

National Geographic Kids Readers: Cleopatra

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: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Curriculum links: History: significant people and events; Mathematics: Number and place value; Mathematics: number; Art and Design: evaluate creative works

Interest words: adviser, co-ruler, declare, defeat, empire, legend, loyal, rumour, scholar, scroll, senate, Plutarch, historian, Mediterranean, Alexandria, Ptolemy, Caesar, Isis, Octavian, Parthia

Pronunciation guide: Plutarch (plo-o-tark), Ptolemy (Tol-um-ee), Caesar (See-zer), Isis (Igh-sis), Octavian (Oc-tay-vee-un), Parthia (Par-thee-uh)

Resources: paper, pencils, pens

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 Words to Know boxes: *adviser, co-ruler, declare, defeat, empire, legend, loyal, rumour, scholar, scroll, senate*.
 - using the glossary to check and deepen understanding.
 - reading and pronouncing some names and places: *Plutarch, historian, Mediterranean, Alexandria, Ptolemy, Caesar, Isis, Octavian, Parthia*.
- Children may need help to bring information together from the illustrations and text, to make rich meaning about the different events in this account.
- Children may need help to make inferences about Antony and Cleopatra's behaviour, when they met and died, and whether they were in love or motivated by power.

Collins

- Children may need help to understand some of the extended explanations and more complex ideas, e.g. how Cleopatra carried out her 'sneaky plan' to meet Caesar.
- Children may need help to use the index to retrieve information that is arranged alphabetically, and the contents list to complete the quiz and answer questions.
- Children may need support to interpret the information on the timeline.

Images

- Look at the front cover and pages 4–5 and ask children to describe Cleopatra.
- Spend time looking closely at the paintings and artefacts that show Cleopatra as she met Mark Antony (pp26–27). Challenge the children to become art detectives, looking for clues about how she lived her life, and how she wanted to be remembered.

Activities

- Ask children to paint a portrait of themselves or a friend as a king or queen, surrounded by their favourite items and best clothes and possessions.
- Complete the quiz with a partner, and raise new questions for other children to answer, based on the facts included. Use the index to help select topics to raise questions about.
- Research Roman Numerals and learn how to write 1–20, and simple sums using them.

Questions

- How did Cleopatra first become queen?
- What subjects did she learn as part of her education when she was young?
- How did Cleopatra sneak into the palace to meet Julius Caesar?
- How was Cleopatra described by Plutarch?
- How did Antony and Cleopatra die?