

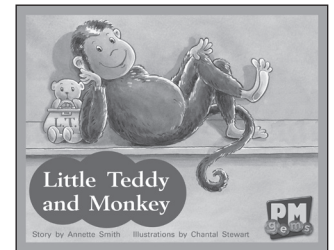
Little Teddy and Monkey

PM Level 3

Red

Text Type Narrative

Running Words 50



Preparing for Guided Reading

Prior Knowledge

- Revisit *A Home for Little Teddy* (PM Level 5). Reintroduce students to the characters: Little Teddy, Monkey and Rabbit.

Orientation to the Text

- In this story, Monkey bumps Little Teddy off the toys' shelf. Rabbit is unable to help Little Teddy back up to the shelf, but Monkey decides to reach down and lift him back up.

Building the Balanced Reader

Concepts About Print

- Recognise the following initial letters within the context of the story: *Tt* – *Teddy, too*; *Ll* – *Little, look*.
- Differentiate between the *oo* sounds in *Look* and *too*.
- Talk about the use of bold text for emphasis (p. 10).

Vocabulary

Key High-frequency Words

at, come, here, is, little, look, me, No, on, said, to, too, up

Content Words

Monkey, happy, Rabbit, Teddy

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 purpose of a full stop and a comma.

Focusing on the Book – Guided Reading

- **Cover** Identify the animals on the cover. Ask, *Who do you think is cheekier: Little Teddy or Monkey?*
- **pp. 2–5** Talk about Monkey and Rabbit, and what they are both doing on the shelf. Ask, *Why do you think Monkey and Rabbit are so happy?*
- **pp. 6–7** Ask, *Do you think Little Teddy is as happy as Monkey and Rabbit?*

- **pp. 8–9** Talk about Monkey's new position. Ask, *Do you think Monkey is being considerate towards the other toys?*
- **pp. 10–11** Rabbit wants Monkey to stop pushing Little Teddy off the shelf. Ask, *How do you think Little Teddy feels as he falls?*
- **pp. 12–13** Rabbit is unable to reach Little Teddy. Ask, *How do you think Little Teddy feels now?*
- **pp. 14–15** Monkey is now being kind to Little Teddy. Ask, *Why is Monkey more able to help Little Teddy than Rabbit was?*
- **p. 16** Ask, *How do you think Little Teddy feels now that he is back on the shelf?*

Comprehension

- Why do you think Rabbit wanted to help Little Teddy? (*Inferential*)
- Why do you think Monkey helped Little Teddy at the end of the story? (*Inferential*)

Follow-up Activities

- Ask students to bring in a soft toy from home. Students introduce the toy to the class and share their thoughts about the toy's personality.
- Have students draw or paint a picture of their favourite character from the story. Have them choose and write one word that describes the character's personality.
- Discuss why Rabbit was cross with Monkey on p. 10. Make a list of words that describe Monkey's behaviour.

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 change 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