

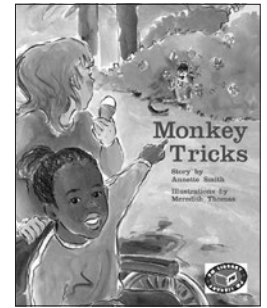
# Monkey Tricks

PM Level 17

Turquoise

**Text Type** Narrative

**Running Words** 332



## Preparing for Guided Reading

### Orientation to the text

- Have students share their knowledge and understanding of monkey behaviour from first hand observation at a zoo or from wildlife television programs.

### Prior knowledge

- Monkey behaviour and the care of animals kept in captivity are woven into this story about a monkey that escapes from the new cage at the zoo.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*bananas, bushes, keepers, while*

#### Content Words

*bought, dart, fell, sick, Suddenly, taken, vet*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

### Focusing on the story – guided reading

- Read the title and study the cover illustration. Identify the two characters Rebecca and her friend, Amy, from the PM Story Book Orange Level *Rebecca and the Concert*. Predict some possible situations that could explain why Amy is pointing to the monkey.
- Notice that, although she is confined to a wheelchair, Amy is very independent. Amy's father refers to 'the new monkey house'. Ensure that on p. 3 students are aware that Rebecca and Amy are at a viewing window at the monkey house. Discuss the sign on the wall.

- The agility and intelligence of the monkey becomes evident. Talk about possible ways to capture it.
- Check that students understand the reason why the zoo keepers brought the bananas and carried a net. Can students guess who the zoo keeper in the white coat is and why she chose to stay by the tree?
- Explain some of the reasons why vets use dart guns to tranquilize animals. Ask students to re-read the last paragraph on p. 14. Reassure them that the monkey has just been sedated in order to capture it and to prevent injury.
- Students may want to discuss how the zoo keepers will secure the monkey cage to prevent further escapes.
- Discuss adverbs used to add meaning to the verbs in the text, e.g. *suddenly, carefully, safely*
- Locate the words *and* and *but* that are used to join ideas in a sentence, e.g. *This keeper was the zoo vet, and she looked after the animals when they were sick. It tried to get up, but then it fell down again.*

### Comprehension

- What happened to Amy's ice-cream? (*Literal*)
- Why did the zoo-keepers run to get the monkey? (*Inferential*)
- Why did the vet put them monkey to sleep? (*Inferential*)

### Follow-up activities

- Discuss how and why most zoos are upgrading the living conditions for their animals. How do zoos try to make the animals comfortable? What do they put in animal enclosures to make the animals feel safe and secure?
- Ask students to list animals that can be seen in a zoo or animal enclosure. Group these animals according to how they move around, i.e. walk, swim, fly

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## Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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## Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, rereading and reading on to gain a deeper understanding of the text.

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## Guided Reading Notes

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