

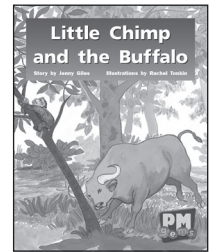
Little Chimp and the Buffalo

PM Level 12

Green

Text Type Narrative

Running Words 197



Preparing for Guided Reading

Prior Knowledge

- Explain that buffalo are fierce, wild cattle found in Africa.
- Discuss the fact that wild animals often have to share the same water source.

Orientation to the Text

- In this story, Little Chimp and Big Chimp are threatened by a buffalo. They take shelter in the trees and make noises that scare the buffalo away.

Key Language Structures

- Irregular past tenses: *was, saw, went, ran, came*.
- Conjunctions are used to join clauses, e.g. *The buffalo ran at the big tree, and hit it with his head.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, call, don't, move, over, so, stop, time, want

Content Words

Little, Chimp, grass, river, buffalo, climbed, hit, head

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to cross-check, confirm or self-correct by rereading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said...? How did you know that word was...?*

- Ensure students respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Ensure that students use the illustrations to predict meaning.
- Read the title together and discuss the action on the cover.
- Ask, *Why do you think Little Chimp is afraid of the buffalo?*
- Talk about the “Oo! Oo! Oo!” noises that Little Chimp makes. Discuss why he makes them, and the feelings they express.
- Ask students if they think Little Chimp will be safe in the tree. Have them provide reason for their opinions.
- Ask, *Why do you think Big Chimp did not look up when Little Chimp called out to him about the buffalo?*
- Direct students to look at the illustration on pp. 8–9. Ask, *Who do you think the buffalo will chase after: Little Chimp or Big Chimp? Why?*
- Ask, *How does Big Chimp feel when he sees the buffalo hitting the tree with his head?*
- Ask, *What does Big Chimp do to save Little Chimp?*
- Direct students to find the verbs in the story with the past tense ending – *ed*.

Comprehension

- Why do you think Little Chimp decided to climb into the bigger tree? (*Inferential*)
- Why do you think the buffalo went away? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing correct words to complete sentences from the story; writing words into columns according to their initial blends, choosing correct phrases to complete sentences from the story.
- Ask students to write an alternative ending to the story. For example, what might have happened if Little Chimp was unable to come over to Big Chimp's tree? What if the buffalo was not scared away by the chimps' noises?
- Direct students to draw a picture of Little Chimp at the end of the story, back down on the ground, looking very happy.

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Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.
- _____

Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.
- _____

Guided Reading Notes

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