



2 First steps

Read the text together and then encourage the children to discuss the following questions.

- 1 What was your favourite fact you learnt about lions from the text? Why?**
Answers will vary. Ensure the children explain their opinions using the text.
- 2 [Point to the first subheading.] What is this called?**
It is a subheading. The children may call it a title or a heading instead. Ask the children to point to each subheading in turn. You could point out the main text heading to highlight the difference.
- 3 The first subheading is about how lions behave. What information does this section give us?**
Answers will vary but should be found within this section only. Encourage the children to use their own words (e.g. *what lions do; who they live with; what their families are like; what their babies are called*).
- 4 In which section would I find information about the food that lions like best?**
*In the **What do lions eat?** section.*
- 5 Did you like the text? Why? Why not?**
Answers will vary but encourage the children to explain their answers (e.g. *I liked it because it told me lots of new facts*).

3 Explore

- Compare the text to another example of a non-fiction text about lions (you may want to use the **Reading list** suggestions). Discuss the similarities and differences. Are there any features the children could add to make the unit text more engaging or useful (e.g. illustrations, diagrams, tables, photographs, glossary)? The children could work together in groups to improve sections of the text and present these to the class.
- Watch a video clip of lions. Together, compare this with the text – does it match? If it is different, discuss what they might want to find out more about and which section of the text they could add this to.
- Discuss where else lions live apart from in the wild (try to elicit zoos/animal sanctuaries). Have the children ever been to a zoo? What are the children's feelings about zoos? Discuss their opinions together.

4 Skills focus

See pages 26 to 27

Use the information from the **Skills guide** and the relevant **Skills graphic** to introduce the skill of retrieval.

- 1** Model the skill using the **Unit 1 PowerPoint®** and the **Modelling retrieval** guidance on page 26.
- 2** The children can then attempt the **Retrieval** questions on page 30.
- 3** Finally, the **Mix it up!** questions on page 31 offer practice in a range of comprehension skills.

Answers and marking guidance for all questions are included on pages 26 to 27.

5 Where next?

- **Speaking and listening task:** Model using the text to draw an illustration of a pride of lions in their natural habitat. The children could work independently or in pairs to draw their own illustrations, using only the information in the text. They could then verbally compare their drawings with each other, as well as looking at further illustrations of lions, discussing their similarities and differences.
- **Writing task:** The children could create their own 'Look after the lions' posters to encourage conservation and avoid extinction. They could also find out about other animals that are vulnerable to extinction.

Reading list

Fiction

- ▶ *How to be a Lion* by Ed Vere
- ▶ *There's a Lion in My Cornflakes* by Michelle Robinson
(Linked text: [Unit 2](#))

Class reads

- ▶ *We're Going on a Lion Hunt* by David Axtell

Non-fiction

- ▶ *National Geographic Kids Readers: Lions* by Laura Marsh

Poetry

- ▶ *The Bad Child's Book of Beasts* by Hilaire Belloc
- ▶ *National Geographic Book of Animal Poetry* by J. Patrick Lewis

Films

- ▶ *The Wild* (Walt Disney Pictures, 2006)

TV series

- ▶ *The Zoo* (BBC, 2017–)