

# The Monkeys Go Bananas!



**Word Count:** 178    **Text Type:** Narrative

**High-Frequency Word Focus:** jump, left, room, took, us

**Content Words:** baby, bananas, boat, paddle, river, twins

**Language Features:** (punctuation, vocabulary, sound and letter knowledge) command words; exclamation marks; final blend *mp*; vowel digraph *oa*

## LITERACY

**Interacting with others:** engage in conversations and discussions; use interaction skills

**Interpreting, analysing, evaluating:** describe some differences between imaginative and informative texts; read texts using a variety of developing strategies; use comprehension strategies to build meaning

**Creating texts:** create short text that shows emerging use of structure, grammar, punctuation and word choice; write using unjoined lower case and upper case letters

## LITERATURE

**Responding and examining:** discuss characters and events in texts and share personal responses; explore features of characters in text

**Creating literature:** recreate text using drawing and writing

## LANGUAGE

**Language for interaction:** understand that language is used in combination with other means of communication; explore ways of expressing emotion – facial expressions

**Text structure and organisation:** understand concepts about print and screen – digital text; recognise and understand the purpose of punctuation

**Expressing and developing ideas:** understand the use of vocabulary in context; explore the use of verbs – commands

**Sound and letter knowledge:** manipulate sounds in words; recognise sound/letter matches

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

### GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Ask students to discuss a time they had a goal but their initial efforts failed, and they had to find another way to achieve it, for example, saving up for a toy.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the title to students. Discuss the illustration on the cover. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, and use them to help predict what the story might be about.

**Outlining focuses:** Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about the monkeys, they will talk about exclamation marks, command words, and words that end in *mp* or contain *oa*.

### DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

#### ■ Literacy

**Modelling:** Return students' attention to the start of the book, then read the text, highlighting any unusual or unfamiliar words. Use appropriate expression, pause after each page to point to the illustration, and count the remaining bananas.



**Guiding:** Using a positive and encouraging tone, invite students to read from their books. Remind them to keep in mind what was modelled. Use the abilities and needs of the group as a guide to when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues, knowledge of letter/sound patterns, and rereading. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (the main aim of guided reading).

**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask what the monkeys are trying to do. Look at the illustrations on pages 8 to 11, and ask why the monkeys have not yet crossed the river. Look at pages 12 to 15, and ask how Baby crossed the river. Ask why the monkeys look sad on page 16. Remind students of the difference between imaginary and informative texts. Ask which they think this book is and why.

## ■ Literature

**Responding and examining:** Ask students if they think the monkeys could have solved the problem differently. Have them suggest words to describe Baby and what Baby did.

## ■ Language

**Language for interaction:** Discuss the monkeys’ different facial expressions. Ask students to show expressions of worry, excitement, and sadness.

**Text structure and organisation/expressing and developing ideas:** If you are using the digital book, invite students to take turns to operate it for the following activities. Explain that command words give directions or orders, and are often found at the beginning of a sentence, followed by an exclamation mark. Tell them an exclamation mark is a sign to express emotion when reading. Have students look at the text on page 2 and point to the command words. Model, then have students read the commands with expression. Repeat this exercise with page 14.

**Sound and letter knowledge:** Have students sound out the word *jump* on page 2. Point out how the *m* and *p* have distinct sounds, but are pronounced together to form a blend. List other words containing this final blend. Have students find the word *boat* on page 6 and sound it out. Write it on the board, underlining the *oa*. Explain that these two vowels together make the long *o* sound. List other words with this digraph, and have students say them out loud.

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *The Monkeys Go Bananas!* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book through, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Have students write and illustrate how the raft on page 12 might have been built.
- Casting one student as narrator, and others as the monkeys, have students retell the story via performance.

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.



Name \_\_\_\_\_

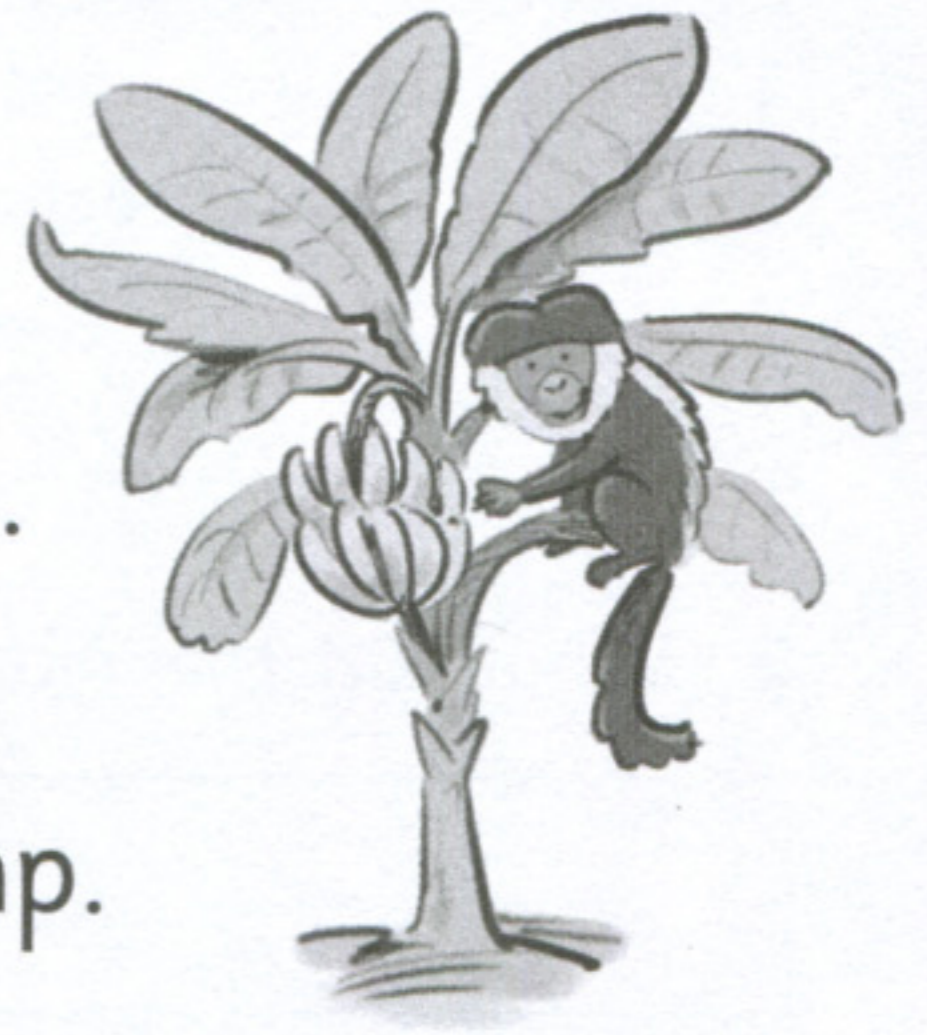
**9a – The Monkeys Go Bananas!**1. Circle **(mp)** in these sentences.

I can jump down the stairs.

Charlie rode his bike up the ramp.

Anna turned on the lamp.

The rain made my shoes feel damp.

2. Write the *mp*.

lu\_\_\_\_\_ bu\_\_\_\_\_ li\_\_\_\_\_

3. Write the *oa*.

c\_\_t      fl\_\_t      t\_\_st      r\_\_st

Draw a goat on a boat.



Name \_\_\_\_\_

## 9a – The Monkeys Go Bananas!

1. How many monkeys wanted to cross the river?  
Circle the correct number.

1      2      3      4      5      6

2. What did the monkey family do? Tick Yes or No.

	Yes	No
Did they swim across the river?		
Did they build a boat of leaves?		
Did they build a boat of wood?		
Did Baby swing across?		
Did they all get to eat bananas?		

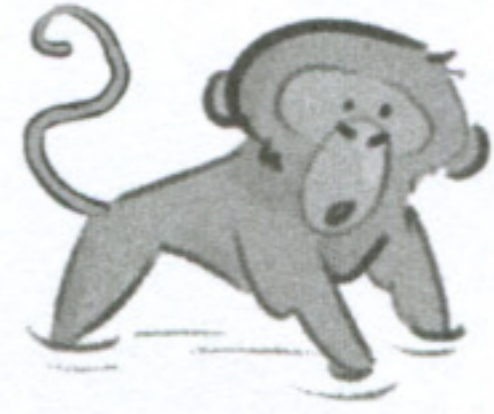




Name \_\_\_\_\_

## 9a – The Monkeys Go Bananas!

Write what Mum and Dad might have said to Baby when he cried, "I just could not wait!"  
Draw a picture to illustrate.



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