

### About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,659

#### Book Summary

Monkeys are fascinating animals that many people enjoy watching, perhaps because of their similarities to humans. *Monkey Business* explains the distinction between monkeys and apes, and between Old World and New World monkeys. Readers also learn about eight types of monkeys, their social behavior, and more. Photographs support this informative text.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify facts and details
- Recognize and categorize adverbs
- Identify and use content vocabulary

#### Materials

Green text indicates resources available on the website

- Book—*Monkey Business* (copy for each student)
- Chalkboard or dry erase board
- Slates and markers or pencils and paper
- KWL, facts and details, content vocabulary worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

Content words:

Story critical: *anthopoids (n.)*, *habitat (n.)*, *prehensile (adj.)*, *primates (n.)*, *prosimian (n.)*, *troop (n.)*

Enrichment: *New World (n.)*, *Old World (n.)*, *opposable thumb (n.)*

### Before Reading

#### Build Background

- Involve students in a discussion about monkeys. Have them tell what they know about what monkeys look like, where they live, what they eat, and what kinds of things they do.
- Create a KWL chart on the board and give students the *KWL worksheet*. Work together to fill in the first column (*K*) with things students know about monkeys. As a group, brainstorm some things students would like to know about the topic and have students fill in the second column (*W*) of their worksheets. Write some shared ideas on the class chart, as an example.

### Preview the Book

#### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Each section title provides an idea of what they will read about in the book.

#### Introduce the Reading Strategy: **Ask and answer questions**

- Model using the table of contents as a way to think of questions.  
*Think-aloud: The first section in the book is titled "Primates." I'm guessing that monkeys are primates, but I'm not sure. I'll write the question on my KWL chart: What is a primate? I'll have to read the section to find out.*
- Have students look at the other section titles. Write any questions they have about monkeys based on the covers and table of contents in the *W* column of the KWL chart. Have them also write their questions on their worksheets.
- Have students share any questions they have, based on the table of contents or the covers of the book, and add these to the second column (*W*).
- Show students the title page. Talk about the information on the page (title of book, author's name).
- Have students preview the rest of the book, looking at photos, the chart on page 16, and the glossary on page 24.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Have students find the bold phrase *opposable thumb* on page 6. Model breaking the first word into its root word (*oppose*) and suffix (*-able*). Explain that the word *oppose* is also the root word of *opposite*, which means *across from something*. Explain that the suffix *-able* refers to the ability to do something. Tell students that this information makes you think that an *opposable thumb* is a thumb that is able to oppose, or be across from, something. Have students look at the orangutan photo on the page to verify that its thumbs are across from its other fingers rather than lined up with them. Then have students read about the advantages that opposable thumbs give primates by reading these clues in the sentences that follow: *Opposable thumbs allow primates to hold tightly onto small things...* and *The thumb makes it possible for the primates to grasp branches and climb more easily.* Ask if these clues confirm the meaning of the phrase.
- Remind students that they should check whether a word or phrase makes sense by rereading the sentence in which it appears.
- Point out the pronunciation provided in parentheses on pages 14, 15, and 18. Explain why the author included it.


#### Set the Purpose

- Have students read the book to find answers to their questions about monkeys.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read to the end of page 13. Have them look for important information about monkeys. Tell them to go back and reread the pages if they finish before everyone else.
- When they have finished reading, ask students to tell what information they found. Reinforce unfamiliar vocabulary by using words such as *primates* and *prehensile* in the discussion. Circle any questions on the KWL chart that were answered by reading the sections and add any new questions you or students have. Model using the information in the sections to answer a question on the KWL chart.  
*Think-aloud:* My first question was “What is a primate?” I read that primates are the group of mammals that monkeys belong to. I read that apes, humans, and prosimians also are primates.
- Have students read the remainder of the book. Remind them to look for answers to the questions on their KWL chart and to think of other questions to add to it.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading


- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

#### Reflect on the Reading Strategy

- Have students share any other questions they thought of while reading. Reinforce how asking questions and looking for the answers as they read keeps them actively involved in the reading process and helps them understand and remember what they have read.


#### Teach the Comprehension Skill: **Facts and details**

- **Discussion:** Have students review the KWL chart on the board and their individual KWL charts. Have them circle all of the questions that were answered by reading the book. Tell students that if they have questions they did not find answers to, they can use other resources, such as science books and the Internet.
- **Introduce and model:** Review or explain that many books are about one thing. Show students the book and ask them what the topic of the book is (monkeys). Remind students that because this book has the topic as the title and section titles about monkeys, it is easy to tell the topic of the book. When a book does not have the topic in the title or section titles that give hints, students will need to read the book to determine its topic.
- Direct students to the table of contents. Explain that each section contains facts and details about monkeys. Have students look at the section “Monkeys versus Apes.” Tell students that this section contains facts explaining the differences between monkeys and apes. Remind students that a *fact* is information or knowledge that is true, and that a *detail* tells additional information about the fact. Explain that identifying facts and details, and using them to answer questions students have asked, helps them understand and remember what the book is about.
- **Check for understanding:** Have students turn to page 7 to find one fact and one detail about apes. Then have them turn to page 9 to find one fact and one detail about prehensile tails. Remind them to include photo captions when they are searching for information.
- **Independent practice:** Tell students to complete the **facts-and-details worksheet**. Discuss their responses.

 Instruct students to use the inside back cover of their book to write three interesting facts they read about monkeys.

### Build Skills

#### Grammar and Mechanics: Adverbs

- Write the following sentence on the board: *Humans can closely identify with monkeys.* Ask students to look at the sentence and tell how humans identify with monkeys (*closely*). Explain that the word *closely* is an adverb, and that an adverb is used to tell something about the verb in the sentence. An adverb tells *how*, *when*, or *where*. Ask students to tell whether *closely* tells how, when, or where (how). Tell students that many adverbs end in *-ly* but not all do.
  - Read the following sentences. Have students listen for the adverb in each one.  
*The monkey eats quickly.*  
*The ape will eat later.*  
*The baboon eats there.*
  - Write the following list of adverbs on the board: *then, out, happily, carefully, later, early, quickly, here.* Make a chart with three columns labeled *How?* *When?* and *Where?* Have students use slates and markers or paper and pencils to categorize the adverbs.
  - **Check for understanding:** Have students turn to page 6. Have them find an adverb in the third sentence (*tightly*). Have them tell whether the adverb tells how, when, or where.
-  Have students circle the adverbs in the book and write *how*, *when*, or *where* in the margin to indicate the kind of information each adverb tells about the verb in the sentence. Discuss responses when students are finished.

#### Word Work: Content vocabulary

- Tell students that the words in the book are used to tell about primates. Provide opportunities for students to talk about difficult words such as *anthropoids*, *primates*, and *prosimians*. Provide opportunities for students to say the new vocabulary words and to use the words in sentences.
- Give students the [content vocabulary worksheet](#) to complete. Discuss their answers when they have finished.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

### Extend the Reading

#### Writing Connection

Raise the issue of whether or not monkeys should be kept in zoos. Have a class discussion presenting various viewpoints related to this issue. After students have had an opportunity to offer and hear various viewpoints, have them take a stand for or against and write a persuasive paragraph stating their point of view. Provide print and Internet resources for additional research. Remind students that a good argument begins with the writer stating his or her opinion, followed by facts and details supporting the opinion. The argument should end with a concluding statement restating the opinion in a manner meant to persuade others to feel the same way. Have students share their paragraphs with the group. Display on a bulletin board titled "We Don't Monkey Around."

#### Science and Social Studies Connection

Show students a documentary about primate communication, such as *Nature's A Conversation with Koko*. Discuss ways in which humans and apes communicate. Have groups of students research gorillas, orangutans, and chimpanzees to learn what they can do that monkeys cannot do. Have them present their findings to the class.

**Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment**

**Monitor students to determine if they can:**

- use the strategy of asking and answering questions to understand nonfiction text
- identify facts and details in nonfiction text
- identify adverbs and the type of information they convey
- recognize and use content vocabulary

**Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**