

THE STORY SO FAR . . .

Last time: Tommy and Sam go to the park to meet friends and show them the clicker. By randomly pushing buttons, they all disappear in a cloud of smoke, and are transported to a cage in the Animal Shelter. Andy accidentally yells the magic word that releases RK-5, a little robot, from the clicker. After hearing RK-5's story and looking at the situation, together they try to find a way out of their predicament.

Guide for Teachers and Parents

Book 3: Bongo Gets Adopted

This is the third in the *Ewe Books* series of illustrated books available on the **Learning Page** Web site for downloading and printing FREE of charge. A new book in this series will be "published" every month.

The books are written to a second or third grade reading level, but pre-kindergarten to first graders will also love having the stories read to them.

Introduction

If possible, make enough copies of the book for each member of the class or group. See Book 1, *The School Lunch Room*, pages 2 and 3 of the Teacher's Guide for directions on how to make the book. If you download and copy the pages in advance, the students can assemble the pages and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. While coloring, initiate a discussion on what the title could mean.

Before starting to read *Bongo Gets Adopted*, share with the class that this book is another in a series and that this story is part of a much longer one.

Planning with Ewe Books

As you are beginning your planning for the year, depend on the Learning Page and this delightful serial story to add variety and fun to your reading routines. One new book a month, and all accompanying teachers' materials and **Fun Sheets** supplement your other classroom activities and curricula.

Introduce the book by showing the cover and saying the title clearly: ***Bongo Gets Adopted***. You could also write it on the board. Read the first two pages of the story, then discuss the following questions.

- One way to plan reading these books and tracking your students' progress is to make a large wall chart. List the titles and dates of beginning each book across the chart, and the students' names in the down column.

[illegible]

"I will ask the dogs if they can help."



Name _____

Write the correct name under each picture.

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Tommy Andy Sam Kim Lucy RK-5 Bongo Tuffy

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The dogs became quiet when RK-5 barked a question to them. A little spotted dog barked back at RK-5. Then a large black dog joined in. Soon a lot of the other dogs barked in turn.

“What are they saying?” asked Lucy.

Prediction

Students now have read two books on which they can base their predictions of what will happen next. They should have a better concept at this point of the characters and of their interactions with each other. (see **Fun Sheet 2**)

Set aside time to color the line drawings that illustrate *Bongo Gets Adopted*. Be sure to go over the details and descriptive words that the author uses to help describe the story.

Beginning Readers' ABC. . . Ds

There are many opportunities in the book for early readers to practice letters. As dogs play a big role in this story, practice saying and writing words that begin with the *d* sound, and end with the *g* sound, for instance. Or, students could go through old magazines, cut out pictures of words that begin with *d* and make a *D Collage* by pasting them on a large sheet of paper; students could also look for the letter *d* in large headlines of magazines and newspapers and add them to their collage.

Handmade books can be used for alphabet books, word books, record books, books to take home, and for writing and drawing practice. Have students create a handmade book with blank pages like the one in **Learning Page Lesson Plans, Dinosaurs, Grade 1–2**.

Reading Guide

You may structure the reading time for this story in many ways.

1. You could read it aloud, all the way through, with the entire class on the rug during your regular story time. You could then review the story spread by spread and begin implementing the various objectives and **Fun Sheets**.
2. After reading aloud the first two pages, you could stop and begin questioning for comprehension and work on some of the **Fun Sheets**. Proceed to the second two pages, etc.
3. After reading all the way through, go around the class or group and have each student read a page, noting any difficult words to work on later.

Comprehension

There are several **Fun Sheets** with questioning strategies to aid students' understanding of *Bongo Gets Adopted*.

Fun Sheets 1 and 19 will get students started on testing their comprehension of the story. After assessing their answers, reread the story as needed to clarify what students don't understand.

Fun Sheet 1

Fun Sheet 19

Fun Sheet 19



"They said that if they knew how to get out, they would not be in the cages themselves. The little poodle said the big doors will open in ten minutes. Then people will come in to look at the dogs. The lucky dogs will be adopted and will go to good homes."

Predicting Outcome

After reading pages 2 through 5, or after every few pages of your choice, check with students and ask them to predict what will happen next. Remind them of their previous knowledge and what they learned from the book before this one. Construct a simple chart like the one at left, as an ongoing record. Students can record their predictions and then check back after further reading to compare their predictions with the actual story.

Questioning Strategies:

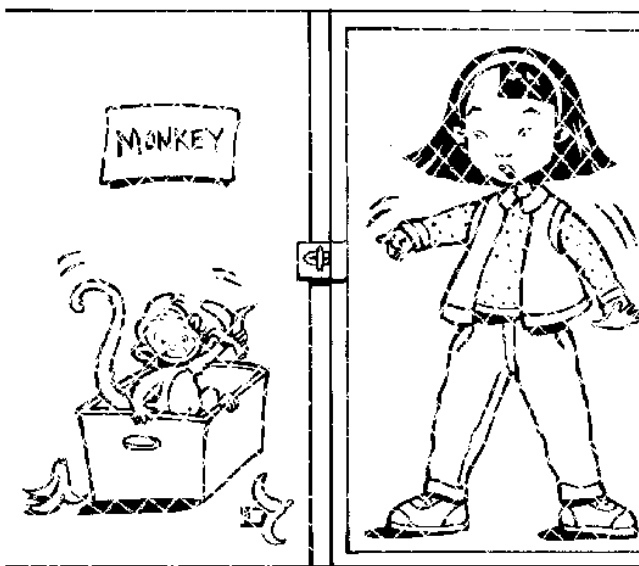
- What has happened so far in the story?
- Compare the story up to page 7 with your predictions from page 2.

I predict this will happen	This is what really happened

"We'll have to get out before the big doors open," said Sam. "I don't want to be adopted. I already have a nice family and a good home."

At that moment there was a loud screeching sound. The kids covered their ears with their hands.

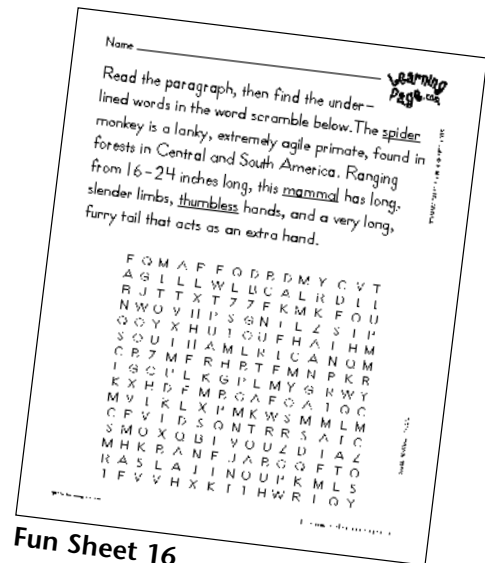
"Look, look!" said Kim. "It's a baby monkey. In that red box in the next cage."



Learning Page Fun Sheets

Use the **Learning Page Fun Sheets** throughout the month between the introduction of new titles in the series, to expand on the teaching opportunities of the story.

There are **Fun Sheets** questioning comprehension, sequencing tasks, a crossword puzzle, a word scramble, and matching word columns. There are lists of words used in the story to teach and strengthen vowel sounds, spelling, consonant blends, synonyms and antonyms, nouns, and contractions.



If students enjoy the **Fun Sheets** puzzles, matching and word scrambles, and master them easily, suggest that they write their own fun puzzles to test their classmates. The puzzles can be of the types featured here or any other type that they may invent.

Homophones

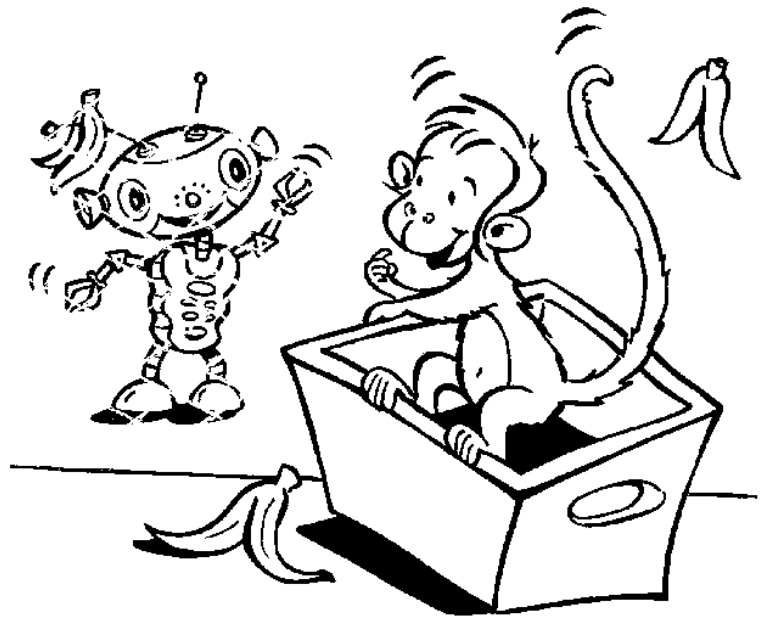
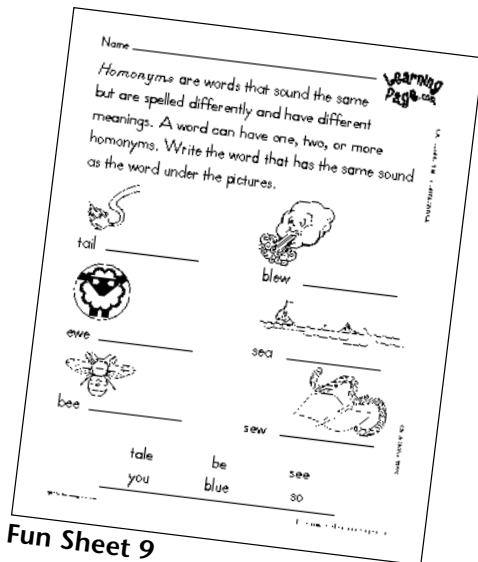
Use **Fun Sheet 9** to introduce the concept of homophones. "Remember that we have worked with antonyms and synonyms? Look at the prefixes of these three words." (The prefix is a group of letters that comes before another group and changes the meaning):

- anto- nym
- syno- nym
- homo- phone

"Any guesses about what these prefixes mean?"

- anti- opposite, against
- syno- same
- homo- same

Ask students if they can think of any other words that have these or similar prefixes; offer liberal help.



"RK-5, can you speak monkey language?" asked Andy.

"Of course I can," replied RK-5.

"I can speak any language.
I can speak to any animal."

"Please ask the monkey if he can get us out of this cage," said Kim.

RK-5 talked for some time to the little monkey. When he had finished talking, the monkey jumped out of the red box. He put his tail between the bars of his cage. The long tail reached to the handle on the outside of the kids' cage. And with a clunk, the cage door sprang open.



Words to Watch

1. **finish** (p. 7) to bring or come to an end
2. **adopt** (p. 9) to take legally as one's own; or to accept formally
3. **country** (p. 9) the land of a person's birth, residence, or citizenship or, a nation or its territory
4. **favorite** (p. 11) a person or a thing that is popular or regarded with friendliness
5. **seaside** (p. 13) the land bordering the sea, also seacoast, seashore
6. **sail** (p. 14) to travel on water in a ship; to sail the seas or, to travel by a sailing craft
7. **sailor** (p. 14) a person who sails; a seaman; a member of the navy

Review these words and their definitions on the board, then ask students to write a context sentence using each one.

Choose other words as needed for the level of your students. See page 14 for ways to review these challenging words.

Syllables

Use **Fun Sheet 8** to practice the concept of syllables. This may be a difficult idea for younger children, and may be better expressed through music and rhythm exercises. Try clapping along with the word, giving one hand clap beat to each syllable.

Sequencing

Recalling the order of events in a story helps students to better understand the unfolding of the action. Use **Fun Sheet 12** to practice sequencing and using words that mean order.

Fun Sheet 12

Name _____

These number words tell the order of things:
First comes before all the others in time. *Second* comes next, after the first. *Third* is the next, after the second, etc.

Put the following actions from the story in the correct order from 1-6, beginning with the first, using number words.

_____ At last, they reached the big, blue bench.

_____ "I will ask the dogs if they can help."

_____ They watched Bongo climb the highest tree.

_____ The little paddle said the big doors will open in ten minutes.

_____ ... the cage door sprang open.

_____ "The monkey's name is Bongo."

first second third
 fourth fifth sixth

Fun Sheet 8

Name _____

A syllable is a part of a word that has only one beat. Some words have one syllable, such as *cage* and *dog*. Some have two syllables, such as *lucky* and *Tommy*. Some have three syllables, such as *favorite* and *adopted*.

banana	box	quiet
large	animal	robot
shelter	turn	family

Which of the words in the box have one syllable?

Which of the words in the box have two syllables?

Which of the words in the box have three syllables?

For a fun challenge, try introducing the word *onomatopoeia* (see page 10), and together clap the syllables as you count them (6 syllables). What other familiar words have many syllables? (refrigerator)

Mammals

There are several orders of mammals in this story (humans, carnivores, primates), which presents an opportunity to compare and contrast animals.

Fact File 20 from the **Zoo Animals** Unit gives facts about the spider monkey.

Use the **Fun Sheet 7** as a basis for finding things that are the same and things that are different about monkeys and dogs:

Same: they are both mammals, both have fur, tails, bear live young.

Different: monkeys are wild animals, dogs are pets; monkeys are herbivores (eat plants), dogs are carnivores (eat meat); dogs are from the group *carnivores*, monkeys are *primates*. Also, monkeys can use their forepaws to grasp like human hands.

Fun Sheet 7

Name _____

What are the two kinds of animals in the story *Bongo Gets Adopted*? Write their animal names on the top two lines below. Then, write a few similarities and differences between the two.

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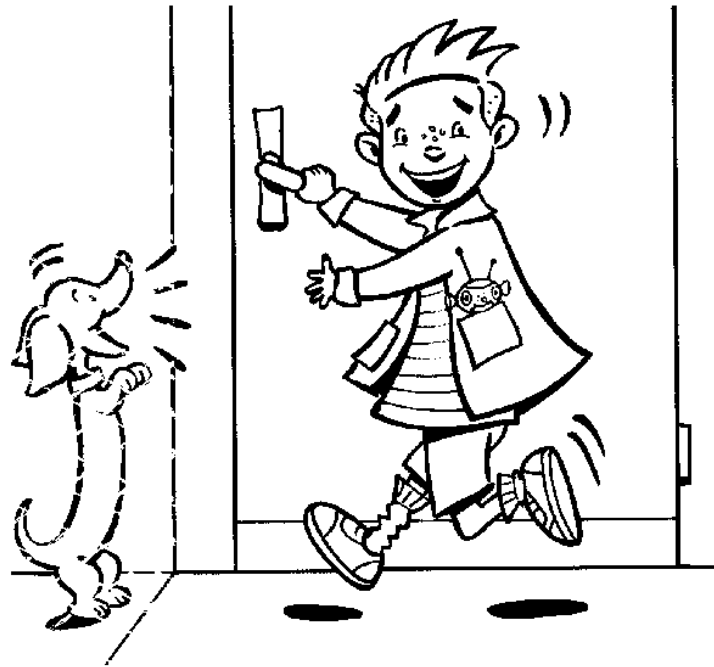
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8

The kids were so glad to be free they danced and shouted. All the noise made the dogs start barking again.

Tommy turned the handle of a side door. It was open. "Let's go, before someone comes," said Tommy.

The kids ran to the door.





The monkey started screeching.
He jumped up and down.

"What's wrong with him?" said Andy.

"He wants to come with us," said RK-5.

"He wants you to adopt him.
He will be sent back to his country today.
He doesn't want to go back."

Midway Comprehension Check

Pages 8–9

- Where are the five friends?
- Why are they in a cage?
- Are they happy to be there?
How does Taffy feel about being there?
- On what day of the week do you think this is happening?
- Are any of the friends hurt as a result of their tumble?
- How do they figure out where they are?
- How do they try to solve their problem?

Extension

On the first reading of *Bongo Gets Adopted*, ask students to pretend that the author did not know how to continue with the story after page 9. The students must finish it any way they like.

Brainstorm some options:

- the children leave Bongo at the Animal Shelter
- what Bongo's life is like after the children leave
- Bongo escapes another way and searches for the children

Students will probably imagine some more unexpected resolutions of this predicament!

Students may either write their endings or draw a picture to show what happens. When they are finished, have each share his or her work with the class.

Mural Project: Bongo's Natural Habitat

Enlarge the drawing of Bongo that appears on **Fact File 6** and make a copy for each student. Have them color their monkeys, cut them out, and write their names on the back. Collect and put these aside.

Initiate a discussion of where Bongo came from, and where other kinds of monkeys and primates come from (jungle, tropics, hot and humid climates, palm trees, vines, etc.) Have books and visual materials available in a center to stimulate students' imagination. Provide a large sheet of butcher paper laid on the floor for students to create a mural of the monkeys' habitat. They can add other animals, flowers, sky, but be sure there is lots of lush green plant life. This may take several sessions over several days. When completed, students may put their monkeys into the picture, remembering that monkeys prefer the higher branches and tops of the trees.

Exploring Sense Words

There are lots of sensory words in these stories, adverbs and adjectives that enable better understanding of the action, the setting, and the characters. Use **Fun Sheet 5** for practice with sensory words.

Name _____

Read each phrase from *Bongo Gets Adopted*. Then write one sense that is being used: sight, hearing, smell, taste, or touch.

1. ... a lot of the other dogs barked. _____
2. ... there was a loud screeching sound. _____
3. "Look, look! It's a baby monkey." _____
4. The long tail reached to the handle on the outside of the kids' cage. _____
5. Tommy turned the handle of a side door. _____
6. He was very hungry so he jumped into the box to get a banana. _____
7. ... there was only one banana left. Bongo had eaten all of the others. _____
8. They watched Bongo climb the highest tree. _____

Fun Sheet 5

You might also re-read the paragraph on p. 5 where Sam discovers the monkey. Wouldn't it be less interesting if it just said *that box*? *That red box* makes it more interesting, and even if there wasn't a picture on that page you might see it in your mind's eye.

Onomatopoeia

This word is a fascinating one in itself! Have students pronounce it one syllable at a time slowly until they can say the whole word. It means the formation of words in imitation of the sound they describe (such as *cuckoo* or *hum*) and the use of those words for more colorful writing.

Words from *Tommy Tales* books that are *onomatopoeic*:

The School Lunch Room

screeching (p. 7)

bump (p. 8)

The Animal Shelter

screeching (p. 5)

squeaked (p. 10)

woof, woof (p. 12)

Bongo Gets Adopted

screeching (p. 5)

clunk (p. 7)

10

"He did help us get out," said Lucy.

"Let's adopt him. He can live in the park."

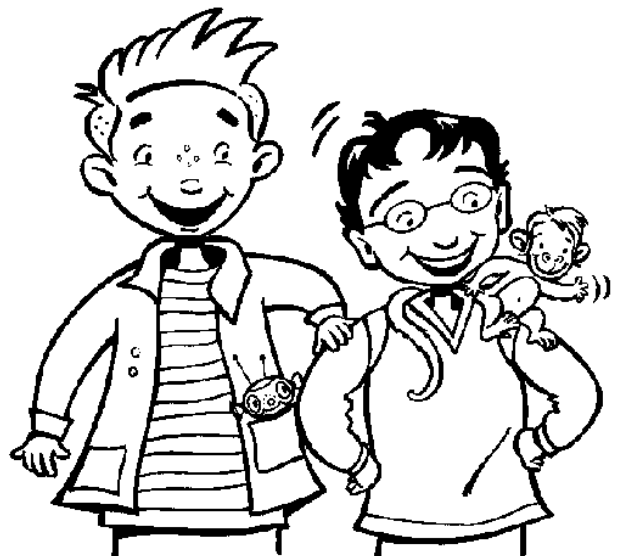
They all agreed. Andy opened his cage.

The monkey jumped onto his shoulder.

Tommy, Lucy, Andy, Kim, Sam, Taffy, and the monkey ran out of the door.

They ran down the street and up the hill.

They went through the park gates.



Ask for volunteers to say the words using the sound that each word describes. Then ask them to think of more words that sound like what the word means; animal sounds are good ones. (examples: squawk, oink, moo, caw, tweet, meow, clang, warble, tootle).

★ Be sure to go to the **Learning Page's Basic Fun Sheets**. There are **20 Fun Sheets** pertaining to the five senses, including writing and poetry activities.

Name _____

The Five Senses

The five senses are sight, hearing, smell, touch, and taste.

Senses are very important. They help us perceive our surroundings and gather information about the world. Write the sense word in the left column and then draw a line to the correct body part.

hearing	nose
sight	mouth
smell	skin
taste	ear
touch	eye

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SENSES: Fun Sheet 1



At last, they reached the big, blue bench.
They always met at the big, blue bench.
It was their favorite place in the park.

When Tommy got his breath back
he said, "We've got a lot of questions
for you, RK-5."

Sam said, "We've got a lot of questions
for the monkey, too."

Cross-Cultural Connection

BONGO: one of a pair of small Afro-Cuban drums played with the fingers, used mainly in Latin-American dance music. Bongo drums are connected in pairs, and the two heads (about 5 inches [13 centimeters] and about 7 inches [18 centimeters] across) are attached together.




Using the Fact Files

Use the **Fact Files** to practice doing research and recalling information. Photocopy a set of **Fact Files** for each student and distribute along with a pocket folder. Each student should write his or her name on the folder and decorate it. The folders are to be used to store the **Fact Files** and for any other materials the students create during their reading. (There will be **Fact Files** added with future installments of the story.)

Look at **Fact File 6** about Bongo the monkey. Make it into a worksheet by photocopying the page with the text portion covered. Have students write a paragraph about Bongo based on what they have read, what they have seen in the pictures, and the information provided in the **Fact File**. Possible topics:

1. How Bongo got his name.
2. Foods that Bongo eats.
3. Where Bongo comes from.



Bongo

How Bongo Got His Name

Pictures Tell a Story

Explain that when the illustrator planned the drawings, she wanted to show all the events of the story occurring in one day. She made sure to use the same colors for each person's clothes throughout the book. Keeping that in mind, let children have some flexible time to go back and color the pictures.

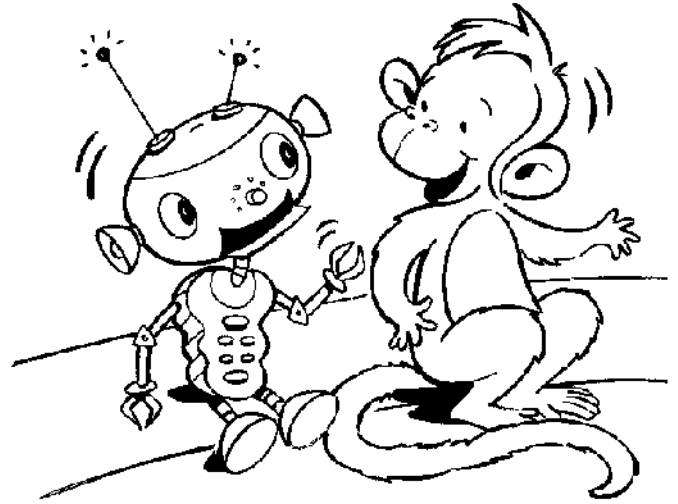
Synonyms

Students may practice recognizing and naming synonyms by using **Fun Sheet 4**. Seeing the words in context leads to better understanding of how the words are used.

little	pp. 2, 3, 4, 12
good	p. 4, 5
large	p. 3
black	p. 3
nice	p. 5
loud	p. 5
baby	p. 5
quiet	pp. 3, 12
angry	p. 14
safe	p. 15

Remember, in writing, synonyms can be more than one word.

12



"Start with the monkey," said RK-5.

"What do you want to ask him?"

"I want to know his name," said Andy.

"I want to know how he got here," said Tommy.

RK-5 spoke to the little monkey in monkey language. The kids were very quiet.

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Name _____

Synonyms

A *synonym* is a word that means the same as another word. Using synonyms helps to make your writing more interesting. Here is a list of words from *Bongo Gets Adopted*. Write two synonyms for each word.

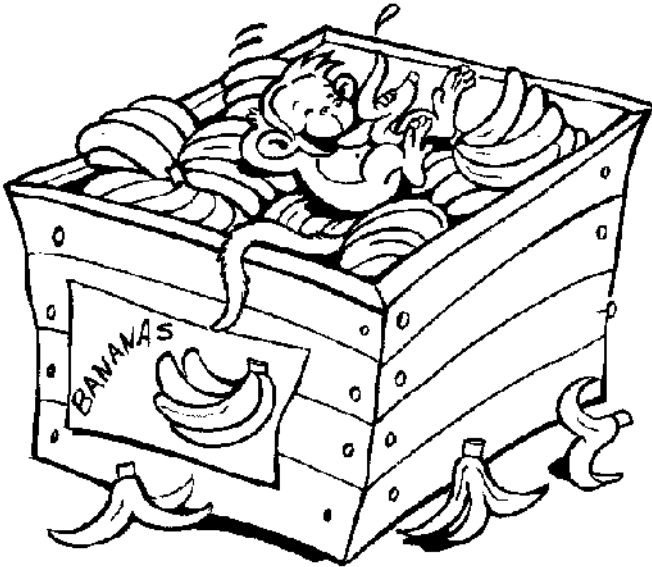
little	small	tiny
good	nice	favorable
large	big	giant
black	inky	dark as night
nice	happy	polite
loud	hurts my ears	noisy
baby	little	young
quiet	calm	peaceful
angry	mad	furious
safe	free from danger	protected

Fun Sheet 4 with possible student answers.

Extension: As an extra challenge, after students have located the words in the story (from the first column), have them read the paragraph substituting one of their synonyms from the **Fun Sheet** at left. Finally, have them rewrite a paragraph from the story (such as the one on p. 3, which contains several of the synonyms from the fun sheet) substituting as many of the words as they can think of synonyms for. Read the paragraphs in front of the class, reinforcing how using many words instead of repeating the same words makes the writing so much more interesting to the reader!

When the monkey stopped talking, RK-5 turned to the children and told them what the monkey said.

"The monkey's name is Bongo. He lived at the seaside in his country. One day, he saw a big box of bananas near the sea shore. He was very hungry so he jumped into the box to get a banana. He heard someone coming. He hid under the bananas.



Geography/Mapping

After reviewing the primates **Fact Files** from **Zoo Animals**, do a map study using a large world map. Ask a volunteer to point out the two areas where these animals live: Africa and South America. Talk about the similarities and differences in the habitats; look at the latitudes and see if they are close together.

Look at the part of the map where South America is. "We know from the **Fact Files** that spider monkeys are from South America, but what do we know about where Bongo is from? (Bongo's **Fact File** reveals that he is from Venezuela). Can anyone point out Venezuela on the map?"

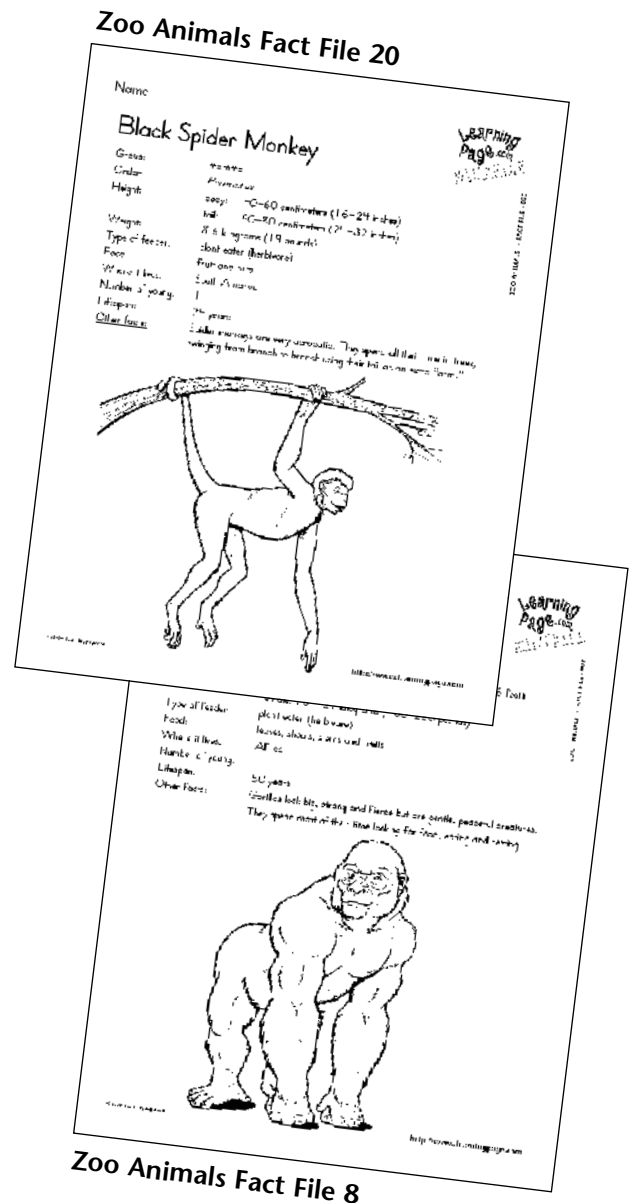
Imagine the route that the ship may have taken from Venezuela to where Tommy and his friends live. Does the author tell us where that is? Pick three geographical areas on the map that could be Tommy's home and plot the route of Bongo's adventure to those locations.

Primates

If you haven't already done so, go to the **Zoo Animals Unit** of the **Learning Page**. In the **Fact Files** for that Unit, there are two pages that give facts about primates.

Fact File 6 from the Ewe Books gives more information about Bongo, the monkey in this story. *Bongo Gets Adopted* is not a true story (non-fiction) but more like a made-up story where fantastic things happen (science fiction). The monkey in the story, named Bongo, is patterned after a spider monkey, which is a primate living high in the trees of the jungles of South America.

The other primate in the **Zoo Unit Fact Files** is the gorilla. Look at each item of information between the two: What things are the same? What things are different?



Character Development

Use **Fun Sheet 2** to reinforce student's familiarity with the characters. Ask them to circle the character that is new in this story. Ask students if there are others in the story that are not pictured on that worksheet (other dogs, sailors).

Review Challenging Words

Refer back to the word trees students worked with on page 7. Write the words on the board. Then read a sentence that suggests the word and have students respond with the correct word.

1. This word means that something has come to an end. (**finish p. 7**)
2. This is what the children wanted to do with Bongo instead of leaving him at the Animal Shelter. (**adopt, p. 9**)
3. The world is divided up into many nations each called a _____. (**country p. 9**)
4. This area near the ocean is a fun place to go in the summer. (**seaside p. 13**)
5. This verb means to travel on a boat over a body of water. (**sail p. 14**)
6. A member of the navy or a person whose work is manning a boat. (**sailor p. 14**)

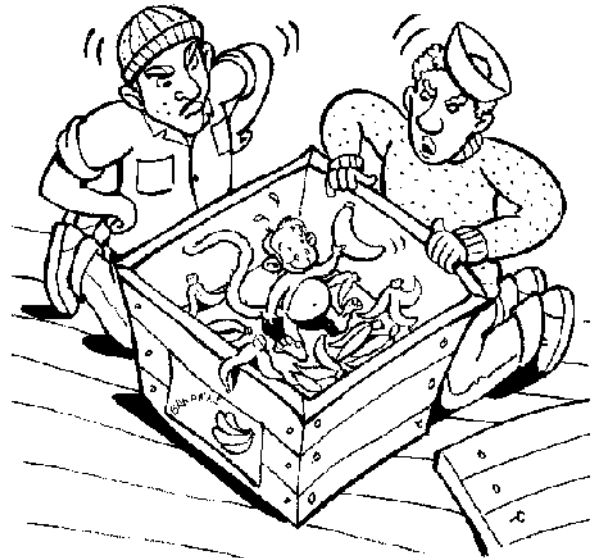
The Sailors

Based on the words and the picture on page 14, what do we know about the sailors? Are they important characters in the story? Why or why not?

14

"Someone nailed a top onto the box. Then he felt the box moving. The box was being loaded onto a ship and the ship sailed here.

"It took a very long time to get here, so when the sailors opened the box, there was only one banana left. Bongo had eaten all of the others. The sailors were very angry and took Bongo to the animal shelter."





"Don't worry, Bongo. You are safe with us," said Andy. "We will take care of you. You can make a house in these tall trees in the park. We'll bring you food every day."

They watched Bongo climb the highest tree.

Relationships

The characters' interactions with each other reveal how they think and feel. What do we know about Tommy's relationship with RK-5? Andy's with Bongo?

Criticism

Remind students that this is the third book in a series, and that there will be a new one each month. Ask "How do you like it so far?"

Ask them to write a critical book review of this story or of the Series so far. The reviews could be in the form of a written essay, a poster, or a drawing. E-mail your reviews to editor1@learningpage.com for possible inclusion in future Teaching Guides.

Conclusion

Ask students for their feelings and thoughts about this story. Stimulate enthusiasm and anticipation for the next story.

Explain to the students that the story continues. They will find out in the next book how Tommy and his friends get out of the Animal Shelter.

When the work with *Bongo Gets Adopted* is completed, keep all the books together in a storage box to be used again in the next school year or with the next group. Or, students could be encouraged to take the books home to share with their families and have for their own libraries.

Write a Letter to Tommy

After reading the story, have students write a letter to Tommy. Leave the content up to the students, but be sure to have them follow a traditional letter-writing form, with the date, salutation line, closing, and their name. Also allow time for students to keep up their journals of Tommy's adventures.

