

Oxford Level II

Tasty Travels

Author: Glenn Cosby

Teacher's Notes author: Liz Miles

Text Types: recount; instruction

Synopsis

This book is written by Glenn Cosby, who took part in the television competition, *The Great British Bake Off*. He gives an account of how he discovered foods from different countries and includes some favourite recipes. Food facts focus on themes such as nutritional value.

Group or guided reading

Introducing the book

- Look at the front cover and read the title. Ask: *What do you think the book will be about?*
- Talk about the word 'Tasty' and ask: *In what ways might travelling be 'tasty'?* Talk about the two meanings of the word (pleasant flavour; appealing).
- Read the Contents list together. Ask the children if they have travelled to any of the countries listed, or tried any foods from these countries.

Strategy check

- As they read, encourage the children to sound out and blend new words, e.g. 'a-b-s-or-b-ed'.
- This book contains some words which the children may find challenging, e.g. *Aboriginal, Barcelona, Caribbean, calçot, crêpe, carbohydrates, European, protein*. Read these words for the children if necessary to help build familiarity. Encourage them to use the Glossary on p24 if they are uncertain of the meanings of the words in **bold**.

During reading

- Ask the children to read the book aloud and help them where necessary. Praise and encourage them as they read.
- Look at the opening paragraphs on p4. Discuss the use of the first person and past tense. Identify the text as a recount.
- On p5, focus on the last paragraph. Identify the use of the past tense ('When I was ...'). Talk about how the author then switches to the present tense to reflect on places and foods in a more general way ('Each place is ...').
- Turn to pp8–9 and compare the layout with the previous pages. Ask: *What type of text is this?* Identify it as a recipe and as an instruction text. Point out the words that tell you what to do (e.g. 'Mix', 'Slice').
- Look at the text in the orange shape on p8. Ask: *Why does the author include an ingredient to use instead of plain flour?* Discuss how the gluten in plain flour makes some people unwell.
- On pp12–13, look at the boxes entitled 'Food fact'. Ask: *Why has this text been put into separate boxes?* Point out that the texts in the boxes stand out more, and provide extra information.
- On p15, help the children to read the word 'cumin'. Can they think of other words in which the 'u' has the same 'oo' sound? (e.g. ruin, human.)

Independent reading

- Ask the children to look for the words that describe a pizza on p5 ('crispy delicious'). Can they think of better words to make the pizza in the photograph sound even tastier? (e.g. cheesy, juicy, yummy, scrumptious.)
- Look at 'crêpe' on p6 and discuss how the accent on the first 'ê' tells us how it should be pronounced. Discuss how someone might read the word if there was no accent (e.g. creep).
- Look at p7 and ask: *Why is fruit a good food to eat?* (Answer: it is a healthy choice as it contains lots of vitamins, minerals and fibre.)
- Look at p12, and the pronunciation guide for 'pakoras'. Ask: *How might you have read this word without guidance?*
- Reread p14. Ask: *What do you do with the butter?* (Answer: heat it in a frying pan and then use it to fry the onions, garlic and cumin.)

Speaking and listening

- Working in pairs, ask the children to take it in turns to role-play Glenn Cosby and describe his favourite food from one country.
- Still in pairs, ask them to tell their partners about their favourite food from home or from a restaurant. How delicious can they make the food sound?
- Bring the class back together and discuss favourite foods, with each child describing their favourite food and explaining why it is the tastiest.

Writing activity

- Using the recipes in the book as a model, ask the children to write a recipe for a pizza with a topping that has a pre-made base. It must have at least five ingredients.
- Encourage them to include as much detail as possible, such as how to cut ingredients (e.g. slice, chop), lay them out (e.g. spread, scatter, drop, place) and the order in which the ingredients are added.
- Encourage them to swap their recipes with each other and judge how clear the instructions are.

Cross-curricular activity

Geography, Year 2:

- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Geography activity:

- Ask the children to find the countries mentioned in the book in an atlas or on a globe and note how far they are from the equator.
- Help them to use books or child-friendly sites on the Internet to explore popular traditional dishes in countries that are close to and far from the equator (e.g. Mexico and Iceland).
- Now ask the children to imagine they have visited and tried the food in both countries, and to write a recount of their experiences, describing the dishes and what they enjoyed or did not enjoy about them.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale:

- Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ) [ORCS Standard 3, 3]
- Can locate some specific information, e.g. key events, characters' names or key information in a non-fiction text. (R) [ORCS Standard 3, 6]
- 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 apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ) [ORCS Standard 3, 12]
- Can summarize a story, giving the main points clearly in sequence. (R) [ORCS Standard 3, 18]
- Having read a text, can find the answers to questions, both written and oral. (R) [ORCS Standard 3, 20]
- Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter). (A) [ORCS Standard 3, 25]

Cross-curricular links

Geography, Year 2:

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Design and technology – Cooking and nutrition:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

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

National Curriculum objectives	Book-related assessment pointers
read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word (Y2 ReadWord.5)	Check the children sound out and blend unknown words as they encounter them.
discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2 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 (Y2 ReadComp.2i)	Encourage the children to talk about their favourite foods and to use a range of 'taste' words as alternatives to those in the book.
answering and asking questions (Y2 ReadComp.2iv)	Check that the children answer your and other children's questions carefully, and that they question favourite foods.
writing for different purposes (Y2 WritComp.1iv)	Do the children use the features of an instruction text in their recipe, and are their instructions clear?

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, and take notice of punctuation in their reading.
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?

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)	Discuss the meaning of new words and ask the children to suggest words and phrases that mean the same thing.
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 literal questions about the book as well as questions about their tastes?
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.
By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others. (LIT 1–26a)	Do the children use the structure and features of an instruction text in their recipe, and are their instructions clear?

WALES Foundation Phase Framework: Year 2

Objectives	Book-related assessment pointers
apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: <ul style="list-style-type: none"> • phonic strategies • recognition of HFW • context clues, e.g. prior knowledge • graphic and syntactic clues • self-correction, including re-reading and reading ahead (Y2_ReadStrat.4i–4v) 	Check the children sound out and blend unknown words as they encounter them.
draw upon relevant personal experience and prior knowledge to support understanding of texts (Y2_ReadComp.4)	Encourage the children to talk about foods they like and how they taste.
express opinions, giving reasons, and provide appropriate answers to questions (Y2_OracSpea.1)	Check that the children can take turns with others to talk, and listen and respond appropriately to each other.
understand and use language appropriate to writing, e.g. noun, verb, adjective (Y2_WritLang.1) follow a structure in their writing with support, e.g. reports, lists (Y2_WritStru.1)	Do the children use the structure and features of an instruction text in their recipe, and are their instructions clear?

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

Levels of Progression	Book-related assessment pointers
use a range of reading strategies (L2_com_read.2)	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?
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 that the children can take turns with others in the group to talk, and listen and respond appropriately to each other.
express opinions and make predictions (L2_com_read.5ii) follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Do they express their opinions and listen to the opinions of others while discussing favourite foods?

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