

## National Geographic Kids Readers: Alexander Graham Bell

### Notes for teachers: using this book in the classroom

**Reading objectives:** discuss the sequence of events in books and how items of information are related; discuss and clarify the meanings of words, linking new meanings to known vocabulary; draw on what they already know or on background information and vocabulary provided by the teacher; answer and ask questions

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

**Curriculum links:** History: Lives of significant individuals

**Interest words:** inventor, exploring, experimenting, communicate, ear tube, visible, symbol, disease, polluted, demonstrate

**Resources:** internet, paper, pencils, crayons

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

- 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:
  - Reading the names of places and people, e.g. *Edinburgh, Philadelphia, Washington, Mabel*.
  - decoding the less familiar multi-syllable words: *inventor, exploring, experimenting, communicate*.
  - the less familiar vocabulary within the glossary, e.g. *ear tube, visible, symbol, disease, polluted, demonstrate*.
- Children may need to spend time imagining and discussing life without communication technology in order to build a context for their reading.
- Children may need help using the organisational devices, e.g. the contents list to find information that helps them to answer questions or the picture glossary to learn the meaning of new words.
- Children may need help to understand what helped Bell to become a successful inventor. Hot seating children in role as Bell will help develop comprehension and understanding.

### Images

- Look at the images on pages 10–11 that depict life in 1850s Scotland. Discuss how life in Bell's time was different and similar to children's lives now.

# Collins

- Help children to read the timeline on pages 26–29, and to locate images from the book that illustrate each entry.

## Activities

- Challenge children to find the 'In his own words' boxes. Discuss what kind of person Alexander Graham Bell was, based on this information.
- Take the quiz about Bell's life on pages 30–31 with a partner. Show children how to use the contents list to help find the answers efficiently.
- Use the 7 Cool Facts (p24) and fact boxes to create a new fact quiz about Alexander Graham Bell for other readers to take.
- Look at the glossary together and notice that it is organised alphabetically. Skim through the book looking for other words that could feature in the glossary, e.g. *telegraph*.

## Questions

- What did Bell's mother use an ear tube for?
- Why did Bell's father move the family to Canada?
- Why did Bell's wife give him a picture of an owl to hang in his office?
- What did Bell think about unsuccessful experiments?
- What events in Bell's life helped him to invent the telephone?