

National Geographic Kids Reader: Go, Cub!

Notes for teachers: using this book in the classroom

Reading objectives: apply phonic knowledge and skills as the route to decode words; make inferences on the basis of what is being said and done; link what they read or hear to their own experiences; discuss word meanings, linking new meanings to those already known

Spoken language objectives: use relevant strategies to build their vocabulary; give well-structured descriptions, explanations and narratives

Curriculum links: Science: Animals, including humans; Art and Design

Interest words: mother, father, brothers, sisters, climb, learn, chase, pounce, roar, growl, family, cuddle

Resources: crayons; paper

Children who are reading at Yellow and Blue book bands should be able to read the main text in this book and talk about the content and pictures with some support – for example, in a group or guided reading session, or when reading one-to-one with an adult.

Language

- The words describing each picture should be familiar to children reading at this level and may be read independently, but children may need help with the following:
 - names of family members, e.g. *mother, father, brothers, sisters*. Children can notice similar patterns of letters
 - reading words with silent letters, e.g. *climb*
 - Less familiar vocabulary, e.g. *learn, chase, pounce, roar, growl*
 - reading words with more than one syllable, e.g. *family, cuddle*
- The use of exclamation marks and the impact they have on a sentence can be noticed and discussed.
- Less familiar vocabulary like ‘pounce’ should be talked about to develop understanding. Children can think of other words to describe the cub playing and moving.

Images

- Look carefully at the image on the front cover and ask children to describe the cub’s facial features, e.g. whiskers and eyebrows; the shape of the cub’s eyes; the cub’s hairy chin.
- Look carefully at the image on page 19. Talk about how the adult lion’s face looks and how its features are different to the features of the cub on the front cover.

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Activities

- Turn to page 23. Help children to read the challenge. Discuss what the cub is doing and help children to answer the question by looking through the book for ideas. Provide crayons and paper and ask children to draw a picture of a father lion and a cub, to show the differences between their features.

Questions

- What is a cub?
- What skills do cubs learn to survive in the wild?
- What sounds do lions make?
- What do cubs do that you also do?
- How does a father lion look different to a mother lion?