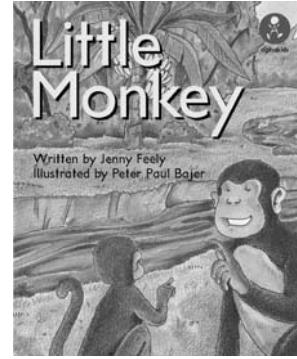# Little Monkey

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Getting ready for reading

Ask children if they have ever seen a play. Ask: *What happens in a play? How do the actors know when to say their part?*

Talking through the book

You might say: *This is a play about a little monkey who gets stuck in the mud.* Turn to page 2 and discuss the cast of characters. Ask: *Why is it here? What does it tell the reader?* Look at pages 3 and 4 and ask: *How do we know who is speaking?*

Turn through the book, focusing on the story. You could say: *What is Mother Monkey telling Little Monkey? Did Little Monkey listen? How will she get out of the mud? Can Mother Monkey reach little monkey? How will they get her out?* and so on.

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.
Why did Mother Monkey tell Little Monkey not to try to jump across the river?
What was the biggest problem about being stuck in the mud?
Who saved Little Monkey?
If you ignore other people's advice will you always get into trouble?

Being a code breaker

Vocabulary
- High-frequency words: *I, am, a, there, was, little, with, her, mother, very, can, see, the, you, will, in, to, some, as, by, get, before, come, and, me, came, on, out, could, not, up, but, this, all, go, look, your, for, just*
- Word families: *stuck - buck, duck, luck, muck, cluck, tuck, truck, pluck, suck*
  fall – ball, call, hall, tall, wall, stall
  jump – bump, clump, dump, hump, lump, pump, rump, stump
  eat – beat, heat, meat, neat, seat, wheat

TEXT FEATURES

- **This book is a play script for seven characters. It tells the story of a little monkey who gets stuck in the mud and must be rescued before the crocodile comes and eats her.**

- **Models the form of a play script.**

- **Icons and labels are used to indicate the speaker.**

- **Up to twelve lines of text to a page.**

- **Text is repetitive in places.**

- **Line breaks support phrasing.**

Sounds and letters
- Hearing words: Children listen for words that have two syllables – *monkey, mother, panther, before, along*
- Hearing sounds: Children listen for words with a long /e/ sound – *monkey, eat, reached, quickly, hurry, beside*

Writing conventions
- Punctuation: colons, capital letters, full stops, exclamation marks, question marks
- Writing conventions: use of character name followed by colon to indicate who is speaking

Being a text user

Discuss:
How do you use this book?
How can you tell that it is a play script?
Which part of the book tells you who is in the play?
How do you know whose turn it is to speak?

Being a text critic

Discuss:
Could this story really happen?
Is this book trying to teach people not to take risks? Is this right?
Would a snake really help a monkey out of the river?

Literacy learning centres

∿ *Interactive literacy centre*

Note that this literacy centre will most likely take up more than one activity time.

Children work in cooperative groups to make shadow puppets to represent the characters in *Little Monkey*. They then practise and perform the play. (Refer to *Shadow Puppets* (level 7) for guidance on how to make shadow puppets.)

✍ *Writing centre*

Children write the story as a narrative instead of a play and then compare the narrative form to the play format. *How are they the same? How are they different?* Children could make a list similarities and differences. (Blackline Master 3 provides the features of a narrative.)

ABC *Alphabet centre*

Children select twenty words from the play and put them in alphabetical order by first letter.

Keeping track

Ranking scales can be used to evaluate children's responses in guided reading sessions.

A retelling shows:

setting	yes	no
characters	yes	no
plot	yes	no