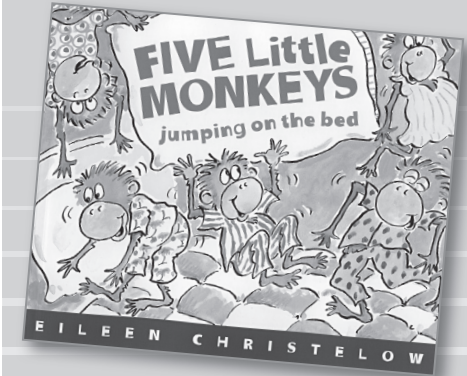


Five Little Monkeys Jumping on the Bed

Synopsis Based on the classic children’s rhyme, Eileen Christelow’s version includes lively illustrations and a few pages at the beginning describing the monkeys getting ready to go to bed. One by one, each monkey falls off the bed and is ordered by the doctor to stop jumping. In the end, the monkeys fall asleep and their mama gets to go to bed too.



Author: Eileen Christelow

Genre: Fiction/Poetry

Guided Reading Level: E

TEKS: 1.3.C.iii, 1.3.E,
1.5, 1.22.D, 1.29,
1.110.12.D, 1.110.12.E

Introduction: Explore Poetry

Explain to students that this is a fun-to-read story based on a rhyme they may recognize. Ask students if they are familiar with “Five Little Monkeys Jumping on the Bed.” Have a volunteer recite a few lines. Point out that this rhyme counts down from five to one.

On the board, list the rhyming words from the main part of the story: *bed, head, said*. Ask, *When two words rhyme, which parts sound alike: the beginnings, the middles, or the ends?* Point out that even though the words rhyme, or sound the same at the end, they are spelled differently.

Discuss how stories are organized. Say, *Most stories are told in time order, which means the author tells about what happened first, next, and last, in that order.* Choose a familiar story, such as “Little Red Riding Hood” or “The Gingerbread Man,” and have students help you describe the sequence of events in order.

Vocabulary

Tier One: brushed, bumped, jumped, said

Tier Two: bedtime, doctor, fell, monkeys, pajamas

Word Work

1.22.D Spell base words with inflectional endings (e.g., adding “s” to make words plurals).

1.3.E Read base words with inflectional endings (e.g., plurals, past tenses).

Introduce vocabulary in context as it appears within the book before or during reading. List *brushed, bumped, jumped, and said*. Use the vocabulary to discuss past tense and present tense verb forms. Have students identify the *-ed* ending and discuss how it changes the meaning of a verb. Then point out the irregular verb form of *said*. Ask students to identify the present-tense form (*say*), and then point out that *fell* is also an irregular past-tense verb.

Compare the literal and nonliteral meanings of *fell* used in the text. Ask students what it means to *fall asleep*, and have them explain in their own words the difference in usage between *fell off the bed* and *fell asleep*. Point out the monkeys’ pajamas on the front cover. Explain that *pajamas*, like *pants* or *jeans*, is always a plural. Have students identify the two smaller words that form *bedtime*, and discuss the meaning of the compound.

English Language Support

Offer realia, gestures, or photos to support the introduction of the new vocabulary. Show a photo of real monkeys. Have students compare and contrast the monkeys in the book with real monkeys. Similarly, show several images of real-life doctors, and have students describe how the doctor in the book is similar or different.

Understanding the Text

Literal: *What four things did the monkeys do before they started jumping on the bed? Refer to the book for your answers.* (bath, pajamas, brushed teeth, said good night) *Why was the mama so happy at the end?* (because she got to go to bed)

Interpretive: Discuss the numbers of boy and girl monkeys. Have students first use the illustrations to determine how many of each there are. Then work with them to use the possessive pronouns in the written text to confirm the answer. (*three boys, two girls*)

Applied: Discuss counting songs and rhymes, including why they are common and popular. (*teach counting, easy to read and remember, fun to recite*) Ask students if they liked Eileen Christelow’s version of “Five Little Monkeys” and to explain why or why not.

Phonics and Word Recognition

1.3.C.iii *Use common syllabication patterns to decode words, including: Final stable syllable (e.g., ap-ple, a-ble)*

Discuss the relationship between vowel sounds and syllables. Create a T-chart labeled *one syllable* and *two syllables*. Choose a few pages in the text, and have students clap to count syllables as they read aloud words from those pages. Have students guide you in listing words in the appropriate columns. Review the words in each column as you explain that the number of vowel sounds in a word correlates to the number of syllables. Point out that the number of vowel letters may not correlate to syllables because some vowels are silent and some vowel sounds are created by combinations of letters.

Fluency

1.5 *Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.*

As you model reading aloud the story, emphasize the difference between the prose on the first few pages of the book with the rhythm and expression inherent to

the poetic part of the story. Help students identify the differences. (*no rhyme or rhythm at the beginning*)

Have students read aloud the story. For the prose at the beginning of the story, have one student at a time read aloud each sentence. For the rhyming part of the story, divide the class into two groups. Have one group chorally read aloud the section from “Five little monkeys jumping on the bed . . .” through “. . . and the doctor said.” Then have the second group chorally read aloud “No more monkeys jumping on the bed!” Encourage students to have fun and to read with enthusiasm.

Reading Literature

1.110.12.D *Make inferences about text and use textual evidence to support understanding.*

1.110.12.E *Retell or act out important events in stories in logical order.*

Work with students to write a brief summary of the events in the story. Have students guide you in creating a list, in order, of the sequence of events. (*1. The monkeys take a bath. 2. They put on their pajamas, and so on.*) Then list sequence words, such as *first, second, next, then, last*. Model using the words to describe events from the book in time order, and then have volunteers follow your model to do the same. Have students refer to the back cover of the book, and ask if anyone has read any of the other books in the *Five Little Monkeys* series. Discuss how the other books are or might be similar to or different from this one, based on having read them or by looking at the covers.

Writing

1.29 *Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.*

Work as a group to write a counting rhyme. Have students vote on an animal and a setting, and use their choice as the basis of the rhyme. (*birds in a tree, frogs on a log, cows in a field*) Help students come up with rhyming words. Afterward, have students create drawings to accompany the story.