

Using a story: Miko the monkey

Topic

Monkey facts and abilities

Aims

- To develop reading skills by using a short, narrative story
- To reinforce forms of the present tense, particularly third person

Age/level

Primary
CEFR level B1+

Time

60+ minutes

Materials

1. worksheet (one per learner)
2. *Miko the monkey* story text (one per learner)
3. pictures of various species of monkey (optional)

Introduction

This lesson exploits a story to develop the reading and vocabulary of primary-age learners. One of the main aims of using stories at this level is the general development of reading skills. Using longer story texts develops a far wider range of skills than is usually included in texts in primary coursebooks. In this story lesson, learners are given the opportunity to hear and read an original narrative story and build their knowledge of how a story develops.

Procedure

1. Warmer (10 minutes)

- Find out what the class knows about monkeys with simple questions, e.g. *Where do they live? What do they eat? What kinds of monkeys are there? Can monkeys swim?* etc. Pictures are a useful way of introducing the topic, so if possible print out a selection before class.
- Put learners into pairs or groups and ask them to do activity 1 from the worksheet. Give them a time limit to focus them on the task and keep them talking in English.
- Then do feedback with the whole class for the answers. You could introduce a competitive element into the feedback by giving points for each correct answer.
Activity 1 answers: 1T, 2F, 3F, 4T, 5T, 6F

2. Pre-reading tasks (10 minutes)	<ul style="list-style-type: none"> • Introduce the <i>Miko the monkey</i> story to the class. Tell them that Miko is a very small monkey who has seven brothers and six sisters, and ask them how they think Miko might feel. • Ask learners to complete activity 2 from the worksheet and write the words under the pictures. Pre-teach any other vocabulary you think they might need from the story. <i>Activity 2 answers: storm, forest, river, village, fruit, branch, throw, steal, banana, nuts, climb, island</i> • Now ask learners to guess what they think the story might be about. It is useful to ask learners to speculate on the plot of a story before reading or hearing it, as this raises their level of motivation.
3. Reading (20–30 minutes)	<ul style="list-style-type: none"> • Read the story to the class. Try to use different voices for the different characters. Pause after 'We have no food, we will die here' and ask the learners to predict the rest of the story. • Then read the story again with the learners taking parts and/or reading sections. • Ask the learners to act out the story of the main characters and events. You will probably still need to be the narrator and director. You could also find one or two props to make it more fun.
4. Post-reading tasks (20 minutes)	<ul style="list-style-type: none"> • Ask learners to complete activity 3 from the worksheet and say if the sentences are true or false. They can compare and discuss their answers in pairs before checking as a class. <i>Activity 3 answers: 1T, 2F, 3T, 4F, 5F, 6T</i> • Ask learners to then complete activity 4, completing the summary of the story. <i>Activity 4 answers: lives, sisters, nuts, nothing, rains, food, falls, across, brave, happy</i> • Fast finishers can try the wordsearch and/or it could be set for homework.
5. Follow-up activities	<ul style="list-style-type: none"> • Depending on your learners, they could write a simple monkey or animal story of their own. • You could follow up with a class project on monkeys, finding out more about where they live, what they eat and what problems they face, perhaps focusing on an endangered species. Learners could make a poster to display with what they find out or to encourage conservation.

Contributed by

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