

# THE CLEVER MONKEY RIDES AGAIN

First Grade

## **Outcome:**

Students will demonstrate an understanding of the story through discussion, auditory discrimination, public speaking, writing, and illustration.

## **Overview:**

Students will read and explore a folktale from West Africa while utilizing multidisciplinary connections in language arts, reading, math, dramatic arts, and art.

## **Materials:**

Book, *The Clever Monkey Rides Again*

Map or globe

Scissors

Glue sticks

Pencils

Lined paper

Unlined paper

Markers or crayons

Blackboard or whiteboard

4 flexible metal tape measures each with locking mechanism

6-10 foot length of rope

Wiffle® ball

## **Optional:**

DeSpain, Pleasant. "That Tricky Rabbit!" *Tales of Tricksters*. Little Rock: August House, 2001. 67-72.

Norfolk, Bobby and Sherry Norfolk. *Anansi and the Pot of Beans*. Atlanta: August House, 2006.

## **Assessment Tools:**

"Story Words" worksheet

"Is and Are" worksheet

"Rhyming Words" worksheet A

"Rhyming Words" worksheet B

"Word Order" worksheet

"Color the Animals" worksheet

## **INSTRUCTIONAL PLAN**

### **Introduction:**

#### **Materials:**

Map or globe

#### **Directions:**

- Teacher asks students what they know about Africa.
- Students locate Africa on a map or globe.

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## **Introduction cont.:**

- Teacher tells students:
  - That they will be reading a folktale from West Africa that teaches a lesson.
  - Storytelling is an important part of African culture. Parents and grandparents pass on advice to their children through stories. This advice includes ways to get along with other people. What kind of advice do your family members give to you?
  - Proverbs are also a way that Africans and people from other cultures teach lessons to their children. Proverbs are sayings that give advice on behavior or tell about human nature. Do you know any proverbs? Some common proverbs in our country include:
    - Don't cry over spilled milk.
    - Look before you leap.
    - Don't count your chickens before they hatch.
- Teacher and students discuss the meanings of these proverbs and the proverbs the students contributed.
- Teacher asks students what they think the following African proverbs mean:
  1. No one can perform a celebration by himself.
  2. Every time an old man dies, it is as if a library burns down.
  3. When the drum beat changes, the dance changes.
  4. Even the highest eagle comes down to the treetops to rest.
  5. Do not look where you fell but where you slipped.
  6. It takes an entire village to raise a child.
  7. Having good discussions is like having riches.

## **Teacher Reads the Story:**

Teacher distributes the books to the students and they follow along as the teacher reads the story aloud.

## **Discussion Questions for Assessing Students' Comprehension:**

- Where were the animals gathered?
- What did the lion do to Elephant? Rhino? Giraffe?
- The lion was acting like a bully. Have you ever had to deal with a bully?
- Where was the monkey when he heard the animals talking about the lion?
- What did the monkey tell the other animals about the lion?
- What did the monkey say to the lion when the lion found the monkey in the middle of the path?
- Why did the lion let the monkey ride on his back?
- Why did the lion help the monkey make a saddle for his back?
- Why did the lion let the monkey tie vines around his neck?
- Why did the lion give the monkey a big branch?
- What did the monkey do with the branch when they got close to the watering hole?
- What did the animals do when they saw the monkey riding on the lion?
- Why did the lion run away? Where did he go?
- How was the monkey clever?
- What lesson does this story teach?

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## Discussion Questions for Assessing Students' Comprehension cont.:

- Do you think that the other animals ever found out what the monkey had done?
- How does the proverb, "He who laughs last, laughs best," apply to this story?

## Language Arts:

- Story Words

### Materials:

"Story Words" worksheet

Pencils

### Directions:

1. Students look at the picture on Page 29.
2. Students circle all of the words on the worksheet that are shown in the picture.

"Story Words" worksheet has the following words:

lion, zebra, book, water, hat, bunny, tree, crocodile, dog, tree stump, pen, monkey, giraffe, man, elephant, ball, saddle, box, vines, bike, clock

- **Is and Are**

An activity for differentiated learning

### Materials:

"Is and Are" worksheet

Pencils

Lined paper

### Directions:

- Teacher instructs students about the rules of when to use "is" and "are."
  - Use "**is**" in a sentence about one person or thing.
  - Use "**are**" in a sentence about more than one person or thing.
- Teacher divides class into three groups.
  - Group A: Completes the worksheet with the teacher.
  - Group B: Completes the worksheet with a partner.
  - Group C: Completes the worksheet independently. Write three **is** sentences and three **are** sentences on a separate piece of paper.

1. Zebra and Rhino \_\_\_\_\_ at the watering hole.
2. The animals \_\_\_\_\_ in the jungle.
3. Monkey \_\_\_\_\_ in a tree.
4. All of the animals \_\_\_\_\_ sad.
5. The lion \_\_\_\_\_ not nice to them.
6. Monkey \_\_\_\_\_ sitting in the path.
7. The animals \_\_\_\_\_ happy that the lion left.
8. Monkey \_\_\_\_\_ riding in a saddle.
9. All of the animals \_\_\_\_\_ laughing.
10. This \_\_\_\_\_ a good book.

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## Language Arts cont.:

### • Rhyming Words

An activity for differentiated learning

#### Materials:

“Rhyming Words” worksheets A and B

Pencil

Lined paper

- Group A: Students complete “Rhyming Words” worksheet A.

**Directions:** Say each pair of words aloud. Circle each pair that rhyme.

dot	how	lion	him	ran	all
hot	cow	ran	not	man	bell
rid	horn	but	not	go	work
hid	corn	bat	got	no	bake
fast	hold	ride	rock		
last	bold	hide	sock		

- Group B: Students complete “Rhyming Words” worksheet B.

**Directions:** Say each pair of words aloud. Circle each pair that rhyme.

hole	not	trunk	told	him	still
pole	get	bunk	held	ham	will
knot	swung	bite	path	neck	silly
got	hung	kite	math	peck	bully
come	ride	dot	tree	yell	leg
home	hide	spot	see	smell	bag
back	vine				
pack	mine				

- Group C: Students complete “Rhyming Words” worksheet B. Students write three sentences using at least one pair of rhyming words in each sentence.

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## **Language Arts cont.:**

### • **Syntax**

#### Materials:

“Word Order” worksheet

Scissors

Glue sticks

Pencils

Unlined paper

Crayons or markers

#### **Directions:**

1. Color the sentence strips in different colors
2. Cut out the sentence strips one at a time.
3. Cut on the dotted lines to separate the words.
4. Put the words in the correct order to create a sentence.
5. Glue each sentence onto another piece of paper.
6. Add a period at the end of each sentence.
7. Be sure to work on just one sentence at a time.

## **Math:**

### • **Measuring**

#### Materials:

Blackboard or whiteboard

4 flexible metal tape measures each with a locking mechanism

- Teacher informs students the average baby African elephant is three feet tall, the average adult female African elephant is about eight feet tall, and the average adult male African elephant is about ten feet tall.
- Teacher tells students they will see how the students measure up against an African elephant.

#### **Directions:**

1. Teacher places three of the tape measures on the floor. One tape measure should be extended to ten feet, one tape measure extended to eight feet, and one tape measure extended to three feet.
2. Each student will have a turn to lie down next to the tape measures and compare his or her size to the African baby, the average adult African female, and the average adult African male.
3. Classmates measure each student and record their heights.
4. Teacher helps the students to create a bar graph on the board to show the different heights of students in the class in comparison to the African baby, the adult female, and adult male elephants.

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## **Dramatic Arts:**

### • **Point Of View**

#### **Directions:**

- Teacher tells students that if we asked any of the animals what happened the day the monkey tricked the lion, all of the stories would be different because each animal would be telling the story from its own point of view.
- Students choose a character or teacher assigns each student a character from the story to portray.
- Students each present the story from his or her character's point of view to the class.
- Teacher asks students how the stories (of the same event) differ.

### • **Another Solution**

#### **Directions:**

- Teacher asks students to think about:
  - what other ways the animals could have solved the problem of the bullying lion.
  - how else the animals could have made the lion move to another part of the jungle.
- Teacher divides the class into small groups and instructs them to brainstorm other solutions to the problem.
- Students create a skit about their solution to the problem and present it to the class.

## **Art:**

### • **Following Directions**

#### **Materials:**

“Color the Animals” worksheet

Crayons

**Directions:** Students read and follow the directions on the worksheet.

### • **Draw A Picture**

#### **Materials:**

Unlined paper

Markers or crayons

#### **Directions:**

- Teacher asks students to imagine they are in the African jungle: what do they see?
- Students draw a picture of the African jungle.

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## **Movement**

### • **Catch the Lion**

#### Materials:

6-10 foot length of rope

Wiffle® ball

Large open area

#### **Directions:**

1. Teacher ties a Wiffle® ball to the end of the rope.
2. Teacher ties the other end of the rope around her waist or a student's waist so that the rope and ball are behind this person.
3. The person with the rope tied around his or her waist is the lion. The rope and Wiffle® ball represent the lion's tail.
4. Students sit around a large open area.
5. One student is chosen to be the hunter and chases the lion.
6. The lion runs in such a way that he/she weaves in and out of the area, keeping the rope and ball behind him/her (to avoid tripping over it)
7. When the hunter grabs the Wiffle® ball, he or she has caught the lion by the tail.
8. A new lion and hunter are chosen and the game continues as described above.

## **Extension Activity:**

### • **Compare and Contrast**

- Teacher reads "That Tricky Rabbit" on page 67 in *Tales of Tricksters* by Pleasant DeSpain. In the Native American tale, Rabbit tricks Wolf as they compete for a girl's affections. Rabbit pretends to have an injured foot and rides Wolf to the girl's house, convincing the girl that Wolf is really a horse. This story shares a similar plot with The Clever Monkey Rides Again. Students compare and contrast the two stories. Teacher can follow up by asking students to create their own story using a similar plot.
- Teacher reads *Anansi and the Pot of Beans* by Bobby and Sherry Norfolk. Anansi is a well-known African trickster character. Students compare and contrast the story and the illustrations with *The Clever Monkey Rides Again*. What lesson did Anansi learn?

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

## Story Words

Directions: Look at the illustration from *The Clever Monkey Rides Again*. Circle the words for all of the things you see in the picture.

lion

zebra

book

water

hat

bunny

crocodile

dog

stump

pen

monkey

giraffe

man

elephant

ball

saddle

box

vines

bike

clock



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

## Is and Are

**Directions:** Use "is" in a sentence about 1 person or thing.  
Use "are" in a sentence about more than 1 person or thing.

1. Zebra and Rhino \_\_\_\_\_ at the watering hole.
2. The animals \_\_\_\_\_ in the jungle.
3. Monkey \_\_\_\_\_ in a tree.
4. All of the animals \_\_\_\_\_ sad.
5. The lion \_\_\_\_\_ not nice to them.
6. Monkey \_\_\_\_\_ sitting in the path.
7. The animals \_\_\_\_\_ happy that the lion left.
8. Monkey \_\_\_\_\_ riding in a saddle.
9. All of the animals \_\_\_\_\_ laughing.
10. This \_\_\_\_\_ a good book.

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

## Rhyming Words

Worksheet A

Directions: Say each pair of words aloud. Circle each pair of words that rhyme.

dot	how	lion	him	ran	all
hot	cow	ran	not	man	bell
rid	horn	but	not	go	work
hid	corn	bat	got	no	bake
fast	hold	ride	rock		
last	bold	hide	sock		

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## Rhyming Words

Worksheet B

**Directions:** Say each pair of words aloud. Circle each pair of words that rhyme.

hole	not	trunk	told	him
pole	get	bunk	held	ham
knot	swung	bite	path	neck
got	hung	kite	math	peck
come	ride	dot	tree	yell
home	hide	spot	see	smell
back	vine	still	silly	leg
pack	mine	will	bully	bag

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

## Word Order

### Directions:

1. Color each sentence strip a different color.
2. Cut out the sentence strips one at a time.
3. Cut on the dotted lines to separate the words.
4. Put the words in the correct order to create a sentence.
5. Glue each sentence onto another piece of paper.
6. Add a period at the end of each sentence.
7. Be sure to work on just one sentence at a time.

1. the jungle The animals in lived

2. watering hole met They at the

3. fast The ran lion

4. rode the lion The monkey on

5. back The lion came never

6. fruit He put horn on Rhino's

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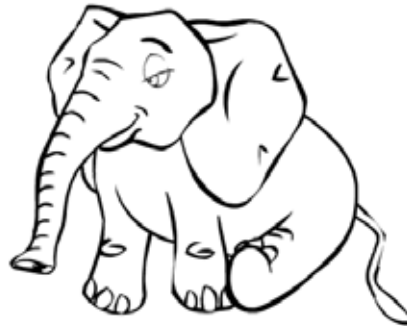
Name \_\_\_\_\_ Date \_\_\_\_\_

## Color the Animals

1. Here is a monkey.  
Color the monkey brown.  
Draw a tree for the monkey.



2. Here is an elephant.  
Color the elephant gray.  
Draw a knot in his nose.



3. Here is a rhino.  
Color the rhino gray.  
Draw fruit on his horn.



4. Here is a giraffe.  
Color the giraffe yellow.  
Draw brown spots on her.

