

The Lost Chimp

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the book

- W** Can children read the title? Help them to blend the adjacent consonants and read the title together: *The L-o-s-t Ch-i-m-p*
- W** Turn to page 1. Which pairs of adjacent consonants can the children identify? Remind them that *th* and *sh* are not adjacent consonants. Can they explain why?
- C** (*Predicting*) Encourage children to use prediction: *How might Kipper lose a chimp?*
 - Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see chart below).

Strategy check

Remind the children to sound the words out carefully, remembering that sometimes two letters can represent one sound. If they can't sound out a word, do they already know it from memory?

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) Ask children to tell you where Kipper lost his chimp.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- distinguish adjacent consonants (e.g. *lf*, *-pt*) from consonant digraphs (*sh*, *ch*, *th*, *ng*).
- use comprehension skills to work out what is happening.
- make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

- W** How many different adjacent consonants at the ends of words can the children find?

Assessment Discuss any words the children found tricky and talk about strategies used.

Group and independent reading activities

Objective Segment words into their constituent phonemes in order to spell them correctly.

- W** **You will need:** magnetic letters.
 - Secretly, select magnetic letters to spell a word with final adjacent consonants (e.g. *gift*).

- Put the letters, mixed up, on the table and ask children to sort them into a word.
- Talk about strategies for sorting the letters. Look at the combinations of consonants. Which could be initial adjacent consonants? And which could be final adjacent consonants?
- Let children take turns in selecting the letters to spell a word.

Assessment Can children correctly identify consonant combinations which might be final consonants?

Objective Identify the constituent parts of two and three syllable words.

W Look at the names and the types of animal that Kipper has: Amanda the panda, Casper the camel, Matilda the Mink, Thelma the owl, Linda and Imp the chimpanzees, Fred the frog, Sheena the shark.

- Ask children to clap the names and tell you how many syllables are in each.
- Show children the names. Can they draw lines to show the syllable boundaries in each one? It doesn't matter if the consonants are on a different side of the boundary than where you would draw them. Point out that each syllable must have a vowel sound.
- Discuss strategies for reading these longer words. If children need to sound out, they should sound out syllable by syllable, then blend the sounds in one syllable before moving on. (e.g. *ch-i-m-p chimp*, *a-n an*, *z-ee zee*) then they combine the syllables *chimp-an-zee*, *chimpanzee*.

Assessment Can children identify the syllable boundaries and combine syllables to read the words?

Objective Recognize automatically an increasing number of high frequency words.

W Introduce the high frequency words in the book.

- Identify the tricky bit of each word and talk about their spelling patterns.
- Introduce Shannon's Game. It's like Hangman except that in addition to guessing a letter, the children must also say where in the word the letter should go.
- Give the children a high frequency word and tell them they have 10 chances to work it out.
- Talk about the strategies they use to recognize the words.

Assessment Can the children correctly identify the words?

Objective Identify the main events in stories.

C (*Summarizing*) Ask children to tell you what happened in the story.

- Write each event on a piece of paper and give it to the children who suggested it. No child can have more than one event.
- When all of the children are holding their event, ask them to put themselves in the right order.
- Re-read the story both to check the events are in the right order and to check that no important events have been omitted.

Assessment Can the children identify main events correctly?

Speaking, listening and drama activities

Objective Act out their own story, using voices for characters.

C (*Imagining*) Collect some soft toys in the classroom. Let the children work out a story for them, using the toys as characters.

- Once they have worked out a story, encourage them to rehearse it, thinking of voices for the characters.
- If possible, allow the children time to perform their story to the class and take pictures with a digital camera.

Assessment Can the children contribute to the invention and performance of a new story?

Writing activities

Objective Create short simple texts on paper or on screen, combining words with images.

C (*Imagining*) Ask children to write the story they performed.

- If you took digital photos, let the children work on a computer, using the photos to illustrate the story.

Assessment Can the children write a creative and interesting story?

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The Lost Chimp (Oxford Level 4) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Recognises familiar words in simple texts. (RCS Grade 1,14)
- Can notice interesting words. (RCS Grade 1,16)
- Can use knowledge of letters, sounds and words to establish meaning when reading aloud. (RCS Grade 1,19)
- Can read YR and some Y1/2 high frequency words. (RCS Grade 1,18)
- Can retell known stories, including significant events/main ideas in sequence. (RCS Grade 1,20)

Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught:

Predicting, Clarifying, Summarizing, Imagining

ENGLAND The National Curriculum in England: Year 1

Letters and Sounds	For children working within Phase 4/5	Adjacent consonants: -ft, -pt, -xt, -st, -mp, -lf, -lk, -st, -nk, -nd-, -sp-, -il-; tr, fr, sl Phonemes revisited: ee, igh, oa, oo (long), oo (short), ar, ow, er, or	High frequency words: there, come, have, what, some, just, do, said, little, went, one, help
Spoken language	Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (SpokLang.6) Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)		
Reading: Word reading	Pupils should be taught to apply phonic knowledge and skills as the route to decode words (ReadWord.1) Pupils should be taught to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (ReadWord.3) Pupils should be taught to read other words of more than one syllable that contain taught GPCs (ReadWord.6)		
Reading: Comprehension	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories ... retelling them and considering their particular characteristics (ReadComp.1iii) Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say (ReadComp.3)		
Writing: Composition	Pupils should be taught to write sentences by sequencing sentences to form short narratives (WriteComp.1iii)		

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First Level

Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a) As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose (LIT 1-04a)
Reading	I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors (LIT 1-11a / LIT 2-11a) I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear (LIT 1-13a) To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own (ENG 1-17a)
Writing	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a) By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose (LIT 2-26a)

WALES Literacy and Numeracy Framework: Year 1

Oracy	Learners are able to contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1) Learners are able to take part in activities with others and talk about what they are doing (Y1_OracColl.2) Learners can adopt a role using appropriate language (Y1_OracSpea.5)
Reading	Learners are able to apply the following reading strategies with increasing independence - phonic strategies to decode words (Y1_ReadStrat.2i) - recognition of high-frequency words (Y1_ReadStrat.2ii) Learners are able to express a view about the information in a text (Y1_ReadResp.1) Learners are able to explore language, information and events in texts (Y1_ReadResp.2)
Writing	Learners are able to sequence content correctly, e.g. instructions, recipes (Y1_WritStru.1) Learners are able to understand different types of writing, e.g. records of events, descriptions, narrative (Y1_WritStru.3)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

Talking and listening	Pupils can ask and answer questions for specific information (L1_com_talk.2) Pupils can speak audibly to be heard and understood (L1_com_talk.5) Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i) Pupils can ask and answer questions to develop understanding (L2_com_talk.2ii) Pupils can speak clearly to be heard and understood (L2_com_talk.5)
Reading	Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Pupils can talk about what they read and answer questions (L1_com_read.5) Pupils can use a range of reading strategies (L2_com_read.2) Pupils can express opinions and make predictions (L2_com_read.5ii)
Writing	Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2) Pupils can show a sense of structure and organisation (L2_com_writ.2ii) Pupils can write using a given form (L2_com_writ.3)