

## National Geographic Kids Reader: Deadly Predators

### 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; discuss and clarify the meanings of words; be introduced to non-fiction books that are structured in different ways; discuss the sequence of events in books and how items of information are related

**Spoken language objectives:** participate in discussions, presentations, performances, role play/improvisations and debates; use relevant strategies to build their vocabulary; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

**Curriculum links:** Science: Animals, including humans; Living things and their habitats; Mathematics: Number and place value; Measurement; Statistics

**Interest words:** predator, prey, pride, venom, paralyse, tentacle, coyotes, Siberian tiger, cougar, cheetah, peregrine falcon, sea anemone, anaconda, Komodo dragon, wildebeest, gazelles, impalas

**Pronunciation guide:** coyotes (*coy-oh-tees*), anemone (*a-nem-o-nee*), impalas (*im-pah-luhs*)

**Resources:** paper; pencils

Children who are reading at Purple and Gold book bands should be able to read longer and more complex sentences and tackle more challenging and less familiar vocabulary with increasing independence. They may still need support from adults to help maintain fluency and to develop understanding as ideas become more complex, and more inference and deduction is required. Guided and Independent reading opportunities can be used to develop these skills.

### Language

- Most of the language in this book will be manageable to children reading at this level and many words will be decoded independently. Some discussion may be needed in guided groups to develop comprehension as less familiar and technical vocabulary is introduced. Children may need help with the following:
  - decoding and understanding some of the words contained in Word Bite boxes: *predator, prey, pride, venom, paralyse, tentacle.*
  - reading the names of featured predators and prey: *coyotes, Siberian tiger, cougar, cheetah, peregrine falcon, sea anemone, anaconda, Komodo dragon, wildebeest, gazelles, impalas.*
- Children may need help using the organisational devices, e.g. the table of contents to find information and answer the quiz questions, the alphabetically organised glossary.
- Children may need to discuss how to use a range of cues to make full meaning and simple inferences and deductions as they read, e.g. on pages 12–13, children need to understand

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that information from the title, main text and caption box can be used to understand that a polar bear will hunt for arctic foxes.

- Children will enjoy reading the simple explanations about how predators trap and kill their prey. They may notice how the events are connected using 'then...'

## Images

- Look at the image on the front cover. Challenge children to name the predator and to identify what kind of animal it is. Discuss its expression and develop vocabulary to describe the predator, e.g. it is *snarling viciously*.
- Look closely at the predators to notice their features and to make comparisons, e.g. the different dogs on page 7.

## Activities

- Turn to page 30. Challenge children to test out the quiz. Help them to use the contents and to skim and scan to find the answers, before checking them.
- Find out how many teeth different predators have. Provide paper and pencils and create a table or simple graph to present some predators by size, or by numbers of teeth.

## Questions

- What is a predator?
- What makes an Arctic Fox good at stalking its prey?
- How many different types of wild cat are there?
- What special skills do predators have?
- Which predator do you think is most deadly and why?