

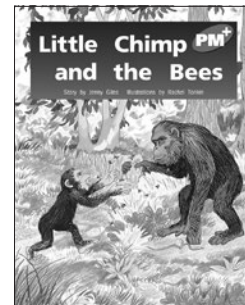
Little Chimp and the Bees

PM Level 9

Blue

Text Type Narrative

Running Words 160



Preparing for Guided Reading

Orientation to the Text

- Re-read *Speedy Bee* (PM level 6). Show students pictures of bees and a honeycomb. Talk about what happens when bees are disturbed from their hives.

Prior Knowledge

- Little Chimp is frightened when Big Chimp disturbs bees from their hive. As they come flying out, Little Chimp hides in some long grass. However, the enticement of delicious honey helps him overcome his fear.

Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

forest, from, honey, saw

Content Words

chimps, buzz

Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Talk about the illustration and read the title together. Discuss previous stories about Little Chimp.
- Observe how the chimps walk in single file, with Big Chimp leading.
- Talk about Big Chimp's reasons for hitting the tree.

- Discuss Little Chimp's fear.
- Talk about Little Chimp's thoughts as he watches the other chimps enjoy the honey, even though the bees are buzzing angrily about.
- Student will understand Little Chimp's reluctance to come out. Ask, *What helps him to overcome his fear?*
- Discuss past-tense verbs: *sit, sat; see, saw; come, came; get, got; have, had; run, ran.*
- Examine possessive apostrophes: *Mother Chimp's back.*
- Discuss how voice intonation reflects meaning. Find examples in the text.
- Revisit sound words, e.g. *buzz*. What other sound words would fit with the story? Make a list with students.

Comprehension

- Where did the chimps go? (*Literal*)
- Why did Little Chimp hide in the grass? (*Inferential*)
- Why did Little Chimp change his mind about the honey? (*Inferential*)

Follow-up Activities

- Discuss the four parts to the story: going into the forest; disturbing the bees; Little Chimp hiding while the honey is collected and enjoyed by the others; and Little Chimp overcoming his fear. Write down students' descriptions of each part. In groups, have them cooperatively draw each part of the story on a large sheet of paper. Paste their descriptions on and display as a wall story.
- Provide students with collage materials. Ask them to make their favourite chimp from the group. Have them share their reasons for their choice.
- Allow students to taste comb honey. Write on a chart, *Who likes honey?* Have students write their responses to the honey on paper and add matching illustrations. Paste these onto the chart.

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Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can identify the problem in the narrative and suggest a possible solution.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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