

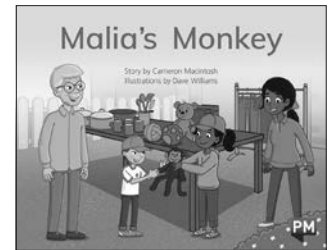
# Malia's Monkey

PM Level 12

Green

**Text Type** Narrative

**Running Words** 205



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that a garage sale is a way to sell unwanted household goods.
- Students should also understand that people outgrow clothes and toys as they get older.

### Orientation to the Text

- Malia is happy to sell her baby toys at the garage sale, but she thinks twice when a little boy named Justin wants to buy her old toy monkey.

### Key Language Structures

- Expressions of time are used to sequence the text – *the next day; today; Then; Now*.
- Adjectives are used to add extra information throughout the text – *baby toys; little boy; a long time; new home*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*children, don't, families, hand, name, put, take, time, want, was*

#### Content Words

*garage, grandad, monkey, upstairs*

### Decoding

- Reinforce effective decoding behaviours, such as re-reading the sentence if it doesn't make sense.
- Look at the word *families* on page 6. Ask, *How can you break up this word to make it easier to read?*

### Fluency and Phrasing

- To support fluency, guide students to anticipate what might come next in the text.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students what they think is happening in the illustration on the front cover and what words they think they will encounter in the text.
- Read page 2. Discuss with students what a garage sale is and ask them to share any experiences they have had with holding or attending a garage sale.

- Continue to page 4. Say, *Find the compound word on this page. What two smaller words is it made up of?*
- Look at page 6. Point out the word *grandad*. Ask, *What two smaller words is this word made up of?* Explain that *grandad* is a compound word because it is made up of two base words – *grand* and *dad*.
- Continue to pages 10–11. Ask, *What information on these pages tells you that Malia does not want to give Flip up?*
- Continue to page 16. Ask, *What information on this page tells you how Malia is feeling?*
- Re-read the text together and ask students to find all the compound words.

### Comprehension

- What was the name of the boy who bought Malia's monkey? (*Literal*)
- Why might Malia's mum have decided to have a garage sale? (*Inferential*)
- Do you think Malia did the right thing letting the boy have Flip? Why or why not? (*Inferential*)

### Follow-up Activities

- Ask students to think about a time when they have outgrown or given up something that was special to them. Have them share with a partner what happened and how they felt.
- Talk with students about the adjectives used in the text, such as *new, long* and *little*. Model using three adjectives to describe Malia's mother, and ask students to guess which character you are talking about. In pairs, have students choose another character in the book and think of three adjectives to describe them. Have the pairs share their adjectives with the rest of the group to work out who they are describing.
- Together, write a letter asking parents and caregivers to send in one or two items for a class garage sale. Have students help write the easier words while you model sounding out and writing the more difficult words. Give students a copy of the letter to take home.
- Hold a small garage sale with students with the items they have brought in from home. Choose a charity to donate the proceeds to and work together to write the charity a letter, using some of the language from the letter that you sent home.

## Learning Intentions

- We are learning to understand what we read.
- We are learning to read difficult words.

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## Success Criteria

- I can show where in the text I found the answer to a question.
- I can find the two smaller words that make up a compound word.

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## Guided Reading Notes

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