

Here Comes Little Chimp

PM Level 3

Red

Text Type Narrative

Running Words 69



Preparing for Guided Reading

Orientation to the Text

- Re-read *Little Chimp* (PM level 3) and talk about the characters, storyline and environment.
- Discuss with students how they climb trees and their reasons for doing so. Talk about the similarities between Little Chimp and themselves.

Prior Knowledge

- This is the second book in the series about Little Chimp. In this story, he is learning to climb a tree for the first time. Mother Chimp encourages Little Chimp and helps him to succeed.

Building the Balanced Reader

Concepts About Print

- Reinforce directionality and return sweep.
- Encourage picture interpretation. Focus on the details that help to predict text.
- Revise one-to-one matching.

Vocabulary

Key High-frequency Words

come, here, Little Chimp, Mother, up

Content Words

tree, come, little

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and model the difference between the role of a full stop and a comma.

Focusing on the Book – Guided Reading

- **Cover** Discuss why it is necessary for young chimpanzees to learn to climb trees.
- **Pages 2–7** Look closely at the various expressions on Little Chimp's face. How do students think he is feeling? Predict what Little Chimp is going to say.

- **Pages 8–9** Read the text and compare it with students' predictions.
- **Pages 10–11** Discuss how Little Chimp might react to Mother Chimp's encouragement. Talk about how Mother Chimp is similar to human mothers.
- **Pages 12–16** Discuss how Little Chimp is feeling now that he has mastered this skill. Ask, *How do you think Mother Chimp is feeling?*

Comprehension

- Why did Little Chimp not want to climb the tree at first (*Literal*)
- Why did Mother Chimp want Little Chimp to climb the tree? (*Inferential*)
- What did Little Chimp do when he got to the top of the tree? (*Inferential*)

Follow-up Activities

- Discuss the ways in which students have overcome their fears when attempting a skill for the first time, and how their parents or a friend may have helped them.
- List the things that a five-year-old student can do independently. Have students paint or draw a picture of themselves. Add statements.

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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 can use my voice to display the purpose of a full stop and comma.

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Guided Reading Notes

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