

National Geographic Kids Readers: City and Country

Notes for teachers: using this book in the classroom

Reading objectives: read accurately words of two or more syllables; read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; answer and ask questions; participate in discussion about books, taking turns and listening to what others say.

Spoken language objectives: articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Curriculum links: Science: Living things and their habitats; Geography: Human and physical geography; geographical skills; Writing – composition

Interest words: urban, rural, cities (plural of city), villages, terraced

Resources: tablet or digital camera; paper; pencils; crayons

Children who are reading at Green, Orange and Turquoise book bands are developing reading stamina and should be able to tackle longer stretches of text and some unfamiliar vocabulary with increasing independence. Children will enjoy talking about the content and pictures with some support – for example, in a group or guided reading session, or when reading with an adult.

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:
 - unfamiliar vocabulary, e.g. *urban, rural, terraced*
 - Reading the plural of city: *cities*
 - decoding the less familiar multi-syllable and compound words, e.g. *villages, musicians, wherever, similar*
- Children may need help to look closely at the views in Chapter 1, and compare and contrast the pictures.
- Children may need help to connect the information in the text with the images.
- Questions are asked throughout this book in the 'Your Turn!' sections. Children will enjoy pausing to think about these questions and comparing their ideas.
- Children will enjoy sharing their story about where they live. They may need help to develop vocabulary to develop the sights, smells and sounds.

Images

- Look at the split image on the front cover. Ask children to talk about how the two pictures are different to each other.
- Read pages 4–7, then follow the instructions: Look out of your window. Help children to compare what they can see to the images in the book.

Collins

- Walk through the book looking at the pictures of the different locations. Ask children to spot their special and interesting features.

Activities

- Make a birds-eye view drawing of your school grounds and the local area.
- Explore your school environment together, listening to, looking at, and smelling it. Help children to write an explanation of their school surroundings.
- Ask children to interview friends and family about where they live and make a video recording.

Questions

- What is an urban area and what happens there?
- How is the countryside different to a city?
- What is special about rural areas?
- What is special about a terraced house?
- Where would you like to live most and why?