

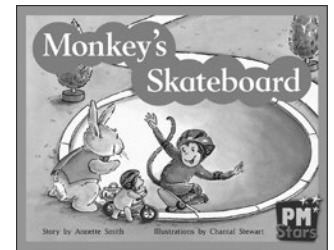
Monkey's Skateboard

PM Level 6

Yellow

Text Type Narrative

Running Words 121



Preparing for Guided Reading

Orientation to the Text

- Re-read *The Big Ball* (PM level 3) or another book about Little Teddy and his friends.
- Discuss Monkey's enthusiasm towards his two friends. Note how he often forgets that Little Teddy is smaller than himself and Rabbit.
- Read the title and study the illustrations. Write interest words that arise during oral discussion on a whiteboard, e.g. *skateboard, bike, path*.

Prior Knowledge

- This is another story in the Monkey, Rabbit and Little Teddy series.

Key Language Structures

- The book reinforces the phrase 'up and down'.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

his, ride, stay, will, your

Content Words

bike, Little Teddy, Monkey, Rabbit, skateboard

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Encourage students to apply their phonemic awareness to predict and decode, e.g. *his, is*.

Fluency and Phrasing

- Encourage students to attend to meaning using prior knowledge, the sequence of events and their knowledge of letter-sound relationships.
- Explicitly model how to confirm word predictions by cross-checking with illustrations, meaning and structure. Ask, *Why did you stop? What could you do that might help? Have you tried . . . ?*
- Locate dialogue between the main characters and encourage students to read these sections with appropriate phrasing and expression.

Focusing on the Book – Guided Reading

- Use details evident in the illustrations to predict or infer meaning. Note the way Little Teddy sits astride his bike on page 9. Discuss why he is not going to let Monkey persuade him to ride on the

big skateboard. Talk about how this builds tension in the story. Invite students to offer solutions to Little Teddy's problem. Provide opportunities for them to revise or confirm their predictions as the story unfolds.

- Discuss reasons for Little Teddy's excitement on pages 12–16. Encourage students to offer opinions on whether he wins the race fairly or Monkey influences the outcome.
- Provide an opportunity for students to retell the story in their own words. Model how to sequence the main events.
- Re-read these sentences: *Monkey went up and down, and up and down, on his skateboard. You can ride my skateboard. Your skateboard is too big for me!* Locate the words *his, my* and *your*. Invite students to demonstrate their understanding of these words by using them in oral sentences.
- Identify the past-tense saying verbs in the book, i.e. *said, shouted*. Discuss other words that mean the same as *shouted*, e.g. *yelled, roared*.
- Identify the two small words in the compound word *skateboard*.

Comprehension

- Who watched Monkey when he went up and down on his skateboard? (*Literal*)
- Why did Little Teddy say "No!"? (*Literal*)
- What did Monkey do so that Little Teddy could have fun, too? (*Literal*)
- Why was Rabbit able to ride Monkey's skateboard? (*Inferential*)
- How did Little Teddy feel when Monkey suggested that they have a race? Why? (*Inferential*)
- How did Rabbit help when Monkey and Little Teddy had a race? (*Inferential*)

Follow-up Activities

- Write the sentence, *I can ride my skateboard on the path* on a whiteboard. Invite students to talk about skills they are acquiring in outdoor pursuits and where they practise them, e.g. bike riding along a bicycle track. Provide opportunities during shared, guided or independent writing for students to write sentences about these experiences.
- Generate discussion on safety equipment that children should use for some outdoor activities, such as helmets, elbow pads, knee pads and special shoes.

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Learning Intentions

- We are learning to use different strategies to help us to 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