

National Geographic Kids Readers: Coral Reefs

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; participate in discussion about books, taking turns and listening to what others say

Spoken language objectives: use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions

Curriculum links: Science: Animals, including humans; Living things and their habitats; Art and Design: pattern

Interest words: ecosystem, equator, coral polyp, camouflage, algae, pollution, cuttlefish, dugong, longspine squirrelfish, Caribbean reef shark

Resources: internet; paper; paint, 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:
 - the specialised vocabulary used to describe the coral reef and its location, e.g. *ecosystem, equator, coral polyp, camouflage, algae, pollution*.
 - the less familiar names of the creatures who inhabit the reef, e.g. *cuttlefish, dugong, longspine squirrelfish, Caribbean reef shark*.
- Children may need help to read the map on page 7 and identify the equator and location of the coral reefs. Discussion may be needed to develop understanding about why reefs develop near the equator.
- Children may need help using the organisational devices, e.g. the contents list to find information to answer the quiz or the picture glossary to learn the meaning of new words.
- Children will enjoy reading the jokes and turning the pages upside down for the answers. They may need help initially to understand the word play.
- The formation of the reef and its processes are explained using images, text and labels. Children may need help to bring these elements together to build understanding.

Images

- Walk through the book looking at the different creatures, and reading their names.

Collins

- Help children to read the diagram and labels on p13 to understand the three zones of the coral reef.
- Look closely at the images on pp16–17 of the stonefish, trumpetfish and cuttlefish, using the visual information to develop descriptive vocabulary. Discuss how the fish are camouflaged in the reef.

Activities

- Turn to p30. Challenge children to work with a partner to try out the quiz. Model how to use the contents list to locate the answers efficiently.
- Use the internet to research for more facts about coral reefs.
- Paint a picture of a coral reef, copying patterns and creatures from the illustrations in the book, and hiding camouflaged creatures.

Questions

- Why is a coral reef called a city under the sea?
- What are coral polyps and how do they form a reef?
- What are the three zones in a coral reef called?
- What creatures hide in the cracks of a coral reef?
- Which fact on pp22–23 do you think is the most interesting and why?