate Primary Years Programme (PYP)"
Year 1	4	The Stinky Plant	Fiction	Plants (the structure of plants)	Plants (Greenfingers)	How the world works
		Parts of Plants	Non-fiction			
		The Mosaic Floor	Fiction	Mosaics	The Senses (Sensational!)	How we express ourselves
		Mosaic Art	Non-fiction			
		A Dress for Biff	Fiction	Clothes and costumes	Clothes (All Dressed Up)	How we express ourselves
		Dressing Up	Non-fiction			
	5	Camel-Back Mountain	Fiction	Physical geographical landscapes	The Environment (Our World)	How the world works
		Highest Mountain to Deepest Canyon	Non-fiction			
		The Treasure Map	Fiction	Maps and compass directions	Transport and Travel (From A to B)	Where we are in place and time
		Map, Compass, Explore!	Non-fiction			
		The Strange Beast	Fiction	Carnivores, herbivores and omnivores	"Living Things (I'm Alive) Habitats (Earth - our home)"	How the world works
		Beast Feasts	Non-fiction			
	6	Grub Up!	Fiction	How mini-beasts are useful	Flowers and Insects	How the world works
		Minibeasts Matter!	Non-fiction			
		Night Watch	Fiction	Human senses and animal examples	"Human Body (Super Humans) The Senses (Sensational!)"	How the world works
		Super Senses	Non-fiction			
		The Steam Train	Fiction	Transport through the ages	Transport and Travel (From A to B)	Where we are in place and time
		Faster, Faster!	Non-fiction			



Level 5

# The Strange Beast

Name \_\_\_\_\_

Date \_\_\_\_\_

1. The magic key began to ...

shine

glint

spark

flash

glow



2. What did Biff say when the key began to glow?

Put the words in the right order.

'I hope it will take us to

animals

lots

a

with

place

of

3. At first, the people in the crowd were \_\_\_\_\_

Then they were \_\_\_\_\_

afraid

excited

4. Tell a friend or an adult ...

How did Chip know that the elephant would not eat all the people? Why do you think the people were afraid of the elephant?



Let's explore  
How do elephants keep  
themselves cool?

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# The Strange Beast

Level 5

Name \_\_\_\_\_

Date \_\_\_\_\_

Cut out these parts of the story and put them in the right order.  
Decide how you think the elephant was found and brought to the castle  
and write your ideas in the empty box. Share your ideas with a friend.



The people in the crowd began to smile. They loved the strange beast now!

Wilma held one apple out. Carefully the elephant took it with its long trunk.

The people in the crowd were not excited now. They were afraid.

A crowd was waiting outside the castle gates. "We are waiting to see a strange beast!"

The elephant did not like all the noise. It reared up onto its back legs.

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Two activity sheets for each book enable children to practise and develop their vocabulary, literal and higher-order comprehension skills



Contact your International Consultant or local supplier for advice on your order.

## Money Saving Packs

	ISBN	Price	Qty
Super Easy Buy Pack (Oxford Levels 1 to 9 Class Pack of 36, one copy of every Teaching Handbook)	9780198396420	tbc	
Singles Pack (Oxford Levels 1 to 9 Mixed Pack of 6, one copy of every Teaching Handbook)	9780198396413	tbc	
Level 1: Class Pack of 36	9780198396444	tbc	
Level 1+: Class Pack of 36	9780198396529	tbc	
Level 2: Class Pack of 36	9780198396604	tbc	
Level 3: Class Pack of 36	9780198396680	tbc	
Level 4: Class Pack of 36	9780198396765	tbc	
Level 5: Class Pack of 36	9780198396840	tbc	
Level 6: Class Pack of 36	9780198396925	tbc	
Level 7: Class Pack of 36	9780198397007	tbc	
Level 8: Class Pack of 36	9780198397083	tbc	
Level 9: Class Pack of 36	9780198397168	tbc	

## Handbooks

Reception/Handbook	9780198397236	tbc	
Year 1/Handbook	9780198397243	tbc	
Year 2/Handbook	9780198397250	tbc	

To see all available *Explore with Biff, Chip and Kipper* resources, visit  
[www.oxfordprimary.com/explore](http://www.oxfordprimary.com/explore)



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