

Reading Level: Grades K-1

Subject: Science

Materials

- a book for each student
- pencils, crayons, or markers
- paper
- *It's a Chimpanzee!* Activity reproducible (optional) (p. 3 of this guide)
- sticky notes (optional)

Reading Standards

- **CCSS.ELA-Literacy.RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **CCSS.ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

Targeted Reading Strategy

Visualize

Academic vocabulary: ape, branch, nests, trees, leaves, insects, community

High-frequency words: kind, live, many, in, time, from, make, out, big, all, two, eat, and

Before Reading

Build Background Knowledge

- Have students look at the cover of the book and try to identify the chimpanzee. Ask them to share what they know about chimps.
- After showing students the front cover of the book and reading the title, ask them to think about why the author might have written this book. Have them think about the “who, what, when, where, why, and how” questions they may ask as they read. Review the title page, table of contents, picture glossary, and index. Talk about the information (title of the book, author’s name, vocabulary words, and definitions).
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, will help them figure out the word we don’t know. Sometimes readers need to read more than one sentence for clues. Model reading a page out loud using this reading strategy for the students.

Skill Introduction

- Tell students that good readers create pictures in their minds when they read to help better understand the text. This is called visualizing. Readers use what they already know about a topic to help them create these pictures in their mind. Explain that one way to visualize is to draw a picture. Read page 4 aloud, and model how to visualize using a drawing.

Think-aloud: *When I am reading, I always stop after I read a few pages to create a picture in my mind about the information I have just read. This helps me think about what the author is trying to tell me, and it helps me organize the information I am learning. On page 4, the author explained that chimpanzees are a kind of ape. I know that apes are bigger than monkeys. I made a mental picture of this, and as you see in my drawing, my chimpanzee is big.*

- Pass out the visualizing handout (p. 3 of this guide), and have students draw what they visualized as they listened to you read page 3. Invite students to share their drawings. Tell students that as they read the book, they should stop every few pages to visualize. Also, tell them to think about how they can add things to the pictures in their mind that are not shown on the pages to make their mental pictures more detailed.

During Reading

Check for Understanding

- Guide reading by asking students to read through page 11 (you may want to place a sticky note there). Then have students draw a picture on their handout using the information on these pages. Fast finishers can reread until everyone is finished. Students should be reading in their minds or subvocalizing so all the students can read at their own pace.
- Model targeted skill with a think-aloud.

Think-aloud: *As I read pages 7 to 11, I created pictures in my mind about the chimpanzees swinging from tree to tree. I have seen this in real life at the zoo, so I used these images to help me. I also pictured the chimps as they moved on the ground, either walking like people on two feet or on all fours like other animals we know.*

- Discuss with students what they visualized as they read pages 7 to 11. Have them share their drawings with the class. Then have students finish reading the book, stopping every couple of pages to create visualizations on their handouts.

After Reading

Response to Text

- Ask students to share and explain how visualizing helped them better understand the information the author was trying to tell us about chimpanzees.

Word Work

- Explain that the word *chimpanzee* begins with *ch*, which is a digraph. Remind them that a digraph is the sound made when two letters come together. Tell them that they will be working with words that have this sound at their beginning or end.
- Before the lesson, create digraph word cards. Write words that have the digraph *ch* in the beginning or the end onto separate cards. Using these cards, have students work in groups to sort the cards into two groups: words with *ch* at the beginning and words with *ch* at the end. You can have the students do this in centers or in small groups. If using multiple groups, you will need more than one set of cards.
- Some example words to use are chimpanzee, chin, chick, chew, chill, chat, cheese, cheek, charm, churn, chase, chilly, chip, chimp, which, lunch, brunch, witch, fetch, catch, ditch, stitch, latch, crunch, such, much, crutch, watch, ouch, touch, couch.

Extension Activity

- Weather permitting, take your students outside. Ask them to use their senses of sight, smell, touch, and hearing to experience the world around them. When students go inside, have them write about what they saw, heard, smelled, and tasted. Then have them draw a picture and share it with a friend.

Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!

Name: _____

It's a Chimpanzee! Activity

Draw what you have visualized while reading *It's a Chimpanzee!*

<p>Page 4</p>	<p>Page 7 to 11</p>
<p>Page 12 to 16</p>	<p>Page 19, 20</p>