

National Geographic Kids Readers: Night Sky

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; 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 relevant strategies to build their vocabulary

Curriculum links: Science; Art and Design: drawing to develop imagination; Writing: composition

Interest words: companion, constellation, curved sliver, Orion, Plough, Ursa Major, meteor, comet, Mercury, Venus, earth, Mars, Jupiter, Saturn, Uranus, Neptune, orbit, reflect, lunar, atmosphere, satellite, gravity

Pronunciation guide: Orion (Uh-ry-un), Ursa (Er-suh) Major

Resources: internet; paper; pencils; crayons; painting materials

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 longer words with multiple syllables, e.g. *companion*, *constellation*.
 - understanding the less familiar descriptive language, e.g. *plough*.
 - connecting the information in the images, captions and text to make rich meaning.
- Children may need help decoding and pronouncing some of the terminology: *Orion*, *Plough*, *Ursa Major*, *meteor*, *comet*, *Mercury*, *Venus*, *Earth*, *Mars*, *Jupiter*, *Saturn*, *Uranus*, *Neptune*, *Milky Way*.
- Children may need help using the organisational devices, e.g. the contents list to find information or the picture glossary to learn the meaning of new words: *orbit*, *reflect*, *lunar*, *atmosphere*, *satellite*, *gravity*.
- Children will enjoy reading the facts and captions throughout the book. Some help may be needed with the place names that are featured.
- Children may need help to interpret the diagrams and text about the moon's cycle and solar and lunar eclipses and on pp9–11.
- Children will enjoy reading the jokes and turning the pages for the answers. They may need help initially to understand the word play.

Collins

Images

- Look at the map of the stars on p17. Discuss what patterns and shapes you can see in the constellations.
- Look closely at the image of the Milky Way on p21. Talk about what the Milky Way is and what it looks like, developing children's descriptive vocabulary.
- Children will enjoy looking at all the images to find out about things they may have seen in their own night sky.

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.
- Learn the names of the planets featured and research one of them, for more Cool Facts to go with the ones on p18.
- Paint or draw the night sky and add labels to display.

Questions

- What is the moon made from?
- How long does the moon take to travel around (orbit) Earth?
- What colour does the moon appear to be in a lunar eclipse?
- How long would it take you to drive to the sun?
- What is the Milky Way?