

National Geographic Kids Reader: Giraffes

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; continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; read accurately words of two or more syllables; being introduced to non-fiction books that are structured in different ways; discussing and clarifying the meanings of words, linking new meanings to known vocabulary; answering and asking questions

Spoken language objectives: use relevant strategies to build their vocabulary; participate in discussions, presentations, performances, role play/improvisations and debates; give well-structured descriptions, explanations and narratives

Curriculum links: Science: Animals, including humans; Living things and their habitats; Art and Design; Writing – composition

Interest words: tongue, herd, calf, hooves, horns, acacia trees, Nile crocodile, treetops, mealtime, sunburned, babysits, male, female, saliva, pattern, plains, predator, design, lookout

Pronunciation guide: acacia (ay-cay-shuh)

Resources: crayons; pencils; paper; card

Children who are reading at Green, Orange and Turquoise book bands are developing reading stamina and should be able to tackle longer stretches of text and some unfamiliar vocabulary with increasing independence. Children will enjoy talking about the content and pictures with some support – for example, in a group or guided reading session, or when reading with an adult.

Language

- The language used in the main text should be familiar to children reading at this level and may be read independently, but children may need help with the following:
 - vocabulary used to describe the giraffes and things around them in the main text and labels, e.g. *tongue, herd, calf, hooves, horns, acacia trees, Nile crocodiles*.
 - decoding the longer compound words, e.g. *treetops, mealtime, sunburned, babysits*. Play a game by separating the words into their smaller parts on pieces of card and matching them up together.
 - Reading the less familiar words in the Fun Facts boxes, e.g. *tongue, male, female, saliva*.
- Children may notice how some nouns ending in ‘f’ change when they are pluralised, e.g. *calf* – *calves*.

Collins

- Children will enjoy reading the Word Spot boxes and learning the meanings of the new vocabulary: *pattern*, *plains*, *predator*, *hooves*. Spend some time showing children how to use the Word Spot boxes and how they link to the picture glossary.
- Children may need help to understand the word play in the jokes.

Images

- Look at the giraffe on the front cover. Ask who has seen a giraffe and share any experiences. Challenge children to describe what they can see, and to tell you what is special about a giraffe.
- Look carefully at the giraffe patterns on page 8 and ask children to compare them. See if they can find giraffes in the book with each of these markings.

Activities

- Play the What in the World? quiz together. Explain what a 'close-up' view is. Show children how to use the word bank and hints, and how to check their answers. Challenge children to find the 'close-up' views in the book.
- Give children an outline of a giraffe, crayons, pencils and paper. Challenge them to design a giraffe pattern, and to colour the giraffe with it.
- Draw a giraffe's face, using the picture on pages 4-5 as a guide. Help children to label the different parts.

Questions

- How many giraffes live in a herd?
- What do giraffes like to eat and which animals like to eat giraffes?
- Where do giraffes get water from?
- Why are giraffes tongues black on top?
- What is the most special thing for you about a giraffe?