

# Monkey is hiding

PM Level 2/3

Magenta

**Text Type** Narrative

**Running Words** 39



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the concept of hiding to play a trick on people.

### Orientation to the Text

- Little Teddy and Rabbit are looking for Monkey, but he is hiding. Where will they find him?

### Key Language Structures

- Longer sentences with prepositional phrases are introduced: *Little Teddy is looking for Monkey.*
- Proper nouns are used throughout for the names of the animals: *Little Teddy, Monkey, Rabbit.*

## Building the Balanced Reader

### Content Words

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

### Vocabulary

#### Key High-frequency Words

*and, at, can, comes, for, Here, is, Little, Look, looking, not, see*

#### Content Words

*Monkey, Rabbit, Teddy*

### Decoding

- Look at the word *looking*. Ask students to find the base word that *ing* was added to.
- Ask students to locate the high-frequency words on each page.

### Fluency and Phrasing

- Talk about how you would say the words in the book if you were speaking rather than reading them. Model reading with natural expression and have students copy you.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *Where is Monkey hiding? Who is he hiding from?*

- Read pp. 2–3. Ask, *What is Monkey doing? What do you think he is going to do next?*
- Read to p. 6. Point to the word *looking* and ask students to read it. As they read, ask whether it looks right, sounds right and makes sense.
- Read to p. 8. Ask, *What do you think will happen next? Why?*
- Look at the picture on page 11. Ask, *How does the picture relate to the text? What else can you see in the picture?*
- Read to p. 13. Ask, *What do you think Monkey is going to do?*
- Ask students to reread the text with a partner, using appropriate expression to sound like speech.

### Comprehension

- Where was Monkey hiding? (*Literal*)
- Why do you think Monkey decided to hide from Little Teddy and Rabbit? (*Inferential*)
- Why do you think Little Teddy and Rabbit wanted to find Monkey? (*Inferential*)

### Follow-up Activities

- Ask students to retell the story in their own words. Write down the key events in sequence. In pairs have students compose a first-person oral text describing the events from the point of view of Little Teddy or Rabbit.
- Organise students into groups of three and ask them to act out the story. Talk about the characters of Little Bear, Monkey and Rabbit, the kinds of voices they might have and the things they might say. Allow students to perform their plays for the rest of the class.
- Draw or print a large background of a setting such as a jungle or a playground. Ask each student to draw themselves and paste their picture so they are hiding in the picture. Invite each student to write a sentence about where they are hiding to display around the finished artwork.

# Monkey is hiding

Date \_\_\_\_\_

PM Level 2/3

Magenta

## Learning Intentions

- We are learning to predict what a text will be about.
- We are learning to monitor our reading.
- \_\_\_\_\_

## Success Criteria

- I can use the title and pictures to suggest what might happen in the text.
- I can identify when what I read doesn't match the word.
- \_\_\_\_\_

## Guided Reading Notes

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