



Ten Little Monkeys Jumping on the Bed

Many children will already be familiar with this lively tale. Liz Rhodes, a primary school consultant from Exeter, discusses ways to teach this version with its extra incident and cut-out peepholes

RESOURCES

You will need:

- A copy of *Ten Little Monkeys*.
- One monkey template per child.
- A clock face with moving hands.
- A set of cards with different feelings written on them.

This week's topics will include: Clocks and time; rhyming; 'ed' words; personal safety; alliteration; counting down (subtraction); feelings, facial expression and body language; capital letters (as punctuation and as imperative); use of stethoscopes.

DAY ONE

Shared reading

Show the children the cover of the book and ask them who knows this story. Explain that sometimes with traditional stories, there may be different printed versions so they might not always look the same. The tale is so well known that no author has been named, but the illustrator has made it very special and has interpreted the actions in her own way.

What can we find out just from looking at the cover? (That 10 lively monkeys are having a great time. It is worth emphasizing at this point that, as the story will go on to show, jumping on the

bed is a dangerous activity and that the children 'should not try this at home'. Each monkey has a number and they are all wearing brightly coloured, different clothes (which are a bit like football strips.) Does the picture give an idea of what might happen in the story? (No, except that it all looks a bit wild and hazardous.) Have the children noticed that the bed (especially noticeable in the inside title page) is itself a big blue monkey?

Now read the whole book through with the children. They are sure to join in the phrase 'No more monkeys jumping on the bed' and will probably shake their index fingers as they chant (if they don't, then encourage them to do so). I have not mentioned the peepholes, but the children will point them out to you and they can be discussed appropriately.

Look at the first and second spreads. Discuss how each monkey is different; the numbers, colours, patterns, slippers/socks/bare feet, toys, hats, hair. Look at the clock on the two spreads. Have a clock ready to show the class and show the hands pointing to 07:00 (most of the children won't be used to Roman numerals). Do

they think it's in the morning or at night? Where is the doctor in the second spread (nine monkeys)? Notice the time again and discuss the things you can see in the surgery. Do the children know what they are for? What else might you find there?

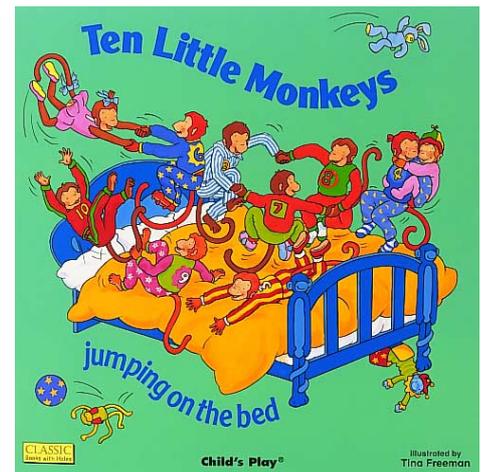
Word level

Go back to the first page (10 monkeys) and ask the children what is special about the way the story is told. (It rhymes and there is lots of repetition.) Clarify the fact that rhyming words end with the same sound, though they may be spelt differently. Write 'bed' on a large piece of paper and ask the children to tell you other words that rhyme. Add their words to make a list and encourage them to add to the list during the week.

Independent activity

Prepare a monkey template based on the page with all 10 monkeys, in the first spread, but enlarged to double the size. Give a copy to each child and get them to sort out the clothing and number for one monkey and to colour it in.

Prepare a list of appropriate colour words, as well as 'stars', 'stripes', and so on. and ask the children to write the words for their monkey alongside the picture. You will end up with some duplicates, but at least you will have the basis for a colourful display, perhaps using a clothesline.



Plenary

Invite each child to show their work to the class and to point out the special features of their particular monkey.

DAY TWO

Shared reading

Read through the whole book again and then concentrate specifically on the next two spreads (seven and eight monkeys). Where is the doctor this time? (At home, having his lunch.) Look at the clock again and show the times on your own clock. Mention the significance of the long and short hands.

Today we will concentrate on safety. Can the children see something that shows safety awareness? (Mother's cycling helmet.) Can they see anything that might cause an accident? (Cat sleeping on floor, globe near edge of table, toys on floor, lots of bouncing.) What can people do to take care of themselves? (Helmets, seat belts, crossing the road carefully and putting toys away, for example.) How do the children think the mother is feeling?

Word level

Ask the children if they have any more words for the 'ed' list (do this each day). Draw attention to the initial 'm' sound in 'monkey'. Can the class think of more names that begin with 'm'? Try to make some funny alliterative sentences and explain that you can use things, doing and being words and describing words. What about 'many mischievous monkeys made merry mayhem'? Perhaps not. But you get the idea.

Individual activity

Ask the children to write about one way in which they can contribute to their own safety: 'I make myself safe by ___'. They can draw a picture and as an extension explain how or what they do can help.

Plenary

Ask the children to share their work and discuss the different contributions. Emphasise the importance of keeping ourselves safe and the responsibility that we all have as individuals.

DAY THREE**Shared reading**

Read the text through again, this time letting the children say the number at the beginning of each spread. Remind them that they are counting down and that they are taking away one each time. Now concentrate on the five and six monkeys pages. Look at the clock on 'six' and explain that that is the time when doctors



sometimes visit their patients if they can't get to the surgery. How is the doctor feeling? What would he rather be doing?

Word level

'Ed' count again. Ask the children for alliterative suggestions based on 'b' and 'd'. Show them the word 'bed'. Point out that it looks like a bed and if they remember that it may help them to write each letter the right way round. Practise writing the letters in the air.

Independent activity

Ask the children to write an alliterative poem based on counting down. For example, 10 teddies, nine noses, eight apes. Ask them to remember that each line of a poem should begin with a capital letter. You can differentiate by asking the more able children to add adjectives and even verbs.

Plenary

Talk about the children's work, emphasizing the points about sounds and the use of capital letters in poems.

DAY FOUR**Shared reading**

Read through the text again and then focus on 'four' and 'three'. Where was the doctor when Mother telephoned him? Explain that we can tell how people are feeling by the expression on their faces and the way they hold their bodies.

Get all the children to practise a variety of faces, happy, sad, angry, surprised, impatient, fed up. Then try and add body language. Prepare a few different feeling words on card and ask volunteers to demonstrate them and see if the rest of the class can guess the word.

Word level

Talk about capital letters and remind children when they should be used: at the beginning of

sentences and for names, places, days of the week, special festivals and months. Explain that they also help us to recognise when there is a new sentence.

Independent activity

Write a passage without capital letters on the board and ask the children to write it in their books or on their whiteboards and put in the capital letters.

For example: 'on wednesday i went to london with john and judy. we saw lots of pigeons in trafilgar square and had lunch at mcdonald's. we want to go back in december to see the christmas lights.'

Plenary

Go over the work just done and reiterate the correct places for capital letters.

DAY FIVE**Shared reading**

Read the text for the final time. The children should be able to say the whole piece with you. Look particularly at one and two monkeys. How are the monkeys feeling at the end of the story? Do they wish they had acted differently? Look at the clock again, and track through the whole book, noting that it covers one day.

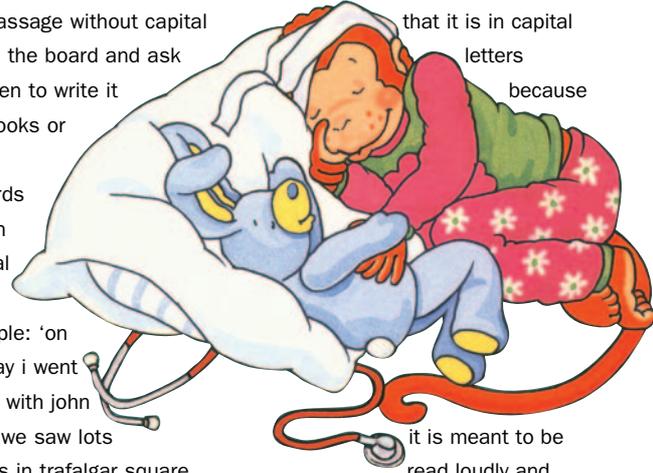
Show the class a stethoscope and explain that doctors and nurses need to listen to heartbeats because that helps them to know what's going on inside the body. Demonstrate that you can listen to the heart by putting your ear to the patient's chest, but a stethoscope is really a convenient listening tube to make it easier! If you can raid the school's science cupboard, it would be good to have several

stethoscopes so the children can try them out.

Word level

Show the class the final words 'NO MORE MONKEYS JUMPING

ON THE BED' and explain that it is in capital letters because



it is meant to be read loudly and

firmly. Ask where else you might see something written all in capital letters, for example, signs. They are to show that something is really important. Ask children to give examples, and write these on the whiteboard.

Independent activity

Write the following times on the board: 7:00 am; 9:00 am; 12:00; 3:00 pm; 5:00 pm; 8.00pm. Say that these are important times in the day. What would we be doing at those times? Ask the children to write a sentence about each time and illustrate their writing with pictures.

Plenary

Ask volunteers to show their writing and pictures. Briefly recap the work covered this week. 5to7

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