

Monkey Finds a Phone

GOALS

Comprehension

Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning.

Vocabulary

Focus High-frequency Words: all, ate, had, made, saw, went, with, yellow

Focus Content Words: bananas, castle, children, gold, idea, king, message, monkey, phone, slide

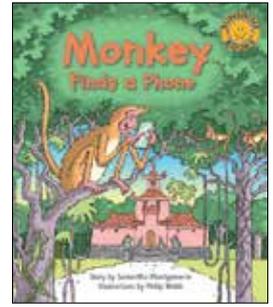
Phonics

Letters and Sounds: Recognise and produce words that begin with the same sound: wr /r/

Words to Blend and Segment: wrap, wreck, write, wrong, wrote

Fluency

Choral reading with students pointing to the words as they are read.



Monkey gets up to mischief when he finds the king's phone.

Before Reading

- Together look at the cover picture. Discuss what students see. Ask: What is Monkey doing in the picture? What is he holding? How would you describe the monkey? (happy? friendly?) What do you see in the background? (A castle) Who do you think lives there?
- Read the title together. h
- Have students notice how /ph/ makes the /f/ sound. Read the names of the author and illustrator. Ask: Have they read any other stories by Samantha Montgomerie? Did you like reading them? Is this a fiction or non-fiction book? How do you know?
- Help students use the title and cover illustration to make predictions about the story. Ask: What is the same or different in the title page picture compared to the cover? What is Monkey doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Monkey, the king or the children on each page. Bring words like *bananas, castle, children, gold, idea, king, message, monkey, phone, slide* into the conversation. On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, look at the picture and ask: What is Monkey doing? Find the word *phone* to confirm. Have students find the words *king* and *grabbed*. Do these make sense?
- On pages 4–5, ask: What is Monkey's idea? Look for the word *message* in the text to confirm that he is writing a message. Read the first two sentences to check that the word *message* makes sense. What does the message on the phone say? Read it together. How is Monkey feeling and why? On the last line what is the word in bold? How do you read it? (with emphasis) Read the last sentence together. Ask: Do you think Monkey should be sending texts on the king's phone?
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions for the ending, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentence?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- What type of genre is this story? Why might the author write this story? Why could it be a problem if monkeys take things in the real world? What sort of things might monkeys like the look of? (shiny things)
- Students re-tell the text using the pictures on each page as a guide. What did Monkey and/or the king do on each page? Why do you think Monkey grabbed the phone to start with? Did he know what he was doing? How did everyone feel at the end? Did you like the ending? Why?
- Discuss the back cover. Students order the pictures.
- Reread the story together. Discuss how the repetitive parts help with reading the story. How do you use your voice for these parts? Feel the rhythm as you read repetitive parts.
- Discuss the simile (a comparison using like or as) on page 7. *They swung like monkeys all day.* (comparing the children to monkeys) Find more similes in the text. (pages 11, 15)
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book. e.g. *he* on page 2 used instead of "Monkey". Have students find other pronouns in the book and explain their meaning. Discuss how the pronoun *they* changes in meaning on different pages. They refers to the monkey bars on page 6 and children on page 7.
- Reread page 4, focusing on the punctuation. Discuss the purpose of the apostrophe, bold print and italics.

Phonics

- Write the words *wrap, wreck, write, wrong, wrote* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /wr/- *ap, wrap*. Students notice the silent w. Brainstorm more words starting with /wr/ to add to the list.
- Talk about ph for phone. Ph is another way of writing the /f/ sound. Brainstorm other words with ph to write on the board and blend, e.g. telephone, photo, pharmacy.

Word Study

- Read the words *all, ate, had, made, saw, went, with, yellow* together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book. e.g. *all* is used in *all the way to the top* meaning the pile of bananas went as high as the castle (page 10).
- Look at the word *castle*. Notice it has a silent t. Students think of other words like this. (thistle, listen, Christmas, whistle, fasten)
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Choral reading with students pointing to the words as they are read.

Writing

- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.