

Five Little Monkeys

Based on the book by **Eileen Christelow**
Adapted by Ernie Nolan



ADVENTURE THEATRE

MUSICAL THEATER CENTER

March 2012

Dear Teachers,

Thank you for joining **Adventure Theatre MTC** this season for our production of *Five Little Monkeys*, a simple poem that has taken cute little monkeys to new heights and to countless troubles: jumping on the bed, reading in bed, at the car wash and even (GASP!) sitting in a tree!

Section 1 of this study guide includes discussion topics and points that been designed for you to share with your students before seeing our show; **Section 2** contains lessons, activities and exercises for use in your classroom, along with their associated Maryland State Voluntary Curriculum Standards, and **Section 3** includes any/ all the Study Guide answer keys, as well as a Study Guide Evaluation form. I would be most pleased if you would take a moment to give Adventure Theatre MTC feedback on our guides and your recommendations for improvement.

For now, please enjoy our production of *Five Little Monkeys* – It is a wonderful re-envisioning of the books by Eileen Christelow that kids (of all ages) and their teachers will be sure to enjoy.

Onwards and Upwards!



Kathryn Hnatio
Education and Outreach Director



Five Little Monkeys is included on F&P Level E/F



Section 1: Pre-Show Planning

Adventure Theatre MTC's Showtime Rules

Before coming to Adventure Theatre MTC, you may want to prepare your students for the experience by going over the basic rules of theatre etiquette.

- Please remain settled and seated during the performance. Remember, the actors on stage can hear you! And, no feet on the seats! Of course, laughter and applause at appropriate times are always appreciated!
- Please leave all candy, food and drinks (including water) outside of the theatre. Eating during a performance is very distracting and can get messy!
- Because the theatre will be dark during the performance, please use the restroom before the show! If it is an emergency, alert an usher who will help you leave and re-enter the theatre.
- Please turn off all cell phones and electronic devices that might interfere with theatre equipment and everyone's enjoyment of the performance.
- After the show, please follow your teachers' instructions- the bus might not be in the same place it dropped you off!

Pre-Show Discussion Topics

After reading *Five Little Monkeys* aloud to your students, engage in one of the following discussions:

- Have you ever jumped on a bed?
- Did your mom and dad like it?

*The above exercise satisfies MD. Voluntary State Curriculum
Guideline: Standard 1: D.1.b in Reading for grades K-5*



Monkey Vocabulary

All Grades: Use some of this week's vocabulary words to create a one of a kind Monkey based sentence of your own!

EXAMPLE: Grass, School.

The monkeys lost their bananas outside in the grass.

The monkeys were late to school.

Section 2: Concept Worksheets

(Grades PK & K) Concept Worksheet – The Best Pet

OBJECTIVE

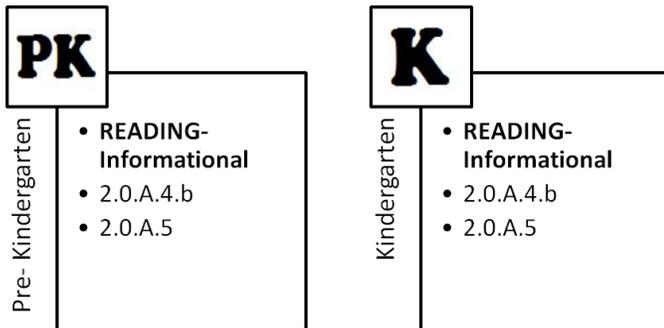
Students will identify which pets are meant to live with humans.

(Grade K) Concept Worksheet – Matching Rhymes

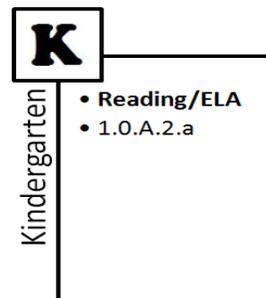
OBJECTIVE

Students will draw a line between the items that rhyme.

The following exercise satisfies MD. Voluntary State Curriculum Guidelines for Grades PK & K:



The following exercise satisfies MD. Voluntary State Curriculum Guidelines for Grade K:



(Grade K) Concept Worksheet – Matching by 5's

OBJECTIVE

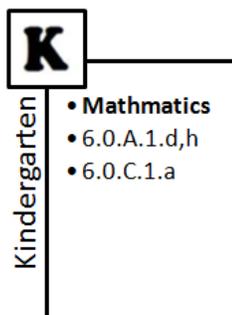
Students will use pictures to add groups of 5.

(Grade PK & K) Concept Worksheet – See and Trace

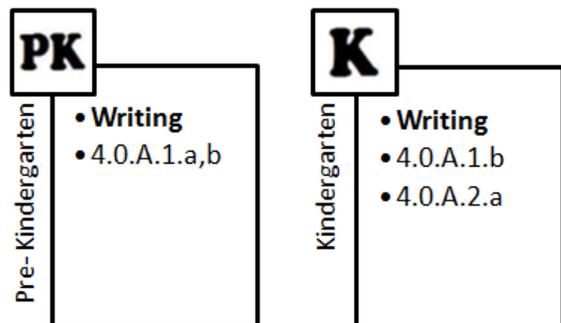
OBJECTIVE

Students will trace and copy the word “see” for use in several sentences.

The following exercise satisfies MD. Voluntary State Curriculum Guidelines for Grade K:



The following exercise satisfies MD. Voluntary State Curriculum Guidelines for Grades PK & K:



The Best Pet

Name: _____

DIRECTIONS: You might not know anyone who owns a monkey, but monkeys do make great pets! There are many other kinds of animals - some that are not common household pets. Put a circle around the creature in each set of words that you or a friend might keep as a pet and draw a line through the one you would probably not want to share your house with! For extra credit, re-copy the names of the creatures you drew a line through on the back of this worksheet and write a sentence explaining a reason why keeping them as a pet wouldn't be a good idea!

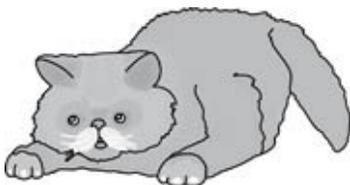
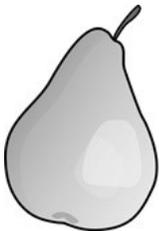
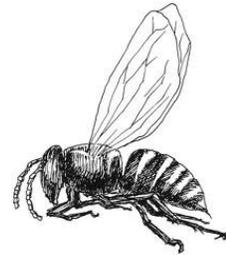
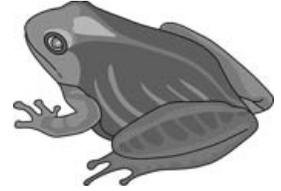
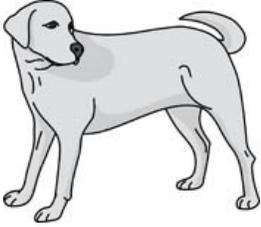
Parrot	Alligator	Giraffe	Cat
Hamster	Gorilla	Rhinoceros	Fish
Pot-Bellied Pig	Lion	Ferret	Bear
Panther	Iguana	Turtle	Elephant
Rabbit	Coyote	Porcupine	Chinchilla



Matching Rhymes

Name: _____

DIRECTIONS: Draw a line from each picture on the left to the thing that rhymes with it on the right.



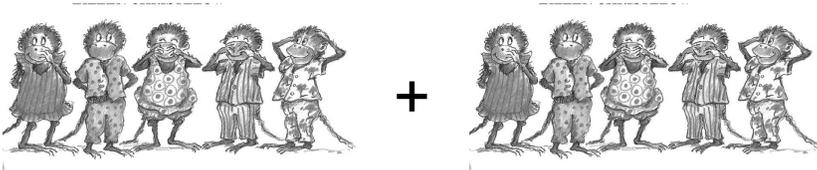
Count by 5's

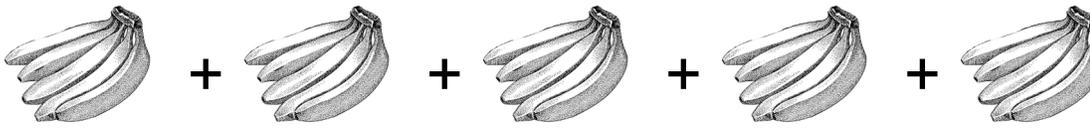
Name: _____

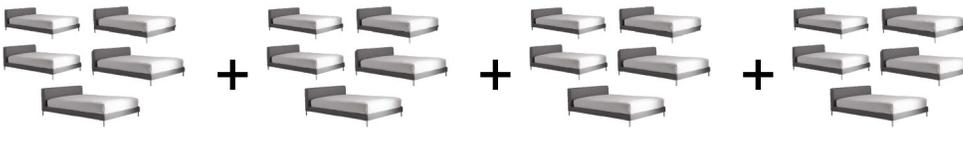
DIRECTIONS: Count how many sets of five are in each row and write the answer on the line!

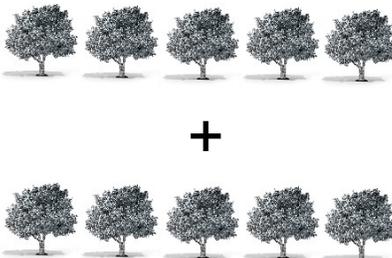
Example:


$$\text{5 beanstalks} + \text{5 beanstalks} + \text{5 beanstalks} = \underline{\quad 15 \quad}$$


$$\text{5 monkeys} + \text{5 monkeys} = \underline{\quad \quad}$$


$$\text{5 bunches of bananas} + \text{5 bunches of bananas} = \underline{\quad \quad}$$


$$\text{5 chairs} + \text{5 chairs} + \text{5 chairs} + \text{5 chairs} = \underline{\quad \quad}$$


$$\text{5 trees} + \text{5 trees} = \underline{\quad \quad}$$

$$\text{5 monkeys} = \underline{\quad \quad}$$

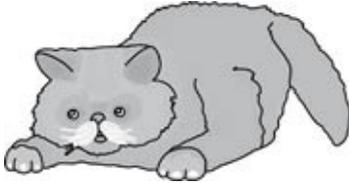
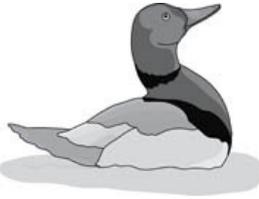
See and Trace

Name: _____

DIRECTIONS: Trace the word “see” below. Then write the word “see” on the lines below to complete the sentences.

_____ see _____

_____ see _____

-  | _____
_____ a cat.
-  | _____
_____ a plane.
-  | _____
_____ a duck.
- | _____
_____ five little monkeys!

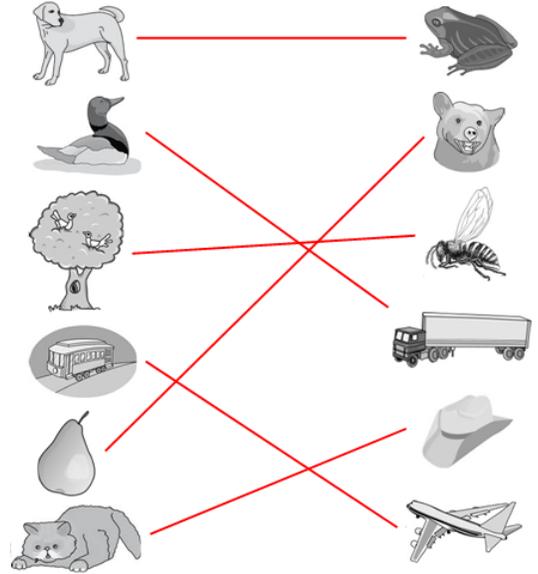


Section 3: Study Guide Answer Key

The Best Pet

Parrot	Alligator	Giraffe	Cat
Hamster	Gorilla	Rhinoceros	Fish
Pot-Bellied Pig	Lion	Ferret	Bear
Panther	Iguana	Turtle	Elephant
Rabbit	Coyote	Porcupine	Chinchilla

Matching Rhymes



Counting by 5's

$$\begin{array}{c}
 \text{5 children} \\
 \hline
 \end{array}
 +
 \begin{array}{c}
 \text{5 children} \\
 \hline
 \end{array}
 =
 \underline{\quad 10 \quad}$$

$$\begin{array}{c}
 \text{5 bananas} \\
 \hline
 \end{array}
 +
 \begin{array}{c}
 \text{5 bananas} \\
 \hline
 \end{array}
 =
 \underline{\quad 25 \quad}$$

$$\begin{array}{c}
 \text{4 blocks} \\
 \hline
 \end{array}
 +
 \begin{array}{c}
 \text{4 blocks} \\
 \hline
 \end{array}
 +
 \begin{array}{c}
 \text{4 blocks} \\
 \hline
 \end{array}
 +
 \begin{array}{c}
 \text{4 blocks} \\
 \hline
 \end{array}
 =
 \underline{\quad 20 \quad}$$

$$\begin{array}{c}
 \text{5 trees} \\
 \hline
 \end{array}
 +
 \begin{array}{c}
 \text{5 trees} \\
 \hline
 \end{array}
 =
 \underline{\quad 10 \quad}
 \quad
 \begin{array}{c}
 \text{5 children} \\
 \hline
 \end{array}
 +
 \begin{array}{c}
 \text{5 children} \\
 \hline
 \end{array}
 =
 \underline{\quad 5 \quad}$$



Study Guide Evaluation Form

We value your input; please take a moment to let us know how we are doing.

School _____ Grade Level of Your Students _____ Show Title _____

Did you use this Study Guide? YES NO

If yes, how much did you use it? All A lot About Half Only a Little

Please circle the appropriate response:

6=strongly agree 5= agree 4=somewhat agree 3=disagree somewhat 2=disagree 1= disagree strongly

For me, this Study Guide enhanced the play	6	5	4	3	2	1	N/A
The lessons offered fit into my curriculum	6	5	4	3	2	1	N/A
Overall, I found this Study Guide Useful	6	5	4	3	2	1	N/A

Did you get the Study Guide in time to prepare for your theatre experience?

Was there a specific lesson or activity that you really enjoyed or didn't like at all? Why?

What would you like to see offered in future Study Guides?

If you have additional comments, good or bad, about this Study Guide please use the additional space below or the back of this form. Your comments and suggestions are greatly appreciated. Fax your response to 301-634-2269.

