

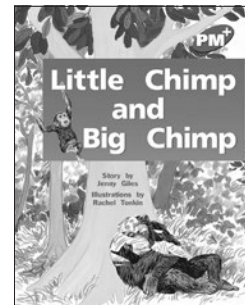
Little Chimp and Big Chimp

PM Level 4

Red

Text Type Narrative

Running Words 66



Preparing for Guided Reading

Orientation to the Text

- Re-read *Little Chimp* and *Here Comes Little Chimp* (PM level 3).
- Using *Monkeys & Apes* (PM level 18/19), read the section on chimpanzees and discuss the skills that Little Chimp may be mastering.

Prior Knowledge

- This is the third story in the **PM Plus** series about Little Chimp. In this story, he is slightly older and becoming more adventurous. He is mastering the skills of climbing trees and swinging from branch to branch.

Building the Balanced Reader

Concepts About Print

- Pattern voice intonation to increase meaning.
- Encourage picture interpretation. Focus on the details that help to predict text.
- Exclamation mark – talk about the punctuation symbol, name and meaning.

Vocabulary

Key High-frequency Words

down, going, looking

Content Words

trees, up, asleep, sun, big, wakes

Decoding

- Locate some high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- **Cover** Talk about Big Chimp and what he is doing. Read the title with students.
- **Pages 2–5** Discuss the fact that Little Chimp can now swing from tree to tree.

- **Pages 6–7** Focus on the new character, Big Chimp, and what he is doing.
- **Pages 8–11** Look at the large branch that Little Chimp is swinging up to and predict what may happen.
- **Pages 12–13** Discuss the accuracy of students' predictions.
- **Pages 14–16** Talk about the other options Little Chimp could have taken after he woke Big Chimp.

Comprehension

- What was Big Chimp doing while Little Chimp was climbing? (*Literal*)
- Why was Big Chimp looking for Little Chimp? (*Inferential*)
- Why was Big Chimp rubbing his head? (*Inferential*)

Follow-up Activities

- Discuss with students the physical skills that they have mastered at various stages in their lives, e.g. jumping, skipping, swinging, climbing, riding, etc. Point out that practice is an important part of mastering a skill.
- Have students draw themselves doing a skill that they have finally mastered. Add captions.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks in text.

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Guided Reading Notes

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