

National Geographic Kids Readers: Thomas Edison

Notes for teachers: using this book in the classroom

Reading objectives: 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; make inferences on the basis of what is being said and done; answer and ask questions

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

Curriculum links: History: significant people

Interest words: inventor, laboratory, experiment, telegraph, patent, phonograph, filament, electricity, automobile

Resources: internet; paper; pencils

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 scientific vocabulary, e.g. *inventor, laboratory, experiment, telegraph, patent, phonograph, filament, electricity, automobile*.
 - reading longer sentences with multiple clauses to understand cause and effect.
- Children may need help decoding and pronouncing the names of places and people, e.g. Ohio, Port Huron, Michigan, President Herbert Hoover.
- Children may need help using the organisational devices, e.g. the contents list, to find information.
- Children may need to be shown how to use the picture glossary to check their understanding of key vocabulary.
- Children may need help to bring information from text, illustrations and photographs together to make rich meaning.

Images

- Look at the picture of Thomas Edison on p5. Discuss what he is doing and how he is feeling.
- Look carefully at the illustrations on the 'In His Time' section on pp10–11. Discuss how school, transport, communication and toys have changed.

Activities

Collins

- Read the 'In His Own Words' boxes. Discuss what his words mean, and what can be inferred about Thomas Edison's personality.
- As a group, use the 'That's A Fact' boxes to raise questions to ask Thomas Edison. Invite children to take the hot seat in role as Thomas Edison to answer the questions raised.
- Create a list of Thomas Edison's inventions and research them further using the internet to make a fact file about them for display.
- 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.

Questions

- Why was Thomas Edison removed from school?
- What is the word 'lab' short for?
- Where did Thomas Edison sleep when he worked late?
- How many inventions of Thomas Edison's can you remember?
- What did the people of the USA do to remember Thomas Edison in a special way?