

National Geographic Kids Readers: Day and Night

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; discuss the sequence of events in books and how items of information are related answer and ask questions

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

Curriculum links: Science: Animals, including humans; Living things and their habitats; Plants; Seasonal changes; Physical Education: movement

Interest words: dawn, dusk, shadows, sunrise, sunshine, darkness, daytime, night-time, nocturnal, black, purple, red, orange, blue, white, yellow

Resources: paper, pencils, crayons, ICT for research

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:
 - decoding words with the -er suffix, e.g. *higher, brighter, clearer*
 - reading the less familiar animal and plant names and places, e.g. *savannah, raccoon, termite mound, fungi, glow-worm*
 - the less familiar technical vocabulary used to describe the changes to the day, e.g. *dawn, shadows, dusk, darkness, nocturnal*
 - decoding the less familiar multi-syllable and compound words, e.g. *daytime, night-time, overhead, sunrise, sunshine*
 - colour words
 - vocabulary to name all the creatures featured in the images: *raccoon, red-eyed tree frog, giraffe, lions, zebra, hippo, elephant, ostrich, starlings*
- Questions are asked throughout this book in the 'Your Turn!' sections. Children will enjoy pausing to think about these questions and compare their ideas.
- Children may need help using the organisational devices, e.g. the contents list, to find information to answer questions.

Collins

Images

- Look at the front cover. Ask children to describe what they can see, and what they know about how day becomes night.
- Look carefully at the images in Chapter 1. Talk about how the sky changes in each one, and see how many different colours the children can notice.
- Explore all the images carefully, noticing whether they show day or night, and how the landscape changes.

Activities

- Challenge children to complete the '*Your Turn!*' pages with a partner and share their answers and responses with the group.
- Play an acting game where children act out how a creature or plant behaves in the day or night, and the group have to guess what it is and what it is doing.
- Research nocturnal animals using ICT. Draw and label a picture of a nocturnal animal.

Questions

- What colour is the sky at dawn?
- What happens to the sky at dusk?
- What do some animals use daylight for?
- What helps lions to hunt at night?
- Do you prefer night-time or daytime – and why?