

National Geographic Kids Reader: Prehistoric Mammals

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; read accurately words of two or more syllables; being 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 spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

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

Interest words: prehistoric, saber-like, mate, armour, marsupial, ice age, Cimolestes, Megaloceros, Alphadon, Uintatherium, Andrewsarchus, Indricotherium, Basilosaurus, Arsinoitherium, Megacerops, Glyptotherium, Ceratogaulus, Entelodon, Elasmotherium, Tinimomys, Thylacoleo, Sthenurus, Mammuthus, Coelodonta, Smilodon, Megatherium, Homo sapiens, skeleton, museum, armadillo, scientists, fanciest

Pronunciation guide: Cimolestes (*si-moh-less-tees*), Megaloceros (*mega-loss-er-us*), Alphadon (*al-fuh-don*), uintatherium (*you-in-tath-er-ium*), Andrewsarchus (*andrew-sar-cus*), Indricotherium (*in-dric-oh-theer-ium*), Basilosaurus (*basil-oh-sor-us*), Arsinoitherium (*ar-sin-oy-theer-ium*), Megacerops (*mega-ser-ops*), Glyptotherium (*glip-toh-theer-ium*), Ceratogaulus (*se-ra-toh-gall-us*), Entelodon (*en-tel-oh-don*), Elasmotherium (*el-as-moth-er-ium*), Tinimomys (*tini-mom-is*), Thylacoleo (*thy-la-coh-lee-oh*), Sthenurus (*s-th-en-your-us*), Coelodonta (*coh-e-loh-don-tuh*), Smilodon (*smile-oh-don*), Megatherium (*mega-thee-rium*)

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 vocabulary is introduced. Children may need help with the following:
 - decoding and understanding some of the words contained in Word Watch boxes: *prehistoric, saber-like, mate, armour, marsupial, ice age.*

Collins

- reading the names of prehistoric mammals. Children will need help with decoding and pronunciation: *Cimolestes*, *Megaloceros*, *Alphadon*, *Uintatherium*, *Andrewsarchus*, *Indricotherium*, *Basilosaurus*, *Arsinoitherium*, *Megacerops*, *Glyptotherium*, *Ceratogaulus*, *Entelodon*, *Elasmotherium*, *Tinimomys*, *Thylacoleo*, *Sthenurus*, *Mammuthus*, *Coelodonta*, *Smilodon*, *Megatherium*, *Homo sapiens*.
- reading longer multisyllabic words that are less familiar, e.g. *skeleton*, *museum*, *armadillo*, *scientists*, *fanciest*.
- Children may need help using the organisational devices, e.g. the table of contents to find answers to the quiz questions; the alphabetically organised glossary to check the meanings of words.
- Children may need help to use a wide range of cues to make full meaning as they read, e.g. on pages 4–7, children need to understand that information from the pictures needs to be used with the explanatory text to understand how mammals survived among dinosaurs, and became established after the dinosaurs died out.
- Children may need help to interpret the relative sizes described for each prehistoric mammal.

Images

- Look at the drawing on the front cover and discuss what is happening and what sorts of creatures are shown. Ask children to name their special features, e.g. *trunk*, *tusks*, *fangs*.
- As they read, encourage children to look carefully at the pictures of each prehistoric mammal and make comparisons between the creature and more familiar mammals.

Activities

- Turn to the *Quiz Whizz* on page 30–31. Help children to read the questions about prehistoric mammals and look for the answers in the book, using the contents to locate the information. Discuss the multiple-choice format and help them to exclude the least likely answers.
- Provide pencils and paper. Challenge children to design a new multiple-choice question for you to answer, with four possible answers.

Questions

- What do all mammals have in common?
- What happened to allow mammals to fill the earth?
- What was earth's biggest mammal ever called?
- What was special about the *Tinimomys*?
- What animals do you know that are like the prehistoric animals in the book?