

National Geographic Kids Reader: Swing, Sloth!

Notes for teachers: using this book in the classroom

Reading objectives: apply phonic knowledge and skills as the route to decode words; making inferences on the basis of what is being said and done

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

Curriculum links: Science: Animals, including humans; Geography: Location Knowledge; Mathematics: Number and Place Value; Art and Design

Interest words: three-toed, red-eyed, two-toed, climb, explore, rainforest, welcome, animals, swing, slither, cry out, flutter, lie, butterfly, butterflies

Pronunciation guide: pygmy (*pig-me*), lemur (*lee-muh*)

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 mainly familiar to children reading at this level and may be read independently, but children may need help with the following:
 - Words with hyphens, e.g. *three-toed*, *red-eyed*, *two-toed*
 - words with silent letters, e.g. *climb*
 - compound words or words with multiple syllables, e.g. *explore*, *rainforest*, *welcome*, *animals*
 - less familiar verbs that describe animal movement, e.g. *swing*, *slither*, *cry out*, *flutter*, *climb*, *lie*
- The use of exclamation marks and the impact they have on a sentence can be noticed and discussed.
- The singular and plural forms of the words *butterfly/butterflies* can be noticed and discussed.
- Children may notice the use of alliteration, e.g. *snakes slither* and you can discuss the added impact that gives the phrase.
- Children will need help decoding and pronouncing the names of the creatures and continents/places. They may need to say the names aloud several times: *three-toed sloth*, *Borneo pygmy elephant*, *golden bamboo lemur*, *jaguar*, *mountain sipo snake*, *macaws*, *blue morpho butterfly*, *dusky leaf monkeys*, *gorilla*, *red-eyed tree frog*, *Fiji crested iguana*, *two-toed sloth*, *North America*, *South America*, *Asia*, *Africa*, *Pacific Ocean Islands*.

Collins

Images

- Look closely at the sloth on the front cover and spend time describing its features, noticing its claws/toes etc.
- Develop children's vocabulary by asking them to describe the creatures in each image, and what they can see in the surrounding rainforest.

Activities

- Turn to page 22 and look at the world map together. Help children to read the place names and to match the creatures to different parts of the world. Count how many featured creatures come from each place.
- Turn to page 23 and challenge children to find and name the three creatures in the book.
- Provide crayons and paper and ask children to draw their favourite creature hiding in the rainforest.

Questions

- Who swings, slithers, cries out, flutters and climbs in the rainforest?
- What is the weather like in the rainforest?
- Find a small creature in the book that lives in the rainforest.
- Find a large creature in the book that lives in the rainforest.
- Why do you think that the Fiji crested iguana lies on leaves? What do you notice about him?