

## National Geographic Kids Reader: Wild Cats

### 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; be introduced to non-fiction books that are structured in different ways; answering and asking questions

**Spoken language objectives:** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; articulate and justify answers, arguments and opinions

**Curriculum links:** Science: Animals, including humans; Living things and their habitats; Art and Design; Mathematics: Number and place value; Writing - composition

**Interest words:** glossary, curve, camouflage, causes, scientists, whiskers, species, habitat, prey jaguar, serval, cheetahs, Margays, snow leopard, Eurasian lynx, Canada lynx, cougar, feral cat, caracal, bobcat, Iberian lynx, Masai

**Pronunciation guide:** Iberian (*Ih-beer-y-an*), Masai (*Mas-eye*)

**Resources:** paper; colouring pencils/crayons; internet

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 acronyms and technical vocabulary used in the table of contents, e.g. *Q and A*, *glossary*
  - the less familiar words, e.g. *curve*, *camouflage*, *causes*
  - words with silent letters, e.g. *scientists*, *whiskers*
- Children may need help decoding and pronouncing the names of unfamiliar wild cats and people. They may need to say the names aloud several times: *Jaguar*, *Serval*, *Cheetahs*, *Margays*, *Snow Leopard*, *Eurasian Lynx*, *Canada Lynx*, *Cougar*, *Feral Cat*, *Bob Cat*, *Iberian Lynx*, *Masai*.
- Children may need help using the organisational devices, e.g. the table of contents to find information; the glossary and fur boxes (glossary) to learn the meaning of new words: *species*, *habitat*, *prey*, *camouflage*.

## Images

- Look at the image on the front cover. Ask children to describe the wild cat's features and how it is different to a domestic cat.
- Look at the images of the cats on pages 7–9. Ask children to describe their different markings, and to sketch them.

## Activities

- Count how many species of cat are featured in the book and make a list of their names.
- Make a cool cat fact card using the examples on pages 16–18. Give children some paper and colouring pencils and ask them to design their own fact card with a statement and a picture, or help children to find wild cat images using a computer and to use these to create a digital fact card for display.

## Questions

- Where in the book can you find how to care for young wild cats?
- How many species of wild cats have scientists found?
- What different things do wild cats like to eat?
- Which wild cats have large paws and why do they have them?
- Which wild cat is your favourite and why?