



Miss Monkey's Clever Class

Level: BB1.4 Alliteration

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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 Miss Monkey's class. Discuss what is the same as/ different from their classroom.
- Point out that *Miss* and *Monkey* start with the same sound. So do *clever* and *class*. Explain that they will learn what about words that start with the same sound as you read them the book.

- 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 bear picture. Ask the students what they already know about bears. Add to, or correct their knowledge as necessary.
- Tell the students - *Bears are large animals that eat meat and fish, but also eat plants and insects. Bears take a long sleep during the winter. This is called hibernation.*
- Click on the Miss Monkey picture. Follow the same procedure. Then tell the students - *There are many different types of monkeys. They live in different parts of the world. Some monkeys live in the trees and others live in the grasslands. Monkeys eat fruit, leaves, nuts, berries, eggs, and insects. Some monkeys even eat small animals. Monkeys are very intelligent. Some of them can learn sign language.*
- Click on the camel picture. Follow the same procedure. Then tell the students - *Camels have one or two humps on their back. You will find camels in deserts because they can go a long time without water. People who live in deserts ride on camels. They drink camel milk and eat camel meat.*
- Click on the hippo picture. Follow the same procedure. Then tell the students - *Hippos are very big animals. Even though they have big bodies and short legs, they can run faster than people. Hippos spend most of the day in the water to keep cool. They come out of the water at night to find food.*
- Click on the lion picture. Follow the same procedure. Then tell the students - *Lions are known as the kings of the jungle because of their beauty and strength. Male lions have long hair around their neck. This hair is called a mane. Lions usually live in small family groups called prides. There can be up to 15 lions in each pride.*
- Click on the rhinoceros picture. Follow the same procedure. Then tell the students - *Rhinoceroses live in Asia and Africa. There aren't many rhinoceroses left in the wild now so they are endangered. They eat grass and leaves. The horn on their nose is like the fingernails on your hand.*
- Click on the sheep picture. Follow the same procedure. Then tell the students - *People all over the world have farmed sheep for a very long time. People raise sheep for their meat and for their wool. The wool can be used to make things like clothes and carpet. Sheep meat is called lamb, hogget, or mutton.*

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 – Making connections to world

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 sports events with the students. Talk about the schools sports day, the sports that their families participate in, or watch on TV. Discuss the Olympics.
- Tell the students that as you read the story this time you are going to ask them to think about the Olympics and the Animal Olympics in the story.

During Reading

- Turn the audio down and read the story.
- Invite the students to participate in the reading by asking them questions about sport 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 8/9 - *What does 'enter the event' mean? Do you know the name of the sport that has people on a balance beam? What is the real name for long leaping? What do they call rapid running races?*
- Page 10/11 - *What does 'to train for an event' mean? What sport will Shelley Sheep be training for?*
- Page 24 - *Who gets Olympic medals?*

After Reading

- Ask the students some literal comprehension questions about the story, for example –
Why were the students in Miss Monkey's class?
Which animal was entered in the cross country?
What was Ben Bear's event?
Who had to jump the high hurdles?
What did everyone have to do?
Who won medals?
- Ask some inferential questions, for example –
How do you think the animals felt when they had to train hard?
How do you think Rachel Rhino felt when she kept getting it wrong? Would you feel like that?
Why do you think Miss Monkey called them her clever class?
Which event do you think was the hardest? Why?
- Discuss with the students how good they think they would have been at any of the events.

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 the names of some of the things in the photos.
- Turn to page 4/5. 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 parts of the walls that are brown are made of bricks. The outside walls of the school in the book are made of bricks, too. Many people use bricks to build the walls of their house. What are these brown blocks called?*
- Ask questions about items that the students do not mention, for example - *Who knows what this is called? It's called a cabinet. Some schools display sports trophies in their cabinets. Some people have cabinets in their houses.*
- Repeat this sequence with the other pages where the background differs, that is pages 6-7 & 10-21.

During Reading

- Turn the audio off and read the story reinforcing the setting. As you read, stop and discuss the setting further, for example –
Page 2/3 - Say – *How is Miss Monkey's school the same as ours? How is it different?*
Page 6/7 - Say – *What things are in Miss Monkey's classroom that are in our classroom?*
Page 10/11 - Say – *What other things do you think schools use their gymnasiums for?*
Page 12/13 - Say – *What shape is the track that the hurdlers and runners race on?*

After Reading

- Have the students discuss all the places that the animals trained at.
- Take them for a walk in the school playground and talk about where they could train for each event if they had to train at school.
- Make a big mural of the school ground and label track, gym, etc

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 Miss Monkey and a popup box will appear with Miss Monkey only in it.
- Invite the students to recall the facts they know about monkeys.
- Invite volunteers to describe what the Miss Monkey looks like.
- Have them say what is the same as/different from a real monkey and Miss Monkey.
- Guide their responses if necessary by asking questions such as – *Has Miss Monkey got fur on her body? Has Miss Monkey got a tail? What do you think Miss Monkey eats for breakfast?*
- Repeat this sequence with each of the characters.

During Reading

- Turn the audio off and read the story to the students.
- Invite them to join in as much of the reading as they can especially the repetitive parts.
- Use the oral cloze procedure of hesitating before certain words to encourage the students to participate, for example –
Me! Me, said
No Rachel Rhino,” said

After Reading

- Discuss the characters with the students.
Which character do they like the most? Why?
Why does Rachel Rhino keep getting it wrong? What does that tell you about her??
Who is the best athlete? Why?
Which character would they most like to be? Why?
- Have the students chose their best character to draw.
Have them cut out the character and glue it to the mural made in the previous lesson.
Label the characters.
- Invite volunteers to look at the mural and talk about where their character is and what they are doing. Read the name labels together.

Lesson Five – Alliteration

Before Reading

- Tell the students that today they are going to learn about words that start the same way just like the characters in the book did.
- Ask them to listen carefully for the first sound as you say the next words.
- Say *Miss Monkey*. Emphasize the / m / sound as you say the word.
- Have the students say *Miss Monkey* with you listening for the first sound as they say the words themselves.
- Say *man*. Tell the students that *man* starts the same as *Miss* and *Monkey*.
- Say *mouse*. Ask the students if they can hear the sound at the beginning of *mouse*. Is it the same as *Miss and Monkey and man*?
- Ask the students if they know any other words that start with the / m / sound. Prompt them if necessary with, for example - *Is there someone in your family whose name starts with the same as monkey?*
- Repeat this procedure using the other animals' names.
- Say the following list of words and ask the students which is the odd one out – *carrie, camel, pig, cat*.

During Reading

- Turn the audio down and read the story to the students. Have them join in as much as possible especially with the alliterative animal names.

After Reading

- Ask the students questions such as –
Which animal's name starts the same as come?
Which event in the story start the same as Ben Bear?
What is another word that starts the same as Ben?
Which animal's name starts the same as listen?
Do same and sound start the same way?
Do running and leaping start the same way?
Do you know three more word that start like running?
- Invite volunteers to say a word and ask the others a word that starts the same way.

Lesson Six – Innovations

- Tell the students that today they are going to make a new story. The new story is going to have different animals.
- Write on the board –

Balance Beam
Cross Country
High Hurdles
Long Leaping
Rapid Running

- Read *balance beam* to the students. Ask them to think of an animal or an insect that is not a bear and that starts the same as *balance beam*.
- Prompt them if necessary with clues such as – *I know one – it makes a nest.*
- When the students have provided a correct answer, ask them to think of a name for the animal. Write this on the board, for example –

Betty Bird – Balance Beam

- Have the students read the name and event with you.
- Repeat this with the other events, for example –

Carol Cat – Cross Country
Helen Hyena - High Hurdles
Larrie Leopard - Long Leaping
Robert Rabbit - Rapid Running

- Invite the students to think up other events and animals, for example –

Daffy Duck –Deep Diving

- Invite the students to draw one of the new characters. Glue them to the mural. Label them and read the name labels 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. Have them emphasize the animal names and events.

After Reading

- Ask the students what happened at the beginning of the story, and what happened next. Ask them how the story ended.
- Invite volunteers to point to the places that they recall and discuss which events take place in those places. Have them identify some of the objects in the photographs.
- Discuss the difference between the characters and real animals. Correct any misconceptions.
- Invite the students to name objects in the classroom that start the same way.
- Hold a mini Olympic games. Have the students chose an event that starts the same as their first name (you may have to get creative here).
- Have the students work in pairs or small groups to reread the story at the computer with the audio on.