

# THE CLEVER MONKEY

By Rob Cleveland

Pre-Kindergarten

## **Outcome:**

Students will demonstrate an understanding of the story through the use of phonics, comprehension, illustration, and dramatization.

## **Overview:**

Students will explore a folktale from Western Africa while utilizing interdisciplinary connections in language arts, social studies, and art.

## **Materials:**

Book The Clever Monkey

Paper, crayons

Playdough, plastic knives

Scissors

## **Assessment Tools:**

Discussion Questions

Phonics worksheet

Sequencing/Match Game worksheet

## **INSTRUCTIONAL PLAN**

### **Introduction:**

- Teacher introduces a rhyme, “Monkey see, monkey do, I am **clever**, how about you?” Ask each student to repeat the rhyme and substitute a different word for clever, a word that describes the student.
- Teacher models and provides an example, using a word to describe herself.
- Examples of descriptive words are offered (happy, smart, silly, tall, hungry...).
- Ask students the meaning of the word clever.
- Teacher introduces book to children, reading title, author and illustrator.
- Inform students the story is a folktale from Africa.
- Teacher reads story to students, stopping to identify unknown vocabulary words.

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## **Discussion:**

Questions to assess comprehension and interpretation of the story.

- Where does this story take place? (Jungle, Africa)
- Name the characters in the story.
- Do the cats look alike? Why do you think they look alike? Could they be brothers? Twins? What is a twin? What clues do we have?
- What did the cats find?
- What did the monkey tell the cats he would do?
- What did the monkey do?
- Why didn't the cats just divide the cheese themselves?
- What happened to the cheese?
- What happened to the monkey's belly?
- How big were the pieces of cheese when the monkey swung back into the tree?
- Did the cats eat the cheese?
- How did the cats feel?
- How did the monkey feel?
- Why is the story called The Clever Monkey?

## **Phonics:**

An activity for differentiated learning

**Materials:** Phonics worksheet, crayon or pencil

Worksheet directions: Circle the pictures that start with the same sound as Monkey.

Group A: Complete Phonics worksheet as a group with teacher.

Group B: Complete Phonics worksheet individually.

## **Illustration:**

Students are asked to draw a picture of a time they were clever. Students dictate a sentence for the teacher to write under their picture. Teacher assembles the pictures into a book called, "Our Class Is Clever." Teacher reads book to class.

## **Sequencing:**

**Materials:** Sequence/Match Game Worksheet, scissors

Directions: Students cut out the pictures of the monkeys, cats and pieces of cheese and place them on their desks. Teacher calls out a sequence and the students place the pictures in the correct order from left to right.

- Teacher starts with sequences of two items (i.e.: cheese, cat).
- After all students are successful, pictures are moved to the side and teacher says a sequence with three items (monkey, cheese, cat).
- Continue to provide sequences that are successively longer in length.
- Teacher asks students to create the sequence that the cats, monkey and cheese were introduced in the book. (Cat, cat, cheese, monkey)
- Students work with a partner taking turns supplying and completing sequences.

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## **Learning through Manipulation:**

**Materials:** Playdough, plastic knives, six-inch ruler or art stick

Students are each given a piece of Playdough and a plastic knife, six-inch ruler, or art stick. Students shape Playdough into a log or ball. Teacher asks students to divide the dough into 2 equal pieces. Students judge each other's pieces to determine if they are equal. Students pretend they are the monkey and trim a small piece off each half to try and make them the same size. Students continue to trim small bits from each piece until there are two tiny pieces left.

## **Dramatic Arts:**

Teacher divides the class into groups of 3 students each. Students play the roles of either the monkey or one of the cats. Students practice acting out the story and then show their play to the class.

## **Memory:**

### • **Match Game**

**Materials:** Sequence/Match Game Worksheet cards

Use these sequencing cards to play Match Game. This game can be played with a partner or individually, and adjust directions accordingly. Have students turn cards upside down on their desks and create a grid pattern. Each player turns over two cards. If these cards match, they keep them. If they do not match, cards are turned over and the other player selects two cards. If playing solo, they try again to match the cards.

Sequencing/Match Game Worksheet contains several pictures each of cheese, monkey, and cat, each surrounded by dotted lines for cutting out to make cards.

## **Extensions:**

- Dividing two-dimensional and three-dimensional shapes in half. Divide circles, squares, ovals, rectangles, and paper. Divide pennies and buttons into groups.

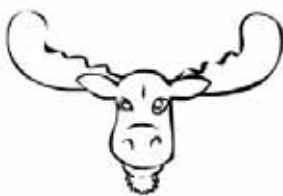
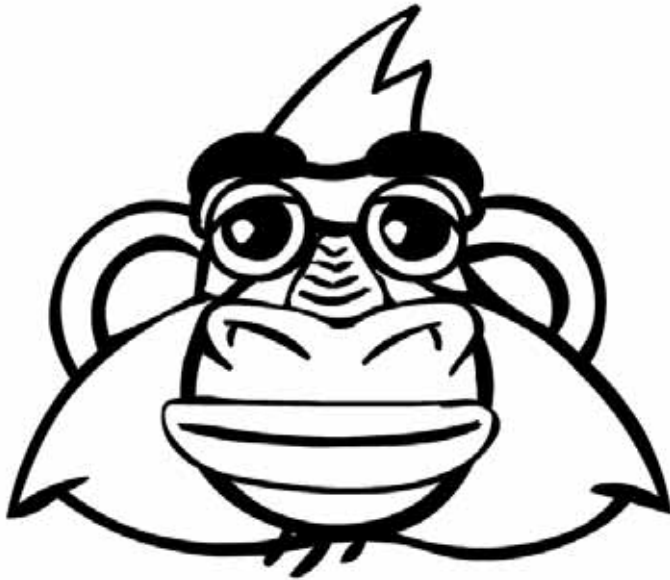
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Name \_\_\_\_\_ Date \_\_\_\_\_

## Phonics



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Name \_\_\_\_\_ Date \_\_\_\_\_

## Sequencing/Match Game

**Directions:** Cut out the pictures of the monkeys, cats and pieces of cheese. Place them in front of you. Teacher calls out a sequence and the students place the pictures in the correct order from left to right.

