

# Monkeys, Diverse Animals

## Guided Reading

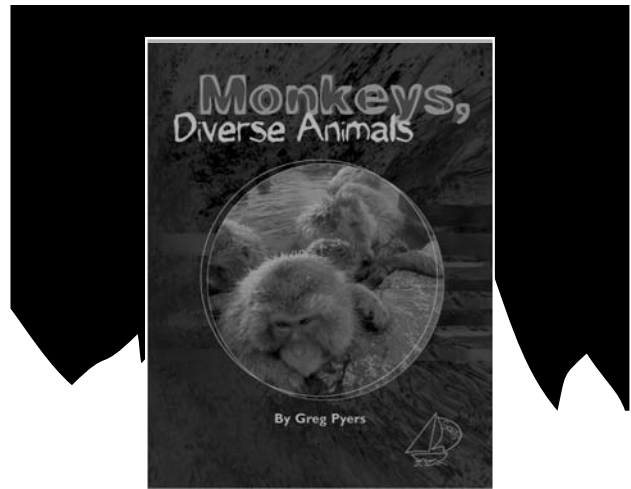
### Session One

#### Working Together

- Focus on the title. Clarify the word *diverse* and discuss.
- Look at the table of contents and ask the students what they think they will find out about in this book.
- Ask the students to predict in which text form this book might be written.
- Read the chapter heading on page 4 and ask the students to predict what they think the chapter might tell them.
- Ask the students to read the chapter silently.
- Focus on the Think Tanks on pages 4, 5, 8, and 9 and discuss these.
- Read the chapter heading on page 10 and ask the students to predict what they think this chapter might tell them.
- Ask the students to read the chapter silently.
- Discuss the Think Tanks on pages 11 and 12. Focus on the *inference* Think Tank on page 14.

#### Working Independently

- Students work on BLM 1.



### Session Two

#### Working Together

- Read the chapter heading on page 16 and ask the students to predict what they think the chapter might tell them.
- Ask the students to read the chapter silently.
- Discuss the Think Tanks on pages 19 and 20.

### Session Three

#### Working Together

- Discuss the *comprehension connections* on pages 28–29, *Think about the text*.
- Focus on the visual features of the data bank on pages 24–27. Discuss how the information in the book has been represented in a visual form, providing a quick reference and clarifying meaning.

#### Working Independently

- Students work on BLM 2.





