



# Monkey's Tricky Book

Level: BB1.6 Concepts about Print

Lesson One	Prior Knowledge
Lesson Two	Comprehension Strategies – applying knowledge
Lesson Three	Exploring the Setting
Lesson Four	Exploring the Characters
Lesson Five	Concepts about print
Lesson Six	Innovations
Lesson Seven	Revise, Consolidate, Extend

BB1.6

## Lesson One – Prior Knowledge

### Before Reading

- Extend prior knowledge and vocabulary around the book cover and title page.
- Read the title to the students. Discuss the title and the cover photo. Tell the students that this is Monkey, Elephant, and Zebra. Monkey is holding up his tricky book. Discuss with them what tricky means and what might be in a tricky book.
- Tell the students that they will learn about what Monkey thinks is tricky as you read the book to them.

- Turn to the title page. Tell the students that before you read them the book they are going to find out some things about the real animals. Click on the monkey picture. Ask the students what they already know about monkeys. They should recall some knowledge from Miss Monkey's Clever Class. Add to, or correct their knowledge as necessary.
- Tell the students – *Monkeys live in groups. Living in groups helps monkeys protect themselves from other animals that might want to hurt them. There may be a few or many monkeys in the group. Colobus monkeys can live in big groups of up to 80 monkeys. Monkeys talk to each other using sounds, hand and arm movements, and facial expressions.*
- Click on the zebra picture. Follow the same procedure. Then tell the students – *Zebras have black and white stripes on their body. The stripes on one zebra are different to the stripes on any other zebra. Zebras live in large groups called herds. There are smaller family groups within each herd.*
- Click on the elephant picture. Follow the same procedure. Then tell the students – *Elephants are the biggest land animals. They grow twice the height of a man, and weigh about the same as three cars. There are two types of elephant, the African elephant, and the Indian elephant. Elephants have big ears and a long trunk. Some have long tusks. Elephants live in family groups called herds.*

### **During Reading**

- Use the audio or turn down the volume and read the complete book to the students with the appropriate intonation and pacing.

### **After Reading**

- Discuss what the student's liked and didn't like about the story, then ask them to think about the part they liked the best.
- Have the students give a personal response to the story and draw the part they liked the best part.
- Write the student's dictated caption using the following sentence frame. "*I like the part when...,*" said...
- Have the students write or copy their own name.
- Invite volunteers to share their pictures with the class, talk about the part they liked the best, and read the caption.

## Lesson Two

### Comprehension Strategies – Applying knowledge

#### Before Reading

- Invite the student's to read the title with you.
- Have them recall the facts they learned about the animals in the previous lesson.
- Discuss the things in the book that Monkey said were tricky.
- Tell the students that as you read the story this time you are going to ask them to try and remember these things so that when they read their books, they won't get tricked.

#### During Reading

- Turn the audio down and read the story.
- Invite the students to participate in the reading by asking them questions as you read. Introduce the appropriate language for your ELL students who may not have the English words they need. Have them repeat the words you supply to consolidate meaning and pronunciation.

Page 4/5 - *What is the first tricky thing that Monkey asks Elephant and Zebra?*

Page 10/11 - *What is tricky on this page. Can you read books upside down?*

Page 14/15 - *Can you read a book if you start at the bottom of the page?*

Page 16/17 - *When you are reading, can you read the words in any order?*

#### After Reading

- Ask the students some literal comprehension questions about the story, for example –  
*What did Elephant keep saying?*  
*When you read a book, where do you start from?*  
*What in Monkey's book tricked Zebra?*  
*What things did Elephant know?*  
*What was on the last page of Monkey's tricky book?*  
*Who were the characters in Monkey's book?*
- Ask some inferential questions, for example –  
*Why do you think Monkey had made a tricky book?*  
*What else could Monkey have put in his book to make it tricky?*  
*Why do you think monkey chose a crocodile to trick a rhino?*  
*What do you think Elephant thought was tricky about Monkey's book?*
- Discuss with the students how good they think they think they will be at reading now they have learnt some things from this book

## Lesson Three - Exploring the Setting

### Before Reading

- Tell the students that today they are going to learn some more about where the story took place. They are going to learn about the setting. They are going to learn the names of some of the things in the photos.
- Turn to page 2/3. Click on the background and a popup box with the background photo only will appear (to remove the photo click on the X on the top right hand corner of the photo). The aim of this part of the lesson is that ELL students and students who speak English, but have very limited experiences, will have English language words that they can use in the following discussion.
- Invite the students to look closely at the photo and tell you all the things that they can see. Invite volunteers to come and point to the item they are naming.
- Elaborate on the students' answers, for example – *The road is made of mud or dirt. When it is wet, the mud will get boggy. It will be hard for cars and trucks to drive on it.*
- Elaborate on things that the students do not mention, for example - *This book is taking place in Africa because that is where elephants, zebras, and monkeys live.*
- Repeat this sequence with the other pages where the background differs, that is pages 4/5, 20/21 & 24.

### During Reading

- Turn the audio down and read the story reinforcing the setting. As you read, stop and discuss the setting further, for example –  
Page 2/3 - Say – *Look at the sky. What do you notice? What does that tell you about the weather?*  
Page 4/5 - Say – *Look at the sky again. What do you see now?*  
Page 6/7 - Say – *Look at the background behind the book. What is this? How did the ground get like this? What does it tell you about some of the weather in Africa?*  
Page 24 - Say – *How is the road the same as/different from the road that the animals were walking on at the beginning of the story?*

### After Reading

- Have the students discuss the setting – What can they now say about the African landscape. How is it the same as/different from where they live?
- How can they find out which other animals live on the African grasslands?

## Lesson Four – Exploring Characters

### Before Reading

- Tell the students that today they are going to learn more about the characters in the book.
- Turn to page 2/3. Click on Monkey and a popup box will appear with Monkey only in it.
- Invite the students to recall the facts they know about monkeys.
- Invite volunteers to describe what Monkey looks like.
- Have them say what is the same as/different from a real monkey and Monkey. How is this monkey different from Miss Monkey in Miss Monkey's Clever Class.?
- Guide their responses if necessary by asking questions such as – *Do monkeys have hands and feet that both look like hands? How could you find out?*
- Repeat the procedure with Elephant and Zebra.

### During Reading

- Turn the audio down and read the story to the students.
- Invite them to join in as much of the reading as they can.
- Use the oral cloze procedure of hesitating before certain words to encourage the students to participate, for example – *"I'll remember that," said Elephant.....*

### After Reading

- Discuss the characters with the students.  
*Which character do they like the most? Why?*  
*What things would Monkey have to be good at to write a book?*  
*What sort of a character is Elephant?*  
*Which is smarter, Zebra or Elephant? Why?*  
*Which character would they most like to be? Why?*
- Have the students chose their best character to draw.
- Caption their drawings with "I like.....," said ..... Have the students copy or write independently as much as they can.
- Invite volunteers to share their drawings, say why they like the character they do, and read their caption.

## Lesson Five – Concepts about Print

### Before Reading

- Tell the students that today they are going to learn some things that are in all books that will help them when they read.
- Hold up a book with the spine facing the students.
- Invite a volunteer to come and point to the front cover.
- Invite another volunteer to come and point to the back cover.
- Explain that all books have a front cover and that is what you open as you start to read.
- Point to the title of the book and explain to the students that these are words.
- Point to the cover picture and explain that this is a picture.
- When you read you have to read the words.
- Explain that as you read the book, you are going to point to the words as you read them. You are also going to ask them some questions like Monkey asked, Elephant and Zebra.

### During Reading

- Turn the audio down and read the story to the students.
- Before reading invite a volunteer to point to where you will start reading.
- Invite another volunteer to show you where to read next and what to do when you get to the end of the line.
- Page 4 - Point to the speech marks and explain what they are and what they are for.
- Page 6 - Point to the question mark and ask the students what it is.
- Page 7 - Point to the exclamation mark and ask the students what it is.
- Page 14 - Before reading ask the students which is the top line.
- Page 16 - Invite a volunteer to find a little letter like the *T* at the beginning of *Tricked*.
- Page 22 - Invite a volunteer to find a little letter like the *E* at the beginning of *Elephant*.

### After Reading

- Ask the students questions such as –  
*Do you think you can point to the front cover of all books now?*  
Do you know where to start reading a book and what to do when you get to the end of the line?  
*Do you think you could find little letters for most of the capital letters?*  
*Do you know what these marks are called? Draw ?, !, "and" on the board.*
- Invite volunteers to draw more punctuation marks on the board and say what they are, for example , (comma) and . (full stop).

## Lesson Six – Innovations

- Tell the students that you are going to make a new tricky book that is really hard to read. They are going to help you fix it so it can be read. Tell the students that the book is called *Cat Tricks Rat*.
- Ask them how many words are in the title. Have them clap the words as they say the title with you if necessary.
- Say *I'm going to write the title of the board.*
- Write *CatTricksRat* on the board.
- Wait for the students to respond and if they don't, say – *I tricked you. Something is wrong. What is it?*
- After discussion, erase *CatTricksRat* and rewrite it with the appropriate spaces.
- Have the students read the title.
- Ask the students where on the book you should write the title, then copy the title onto chart paper that you have previously stapled into book form.
- Invite a volunteer to show you where to start writing the story.
- Write *Here*.
- Invite another volunteer to show you where to write the next word.
- Finish the sentence *Here is Cat*.
- Have the students say where you will start writing the next sentence.
- Write *Here is Rat*.
- Turn the page and turn the book upside down. Ask the students where you will start writing.
- Write *I will race you Rat said Cat*
- Tell the students that this page is tricky because it has no punctuation. Cat is saying something but there are no speech marks.
- Invite volunteers to show you where to put the speech marks. Invite a volunteer to come and put the mark that ends the sentence. Have them say what this mark is called. Insert the commas after *you* and *Rat*, telling the students what you are doing and why.
- Read the page together.
- Write the next page on the board. Write *"I will win," said rat. "I can run fast."*
- Have the students say what is wrong with this page and tell you how to fix it. Then invite a volunteer to show you a capital *R* and a small *r*.
- Write the correct version in the book and read the page together.
- Continue making the book in this fashion involving the students as you write.
- Have the students draw cats and rats and stick them into the completed book.
- Reread the book together.

## Lesson Seven – Revise, Consolidate, Extend

### During Reading

- Turn the audio on and encourage the students to join in as much of the reading as they can. Invite volunteers to take turns pointing to the words.

### After Reading

- Ask the students what happened at the beginning of the story, and what happened next. Ask them how the story ended.
- Tell them that there was a sort of trick at the end. Have they worked out what it was? A clue is what Elephant said.
- Invite volunteers to talk more about the setting. Which animals do they know that could not live on the African plains? Why couldn't they live there?
- Discuss the things they learned about the print from the book. Invite the students to recall the things they learned.
- Have them reread the book about Cat and Rat.
- Have the students read some Quick 60 books and demonstrate what they have learned.
- Have the students work in pairs or small groups to reread the story at the computer with the audio on.