

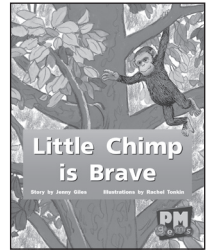
Little Chimp is Brave

PM Level 5

Red

Text Type Narrative

Running Words 91



Preparing for Guided Reading

Prior Knowledge

- Ask students what they know about chimpanzees. Talk about the kinds of environments where chimpanzees can be found in the wild.

Orientation to the Text

- This is one of three stories about Little Chimp. In this story, Little Chimp climbs a tree and has to find the courage to climb down, with encouragement from Mother Chimp.

Key Language Structures

- Use of dialogue to add interest and express personality.
- Repetition of words to emphasise action: *Up, up, up* (p. 3); *down, down, down* (p. 16).

Building the Balanced Reader

Concepts About Print

- Recognise the following initial letters within the context of the story: *Mm* – Mother, *me*; *Cc* – Chimp, *can*.
- Verb ending *-ed*: *looked*
- Recognise the use of bold text for emphasis (p. 15).

Vocabulary

Key High-frequency Words

and, can, down, go, he, looked, not, ran, went

Content Words

Mother, Chimp, tree, Little, brave

Decoding

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

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- 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.

Focusing on the Book – Guided Reading

- **Cover** Identify Little Chimp. Ask students, *Where is Little Chimp? Why might he need to be brave in a place like this?*
- **pp. 2–3** Point out Mother Chimp in the tree. Ask, *Why do you think Mother Chimp is climbing the tree? Ask, What do you think Little Chimp wants to do?*
- **pp. 4–5** Ask, *Why do you think Little Chimp wants to climb up the tree too? Do you think he is big enough to climb as well as Mother Chimp does?*
- **pp. 6–7** Direct students' attention towards Little Chimp's climbing efforts. Ask, *Do you think Little Chimp is finding it easy to climb the tree? Why/why not?*
- **pp. 8–9** Ask, *How do you think Little Chimp feels now that he has climbed all the way up to Mother Chimp? Encourage students to predict what might happen next.*
- **pp. 10–13** Ask, *Why does Little Chimp find it hard to go down the tree? Do you think Mother Chimp can help him?*
- **pp. 14–15** Discuss Little Chimp's confidence as he swings towards the nearest branch. Ask, *Why do you think Little Chimp now feels like he can go down the tree?*
- **p. 16** Talk about the fact that Little Chimp only has a few more branches to climb before he is safely back on the ground. Ask, *How was Little Chimp brave?*

Comprehension

- How do you think Little Chimp felt when he was down on the ground again? (*Inferential*)
- What do you think Little Chimp found out about climbing tall trees? (*Inferential*)

Follow-up Activities

- Talk about the prepositions *up* and *down* in relation to the chimps' actions.
- Discuss alternative endings to the story. Ask students to consider what Mother Chimp might do if Little Chimp was unable to find his own way down from the tree. Have students write a new ending.
- Size comparison: Mother Chimp – large, with long arms and legs; Little Chimp – small, with much shorter arms and legs.

Little Chimp is Brave

Date _____

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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.
- _____

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 and words printed in bold in the text.
- _____

Guided Reading Notes

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