

## National Geographic Kids Readers: Skyscrapers

### 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; check that the text makes sense to them; ask questions to improve their understanding of text; retrieve and record information from non-fiction

**Spoken language objectives:** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

**Curriculum links:** Science: materials; Mathematics: Measurement; Design and technology: technical knowledge; Geography: Human and physical geography

**Interest words:** contract, curtain wall, expand, finance, gravity, skeleton, skyline, skyscraper, storey, technology, turbine.

**Pronunciation guide:** Burj Khalifa (Burj Ka-lee-fuh), Guanzhou (Go-an-joh) Province

**Resources:** paper, pencil, pens, internet

Children who are reading at White and Lime book bands will be able to read this book in a group, pair or independently over several sessions. They will have good reading stamina and will be able to tackle more challenging vocabulary and a range of varied sentence structures. Guided group work and independent challenges can be used to develop retrieval, interpretation and meaning making, as well as children's ability to express and explain ideas and concepts.

### Language

- Children will be able to use the full range of cues available to them and their word knowledge to decode most of the language in this book. Discussion in guided groups and after independent reading can be used to develop children's abilities to understand and interpret the more complex information and ideas that are presented. Children may need help with the following:
  - decoding and understanding some of the words contained in the *Building Words* boxes: *contract, curtain wall, expand, finance, gravity, skeleton, skyline, skyscraper, storey, technology, turbine*.
  - using the visual images to interpret the definitions provided in the glossary.
  - reading and pronouncing some place names: *Burj Khalifa (Burj Ka-lee-fuh), Guanzhou (Go-an-joh) Province*.
  - reading the specific topic language that describes materials and their properties.
- Children may need help to bring information together from the illustrations and text, to make rich meaning, e.g. to understand the reasons why the first skyscrapers were built in the USA, pp12–17.
- Children may need help to locate the key information by skimming and scanning in longer sections as they try to answer questions.

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- Children may need help to understand some of the extended explanations and to look for cause and effect, e.g. when reading about how weather affects tall buildings, and the measures taken to protect them from it (pages 26–31).
- Children will enjoy comparing the different skyscrapers, using their measurements.
- Children will enjoy completing the quiz, using the index and context to help locate the answers.
- Children will enjoy reading the jokes and noticing the word play involved.

## Images

- Look at the photographs of different skyscrapers and choose the most remarkable one.
- Look closely at the image of the builders eating their lunch on the steel bar on page 20, and discuss what qualities the skyscraper builders needed to be successful.
- Look carefully at the images on pp26–27 to understand that every skyscraper needs firm foundations.

## Activities

- Ask children to draw a design for a skyscraper for the 21<sup>st</sup> century, noting the materials and features that would make it appealing and good for the environment.
- Complete the quiz together, using the index, skimming and scanning to help locate the answers.
- Using the internet, research real news stories about skyscrapers, such as ones relating to Philippe Petit.

## Questions

- How high is the Empire State Building?
- What is the highest skyscraper that currently stands, and where is it?
- Which city has more skyscrapers than any other?
- How can weather affect skyscrapers?
- How do designers help skyscrapers to be environmentally friendly?