

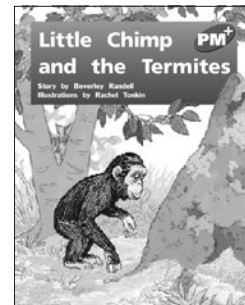
Little Chimp and the Termites

PM Level 13

Green

Text Type Narrative

Running Words 229



Preparing for Guided Reading

Orientation to the Text

- Read pp. 12–15 of *Monkeys and Apes* (PM level 18/19). Explain that termites are very little insects that can be very destructive to trees.

Prior Knowledge

- In this factual science book written in story form, Mother Chimp successfully teaches Little Chimp a lesson on how to survive in the wild. The repetition of events in this story, encourages the discussion of language patterns.

Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *now, very, into the forest, In the hill, down a tunnel, on her stick.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

five, termites, there, were

Content Words

holes, mouth, stick, still, stopped, termites, tiny, tunnel

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter–sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to crosscheck, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- Recall other stories about the Chimp family. Explain that the termite home looks like a 'brown hill'.
- Observe that the 'brown hill' is a termite mound. Explain briefly what goes on inside such a mound.
- Ensure that students understand that Mother Chimp is teaching Little Chimp an important lesson. Observe how intently he watches her. Talk about what might happen inside the termite mound while Mother Chimp sits very still.
- Discuss Little Chimp's imitation of Mother Chimp's behaviour. Talk about imitation as a means of learning new skills. Predict what he will do next.
- Have students read these pages independently to check their predictions.
- Revise capital letters at the beginning of names.
- Compare the letter–sound relationships in: *there, that, they, this.*
- Introduce the adverb *very*: *very good, very still.*
- Revise words that begin like *along*: *away, again.*

Comprehension

- What did Little Chimp stop to look at? (*Literal*)
- Why did Mother Chimp sit very still? (*Inferential*)
- How was Little Chimp clever? (*Inferential*)

Follow-up Activities

- Re-read other stories about the Chimp family (PM levels 3, 4, 6, 9 and 10). Discuss the different lessons that Little Chimp has learned in these stories. Write about the lessons on separate pieces of paper. Ask students to add illustrations. Collate the sheets to make a class book.
- Demonstrate how to list the procedures that Mother Chimp followed to catch some termites. Invite students to list the procedures followed by Little Chimp. Ask them to draw diagrams beside each procedure.

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Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.

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Success Criteria

- I can make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up