

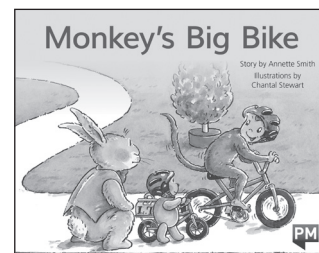
# Monkey's Big Bike

PM Level 3

Red

**Text Type** Narrative

**Running Words** 67



## Preparing for Guided Reading

### Prior Knowledge

- The favourite characters Monkey, Rabbit and Little Teddy have distinct behaviours. Monkey is adventurous, Little Teddy would like to be big and Rabbit is quiet, safe and often worries about Little Teddy. As usual, Rabbit tries to keep Little Teddy safe.
- Early high-frequency vocabulary brings success to the young reader within the first two pages.

### Orientation to the Text

- This is another book featuring the favourite characters Monkey, Rabbit and Little Teddy.
- Little Teddy wants to ride Monkey's big bike, but it is too big for him. Little Teddy falls off the big bike, but Rabbit and Monkey help him.

### Key Language Structures

- This book features simple sentences. Line breaks based on chunks of meaning are used. For example,

*"My bike is little,"*

said Little Teddy.

- Dialogue is featured, with varied placement of the words to indicate who is speaking. For example,

*"My bike is little,"*

said Little Teddy. (page 6)

*"Little Teddy," said Rabbit,*

*"Monkey's bike is too big." (page 10)*

## Building the Balanced Reader

### Concepts About Print

- Ensure students are familiar with speech marks.
- Encourage students to track the line breaks with their finger to ensure that meaning is maintained.

### Vocabulary

**Key High-frequency Words**

*at, big, comes, Here, little, my, no, Oh, on, said, the, too*

**Content Words**

*bike, happy*

### Decoding

- Locate the high-frequency words that are used repetitively in the text.

- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Model fluent reading of dialogue. Discuss how to read page 10 aloud, where the speaker is identified in the middle of the spoken sentence.

*"Little Teddy," said Rabbit,*

*"Monkey's bike is too big." (page 10)*

### Focusing on the Book – Guided Reading

- Discuss the cover and title. Ensure that students are familiar with the characters. Remind them that Monkey is adventurous, Little Teddy would like to be big and Rabbit is quiet, safe and often worries about Little Teddy. Ask students to predict what the story might be about.
- Talk about the words *big* and *little*. Ask, *Is Little Teddy happy that his bike is little?*
- Read the text together to page 6. Encourage students to predict what might happen next. Point out Little Teddy's expression to help students with the prediction.
- Look at the illustration on page 10. Point out Rabbit's expression. Ask, *What might Rabbit be thinking?*
- Encourage students to say the words *"Oh, no!"* from page 12. Ask students how they think Rabbit might have said the words. Study the visual pattern of the words *oh* and *no*. Read and discuss these words within the context of the story.
- Read the rest of the story together and monitor students' predictions.

### Comprehension

- Who had a little bike? (*Literal*)
- Who had a big bike? (*Literal*)
- Why was Rabbit worried when Little Teddy got on Monkey's bike? (*Inferential*)
- Why was Rabbit happy at the end of the story? (*Inferential*)

### Follow-up Activities

- Have students role-play the story.
- Write a group story about a time when wanting to be bigger or older led to a dangerous situation. Encourage the students to take the story home and share it with their family.
- Ask students to draw a picture of their bike and label the parts.

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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 exclamation 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 an exclamation mark.

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## Guided Reading Notes

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