

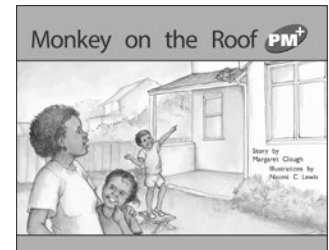
# Monkey on the Roof

PM Level 5

Red

**Text Type** Narrative

**Running Words** 92



## Preparing for Guided Reading

### Orientation to the Text

- Talk about throwing and catching games that children often play with balls. Discuss what happens if a ball is thrown too high or out of reach.

### Prior Knowledge

- The twins, Matthew and Emma, are playing outside with a toy when they throw it too high and it lands on the roof of the house. They are faced with the problem of how to retrieve their toy.

## Building the Balanced Reader

### Concepts About Print

- Comma – introduce the punctuation symbol, name and meaning.
- Speech marks and exclamation mark – talk about the punctuation symbol for each.
- Reinforce directionality and return sweep of longer sentences.

### Vocabulary

#### Key High-frequency Words

*monkey, naughty, shouted, went*

#### Content Words

*roof, Mum, ladder, down, up*

### Decoding

- Recognise high-frequency words within 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.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- **Cover** Discuss the cover illustration. Many students will recognise the twins from the two previous stories *The Lucky Dip* and *Let's Pretend* (PM level 4). Read the title with students. Point out the toy monkey.

- **Pages 2–5** Talk about Matthew and Emma's actions. Allow students time to describe similar situations that they have experienced.
- **Pages 6–7** Have students predict what might happen next.
- **Pages 8–9** Ask, *What do you think Mum will say to Matthew?*
- **Pages 10–11** Ask, *Why didn't Mum let Matthew go up on the roof?*
- **Pages 12–13** Point out the safety precautions that Mum has taken with the ladder.
- **Pages 14–16** Enjoy Emma's mischievous remarks.

### Comprehension

- Where did the monkey land? (*Literal*)
- How did Mum get up to the roof? (*Inferential*)
- Why did Emma call the monkey naughty? (*Inferential*)

### Follow-up Activities

- Make a list of the games that students like to play at home with their brothers and/or sisters. Use a repetitive style of sentence that includes the word *said* and speech marks.
- Discuss various situations around the home that may be potentially dangerous for young children.

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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 and words printed in bold in the text.

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## Guided Reading Notes

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