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NATIONAL GEOGRAPHIC

THEME SETS

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# National Geographic Personalised Learning

Differentiated theme sets to support  
and develop literacy skills



## National Geographic Personalised Learning:

- ✓ Differentiated
- ✓ Informative texts
- ✓ Comprehension strategies
- ✓ Writing models
- ✓ Cross curricular
- ✓ Linked to frameworks

Proven to succeed: helps you teach 4 different levels of ability in the same lesson



Animals in their Habitats – 1 of the 8 Theme Sets

# National Geographic Personalised Learning Key Features



## Research & Write

- Write your own News Report
- Write your own Cause and Effect Article
- Write your own Problem-Solution article
- Write your own Pro-Con Article
- Create your own Encyclopaedia
- Create your own Pamphlet
- Create your own Photo essay
- Create your own Explanation

Extended Writing • Stage 1

**Introduce Research and Write**

Explain that students will write their own encyclopedia entry about an animal that lives in the habitat they've been reading about.

Have students turn to the Research and Write activity beginning on page 28 in their books. Explain that students will be working on steps 1-3 today and steps 4 and 5 in the next writing lesson. Then say:

*I am going to read the introduction from the Forest Animals book. This introduction talks about forests, but some of you will have information about oceans, deserts or rainforests. Follow along silently as I read to the class.*

Read the introduction and allow time for students to ask questions.

**1. Study the model**

Read step 1 to the class. Then have students turn to page 53. Say:

*On this page, you will find an encyclopedia entry about an animal. We are going to use this entry as a model for writing our own entry.*

Look at the title. Notice how the title is in large letters and is easy to read. Titles should stand out from the rest of the information. The entry you write should have a title that is easy to read, too.

Continue in this way with each of the important parts of the entry. Then read the text in the blue box on page 28. This box lists the important parts of writing an entry.

**Encyclopedia Entries**

- Titles are in large letters.
- Titles are in bold.
- The title is in large letters.
- The title is in bold.
- The title is in large letters.
- The title is in bold.
- The title is in large letters.
- The title is in bold.

**2. Choose your topic**

Explain to the class that steps 2 and 3 are suggestions for conducting research.

Read the second step to the class. Remind students that once they have made a short list of three or four animals, they will then choose one animal to continue researching.

**3. Research your topic**

Read step 3 to the class. Distribute the Prewriting Master to students. Explain that they will use this Master to organize their research. Read the introduction on the Master and discuss each part.

Students can work in pairs or independently to review the model and conduct research. Students can ask a classmate to help answer questions they may have. As students conduct research, circulate around the classroom to check that students are using the Prewriting Master correctly.

**Check Progress**

Bring the class together to discuss students' progress. Ask questions such as:

*Has everyone chosen a topic and completed his or her research?*

*Are you finding enough information about your topic?*

Remind students that they will have time to write, revise and edit. They will then make a class book from all the entries.

Examples from the Teaching Notes with explicit teaching plans

## Comprehension Strategies

- Determining Importance
- Synthesising
- Making Inferences
- Visualising
- Making Connections
- Asking Questions
- Inferences

**Introduce Comprehension Strategy**

**Determining Importance**

Introduce the strategy of determining importance. Explain that this strategy can be used by readers to help them understand important ideas. The important ideas are what the article is mostly about. Details are smaller pieces of information that tell more about the important ideas. Ask:

*When you read, what are some things you do to figure out which of the ideas are the important ones?*

Read and discuss the steps of the strategy shown at the bottom of the Comprehension Model Master, page 52.

**Model the Strategy**

Use the Comprehension Model to model the strategy for determining importance. You might want to make a transparency from this Model. This Model provides information about an animal in its habitat and builds common background for all students. Say:

*I am going to show you how to figure out the important ideas of the article. As I read, I am going to ask myself if the sentence tells details or tells what the article is mostly about.*

**Apply the Strategy**

After modeling the strategy, review the steps for determining importance. Then explain to students that they should use this strategy as they read and reread Article 1. Discuss with students how to fill in the Comprehension Strategy Master.

**Comprehension Model Think-Alouds**

- "This title and this subhead help me figure out that the big idea is about survival in some ways."
- "Words in bold print in the text are important. I think I should remember these."
- "This sentence gives an important idea of the article. I'm going to take a note."
- "These details about chameleons are interesting! They tell more about the important idea."

**Comprehension Model: Determining Importance**

**Survival in the Wild**

The chameleon has to eat its food, or **hatch**, in the wild. It lives on its own in the wild. It has to find its own food.

**Secrets of Survival**

The chameleon has a special body part that helps it survive in the wild. This special body part is called **adaptations**. All animals have adaptations to help them survive.

**Steps for Determining Importance**

- Look for big words in the title and in the subhead.
- Read the first sentence of the article. Look for the important words in the first part.
- Read the first and last sentences in every important sentence.
- Repeat important ideas from interesting details.

## Streamline planning and teaching time with all the tools you need.

The Teaching Notes provide guidance on appropriately matching students to books, detailed comprehensive lesson plans for customising your teaching to meet different student needs. Photocopy masters for support activities reinforce core skills and strategies.

National Geographic Personalised Learning Theme Sets have been written to address the developmental needs of students with a wide range of reading abilities.

- High interest theme sets contain four different books with the same core concepts but within different contexts and at different reading levels
- Teachers need only plan one lesson as all the books follow the same format.

Activity Master

Comprehension Model: Determining Importance

**Survival in the Wild**

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Example of photocopyable activities found in Teaching Notes

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How National Geographic personalises learning in your class:

# Proven to succeed: helps you teach 4 different levels of ability in the same lesson

Science Themes	Book Titles	Key Concepts	Visual Literacy	Genre Study	Research and Write	Comprehension Focus	Key Concept Vocabulary
Cells at Work 	Level A Skin Level B Muscles Level C Blood Level D Bone	1. All organisms are made up of cells that carry out processes that are needed to live. 2. Specialized cells perform specialized functions in organisms. 3. Sometimes cells get a disease or become damaged and don't function as they should.	Labelled Diagram	Informational Pamphlet	Create Your Own Pamphlet	Synthesizing	cells disease organisms specialized

**Genre Study** – Each Theme Set focuses on one informative text writing text type. It is defined and explained to students and how it is connected to the subject matter. Text types include biographies, how-to, compare and contrast, news report, reference sources and others.

**Research and Write** – An opportunity to practise researching and writing skills by creating work based on the genre study students have learned about.

**Comprehension Focus** – Each theme targets one specific comprehension strategy which include determining importance, making connections, visualising, asking questions, making inferences and synthesising.

**Key Concepts** – common set of key concepts in all four differentiated books within the same theme.

This information is available for all 8 Theme Sets in the Free Downloads section of our website. [www.kingscourt.co.uk/teacher\\_free\\_downloads.htm](http://www.kingscourt.co.uk/teacher_free_downloads.htm)

Text increases and sentence structure becomes more complex as books become more challenging

**Proven to succeed**  
“The best resources to help teachers deliver personalised learning in the classroom that we have seen.”  
TES

All students develop their research skills and knowledge of core concepts



Forest Animals - p12-13 • Easiest Reading Age 7.6-8.5

Rain Forest Animals - p12-13 •••• Hardest Reading Age 11.0-11.9

**Proven to succeed**  
“They are cross-curricular and link with many science and geography topics; they are beautifully produced and motivating for the children. The information is well presented and all the important aspects of non-fiction books are well covered.”  
Yardley Primary School

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