

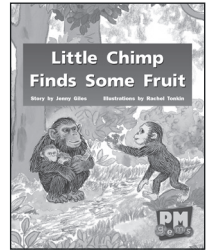
Little Chimp Finds Some Fruit

PM Level 11

Blue

Text Type Narrative

Running Words 192



Preparing for Guided Reading

Prior Knowledge

- Invite students to share any prior knowledge of chimpanzee behaviour and diet.
- Discuss the fact that chimpanzees usually live and travel in groups.

Orientation to the Text

- In this story, Little Chimp and the other chimps go into the forest to look for fruit. The chimps walk a long way before Little Chimp sees some fruit in the trees. He climbs up to retrieve some for Mother Chimp.

Key Language Structures

- Irregular past tenses: *went, said, came, sat, got, ran*.
- Adjectives add meaning to the nouns in the text, e.g. *good place, good little chimp*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

climb, do, long, over, place, take, then, top

Content Words

chimps, forest, fruit, trees, Baby, good, little

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by rereading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation mark, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Read the title together and discuss the cover illustration.
- Ensure that students use the illustrations to predict meaning.
- Discuss why the chimps went into the forest.

- Have students identify Little Chimp on pp. 2–3, and ask how they know this is him.
- Ask students why it is particularly important that the chimps find some fruit soon. Why are they walking so far?
- There is fruit in many of the trees near the river. Ask students why they think the big chimps don't notice the fruit until Little Chimp does.
- Have students infer why Mother Chimp has not climbed the tree too.
- What is the kind thing that Little Chimp does for Mother Chimp? Ask, *Do you think Little Chimp deserves to be called 'a good little chimp' at the end of the story?*
- Find and discuss the meaning of these prepositions within the story: *into, up, at, to, with, of, on, for, down, over*.

Comprehension

- Why do you think Little Chimp decided to take some fruit down to Mother Chimp? (*Inferential*)
- Why do you think Little Chimp carried the fruit in his mouth? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing correct prepositions to complete sentences; writing words in correct order to complete sentences; choosing correct verbs to complete sentences; choosing correct pronouns to complete sentences.
- Have students imagine they are Little Chimp, and that Mother Chimp needs help to find food while she is looking after Baby Chimp. Ask students to write a few sentences about what they would do to find food for Mother Chimp.
- Discuss with students why it's good that the chimpanzees in the story travel in a big group. Ask them to list some of the benefits of this arrangement, such as safety from other creatures, and the ability to help each other find food.

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.

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Guided Reading Notes

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