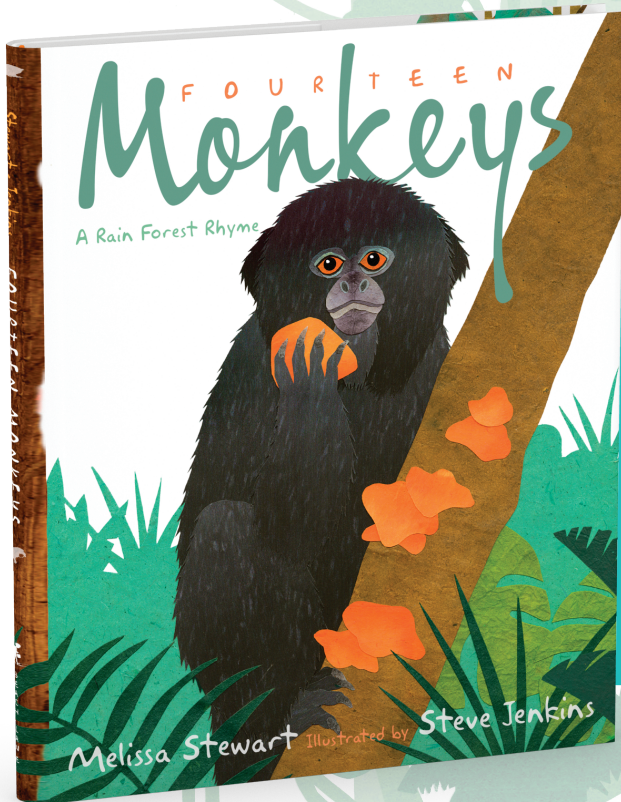


A Teacher's Guide to

F O U R T E E N

# Monkeys

A Rain Forest Rhyme



Teaching suggestions and activities for Grades K–2 and 3–5. The two levels of text in this book make it ideal for a broad range of readers.

***Fourteen Monkeys: A Rain Forest Rhyme***

By Melissa Stewart ♦ Illustrated by Steve Jenkins

Beach Lane Books/Simon & Schuster, 2021 ♦ Ages 5–10

HC: 9781534460393 ♦ EB: 9781534460409





## ABOUT THE BOOK

Welcome to Manú National Park in Peru. It's home to more kinds of monkeys than any other rain forest on Earth. How can so many species survive together in one place? Step inside their warm, lush world to find out.

## BOOK THEMES

- ▶ Rain forests
- ▶ Animal adaptations
- ▶ Animal interrelationships
- ▶ Animal dependence on the environment
- ▶ Animal diet
- ▶ Animal homes

## TEACHING SUGGESTION

The two levels of text in this book make it ideal for Reading Buddy programs, which are now popular at many schools. For more information, please visit: [Melissa-Stewart.com/img2018/pdfs/scirdbuddies.pdf](http://Melissa-Stewart.com/img2018/pdfs/scirdbuddies.pdf).



## BEFORE YOU READ

After introducing *Fourteen Monkeys: A Rain Forest Rhyme* by reading the title and the names of the author and illustrator, encourage your class to look closely at the book's front cover. Then ask students the following questions and record their answers to number two on chart paper:

1. How many monkeys do you see on the cover?
2. Why do you think the title of the book is *Fourteen Monkeys*?
3. Does the monkey on the cover look like any monkey you've seen before? How is it similar? How is it different?
4. Where do you think this monkey lives? Why do you think that?

Next, show your class the back cover and ask:

1. How many monkeys do you see now?
2. Can you spot the monkey that's on the front cover?
3. Do the other monkeys look the same or different? What do you notice about them?
4. What do you think the book will be about?

After recording the students' responses to questions three and four on chart paper, use the classroom document projector to share the map shown here, which is also in the book's back matter. Let your class know that the monkeys in this book live in a tropical rain forest called Manú National Park. It is located in Peru, a country in South America. Make sure the children have a sense of how far away Peru is from their home.

If the class hasn't studied rain forest ecosystems, you may wish to share some photos or online videos of Manú or other tropical rain forests. These will help students get a sense of how lush the vegetation is and what kinds of creatures live there.



**Note:** If you are working with early elementary students, you may wish to use manipulatives, such as Unifix cubes, to provide a visual representation of the number fourteen.



## AS YOU READ

After reading the entire first page of text, review the four reasons that fourteen different kinds, or species, of monkeys are able to survive together in Manú. Then list the reasons on chart paper.

Next, reread the large main text at the top of the page. Ask your class what they notice about the words *Manú* and *Peru*. **Answer: They rhyme.**

Then read the large main text at the top of the next page. Ask your class what they notice about the words *rise* and *cries*. **Answer: They rhyme.** Tell students that each double-page spread in *Fourteen Monkeys* has four elements worth noticing.

1. Large rhyming main text that introduces one or two monkey species found in Manú.
2. Smaller secondary text that provides additional details.
3. An illustration that shows the monkey in its environment.
4. An infographic that shows where the monkey lives—how high above the ground.

Explain that for each spread, you're going to read the main text and give students time to look at the illustration and infographic. Then you'll move on to the next spread. Assure the children that you'll share the secondary text as you reread the book and work with them to create a data table that includes some of the fascinating details in the book.

Continue reading. When you've finished reading the main text on the marmoset spread, point to the two monkeys on the right and ask the following questions:

1. What are these monkeys doing? **Answer: grooming**
2. What time of day do you think it is? **Answer: early afternoon**
3. How much time has passed since the beginning of the book? **Answer: half a day**

**Note:** If students struggle to answer the second question, turn back to the howler monkey spread, reread the main text, and repeat the question. Then guide students to the idea that the book is showing the progression of a day in Manú National Park.

Encourage students to look for more hints of time passing as you continue to read.

After reading the main text on the black-headed night monkey spread, ask your students what time of day they think it is. **Answer: Night.** When you've shared the titi spread, ask your class this question: Why do you think author Melissa Stewart decided to start the book in the morning and end at night?

**Answers will vary.**

When you've finished reading the main text on the final spread showing monkey silhouettes at various levels of the forest, ask your students if the text here reminds them of anything they've heard before. Then ask your class why they think the author, Melissa Stewart, repeated the same words at the end of the book.

**Answers will vary.**

**Note:** If students struggle with this question, turn back to the beginning of the book and reread the main text on the first spread.



## CREATE A TABLE

Work with your class to create a six-column data table like the one shown below. Add the headings “Number,” “Monkey,” “Food,” and “Behavior” to the first four columns. You will add headings to the last two columns later.

As you reread the main text and then the smaller secondary text, invite students to help you fill in the first four columns as much as possible. After reading the titi page, the first four columns of your table should look similar to the final version shown below.

Now turn the page. Add the heading “Rain forest layer” to the fifth column of the data table and use the rain forest infographic to fill in the cells. Next, turn to the book’s back matter. After reading the More about the Monkeys of Manú section, use the information in the black-capped squirrel monkey and black-headed night monkey stat stacks to fill in missing dietary details in the table.

Add the heading “Size” to the final column of the data table and use the infographic at the bottom of the spread to decide which monkeys are big, which are medium, which are small, and which are tiny. Then add these labels to the data table, as shown below:



NUMBER	MONKEY	FOOD	BEHAVIOR	RAIN FOREST LAYER	SIZE
1	Red howler	Leaves	Claim territory with loud calls, move slowly, sleep a lot	Canopy	Big
2	Peruvian spider	Fruit	Move quickly, travel long distances, rest midday	Emergent	Big
3	Gray’s bald-faced saki	Seeds	Jump across gaps	Understory	Medium
4	White-fronted capuchin	Fruit, nuts, insects	Feed high in forest	Canopy	Medium
5	Brown capuchin	Fruit, nuts, small animals	Feed low in forest	Forest floor	Medium
6	Pygmy marmoset	Sap, insects	Feed most of day, midday nap, groom	Close to forest floor	Tiny
7	Gray woolly	Fruit	Move slowly, hang from tails, peaceful	Emergent	Big
8	Goeldi’s	Fungi	Dash and hop through forest	Understory	Small
9	Black-capped squirrel	Fruit, nectar, flowers, seeds, leaves	Use many calls, feed most of day, playful	Canopy	Small
10	Emperor tamarin	Nectar, insects, fruit, lizards	Energetic, feed high in forest	Canopy	Small
11	Saddleback tamarin	Nectar, insects, fruit, lizards	Energetic, feed low in forest	Understory	Small
12	Black-headed night	Fruit, flowers, seeds, insects	Nocturnal	Emergent	Medium
13	Dusky titi	Fruit, leaves	Tight-knit families, calm/quiet, cuddle, groom	Understory	Medium
14	Brown titi	Fruit, leaves	Tight-knit families, calm/quiet, cuddle, groom	Understory	Medium



## AFTER YOU READ

### Grades K–2

Divide the class into eight small groups and give each team an index card with the following monkey names:

- Team 1:** Red howler, white-fronted capuchin
- Team 2:** Red howler, Peruvian spider
- Team 3:** Gray's bald-faced saki, Goeldi's
- Team 4:** Gray's bald-faced saki, gray woolly
- Team 5:** Dusky titi, saddleback tamarin
- Team 6:** Pygmy marmoset, brown capuchin
- Team 7:** Brown titi, Peruvian spider
- Team 8:** Emperor tamarin, saddleback tamarin

After the groups have had time to use the information in the data table to determine one thing the two monkeys on their cards have in common and one way they're different, show your class that you have a card too. It says "black-headed night, gray woolly." Ask the students to help you complete the following fill-in-the blank sentences:

- ▶ I am a \_\_\_\_\_ monkey.
- ▶ One of my rain forest neighbors is the \_\_\_\_\_ monkey.
- ▶ One thing we have in common is \_\_\_\_\_.
- ▶ One way we are different is \_\_\_\_\_.
- ▶ This difference helps us survive because \_\_\_\_\_.

The result might look like this:

- ▶ I am a **black-headed night** monkey.
- ▶ One of my rain forest neighbors is the **gray woolly** monkey.
- ▶ One thing we have in common is **we both live in the emergent layer.**
- ▶ One way we are different is **we are active at different times.**
- ▶ This difference helps us survive because **we don't fight for food.**





Now give each child a copy of the **What Two Manú Monkeys Have in Common** reproducible found at the end of this guide and invite teammates to work together to complete it. If students have time, they may wish to draw pictures of the two monkeys they're comparing.

After the teams have had a chance to share their work with the rest of the class, ask the students this question: What do you think is the main idea of *Fourteen Monkeys*? Explain your rationale.

Encourage the children to refer to their reproducible as they explain their rationale.

**Note:** If students struggle with this question, reread the last paragraph of the More about the Monkeys of Manú section in the back matter and ask the question again.

### Grades 3–5

Invite your class to look carefully at the information in the data table. Ask your students these questions: What do you notice? Do you see any patterns? Record their ideas on chart paper.

**Note:** Encourage a wide variety of observations, but make sure the students eventually realize that the monkeys living in a particular rain forest layer vary in terms of size, food choices, and behavior.

Divide your class into four groups: Emergent, Canopy, Understory, and Forest Floor. Then subdivide these teams into smaller groups of two or three students. Using information in *Fourteen Monkeys* and the class data table as a guide, each small group should create a seesaw book that compares two of the monkeys that live in the rain forest layer that matches their team's name.

For example, some members of the Understory Team might decide to compare a saddleback tamarin and a dusky titi. On the first left-hand page, they might write: "Saddleback tamarins eat nectar, insects, lizards, and fruit." On the facing right-hand page, they could write: "Dusky titis eat fruit and leaves." The next spread page would read: "Both kinds of monkeys live in the rain forest understory." Subsequent pages of the seesaw book should continue to compare the two species, including size, behavior, and more. Students can use webs to help them organize their thoughts.

After the teams have had a chance to share their seesaw books with the rest of the class, ask the students this question: What do you think is the main idea of *Fourteen Monkeys*? Explain your rationale.

Encourage them to refer to their seesaw books as they explain their rationale.

**Note:** If students struggle with this question, reread the last paragraph of the More about the Monkeys of Manú section in the back matter and ask the question again.

## ADDITIONAL ACTIVITIES

### Grades K–2

**1.** After reading *Fourteen Monkeys: A Rain Forest Rhyme* and *Meet the Howlers!* by April Pulley Sayre, divide your class into small groups and encourage students to compare the two books. How are they similar? How are they different? Which book do they like better? Why?

As the group discussions wind down, give each child a piece of drawing paper and encourage students to use words and pictures to explain either two ways the books are similar or two ways the books are different.



**2.** Use the rhyming pairs in the main text of *Fourteen Monkeys* to introduce or review word families. For example, the Gray's bald-faced saki text includes the rhyming words *ground* and *bound*. Write those two words on chart paper and invite students to replace the first letter to create a new word. Possibilities include hound, mound, sound, found, etc. Encourage students to work with a buddy to create a fun sentence with some of the words they've brainstormed.

**3.** To help your class understand the process nonfiction authors go through when they review the accuracy of sketches created by an illustrator, find photos that show each of the monkeys in *Fourteen Monkeys* in their natural habitat.

Invite students to choose one of the monkeys and write a short description of the animal and where it lives. Then ask the children in another class at the same grade level to

illustrate the text. Like professional authors and illustrators, the young writer and the artist shouldn't meet or even speak to one another.

When the drawings are done, the original writer reviews the artist's work. Did the artist make any factual errors? If so, encourage students to form groups and brainstorm ways the writer can explain the problems clearly and politely in writing. Then invite the groups to share their strategies and possible wording during a whole-class discussion.

### Grades 3–5

**1.** After reading *Fourteen Monkeys: A Rain Forest Rhyme*, ask your class these questions: What do you notice about the format of this book? How is it organized? **Answer: There are two layers of text. The larger, main text includes a fun rhyme. The smaller, secondary text provides more details about each monkey's lifestyle and behavior.**

After rereading the main text and looking at the art, review the five major nonfiction text structures (description, sequence, cause and effect, compare and contrast, and problem-solution) with your students. Then ask: What is the text structure of this book?

Most likely, some students will say "sequence" (day to night) and others will say "compare and contrast." Let them know that both answers are correct. Then ask: Why do you think author Melissa Stewart used two different text structures to organize her book? **Answers may vary.** Then ask: Can you see an advantage to using a sequence text structure? **Answer: Ordering information from morning to night gives the book a more satisfying ending.**



2. Encourage students to choose a favorite monkey from *Fourteen Monkeys* and draw a picture of it on the blank side of an index card. The children should write their name and the name of the monkey under the drawing.

As students finish this task, collect their cards and work with them to create a whole-class bar graph made of all the index cards. Which monkey is the class's favorite? Do students see any trends in their preferences?

After returning the cards to the students, encourage them to write a haiku about their favorite monkey. They should write the final draft on the side of the index card with lines. Here are some examples:



Red howler monkeys  
belt out loud, bellowing roars.  
Others stay away.

Gliding gracefully,  
long, limber spider monkeys  
search for tasty fruit.



3. Invite your students to look carefully at the artwork throughout *Fourteen Monkeys*. As a class, list all the questions the book's illustrator, Steve Jenkins, had to ask himself and then research to make the art accurate. Possible questions include: How high above the ground does each monkey live? What plants grow in its habitat? What does the monkey eat? What are its predators? What time of day is it? What time of year is it? Using their list of questions, students can do some research and then create a mural that depicts a local animal in its natural habitat.



# What TWO MANÚ MONKEYS Have in Common



I am a \_\_\_\_\_ monkey.

One of my rain forest neighbors is the \_\_\_\_\_ monkey.

One thing we have in common is \_\_\_\_\_.

One way we are different is \_\_\_\_\_.

This difference helps us survive  
because \_\_\_\_\_.

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## About the Author

Melissa Stewart is the award-winning author of more than 180 books for children. She holds degrees in biology and science journalism and serves on the board of advisors for the Society of Children's Book Writers and Illustrators.

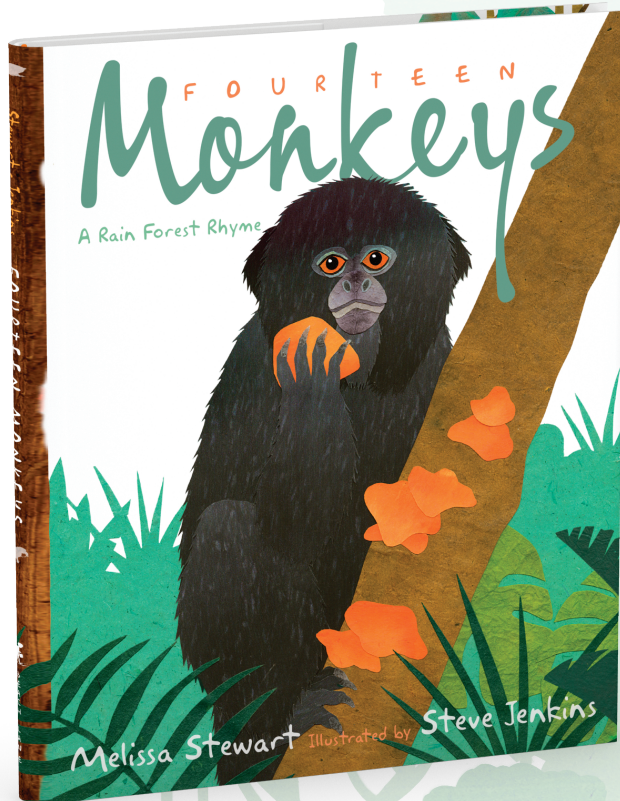
Melissa also cowrote *5 Kinds of Nonfiction: Enriching Reading and Writing Instruction with Children's Books* and edited the anthology *Nonfiction Writers Dig Deep: 50 Award-winning Authors Share the Secret of Engaging Writing*. Melissa speaks frequently at conferences for educators and is available for school visits.

**[Melissa-Stewart.com](http://Melissa-Stewart.com)**

## About the Illustrator

Steve Jenkins has written and illustrated dozens of books for young readers, including the Caldecott Honor book *What Do You Do with a Tail Like This?* and *Can an Aardvark Bark?*, written by Melissa Stewart. His books have been called stunning, eye-popping, inventive, gorgeous, masterful, extraordinary, playful, irresistible, compelling, engaging, accessible, glorious, and informative. He lives in Colorado with his wife and frequent collaborator, Robin Page, and their children.

**[SteveJenkinsBooks.com](http://SteveJenkinsBooks.com)**



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