



My Chimp Friday

The Nana Banana Chronicles

by Hester Mundis

Detective Notes

Objectives: ...analyze characters (for example, their traits, motivations, points of view, relationships they undergo)
...monitor own comprehension and make modifications when understanding breaks down (asks questions)
...offer observations, make connections, react, speculate, interpret, and raise questions in response to text through journal writing

As you read My Chimp Friday, concentrate on thinking like a detective. In your dialectical journal, keep running notes on the characters. Plan at least two pages for each of the characters like Rachel Stelson, Mickey Phleps, Mrs. Carey, Mr. DeFina, Wetspot, Bucky Greene, Friday, Ben Stelson, Jared Stelson, Brianne, Aunt Lisa, Mr. Aplox, and others you meet in the story. What do they do that is unique or mysterious about them? How are each of the characters involved in the story?

**FUN!
Interactive!**

Below is an example of the detective notes you might begin for Rachel. Write the page numbers where you find the clues in parentheses. Prepare similar pages for the other characters. Discuss your entries with your cooperative group. Did they see things you missed? Become detectives trying to solve the mystery first by using logic and your detective notes.

Detective Notes		Rachel
Name	<input type="checkbox"/>	Grade: 6 th (1)
Description	<input type="checkbox"/>	Last Name: Stelson (2)
Picture	<input type="checkbox"/>	Teacher: _____
Age	<input type="checkbox"/>	_____ (1)
Page numbers ()		_____ (1)
Related to		_____ ()
Clues		_____ ()
In		_____ ()
Occur		_____ ()
grad		_____ ()
Suspicious		_____ ()
Possible	<input type="checkbox"/>	_____ ()
Other	<input type="checkbox"/>	_____ ()

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(Continue on the back as you read)





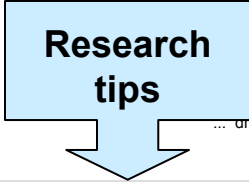
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Making Connections

A Pre- and Post-Reading Discussion Guide



- ... establish & adjust purposes for reading (to find out, to understand, to interpret, to enjoy, to solve problems)
- ... paraphrase and summarize text to recall, inform, and organize ideas
- ... text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
- ... draw inferences such as conclusions or generalizations and support them with text evidence and experience
- ... distinguish fact and opinion in various texts
- ... answer different types and levels of questions

Eeds & Wells, 1989, suggest that students need not only comprehend factual information about the text but also explore relationships among the characters, interpret messages sent by the author, and construct meanings of the text using their **prior knowledge**. Research also tells us that people who can **predict well** manage to do better in school and get better jobs when they are out of school. Use these questions to help you develop your predicting, comprehension, and thinking skills.

With a partner or small group, read each chapter's questions BEFORE you listen to or read the chapter.

First, guess (discuss) the answer based on what you know has already happened in the story and your own personal experiences. (For example, in the first chapter, you might remember someone who was annoying to you.) **Next, read the chapter**, and then revise your answer based on the story. How close were your predictions? Write the chapter name on the lines.

Chapter 1: _____

1. Answer the 5 W questions about the chapter. (Who? What? Where? When? Why?)
2. What sound awakens the family in the night?
3. Why is Mickey Phelps annoying?
4. In what ways is the Stelson dog different?

Chapter 2: _____

1. What strange things happened when they opened the door?
2. Where did the baby chimpanzee come from?
3. How does science fit into the plot?

Chapter 3: _____

1. What was Wetspot's main problem?
2. How was Jared like his friends?
3. What surprising thing happened?
4. What is the significance of the ape?
5. What does the allmeaner do?

Chapter 4: _____

1. Why was Jared worried?
2. How did Rachel keep her secret from her friends?
3. What did Jared learn about his illness?

Chapter 5: _____

1. Why is the chapter named "King of the Jumble"?

2. Why wasn't Aunt Lisa suspicious of the pulleys?
3. How did Jared feel about his inventions?
4. What two surprising things did they learn about Friday?

Chapter 6: _____

1. What caused Buckey's death?
2. What extraordinary thing should Friday do?
3. What choices did Friday have about what to do with Friday?

Chapter 7: _____

1. How did Friday make friends in on the island?
2. How did Friday make friends and help them?
3. How did Friday help his friends for the first time?

Chapter 8: _____

1. How did Friday help his friends?
2. How did Friday help his friends with his illness?
3. How did Friday help his friends make the doctor promise?

Chapter 9: _____

1. How did Friday make friends with Wetspot?
2. What new thing could Friday do?
3. Why were Brianne and Mickey at Rachel's house?
4. Why was Rachel worried?

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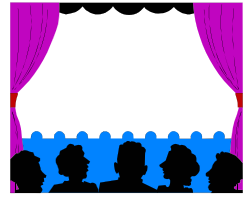
My Chimp Friday

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Book to Play

Objectives: ...assess how language choice and delivery affect the tone of the message
...adapt spoken language to the audience, purpose, and occasion
...present dramatic interpretations of experiences, stories, poems, or plays to communicate



After reading the book, join with others to create a play from the story.

1. Decide who will play each part:

Rachel Stelson _____, Mickey Phleps _____, Mrs. Carey _____,
Mr. DeFina _____, Wetspot (stuffed?) _____, Bucky Greene _____,
Friday (stuffed?) _____, Ben Stelson _____, Jared Stelson _____,
Brianne _____, Aunt Lisa _____, Mr. Aplox _____,
Atilla (stuffed?) _____, Dr. Jameson _____, Wendy Mills _____,
Mimi Wykaire _____, Agent Wilns _____

2. Form groups who, using the novel, write a play script of each chapter with the speaking parts indented beneath the characters' names. You may add dialog when you need to. Leave out parts that are not important to the story (Dr. Jameson, for example) if you wish.



You may even choose just to dramatize #1!

3. Find a place to have your play. Use a room in your house or stage into the apartment as a stage.

4. Record music #1 and interludes #2 and #3 to play during the play.

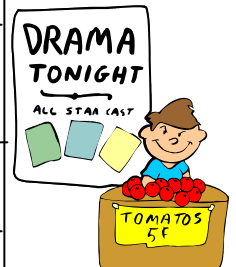
5. Practice your play. Practice with your group and the others.

6. Use the rubric to evaluate your play.

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	1	2	3	4	5
Volume (Can the audience hear? Do you change the volume to match the expression?)	1	2	3	4	5
Expression of Voices (Does each voice sound different?)	1	2	3	4	5
Props & Costumes (Do they add to the story?)	1	2	3	4	5
Body Language (Did my body act the events well?)	1	2	3	4	5





The Ballad of Friday

Objectives: ... paraphrase and summarize text to recall, inform, and organize ideas
...choose the appropriate form for one's purpose for writing
...collaborate with other writers to compose, organize, and revise a variety of types of texts
... perform music representative of American and Texas heritage

With your partner or cooperative group, use your skills in summarizing and rhyming to help you **write a ballad** about the mystery in My Chimp Friday. Use the events, dialog, and character descriptions to help you write about the monkey and the changes that he brings to the lives of the Stelson family.

Steps in writing a ballad:

1. Choose an easy song you already know, like "Turkey in the Straw." Sing and pat out the rhythm before you get started with adding words.
2. Study the pattern of the song. How many syllables are in each line?
3. Write new words that use the same rhythm and rhyme pattern. Practice with the new words below. Sing the verse and the chorus to the tune of "Turkey in the Straw."
4. Use the pattern to help you write more verses about the story.
5. Use a rhyming dictionary on the internet to help you: <http://...>

The Ballad of Friday

to the tune of "Turkey in the Straw"

Oh, Rachel Stelson
By a knock on the door
They stumbled
Where there was a chimp

Chorus:
Friday is here
A funny little chimp
He's smart and he's
But there's more

Bucky Greene gave us a "top secret" word
He said he'd be back in a week which was absurd.
He sounded really scary and made us promise true:
"Do not tell a living soul about the chimp who's here with you!"

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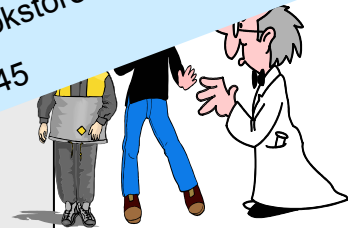
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... can see!



Perform your ballad during your play for Parents' Night or for a younger class!





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More Monkey Business

Objectives: ...draw inferences such as conclusions and generalizations and support them with text evidence
... use the text's structure or progression of ideas such as cause and effect to locate and recall information
...answer different kinds of questions
... describe mental images that text descriptions evoke

Teacher, distribute copies of pages 40 and 41 and these two pages entitled "More Monkey Business" Prior to working these pages, DO NOT read pages 40 and 41 aloud to students.

Use your understanding of the story to answer the following questions from pages 40-41. There may be a blank in the answer set. If the correct answer is not one of the answers, write the correct answer in the blank.

1. ***Irony*** is the striking difference between what might be expected and what actually occurs. Why was the way Bucky died ironic?

- A. He was trying to keep others alive by his research.
- B. He invented a non-slip banana peel, but died slipping on one.
- C. He accidentally fell into an empty swimming pool.
- D. He wanted to be top-sportswear in the newspaper.

Read the dictionary entries below for the word **trip** on page 40.

trip (trĭp)
noun 1. a journey, 2. a stumble, 2. an intense, stimulating experience 3. to ... in water
verb 1. ...

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2. Read the

Bucky went to

Bucky returned to

Friday recognized Bucky's picture in the newspaper.

Which of these belongs in the empty box?

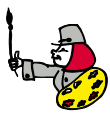
- A. Bucky began experimenting with genetic engineering of a banana.
- B. Bucky slipped on a nonslip banana peel and was killed.
- C. Bucky took Friday to stay with the Stelsons.
- D. Rachel hugged Friday tightly.

the word "amazed" mean on page 41?

- A. happy
- B. relieved
- C. suspicious
- D. troubled

5. Why do you think Bucky needed the Stelsons to keep Friday a secret? Should they still hide him?

Answer by writing a 1/2 page paragraph on the back.





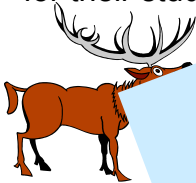
More Mysteries

Objectives: ...draw inferences such as conclusions and generalizations and support them with text evidence
... paraphrase and summarize text to recall, inform, and organize ideas
... analyze characters, including their traits, feelings, relationships, and changes

Rachel and her brother enjoyed solving mysteries. Here are three mysteries that you can solve.

The Habitat Project

Rachel, Brianne, Jared, and Mickey were having an argument about which animal is best adapted to zoos — the deer, the lions, the cheetahs, and the giraffes. Each kid wanted their new project to be focused on his or her favorite animal. Rachel was allergic to cats, so she didn't like animals that were like cats. Brianne's favorite animal didn't have horns. Jared liked animals that were like dogs. Mickey disagreed with both Rachel and Jared. Which animal should they choose for their study?



E			
Ja			
Mic			

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The Package

Brianne and Mickey were over at Rachel's and Jared's house when a package was delivered. Each kid guessed what was in the box, but only one of them was right. Using their guesses as clues, can you figure out what was in the box?

Brianne whispered, "It's a laptop computer."

Mickey mumbled, "I'll bet it's an ant farm."

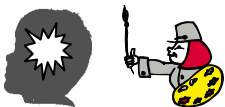
Rachel remarked, "I think a picture or a laptop computer is in the box."

"It's a picture, for sure," shouted Jared.

Who was correct?

Annoying

Think of a four-letter common noun that names a tiny, annoying insect that flies. Now change the second letter of the noun to the next letter in the alphabet. What larger animal, also four letters long, do you come up with?





My Chimp Friday

Chapter 8

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by Hester Mundis

My Plans for Genetic Engineering

Objectives: ...draw inferences such as conclusions and generalizations and support them with text evidence
... paraphrase and summarize text to recall, inform, and organize ideas
... analyze characters, including their traits, feelings, relationships, and changes

The scientist that everyone called “Bucky” in *My Chimp Friday* had successfully done genetic engineering on a banana! He had changed the slippery qualities of its peel to “non-slip” qualities. He had also performed genetic engineering on a chimp to make him smarter.

Not everyone agrees that genetic engineering is the right or moral thing to do, but thinking about its possibilities can be fun! If you were to start work in genetic engineering, what would you like to change? Create your plans to improve a food, an animal, a tree, and a person. Create a poster to advertise your best idea.

Genetically Engineered Food

Something I don't like about the food:

What I will alter to make it better:

How the genetic engineered food might look:

Genetically Engineered Animal

Something I don't like about the animal:

How the genetic engineered animal might look:

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Something I don't like about the person:

How the genetic engineered person might look:

Genetically Engineered Human

Something I don't like about humans:

What I will alter to make it better:

How the genetic engineered person might look:





Writing Prompts

Objective: ...draft compositions for specific audiences and purposes in a variety of modes

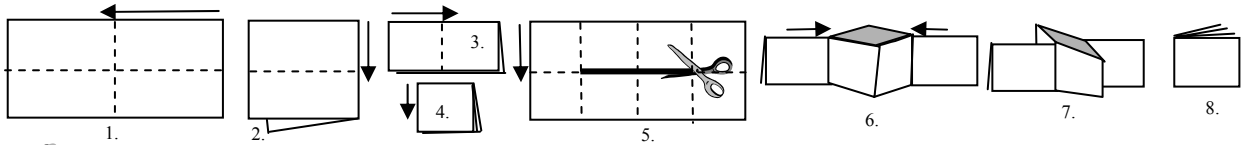
Writing prompts should help develop students' personal, creative, and critical responses to texts. To help scaffold their responses, first use the prompts as discussion guides to help them verbalize and organize their ideas.



Prized Possessions (After Reading Chapter 3)

On page 22, the author explains that Rachel had trouble parting with things. Her Rubrik's Cube was one of them because of all the times it had seemed to bring her good luck. Other things held memories she wanted to save.

What are your prized possessions? What story is attached to each one? What memory is preserved in it? Fold a piece of paper to create an 8 page book as shown here. Write a paragraph about eight of your prized possessions and why they are so important to you. Illustrate each page.



Best Friends: Friends on Mountain Tops, Friends in Valleys (after reading Chapter 7)

Brianne and Mickey were Rachel's best friends. They had gone through mountain top happy times as well as sad times in the valleys together. Friendships are made strong with love and they must stand strong against them.

To whom are you a best friend? What mountain top happy times have you endured together? Write about what your friend and you have done together. Describe the mountain top happy times that you have shared. Write about a valley you have walked through together. Write about a friend who is kind to help each other through difficult times. Write about a friend who is kind to help each other through difficult times.

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Animals

endanc

animal v



The Patience of a Saint

Thro
the patience o

Why do you know that has the "patience of a saint?" Write a composition for your class introducing them to someone you know who has this quality. Give examples through anecdotes or little stories as Rachel did.

Who do you know that has the "patience of a saint?" Write a composition for your class introducing them to someone you know who has this quality. Give examples through anecdotes or little stories as Rachel did.

