

Little Chimp Runs Away

PM Level 6

Yellow

Text Type Narrative

Running Words 102



Preparing for Guided Reading

Orientation to the Text

- Have students re-read the three earlier stories about Little Chimp (PM levels 3 and 4). Write each book's title (*Little Chimp*, *Here Comes Little Chimp*, and *Little Chimp and Big Chimp*) on a chart and write a brief summary about each story.

Prior Knowledge

- Little Chimp is becoming more adventurous. He makes the big mistake of running away from Mother Chimp, despite her anxious calls.

Building the Balanced Reader

Concepts About Print

- Talk about questions and answers.
- Question mark – revise the punctuation symbol, name and meaning.
- Use *ch* (**PM Library Alphabet Blends**) to revise the digraph: *ch* – *chimp*.
- Revise new high-frequency words within the context of the story.

Vocabulary

Key High-frequency Words

away, back, running

Content Words

river, running, trees, snake

Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Talk about the illustration and read the title together.
- **Pages 2–3** Point out the river and the dense trees. Notice that Little Chimp is ahead of Mother Chimp.

- **Pages 4–7** Encourage students to read these pages with intonation that reflects the urgency of the situation.
- **Pages 8–11** Talk about the fright that the large snake has given Little Chimp. Ask, *What will Little Chimp do if Mother Chimp can't find him in time?*
- **Pages 12–16** Little Chimp is safe at last with his mother. This is a situation that young children will understand and relate to. Take time to allow students to express their feelings.

Comprehension

- Where were Little Chimp and Mother Chimp going? (*Literal*)
- How did Little Chimp feel when he saw the snake? (*Inferential*)
- How did Mother Chimp get Little Chimp safely to the river in the end? (*Inferential*)

Follow-up Activities

- Make folding booklets. Record the three main parts of the story for students to read and illustrate.
- In pairs, have students make models of a scene from the story. Use shoebox lids, soil and cuttings from trees with small green leaves. Mother Chimp and Baby Chimp could be drawn on light coloured card and painted. Invite students to choose some part of the story to copy and place with their model.

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Learning Intentions

- We are learning to use different strategies to help us read unknown words.
- We are learning to remember information to help us understand what we are reading.

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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 sequence the beginning, middle and end events to retell the story.

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Guided Reading Notes

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