



Monkeys

Book Band White A

RR Level 23

Text Type Non-chronological report

Length 32pp (1413 words)

Letters and Sounds Phase 6

Year 2, term 3

Phonics Bug Up to Unit 30

Interest words vertebrate, mammal, carnivore

Summary

This book explores facts about different types of monkey. It has sections about their families, how they live and how they behave.

Text Features

- captions
- headings
- sub-headings
- contents
- index
- text boxes
- glossary
- photographs

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18 LIT 1–14a (CfE) RR5 (W) R9 (NI)	Reading [Read] non-fiction books that are structured in different ways.	Y2 t3, Text Structure Able to read a range of non-fiction texts structured in different ways.
Y2, RC, p.18 LIT 1–02a (CfE) OR3 (W) T&L 7 (NI)	Spoken Language [Discuss] the sequence of events in books and how items [...] are related.	Y2 t3, Information Retrieval Find [...] information [in] non-fiction text, often using features such as key words, headings, captions, [...].
Y2, WC, p.21 ENG 1–31a (CfE) WR4 (W) W7 (NI)	Writing [Write] for different purposes.	Y2, Grammar and Vocabulary for Impact Include vocabulary specific to the topic in a longer piece of writing.

Key
CfE = The Curriculum for Excellence (2009)
NI = Northern Ireland Primary Curriculum Key Stage 1 (2007)
RC = Reading – comprehension, National Curriculum in England (2013)

W = English in the National Curriculum for Wales Key Stage 1 (2008)
WC = Writing – composition, National Curriculum in England (2013)



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Session 1: Reading

Before Reading

Phonics for Reading

Turn to page 7 and ask children to find the word *proboscis*. Write the word on the board – *pro/bos/cis*. Model how to say each part of the word and discuss this feature with children. Blend and read each syllable, then blend the syllables through the whole word to read it correctly.

Walkthrough



Talk about the front and back covers. Encourage predictions:

- Have the children ever seen monkeys in real life? If so, where did they see them and what were they like?
- Have the children seen monkeys in wildlife programmes? What did they learn about them? What else would they like to find out?
- Discuss the way monkeys are often portrayed in stories as naughty and cheeky animals that get up to all sorts of tricks. Do the children think that the monkeys in this book will be the same? Can they explain their opinions?

During Reading

While children read, ask them to think about the main question.

Main question: **How is this book organised so you can find information easily? (Y2 t3, Text Structure)**

Additional prompts to help you sample children's reading:

- Contents: What are the main things we will be finding out about?
- Pages 2–8: Look at the photographs of the monkeys in this section. Which monkey would you like to find out more about and why?
- Page 3: How do the bullet points help make the facts easy and quick to read?
- Page 11: Why is the word *offspring* in bold print? Check that children can look up this word and find its meaning in the glossary.
- Page 14: What do vervet monkeys eat and how do they find their food?
- Page 19: Which words has the author used to help you understand what male mandrills are like?
- Pages 24–25: What two things have the Japanese macaques learned to use water for and how do these things help them?

After Reading

Discuss the layout of the pages with children, using correct vocabulary (e.g. headings, sub-headings, fact boxes, captions, the index, etc). Check children understand that these features help them find information quickly and easily. Identify the main purpose of each feature (e.g. the main heading tells you what the section will be about). Ask whether using the index or the contents would be the quickest way to find specific information.

Quick Finishers

- Answer the quiz questions on page 30.
- What is your favourite monkey fact?



Session 2: Spoken Language & Writing

Phonics for Writing

Re-read pages 24–25 and identify the verbs used to describe the actions of the scientists and the macaques. Write the root words for these verbs (e.g. *notice*, *extend*, *discover*, *separate*, *pick*, *float*). Together find out how each verb changes in the past tense and identify which take off 'e' before adding 'ed'. Discuss how, in the past tense, *throw* becomes *threw* and *sink* becomes *sank*.

Spoken Language

Recap the scientists' findings and discuss what it might have been like to make their discoveries. Put children into two groups and allocate '*hot springs scientists*' (p.24) to one group and '*wheat scientists*' (p.25) to the other. They should prepare to be interviewed about their findings using the information on their given page and their imagination. Support children in finding and organising their information, then interview each group about their discoveries. **(Y2 t3, Information Retrieval)**

Writing

Introduce the PCM and ask children to imagine they are one of the scientists working with the Japanese macaques. Remind them to use their notes from the Spoken Language activity to write a diary entry in role as a scientist. The children can decide which monkey colony they will write about, either the macaques using the hot springs or those using a pool of water to separate wheat.

(Y2, Grammar and Vocabulary for Impact)

Making Links

Use books or the internet to find out more about one of the types of monkey in the book.