

National Geographic Kids Readers: In the Forest

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 discuss and clarify the meanings of words, linking new meanings to known vocabulary

Spoken language objectives: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Curriculum links: Science: Animals, including humans; Living things and their habitats; Plants; Geography: Human and physical geography; Art and Design

Interest words: ferns, living, non-living, sunlight, spring, summer, autumn, winter, chipmunks, squirrels, hibernate, heartbeats, beaver, cardinal, throughout, fungi, deciduous

Resources: paper, pencils, crayons, ICT

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:
 - reading the text that explains concepts and understanding the causal and logical connections that sequence the ideas.
 - decoding the less familiar multi-syllable and compound words, e.g. *sunlight*, *throughout*
 - the less familiar creature and plant names and scientific language e.g. *cardinal bird*, *fungi*, *hibernate*, *deciduous*
- Children may need help using the organisational devices, e.g. the contents list to find information
- Questions are asked throughout this book in the chapters and *Your Turn!* sections. Children will enjoy pausing to answer the questions and trying the challenges before reading on to find the answers.
- Children may need time to talk about how the forest changes with each season, and to learn the name for each season.
- Children will enjoy looking at the map on page 47 and trying to locate where they live. Help them to read the map and the key.

Collins

Images

- Look at the fox on the front cover, and the bear on the title page. Ask children to describe what they can see, using vivid language to describe the creatures in the forest.
- Look carefully at the map on p47. Help children to locate where they live. Using the internet, try to identify the nearest forest and find images of it to compare to the images in the book.
- Look carefully at the images that accompany each season in chapter 2. Challenge children to describe the changes that they can see happening as the seasons pass.

Activities

- Ask children to complete the 'Your Turn!' challenges with a partner, and share their ideas with the group.
- Fold a piece of paper into 4 sections. Ask each child to paint a picture of the forest in each season and add labels.
- Visit a local forest, looking for living and non-living things.

Questions

- What do the living things in the forest need to survive?
- What are the non-living things in a forest and what don't they need to do?
- What happens to the forest in the summer?
- How does the cardinal bird help the forest to grow?
- What is special about the trees in a deciduous forest?