

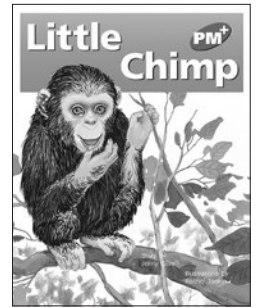
# Little Chimp

PM Level 3

Red

**Text Type** Narrative

**Running Words** 50



## Preparing for Guided Reading

### Orientation to the Text

- Using *Monkeys and Apes* (PM level 18/19) introduce students to the illustration of a mother and baby chimp (see page 14). Discuss the environment in which chimpanzees live.

### Prior Knowledge

- This book introduces the characters of Little Chimp and Mother Chimp who live in a chimp community in a forest. Mother Chimp returns to Little Chimp when he wakes up and calls to her.

## Building the Balanced Reader

### Concepts About Print

- Reinforce directionality and return sweep.
- Focus on the concept of 'up'.
- Full stop – talk about the punctuation symbol, name and meaning.
- Pattern voice intonation to increase meaning.

### Vocabulary

#### Key High-frequency Words

*comes, here, little*

#### Content Words

*is, Chimp, asleep, up, in, the, tree, Mother, awake, comes, wakes, looks, at*

### 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 Little Chimp's character and features.
- **Pages 2–3** Talk about how Little Chimp and his mother are sleeping together in their nest made of leaves and branches high up in the tree.

- **Pages 4–9** Discuss what Mother Chimp does while Little Chimp is asleep.
- **Pages 10–11** Talk about how Little Chimp feels when he wakes up and discovers that he is alone. Discuss the relationship between Little Chimp and Mother Chimp, and how young animals are reliant on their parents.
- **Pages 12–13** Predict what Mother Chimp will do when she realises that Little Chimp has woken up.
- **Pages 14–16** Look closely at Little Chimp. Compare how he was feeling when he was alone with how he feels now that his mother has returned.

### Comprehension

- Where did Little Chimp sleep? (*Literal*)
- Why did Little Chimp call out to his mother? (*Inferential*)
- Why did Mother Chimp look up? (*Inferential*)

### Follow-up Activities

- Discuss the word *nest*. List animals which make nests for themselves and their young. Talk about the various nests and what they are made from. Add illustrations.
- Compare the basic needs of humans and chimpanzees. Emphasise how young animals and/or students feel when they are alone.
- Make a mural or a book of places where animals and people rest and sleep.

## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

• \_\_\_\_\_

## 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.

• \_\_\_\_\_

## Guided Reading Notes

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