

National Geographic Kids Reader: Bears

Notes for teachers: using this book in the classroom

Reading objectives: read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; read accurately words of two or more syllables; retrieve and record information from non-fiction; answering and asking questions

Spoken language objectives: participate in discussions, presentations, performances, role play/improvisations and debates; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Curriculum links: Science: Animals, including humans; Living things and their habitats; Writing – composition; Mathematics: Number and place value; Measurement

Interest words: species, range, omnivore, carnivore, mammal, den, hibernate, microscope, endangered, habitat, poaching, Glacier Bay, Svalbard, Ecuador, Chauvet Cave, Yosemite, Wolong Panda Reserve, Churchill, spectacled, chemical, scientist, prehistoric, tardigrade, marsupial, binturong, civets

Pronunciation guide: Chauvet (*sh-oh-vay*), Yosemite (*yo-se-mit-ee*), Civets (*si-vets*)

Resources: whiteboards and pens; notebooks; pencils; paper; pens; envelopes

Children who are reading at White and Lime book bands will be able to read this book in a group, pair or independently over several sessions. They will have good reading stamina and will be able to tackle more challenging vocabulary and a range of varied sentence structures. Guided group work and independent challenges can be used to develop retrieval, interpretation and meaning making, as well as children's ability to express and explain ideas and concepts.

Language

- Most of the language in the book will be decoded by children using the full range of cues available to them and extensive word knowledge. Some discussion in guided groups and after independent reading can be used to develop children's abilities to understand and interpret more complex information. Children may need help with the following:
 - decoding and understanding some of the words contained in the *Den notes*: *species, range, omnivore, carnivore, mammal, den, hibernate, microscope, endangered, habitat, poaching*.
 - reading and pronouncing some place names: *Glacier bay, Svalbard, Ecuador, Chauvet caves, Yosemite, Woolong Panda Reserve, Churchill*.
 - reading less familiar words with multiple syllables: *spectacled, chemical, scientist, prehistoric, tardigrade, marsupial, Binturong, Civets*.
- Children may need help to locate and record key information as they read, using simple guiding questions to construct spider diagrams and lists on white boards/note books for use in discussion.

Collins

- Children may need help to use the index to retrieve information that is arranged alphabetically.

Images

- Look at the images of each bear and ask children to describe its identifying features, e.g. the Asiatic black bear has round ears, a brown nose and a white crescent moon on its chest (page 8).

Activities

- Help children to complete the quiz on pages 44–45. Show them how to use the index to find the relevant information to answer each question. Challenge children to create new questions in the same style for other readers. Provide paper, pens and envelopes to store the extra questions in.

Questions

- How many species of bear are featured in the book and what are their names?
- Which species of bear is the smallest? Which species of bear is the largest? How tall are they both in centimetres?
- How are bears' bodies adapted to survive during hibernation?
- What should a human do if they meet a bear in the wild?
- Which species of bear is endangered, and what is being done to protect it?