

THE CLEVER MONKEY RIDES AGAIN

Kindergarten

Outcome:

Students will demonstrate an understanding of the story through discussion, visualization, auditory discrimination, phonics, and writing.

Overview:

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

Materials:

Book, *The Clever Monkey Rides Again*

Paper

Crayons

Pencils

Lined paper

Unlined paper

Piece of string, 3 feet long

Piece of string, 8 feet long

Piece of string, 10 feet long

Large sheets of paper (3 per student)

Brown and green Tempera paint

Paint brushes

Scissors

Tape

Scarves or handkerchiefs

Optional:

Pictures of the African jungle

Cleveland, Rob. *The Clever Monkey*. Atlanta: August House, 2006.

DeSpain, Pleasant. *Tales of Tricksters*. Little Rock: August House, 2001.

Pritchett, Dylan. *The First Music*. Little Rock: August House, 2006.

Assessment Tools:

“Beginning Letters” worksheet A

“Beginning Letters” worksheet B

“Matching Beginning Sounds” worksheet

“Connect the Dots” worksheet

INSTRUCTIONAL PLAN

Introduction:

- Teacher tells students that they will be reading a story about animals that live in the African jungle.
- Teacher asks students to solve the following riddles by naming a jungle animal.
 1. I am the tallest living animal. I can reach leaves on treetops with my long neck. I also have a tail and spots. Who am I? (giraffe)

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Introduction cont.:

2. I am the largest living land animal. I can grow up to eleven feet tall and can weigh as much as 13,000 pounds. I have large ears and a trunk. I have tusks. Who am I? (elephant)
 3. I am known as the “King of the Jungle.” I am a large, strong cat and I can run fast. If I am a male, I have a shaggy mane around my face. Who am I? (lion)
 4. I spend a lot of time in trees and I leap from limb to limb. My body is covered with hair. I am one of the smartest mammals. I like to eat fruit, especially bananas. Who am I? (monkey)
 5. I am a large land animal. I can have one or two horns above my snout. I can be white, brown, or gray. I have short legs and hooved feet. My name starts with the letter “r.” Who am I? (rhinoceros)
 6. I look similar to a horse but I have black and white stripes. I have large ears and eyes. I have black hooves and a long tail. I can run fast. Who am I? (zebra)
- Teacher asks students to think of an animal and give clues so that their classmates can guess the animal. Students should tell where the animal lives as one of the clues.

Teacher Reads the Story:

- Teacher reads through the story.
- After reading the story, teacher reviews unfamiliar words to define them and look at how they are used in the story, for example: saddle.

Discussion Questions for Assessing Students’ Comprehension:

- Where did the animals live?
- Name the animals in the story.
- Why were the animals sad?
- What did the monkey say about the lion?
- All of the animals except the monkey were afraid of the lion. Would you be afraid of the lion? Why or why not?
- Of what other jungle animals would you be afraid?
- How did the lion feel when he heard that the monkey said the lion worked for him?
- Why did the lion let the monkey ride on his back?
- Why did the lion give the monkey a big branch?
- What did the monkey do when they got close to the watering hole?
- What did the animals do when they saw the monkey riding on the lion’s back?
- Why did the animals believe that the lion *was* working for the monkey?
- Do you think that the lion is still running?
- Do you think that the clever monkey is still laughing?
- How was the monkey clever?
- Is the lion in the story a male or a female? How do you know? (Male lions have manes.)
- A full-grown elephant’s size protects the elephant from all predators. Not even a lion would attack an elephant because he is so big. An elephant’s tusks are two teeth that have grown very large as the elephant grows up. Is the elephant in the book a young or old elephant? How do you know? (It is a young elephant. It does not have tusks. Also, the lion would not have bullied a grown elephant.)

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Language Arts:

• **Visualize and Describe the Setting**

Materials:

Paper

Crayons

Directions:

1. Teacher asks students to:
 - sit in a circle on the floor
 - close their eyes and pretend that they are in the jungle
2. Teacher asks students:
 - what they hear in the jungle
 - what they smell in the jungle
 - how they feel in the jungle
 - what they touch in the jungle & how it feels
 - what they would see in the jungle
3. Teacher asks students to return to their seats and draw a picture of the jungle.

• **Syntax:**

Scrambled Sentence Order

Directions:

Teacher reads the following sentences and tells students to say the sentence using correct word order. (Some sentences can have more than one correct word order.)

1. the book I liked
2. rode on the lion the monkey
3. hole the watering they met at
4. the lion like did not they
5. worked the lion for the monkey
6. leg hurt his the monkey
7. afraid not was the monkey
8. wanted a saddle the monkey
9. the monkey flies buzzed around
10. fast ran the lion
11. all animals the laughed
12. back never the lion came
13. running still the lion is
14. monkey the clever is
15. did like you the book (?)

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Language Arts cont.:

• Syllabication with Animal Names

Directions:

1. Teacher reviews the concepts of syllables in words. (Syllables are the parts that make up a word.)
2. Teacher asks students how many syllables are in each of the following animal names, suggesting the student lightly tap their arm with their fingers for each “sound” part in the word:

giraffe	(2)	gir*affe
hippo	(2)	hip*po
monkey	(2)	mon*key
crocodile	(3)	cro*co*dile
elephant	(3)	e*le*phant
zebra	(2)	ze*bra
tiger	(2)	ti*ger
jaguar	(2)	ja*guar
leopard	(2)	leo*pard
cheetah	(2)	chee*tah
toucan	(2)	tou*can
gorilla	(3)	go*ri*lla
rhinoceros	(4)	rhi*no*cer*os
lion	(2)	li*on

3. Teacher asks students to name other jungle animals and to tell how many syllables are in each name.
4. Teacher asks students to name animals that are not jungle animals and tell how many syllables are in each name.

• Auditory Discrimination of Rhyming Words

Directions:

- Teacher reviews the concept of rhyming words. (Rhyming words have the same ending sound.)
- Teacher informs students that they will listen to words that will be said in pairs. Some of the “word pairs” rhyme and some do not.
- Teacher asks students to raise their hands if the pair of words rhymes.
 1. knot, got
 2. swung, hung
 3. monkey, monk
 4. ride, hide
 5. hole, roll
 6. jungle, jam
 7. sad, mad
 8. told, hold
 9. horn, corn
 10. dot, spot
 11. wrong, right
 12. truck, train
 13. bully, branch
 14. funny, honey
 15. rid, hid
 16. walk, wall
 17. tree, see
 18. step, stop
 19. me, see
 20. saddle, slide
 21. rock, sock
 22. go, slow
 23. fast, past
 24. palm, calm
- Teacher asks students to name some of the words on the list that were in the story.

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Phonics:

• **Beginning Letters**

An activity for differentiated learning

Materials:

“Beginning Letters” worksheets A and B

“Matching Beginning Sounds” worksheet

Scissors

Glue sticks

Pencil

Crayons

Directions:

- Teacher divides class into two groups.
 - Group A: Students complete “Beginning Letters” worksheet A.
Directions: Students cut out the pictures on the bottom of the page. Students say the picture name out loud and decide if the word begins with the /m/ sound as in “monkey” or the /l/ sound as in “lion.” Students glue the pictures under the correct beginning sound.
 - Group B: Students complete “Beginning Letters” worksheet B.
Directions: Students cut out the pictures on the bottom of the page. Students say the picture name out loud and decide if the word begins with the /m/ sound as in “monkey” or the /l/ sound as in “lion.” Students glue the pictures under the correct beginning sound. Students write the correct beginning letter under each picture.
- Teacher hands out the “Matching Beginning Sounds” worksheet to students.
- Students color and cut out the pictures.
- The picture cards can be used to play a matching game that students can play with a partner.

Directions:

- Students place all the cards face down.
- The first student picks two cards and turns them over.
- The student says the names of the pictures and decides if they begin with the same sound (either /m/ or /l/).
- If the beginning sounds are the same, the student keeps the cards.
- If the beginning sounds are not the same, the student places the cards face down again.
- The next student takes his or her turn.
- Play continues until all the cards are gone.

Math:

• **Connect the Dots**

Materials:

“Connect the Dots” worksheet

Pencil

Crayons

Directions:

- Teacher tells students the lion played Connect-the-Dots with Giraffe’s spots and made funny pictures.

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Math cont.:

Connect the Dots cont.

- Teacher instructs students to connect the dots in the correct order to create a picture of a jungle animal.
- Students color the jungle animal.

• Measurement

Materials:

Piece of string, 3 feet long

Piece of string, 8 feet long

Piece of string, 10 feet long

Directions:

- Teacher tells students
 - the average height of a baby African elephant is 3 feet.
 - the average height of an adult female African elephant is 8 feet.
 - the average height of an adult male African elephant is 10 feet.
- 1. Teacher places the three pieces of string on the floor so that each is fully extended.
- 2. Students each lie on the floor next to the strings.
- 3. Students compare their height and the height of classmates to a baby African elephant, an adult female elephant, and to an adult male African elephant.
- 4. Teacher asks students how many students it would take to be the same height as an adult female African elephant. Students lay end to end to find the answer.
- 5. Teacher asks students how many students it would take to be the same height as an adult male African elephant. Students lay end to end to find the answer.
- 6. Teacher asks students if it would always take the same number of students to reach the height of either the adult female African elephant or the adult male African elephant. Why or why not?

Dramatic Arts:

• Create a Skit

Directions:

- Teacher tells students to imagine that after the monkey tricked him, the lion moved to another part of the jungle. He acted like a bully again and the animals in the other part of the jungle wanted him to leave.
- Students create a skit that shows how another jungle animal tricks the lion into leaving that part of the jungle.

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Movement:

- **Catch the Lion's Tail**

Materials:

Scarves or handkerchiefs

Directions:

1. Teacher divides the class into teams.
2. Each team forms a chain by holding hands.
3. The last person on each end of the chain places a scarf or handkerchief in his/her pocket so that at least half of it hangs out of the pocket. This is the "lion's tail."
4. Each team works together to run around and to try to take a "tail" from one of the other teams.
5. A team wins when it takes a "tail" from another team.

Extension Activity:

- **Compare and Contrast**
 - Teacher reads *The First Music* by Dylan Pritchett. This story tells of the sights and sounds of the African forest. It's a good follow up to the "Visualize and Describe the Setting" activity.
 - Teacher reads *The Clever Monkey* by Rob Cleveland. Students compare and contrast the plot of this book with *The Clever Monkey Rides Again*. Teacher asks students how the monkey was a trickster in each story.
 - Teacher reads "The Dancing Wolves" on page 41 in *Tales of Tricksters* by Pleasant DeSpain. This Native American tale tells of a clever rabbit escaping from a group of wolves that wants to eat him. Students compare and contrast the trickster character and plot of this book with *The Clever Monkey Rides Again*.

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Name _____ Date _____

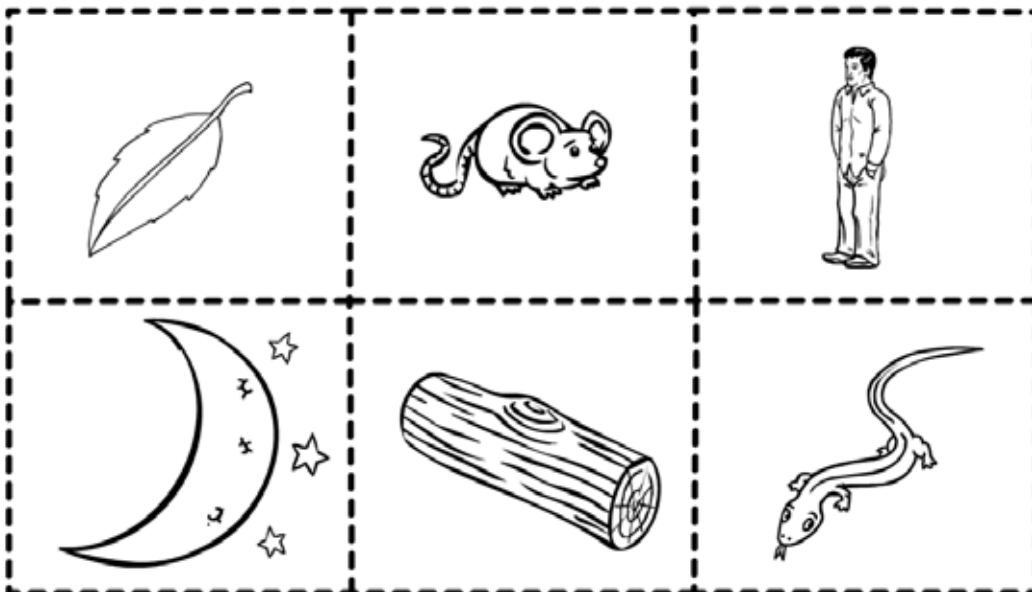
Beginning Letters

Worksheet A

M m



L l



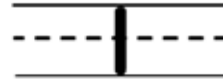
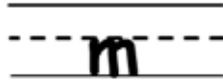
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Name _____ Date _____

Beginning Letters

Worksheet B















 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

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Name _____ Date _____

Matching Beginning Sounds

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Name _____ Date _____

Connect the Dots

Directions: Connect the dots in the correct order to make a jungle animal. Start with 1. Color the jungle animal.

