

THE MONKEY WHO COMPLAINED TOO MUCH

Once there was a monkey who loved to **complain**. No matter what nice thing his friends did for him, he always found something bad to say about it.

One evening, Parrot invited Monkey and Frog to come over for dinner. The three friends sat down in front of a big green leaf piled high with fruit.

Parrot said to Monkey and Frog, "I flew all over the rainforest to gather this fruit. Would you like to share some with me, friends?"

Frog **nodded** her head. "Yes, please! It looks delicious," she said. Frog was always **polite**. She never forgot to say please and thank you.

Monkey turned up his nose. "Humph! Do you have any bananas, Parrot?" he asked.

Parrot **answered** Monkey's question. "Yes, I got one banana for you, Monkey."

"Only one banana? You should have gotten more," Monkey complained. "And this one banana is too small, too green, and too hard. It won't taste very good." But Monkey ate the banana anyway. He finished his meal and left Parrot's tree without saying thank you.

Frog said to Parrot, "Monkey is always complaining. Someone needs to teach him to be more polite."

"Yes," **agreed** Parrot, "I think so, too." The two friends agreed to teach Monkey a lesson.

The next day, Monkey saw Frog and Parrot eating a huge pile of bananas. "Yum, bananas!" he cried.

"Oh, no. You don't want these," Frog warned. "They're too small and green and hard."

"Yes," Parrot agreed. "I'm afraid there are no bananas here that are good enough for you to eat."

So Monkey went hungry that day. But he learned an important lesson: From that time on, he stopped complaining, and he always remembered to speak kindly to his friends and to say please and thank you.

COMPREHENSION Which words tell how the characters communicate with each other? What do you think Monkey should have said when his friend Parrot offered to share his fruit?

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Days 1 and 2

"The Monkey Who Complained Too Much," Vol. 1, pp. 26–27

STOP, THIEF!

Mia was going to the Bead Shop with her Aunt Alice. It was a sunny afternoon. A bright green pigeon was walking beside them on the sidewalk. They didn't think anything of it.

As they came near the store, Mia saw long tables outside the door. On the tables were trays and trays of beautiful beads. They were all different shapes and colors. Many people were looking at the beads in the trays.

"Oh, Mr. Fassett," said Mia to the store owner. "The beads look so beautiful in the sunlight!"

"Maybe too beautiful," said Mr. Fassett sadly.

Mia **sensed** that something was wrong. Usually Mr. Fassett liked to joke with her, but today he was talking very **seriously**.

"Somebody's been stealing beads," said Mr. Fassett. "Every time I turn around, more beads are missing. So now I have to put them back inside the store. Will you watch the beads while I get ready to move them?"

"Sure," said Mia and her aunt.

Mr. Fassett went inside. Mia watched the people **suspiciously**, but she didn't see anyone take anything. After a while, she noticed some beads she liked. She turned around to show them to her aunt. As she turned, she saw the green pigeon standing on the table, pecking at a tray of beads. Right then, Mia **guessed** who the thief was.

"Stop, thief!" she yelled. The pigeon flew up to a nest above the door of the Bead Shop.

When Mr. Fassett came out, Mia said to him, "Mr. Fassett, I know who's been taking your beads. It's that pigeon in the nest above your door!"

Mr. Fassett scratched his head and looked **confused**. "A pigeon?" he said. But then he got a ladder and climbed up to look in the nest. "Why, you're right," he said. "Here are all the beads I've been missing. Good for you, Mia, and thanks!"

COMPREHENSION What words help you understand how Mia and Mr. Fassett are thinking and feeling? What idea does Mia share with Mr. Fassett that makes him feel better?

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Days 3 and 4

"Stop, Thief!" Vol. 1, pp. 28–29

Assessment

Pretest/Posttest Administration p. 68

Pretest/Posttest Blackline Masters pp. 104–105

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 104–105. Use page 68 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Sharing Thoughts and Ideas

agreed v. said yes to *Joel agreed with his brother's idea to make a tent.*

answered v. said something back to someone *Serena answered the teacher's question.*

complain v. to talk about not liking something *Sandy would always complain that she didn't like her food.*

nodded v. said yes by moving the head up and down *George nodded when his mom asked him to clean his room.*

polite adj. having good manners *It is polite to say please and thank you.*

Discuss Guide children to see the relationship between each word and the category. Ask questions such as this: **What might you do if you agree with something someone says?**

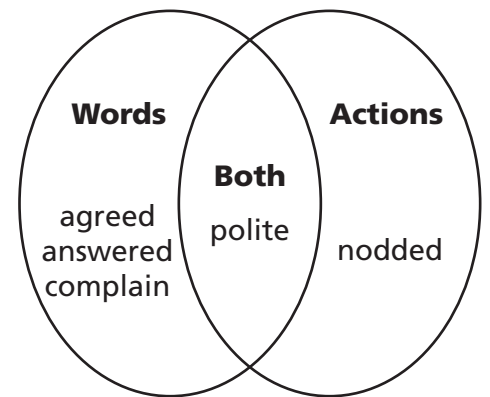
Read Aloud Explain that you will read aloud a story about a monkey who always complains. Then read aloud "The Monkey Who Complained Too Much." Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "The Monkey Who Complained Too Much." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. What does it sound like when someone whines? Does it sound more like the person is agreeing or complaining? (complaining)
2. Describe a polite way to answer a question. (Sample answer: Wait until the person finishes speaking. Look at the person when you talk. Use kind words.)
3. What other actions can people do to share their thoughts and ideas? Add these to the graphic organizer as children suggest them. (Sample answers: shrug; shake head)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Thinking and Feeling

confused *adj.* mixed-up in the mind *Ben looked confused when he couldn't find the sandwich he just put down.*

guessed *v.* got an idea *When the dog licked its lips, Ben guessed that it had eaten his sandwich.*

sensed *v.* felt or had an idea about; realized *Buster the dog sensed that Ben was unhappy.*

seriously *adv.* in a thoughtful way; not fooling *"Buster, you'll be in trouble if you take my sandwich again," Ben said seriously.*

suspiciously *adv.* in a not trusting way *Ben looked suspiciously at the dog and said, "Buster, what else of mine will you eat today?"*

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: *What might make you feel **confused**? When was the last time someone spoke to you **seriously**?*

Read Aloud Explain that you will read aloud a story about a girl who solves a crime. Then read aloud "Stop, Thief!" Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "Stop, Thief!" At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About Thoughts	Words About Feelings
guessed sensed	confused seriously suspiciously

1. When you **sense** something, do you know it for sure or is it more like you are **guessing** it? (more like you are **guessing**)
2. Why might you talk to a person **suspiciously**? (Sample answer: because you think the person did something wrong)
3. When Tanya told her mom about her problem, her mom looked at her _____. (**seriously**)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Examples Tell your partner about a time when you **answered** a question correctly. Tell about another time when you **guessed** the answer.

Role-Play Pretend you are a detective. Tell your partner how you solved a crime. Use these words: **sensed**, **confused**, **suspiciously**, **seriously**.

Draw Draw a picture of someone being **polite**. Explain to your partner what is happening in the picture.

Describe Describe a time when you got someone to try something new and fun. Use these words: **agreed**, **nodded**.

Discuss Talk to your partner. What are some things that children **complain** about at school? What are some things that children complain about at home? Why do you think children complain about these things?

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 104–105. Use page 68 to administer the test. Compare scores with Day 1 assessment.