

I Dance with a Monkey

GOALS

Comprehension

Retell the story using the pictures on each page as a guide.

Vocabulary

High-frequency Words: I, with, a big

Content Words: dance, monkey, skip, frog, hop, kangaroo, run, dog, swim, hippo, climb, cat, chat, wombat

Phonemic Awareness

Recognise and produce words that begin with the same sound: /h/

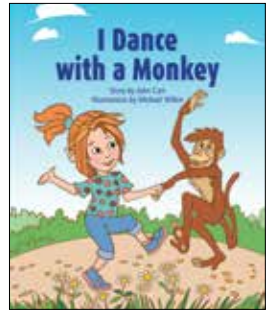
Phonics

Letters and Sounds: h

Words to Blend and Segment: hat, ham, hop, had, hid

Fluency

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



A girl finds many interesting activities to do with animals.

Before Reading

- Read the title. Ask students who they would dance with? Together look at the cover of *I Dance with a Monkey*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: What animal is the girl dancing with?
- Look at the title page illustration.
Ask: Where is the girl now? What is she doing? Is this a clue to what might happen in the rest of the story?
- Talk/walk through the pictures. What action is the girl doing with each animal in the book? Predict the ending.
- Could this be a true story? (It is a fiction story, so not true.) The girl is using her imagination through the author.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what the girl is doing in the picture. Find the word that starts with /m/ for *monkey*. Read the words together *I dance with a monkey*. Follow this pattern for each page, discussing the picture and reading the words together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Retell the story in order using the pictures on each page as a guide. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that begin with the same sound /h/. Students listen for a word starting with /h/ as you read the text on page 4. Students say *hop*, emphasising the /h/. They do the same for page 10, emphasising /h/ippo.
- Have students brainstorm more words that begin with /h/. e.g. *ham, hot, had, hid, hit, hand, hat*.

Phonics

- Discuss the name and sound of the letter h. Write cvc words *hat, ham, hop, had* and *hid* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *ham* /h/ /a/ /m/. Say them separately, then blend together slowly.
- Illustrate using the alphabet letters *h, a, m*, touching them as the sounds are made for the word *ham*.

Word Study

- Talk about the words *I, with, a, and big*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate the high-frequency words on some of the pages. What letter do you expect to see first?
- On a piece of paper students draw a picture of themselves doing an activity from the story. They write the words *I _____ with a _____*. They find the missing words in the story and read their sentence to a partner.

Fluency

- Choral reading with students pointing to the words as they are read. Make sure they are following left to right and matching words read to those they are pointing to.
- Students take turns to read the story to a partner. They notice how the rhyming words help them read fluently and make it fun, e.g. *frog/dog, eat/wombat*.

Writing

- Have students write a new story using the same pattern *I _____ with a _____*. e.g. *I talk/jump/laugh with a horse/ant/sheep*.
- They write the story and illustrate it.

Home/School Link

Take the book home and any related activity done in class to share with family.