

Dear Fellow Educator:

Thank you for sharing **Monkey Business** with your students! I hope you enjoyed your opportunity to join in on the *“monkey shenanigans!”* This study guide was developed to give you some new ideas to add to your lesson plans. Your trip to **Monkey Business** may be purely for its entertainment value, but at Kids Who Care we believe that education can and always should be entertaining!

The enclosed materials were developed to give you additional background information that you might like to use in your classroom as a follow-up to your field trip as well as some specific information about Kids Who Care. One set of materials is provided to each school that has made a reservation with us. Please feel free to make copies as you see fit for the teachers and students in your school. The material has been purposely designed to be rather generic to allow for the various age groups in our audience. Please feel free to adapt the materials to make them age appropriate.

I would be interested in your feedback, as well as in hearing ideas you have used successfully in the classroom. We are actively working at partnering with schools in our community. If you would like to be placed on our school mailing list, please give us a call. Please also be aware that our professional staff is available to conduct a number of informative, yet entertaining teacher workshops. Let us know if you are interested!

Again, thank you for caring enough about your students to open their eyes to the arts! We look forward to hearing from you in the future!

With Warmth,

Teresa Pels
Education Director

A Study Guide to Kids Who Care's Production of Monkey Business

By Teresa Pels, Education Director

Welcome

Welcome to Monkey Business, Kids Who Care's interactive story time which promises to be more fun than a barrel full of monkeys! Monkey Business is not a traditional theatre experience, but rather one designed to awaken your imagination and to tickle your funny bone as we take a lighthearted look at some outstanding children's literature through the eyes of some mischievous monkeys! You will be taking part in interactive improvisational theatre, a style perfect for the Pre-K through 2nd grade audiences who join us. Although following a defined story plot, as dictated by the four books we've chosen, you will see that anything can and will happen as we invite audience members to join in our fun onstage! In fact, all the audience members get the opportunity to get in on the action, so listen carefully for when you are asked to contribute! You will notice that this theatre experience is not one of complex lighting, sound, set, costumes, and props. Rather, with an improvisational "low-frills" approach, we encourage the audience to use their imaginations to create the scene. In doing so, a child is allowed the freedom to create an image in their minds that has no right or wrong answer.

Our theme, Monkey Business, was chosen because there are many great children's books, songs, and poetry that use monkeys for their theme. In fact, there are many more examples of "monkey literature" than we could hope to incorporate into an hour! Perhaps we'll have to schedule a "Return to Monkey Business—the Sequel" in the future! Children and adults find monkeys fascinating to watch and to imitate, so it lends itself well to an adventure with children!

Creative Dramatics

At Kids Who Care, we often use quality children's literature as a springboard to acting, as well as a motivation to encourage children's literacy! We all know that when a child discovers a good book he will read it over and over. The same is true with acting! Some of our best-loved tales are those which we've acted or "pretended to" many many times! As teachers of young children, you are most familiar with the ways that a child's imagination can literally transform him or her into a new character at every turn. The technique of telling a story through creative dramatics, which is actually what will happen on stage, gives teachers a new strategy to make their students excited about reading and learning. In creative dramatics, the teacher encourages the students

to listen carefully to a story one time through, identifying the characters, the setting, and the plot, particularly paying attention to the beginning, middle and end of the story. In order to act the story out, all of these elements must be clearly identified. Interestingly enough, these skills are also necessary to pre-reading and early reading success. By incorporating creative dramatics into your story time, you can make the characters leap right off the page and come alive in the hearts and minds of your students!

Monkey Business is an intertwining of four tales, some “monkey tales,” if you will, about some interesting primates, along with some transitional material about monkeys in general. Enjoy!

Good Night, Gorilla

Written and Illustrated by Peggy Rathmann

Our first story is one that children will most likely recognize and instantly love! It is the story of the animals in a zoo who surprise the zookeeper and his wife by not following their usual nighttime routine! The mischievous gorilla acts as the mastermind in an animal escape with hilarious results.

About the Author

Peggy Rathmann was voted the “most promising new author” in 1991 by Publisher’s Weekly after the publication of her first book, *Ruby the Copycat*. In addition to being an author of children’s books, Ms. Rathmann is also an illustrator. She studied art at the Otis/Parsons School of Design in Los Angeles.

Suggested Classroom Activities

1. Have a class discussion about the zoo. Ask students to tell about previous zoo visits. Ask whether anyone has ever been at the zoo at night? Imagine what happens when it is bedtime at the zoo! Make a list of animals students have seen at the zoo. Put them in categories, organizing them by first letter. Draw a picture of a zoo, or create a class mural, having each student contribute an assigned section.
2. Ask students to talk about their favorite part of the story. Discuss whether this story could really take place. Why or why not? What makes this story funny? Talk about comedy, including what makes something humorous.
3. Use this as a phonics lesson jump-off, listing all the words that begin with “g.” Say “gorilla” and “giraffe.” How are the “g’s” different? Talk about “hard g” and “soft g.”
4. Have a group discussion about bedtime routines. Divide the class into groups to discuss and act out their own individual “good night” rituals. Discuss how they differ among families. Then discuss how animals “get ready for bed.” Some animals, called nocturnal animals, use the nighttime as the active part of their day. Find out about some nocturnal animals and write a story about one of them.
5. Notice that as “animals” were selected from the audience and placed in their “cages” that the gorilla went to each one to teach it how to move and pose. Talk about distinguishing characteristics that animals display which are unique only to them. Divide into teams and have students act out

- animal antics for the other team, through only movements and sounds and play an animal antic guessing game!
6. Learn to say “good night” in other languages. Then read the book substituting the “new” language for the dialogue.
 7. Count how many animals were in this story. Recall by reviewing the story’s sequence and make tally marks to count each animal. As each animal leaves the zoo, make a subtraction problem to show how many animals are left in cages.
 8. Make an audiotape of this book. Use the tape in a center where students can act out the story on their own.
 9. Create a sequel to the story. What happens after the mouse and gorilla are discovered in the bed with the zookeeper and his wife a second time? Draw pictures to go with your ideas and make them into a book.
 10. Take an animal survey from the class, listing their favorite animal (you could limit it to zoo animal, pets, or any animal in the animal kingdom). Then make a chart with your results. Using the chart make comparisons, by identifying which animals are most popular, least popular, or by inventing story problems with your results. (How many more people like monkeys than lions?, etc.)
 11. Instant Pictures – This is a good creative dramatics tool to encourage children to be creative while using body language to tell a story. On the count of 3, give the students a category, (ex., animals that fly) and have them pose as if a photograph were taken of them. You can also use situations like a picture at Sea World, or animals in cages at the zoo. The goal is to gradually have the students interact together to form an interesting scene.
 12. Sing a variation of “Old MacDonald Had a Farm” using the animals in this story and the zoo as the setting.
 13. Use clay to model a pretend zoo. Let the children organize the project by listing what all needs to be done to “create” a zoo (goal-setting), and then by assigning jobs to be done and implementing the project. Perhaps the finished product could be displayed so that parents or other classes in the school might “tour” it. If so, an additional project to design a presentation, tour guides, etc. would be needed.

Caps for Sale

Written by Esphyr Slobodkina

The second story is also familiar to many children. It is told in the style of a folk tale, and though its origin is not clear, it will remind teachers and students alike of similar stories from different cultures. As the story unfolds, the audience will see a clear example of “monkey see,” “monkey do!” The story has very clear concepts of conflict and resolution which will lend itself easily to some opportunities of prediction or “what ifs?”

Suggested Classroom Activities

1. Because we don't see "peddlers" walking around selling items in this way in our modern world, spend some time setting up this part of the story. Ask the children what a peddler is, and try to think of similar counterparts in our world today? Where do we buy caps? What kind of caps was the peddler selling.
2. The peddler is selling caps for 50 cents a cap. Discuss money and determine how many quarters, dimes, nickels, and pennies you would need to buy a hat. How about 2 hats, 3, ... 5? Find out how much a cap costs today. Is it more or less than 50 cents? Because the caps cost 50 cents, when do you think this story was written?
3. Use the repetition in the story to help the children with memory and recall skills. Also use the repetition to leave out certain key phrases that the students can fill in.
4. Play a game of "Monkey See, Monkey Do." Why do you think this phrase came about? The theatre game equivalent to this game is called "the mirror exercise." It is often done with actors who work together in a group, or ensemble so that they will be very closely in touch with the actors around them. Pair up two students, one is the mirror and can move only when his partner moves. With deep concentration it becomes impossible to distinguish between the person moving and the mirror. This is an excellent nonverbal game to play that improves concentration and focus. Review from the story how the monkeys "mirrored" the peddler's actions.
5. Think of other words or phrases that use monkeys as their basis. (to "ape" is to copy, monkey-shines, monkey business, more fun than a barrel of monkeys, etc.)
6. Use key phrases from the story and place them on sentence strips. Tell the story and have students put strips in proper sequence on a sentence strip chart. As each sentence is added to the chart, have students dramatize the phrase.
7. When it says that the peddler walks very carefully so as not to upset the caps, what does "upset" mean? Talk about why good posture is important. Why does the peddler need good posture as he walks along? What would happen if he slumped...? If he skipped...? If he jogged?
8. The monkeys in the story make many sounds to respond to the peddler. Do you think monkeys have their own language? Work in a group to make a series of monkey sounds to represent actual words, then tell a story in your invented "monkey language."
9. Draw some monkeys using the enclosed monkey drawing lesson. Add arms, legs, and a tail. Attach with brads if you wish, so you can move the monkey's limbs. Make some caps that can be attached to the monkey's head. Then cut out your monkey and attach a tongue depressor to the back. Use your monkeys to retell the story or to make up one of your own.
10. The peddler in this story shows his anger and frustration in several ways. Discuss how the peddler showed that he was angry. Talk about frustration and what usually causes someone to feel frustrated. Ask the students what they do to show they are angry or frustrated. You may want

to list their responses in a chart. Discuss with the children how they would have dealt with the monkeys' lack of cooperation.

Five Little Monkeys Sitting in the Tree

This is the story of five little mischievous monkeys who delight in teasing Mr. Crocodile. Many children have learned this as a song when they were just toddlers. Stories such as this which feature repetitiveness and finger plays are popular as they are handed down from generation to generation.

Suggested Classroom Activities

1. Even younger children can recite along with this simple story, as it offers a great variety of repeated phrases. Write the story on a dry-erase board or on a poster so that your students can follow along as you read it. Stories such as this that are repeated frequently can become early reading success for students who follow along.
2. Because the monkeys were teasing the crocodile, they met an unhappy fate. This story can give rise to a healthy discussion about the unfortunate effects that "teasing" can have. Help students understand how it feels to be teased. Why do people use teasing as a way to interact with each other? Do you think the monkeys were afraid of the crocodile?
3. Did the monkeys really get eaten by the crocodile? How do you know? What happens later in the story to let you know the monkeys are fine?
4. Can you think of any other stories with a crocodile as a character? Who is afraid of the crocodile in Peter Pan? What is special about the crocodile in Peter Pan? (He has swallowed a clock, so he goes "tick tock.")
5. As each monkey is "eaten," a math problem results. Use visuals as examples, and create subtraction problems as each monkey disappears.
6. Imagine what would happen if the monkeys had invited Mr. Crocodile to share their picnic lunch instead of teasing him? Write your own story by changing the situation. Try to use the same elements from the story, such as repeating phrases, adding or subtracting as you go, and by making sound effects to accompany the story.

Five Little Monkeys Jumping on the Bed

Retold and Illustrated by Eileen Christelow

This story about the little monkeys jumping on the bed is again a favorite from early childhood. Most mothers use this story as a safety lesson, because at one time or another all toddlers (and sometimes big folks!) find great thrills in using the bed as a trampoline. In this story, the unexpected twist at the end will surprise and delight all little "monkeys!"

About the Author

Eileen Christelow is not technically the author of this book. She simply retells the story that has been orally handed down by generations. She did, however, create original illustrations to accompany the story. She has written and illustrated a number of books, including *Henry and the Red Stripes*; *Mr. Murphy's Marvelous Invention*; *Henry and the Dragon*; and *Don't Wake Up*

Mama. Her first career was as a freelance photographer, which she felt prepared her to be creative in telling and illustrating stories.

Suggested Classroom Activities

1. Analyze the story by identifying the characters, the setting, and the plot, identifying the beginning, the middle, and the end of the story.
2. Introduce the concept of rhyming words. Have students listen carefully to the story and raise their hands when they hear a pair of rhyming words. Write them on the board. Try to think of other words that rhyme.
3. Divide students into groups. Allow them to brainstorm about what would happen next in the story. Help them to visualize a new day in the monkeys' house and what might happen next. Allow the students to illustrate their sequel to the story. Eileen Christelow actually wrote her own sequel to the story, called ***Don't Wake Up Mama! Another Five Little Monkeys Story***. See if you can find this story in the library or a bookstore and read it aloud.
4. Use this book to introduce a unit on safety. Have your students list safety rules that should be followed. Illustrate them on posters around your room, or illustrate and make into a safety book. Talk about what can happen if you jump on the bed.
5. Think of all the emotions that the little monkeys show in this story. Some examples are: joy surprise happiness sadness anger fear Practice using monkey faces to show each of these emotions. Think of other emotions that are easily illustrated with facial expressions. Make it into a game!
6. As with the other stories, it is easy to use this as a springboard for a math lesson. You might keep track of all the monkeys that appeared in all the stories by creating a chart with tally marks. Group into groups of five for easy counting. Make some story problems by adding or subtracting to illustrate the story.
7. Have each child make his own counting book by illustrating the story.

Monkey Facts

1. Monkeys are members of the primate family. Primates are an order of intelligent mammals.
2. Primates have good eyesight, most have grasping hands, flat nails instead of claws and a large brain.
3. Many primates are arboreal (they live in trees).
4. There are 200 species of primates, including monkeys, chimpanzees, humans, and apes. Primates are divided into three groups: Tree Shrews, Prosimians, which are not much humanlike, and includes lemurs, lorises, and aye-ayes, and Anthropoids, which include humans, apes and monkeys.
5. Primates usually spend their lives together in large groups called troops. They usually work together in cooperation and interact among members.
6. The loudest monkey is the Howler Monkey.
7. The most acrobatic monkey is the Spider Monkey.

8. Monkeys live in forests, grasslands, high plains, and in mountain habitats.
9. Monkeys eat leaves, fruit, seeds, nuts, eggs, insects, and small mammals.
10. Monkeys usually have tails; Apes do not have tails.
11. Monkeys are not as intelligent as apes.
12. Monkeys include baboons, marmosets, and tamarins; apes include chimpanzees, gibbons, gorillas, and orangutans.
13. Monkeys have five-fingered hands and have opposable thumbs. This means that the thumb can move across the hand and touch the other fingers. This assists monkeys in their dexterity. As an experiment, tape your thumbs to the palm of your hands and try to do some simple activities with your hands.
14. Monkeys are identified as Old World monkeys (live in Africa, Asia and Europe) or New World monkeys (South and Central America). They have slightly different characteristics.
15. The Baboon is the largest type of monkey. It is noisy and ferocious.
16. Many monkeys are endangered due to loss of their habitats.
17. Mandrills are the most colorful of mammals. Their faces are hairless and brightly colored. The male's face has a bright blue muzzle and a bright red nose.

Theatre Etiquette

Undoubtedly this trip to the Scott Theatre will be the first time that some of your students will experience live theatre. It is important for all audience members to learn that certain manners are expected when attending a stage production. We offer the following suggestions:

1. After arriving at the theatre, line up in an orderly single-file line to enter the theatre. Normally, you will be personally greeted by an usher who will show you to your seats. Sometimes it is necessary for one representative from the school to check in at the box office window to take care of payment and/or other paperwork. Your personal usher should be able to tell you if you need to speak to the box office manager. Please keep conversation down during this time so you can hear any instructions that may be given.
2. Follow the usher into the theatre and take seats in the row that she designates for you. Please fill each and every seat.
3. Be sure that you've taken care of any restroom or drinking fountain needs before you sit down. Actors in our show usually use the aisles to make entrances and exits. You can avoid potential collisions by staying in your seat!
4. When the lights begin to dim, the show is about to begin. At this time, all conversations should stop. The theatre is built with high domed ceilings and tiered seating to facilitate sound projection, so even whispered conversations can be heard throughout the theatre and may distract or compete with the actors on stage. Monkey Business, however, is a different type of stage production. Since it is interactive, we will be encouraging audience members to participate with us. However, please

- take the lead from the narrator on stage. Random, uncontrolled conversations throughout the theatre would be distracting.
5. The polite way to show the actors that you are enjoying their work is to applaud. It is not polite to whistle, stomp, or yell(unless asked to do so!). Any sudden or disruptive noise or movement can startle the actors and cause them to forget their lines or to falter in a step.
 6. The house lights will come up when the show is over. It is not safe to move until the lights have reached their full strength.
 7. Please do not bring food, drinks, or gum into the Scott Theatre. We also ask that patrons turn off pagers and cell phones so as not to disturb others during the performance.
 8. Sit quietly in your seat so as not to disturb those on either side of you or around you. Sit with your feet in front of you so you will not soil the cushion. Generally you should plan to sit as you would in your grandmother's living room---with your best manners! When the audience is asked to participate, it is still important that you not interfere with those around you so they can enjoy the show also.
 9. Don't be afraid to share your enthusiasm with the actors. It is appropriate to show your satisfaction with the production at the close of the performance by your applause. Laughing out loud is also appropriate as long as you are not trying to act silly! Sometimes audience members will stand and applaud to show their appreciation for an extra special performance. This is called a standing ovation and is appropriate when the cast has done an extra special job of entertaining the audience! It is never appropriate to boo, yell out at the actors, or in any way interfere in the running of the play. You will know that the performance is over when the cast comes on stage and bows to the audience. This is called the curtain call. We will have a curtain call after each segment of "Monkey Business" to allow our actors from the audience to receive their applause! Teachers will provide the lead on when to exit with their classes.
 10. Stay together as a group to exit the theatre and move through the lobby. If you get separated from the group, ask an usher to help you.
 11. If you enjoy the production, tell someone about our show! In addition to daytime shows for schools, we have performances in the evening and on weekends for the public. We love what we do, but we especially love to share what we do with others!
 12. If your students are interested in being on stage or behind the scenes, we invite them to contact us. We have many opportunities for kids and kids at heart to get involved in our future productions or in our classes. Please call 817-737-KIDS for details!
 13. Thank you for choosing Kids Who Care for your field trip. We are always working hard to provide a pleasant, yet educational experience for you and your students. Let us know how we can better serve you. If you would like to be put on our school mailing list to receive first notice about our upcoming season, please give us a call! Again, 817-737-KIDS!!! We look forward to seeing you again

Resources

Two good websites for Monkey information:

<http://www.enchantedlearning.com> (includes color sheets of various primates)

<http://www.chunkymonkey.com>

In addition to the books used in *Monkey Business*, we recommend the

Curious George series by H. A. Rey

Monkey Business by Nan Bodsworth

Don't Wake Up Mama! Another Five Little Monkeys Story by Eileen Christelow

Time for Bed by Mem Fox

Monkey See, Monkey Do by Marc Gave

No Jumping on the Bed by Tedd Arnold

Ruby the Copycat by Peggy Rathmann