

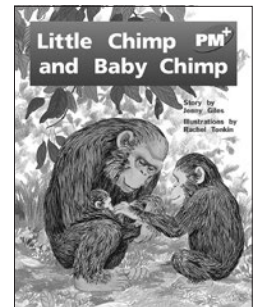
Little Chimp and Baby Chimp

PM Level 10

Blue

Text Type Narrative

Running Words 184



Preparing for Guided Reading

Orientation to the Text

- Read pages 12–15 of *Monkeys and Apes* (PM level 18/19). Talk about the characteristics of chimpanzees.

Prior Knowledge

- In this story, Little Chimp is puzzled when Mother Chimp goes missing. Imagine his surprise when she returns with a newborn chimp! He now knows that it is time for him to sleep in his own bed up in the trees.

Key Language Structures

- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

can't, friend, friends, gone, has, now

Content Words

bed, find, food, forest, myself, patted

Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Talk about the illustration. Discuss previous stories about the 'Chimps'.
- Ensure that students understand that Big Chimp is supervising the family in Mother Chimp's absence.
- Talk about Little Chimp's ability to play with the other chimps and to find food for himself.
- Study the illustration on pp. 6–7. Note that Mother Chimp is clutching something.
- Talk about how the newborn is welcomed into the family. Relate this to students' own experiences.

- Discuss Little Chimp's awareness that he must now do more for himself. He has learned many new skills through watching other family members.
- Revise past tense verbs, e.g. *pat, patted; sit, sat; make, made*.
- Revisit blends and digraphs: *sticks, Chimps, sleep*.
- Discuss pronouns and the nouns they replace, e.g. *myself, yourself*.
- Revisit opposites in the text, e.g. *up, down; can, can't; big, little*.

Comprehension

- Where did Mother Chimp go in the beginning? (*Literal*)
- Why had Mother Chimp gone into the forest? (*Inferential*)
- Why did Little Chimp make his own bed? (*Inferential*)

Follow-up Activities

- On a large sheet of cardboard, have students draw the forest and the chimps in the trees. Collage may be added to give it a greater effect. Fold the sheet down the middle. Ask students to colour a slightly smaller sheet of card like a forest and cut a large peephole in it. Attach this across the front of the larger sheet, forming a triangle. Stand the triangle up and students can look through the peephole to the scene inside.
- Discuss activities that the chimps played when swinging in the trees. Have students write about these games on paper. Paste these onto the front of the forest scene (as above).

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Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.
- _____

Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.
- _____

Guided Reading Notes

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