

# 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.

## 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

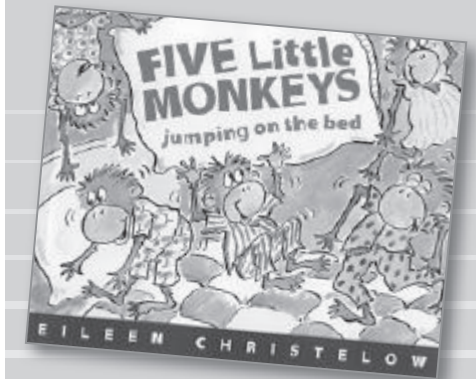
## Word Work

**L.1.4c** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

**L.1.5c** Identify real-life connections between words and their use (e.g., *note places at home that are cozy*).

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.



**Author:** Eileen Christelow

**Genre:** Fiction/Poetry

**Guided Reading Level:** E

**CCSS:** L.1.4c, L.1.5c, RF.1.3d,  
RF.1.4b, RL.1.2, SL.1.1

## 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

**RF.1.3d** *Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.*

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

**RF.1.4b** *Read on-level text orally with accuracy, appropriate rate, and expression.*

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

**RL.1.2** *Retell stories, including key details, and demonstrate understanding of their central message or lesson.*

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

**SL.1.1** *Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.*

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.

"Five Little Monkeys" is an English language folk song and fingerplay. It is usually accompanied by a sequence of gestures that mimic the words of the song. Each successive verse sequentially counts down from the starting number. Eileen Christelow has written a series of books titled "Five Little Monkeys ..". She acknowledges that she did not write the original lyrics, she heard it from her daughter. A commonly used version uses these words and gestures: An additional part is: One little monkey jumping on the bed. He fell off and bumped his head. Mama called the doctor and the doctor said: "No more monkeys jumping on the bed!" Now there's no little monkeys jumping on the bed. They're all jumping on the sofa instead! Summary: This is a rhyme about the five little monkeys who are very naughty and are jumping on the bed. One by one, they start to fall off while jumping and bump their heads. From five monkeys, they become four.