

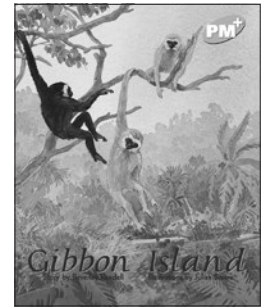
Gibbon Island

PM Level 18

Turquoise

Text Type Narrative

Running Words 448



Preparing for Guided Reading

Orientation to the text

- Read *Monkeys and Apes* (PM level 18/19) pp. 2–3. Compare the features and habits of monkeys and apes.

Prior knowledge

- The care of gibbons in captivity is woven into this story about the construction of a new enclosure at a city zoo. The illustrations and information in the text capture how zoos are upgrading living conditions for their animals.

Building the Balanced Reader

Vocabulary

Key vocabulary

deep, deeper, grew, might, rush, wild

Content Words

bridge, dart, deeper, gibbon, higher, lightning, pelicans, rainforests, swung

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, 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.

Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations. Establish the zoo setting. Invite students to recall their own experiences of
- visiting a zoo and share descriptions of the animals they saw there. Study the illustrations. Match these with the text to identify the stages of constructing the island. Observe details, e.g. the different jobs the workers were completing.
- Discuss the theme of this story, i.e. to provide a comfortable, healthy home that imitates the gibbons' natural environment. Talk about how zoos are upgrading living conditions to achieve this. Invite students to retell their own experiences of visiting a zoo.
- Study the illustrations. Match these with the text to identify construction stages. Observe details, e.g. the safety features of the barrier fence.

- Examine the illustration on pp. 8–9 carefully. Observe how the house comes out into the water and the gibbons can only access the opening via the bridge. Re-establish the fact that gibbons do not try to swim.
- Discuss the keepers' concern for the gibbons' care and safety.
- Explain why vets use dart guns to tranquillise animals. Reassure students that they are sedated to prevent injury.
- Talk about past verbs: *swing, swung; grow, grew*.
- Discuss comparative forms of adjectives, e.g. *deep, deeper; high, higher, tall, taller*.
- Discuss adjectives and their role in adding meaning to nouns in the text, e.g. *long arms; tall trees; wet dirt; warm, safe place*.
- Look at sentence beginnings: *If ... , Then ...* Note that using *If* to begin sentence can create a cause and effect statement in the text.

Comprehension

- Did the keepers care about the safety of the gibbons? (*Literal*)
- Why did the zoo keepers make the lake deeper? (*Literal*)
- How did the gibbons feel about living in the cage? (*Inferential*)
- Is the zoo open to people of all ages? (*Inferential*)

Follow-up activities

- Paint a mural of a tropical rainforest. Discuss how the forests grow thick and tall, with creepers and dense undergrowth. Draw and cut out pictures of gibbons, remembering that their legs should be double the measurement from their heads to the end of their bodies. Paste these cut-outs onto the mural. Invite students to add captions about the behaviour of gibbons.
- Study the map-like illustration on pp. 12–13. Discuss the idea of a 'bird's eye view'. Have students draw large zoo maps from a similar perspective. Ensure that they add enclosures that imitate the natural environments of the different animals.
- Visit a zoo or wild-life centre.
- Make a 3D model of a zoo enclosure. Talk about the type of materials needed. Ensure that students plan and sketch their models before beginning construction.

Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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