

## National Geographic Kids Reader: Polar 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; 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; be introduced to non-fiction books that are structured in different ways; answering and asking questions; making inferences on the basis of what is being said and done

**Spoken language objectives:** use relevant strategies to build their vocabulary; 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; Mathematics - Measurement

**Interest words:** glossary, conditioning, eyesight, usually, underneath, adventure, wrestle, kilograms, kilos, walruses, Churchill, Canada, Arctic, den, float, cub, weigh

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:
  - the technical vocabulary used in the table of contents, e.g. *glossary*
  - the less familiar multi-syllable words, e.g. *conditioning, eyesight, usually, underneath, adventure*
  - words with silent letters, e.g. *wrestle*
  - Mathematical vocabulary, e.g. *32km, 1,002 kilograms, 45 kilos*.
- Children may need help decoding and pronouncing the names of unfamiliar creatures and places. They may need to say the names aloud several times: *walruses, Churchill, Canada*.
- Children may need help using the organisational devices, e.g. the table of contents to find information; the picture glossary and word bite boxes to learn the meaning of new words: *Arctic, Den, Float, Cub*.
- Children will enjoy reading the jokes and turning the pages for the answers. They may need help initially to understand the word play, e.g. *bear conditioning*.

## Images

- Look at the image on the front cover and then turn to the title page. Ask children to suggest what the polar bear is doing and why it is standing on a tiny piece of ice. Help children notice the bear's reflection in the water.
- Look at the polar bear on page 7. Ask children to describe its appearance, challenging them to find creative phrases, e.g. the bear is looking down its long nose.
- Help children to read the labels and look carefully at the picture on page 10. Children may need help to connect the labels to the images.

## Activities

- Enjoy telling the jokes to each other.
- Play the 'What in the World?' quiz together. Explain what an 'up-close' view is. Show children how to use the word bank and hints, and how to check their answers. Challenge children to find the 'up-close' view in the book.

## Questions

- How many people weigh the same as one polar bear?
- How do polar bears keep warm?
- What is special about a polar bear's feet?
- How does a mother polar bear look after her cubs?
- Where do polar bears live? Can you find an explanation in the picture glossary?