Introduction

Bruce Lansky’s engaging PictureReading books are meant to be read *to, with, and by* children. How can preschoolers and children who are still learning to read possibly read these stories with and to adults? Simple: The stories contain no words, so children can “read” the pictures and use that visual information to tell the stories. We’ve created this user’s guide to help you support and enhance your child’s or students’ storytelling.

Reading pictures is similar to reading words, but it’s a lot easier. When children read pictures, they smile and laugh as they learn what is happening in the story, get to know the characters, imagine what the characters are thinking or feeling, and use picture-clues to predict what might happen next. PictureReading books provide young children with a shortcut that enables them to read picture-stories—like *Monkey See, Monkey Do*—at an early age. The books also let young children practice a wide range of verbal skills as they narrate the stories in their own words.

The Role of Parents and Teachers in PictureReading

The ultimate goal of PictureReading is to help children figure out the plot points of stories and connect those plot points with a narrative thread as soon as possible (depending on the age and ability of the child). Young children are capable of describing what they see, but they might not be aware of all the visual elements that, considered together, explain what’s going on. So an important role for adults in PictureReading is to ask questions that focus the child’s attention on story elements the child may have missed.

Here are the most common kinds of questions that parents and teachers can ask to help young children comprehend a PictureReading story well enough to narrate it effectively and with some rhetorical charm:

- **Questions** that elicit background knowledge that children may already possess or that they may need to know in order to understand the story (e.g., “When you go to the zoo, where are the monkeys kept?”). Children who don’t know that monkeys are kept in locked monkey cages won’t realize that monkeys are not allowed to stroll around the zoo to visit all the other animals.

- **Questions about visual elements** the child hasn’t noticed yet (e.g., “After Lil’ Monkey visits the birdcage, what does he try to do on the park bench with his arms?”). Asking such questions will help expand the child’s comprehension of the story and the characters. An observant child will notice that the movement lines show Lil’ Monkey’s arms going up and down as Lil’ Monkey tries to flap his arms so he can fly like the birds. An observant child will also notice that when Lil’ Monkey visits the seals’ pool, he waves his arms to let the seals know he wants to play ball with them.

- **Questions about how the characters feel** about the events in the story (e.g., “How do you think Lil’ Monkey felt when he noticed a little boy’s balloon was stuck in a tree?”). Asking these questions will help expand the child’s understanding of the characters. One of the keys to good storytelling is the ability to speak in the voice or style of the characters. Asking questions about what a character may be thinking, feeling, or saying will help the child empathize with the character and include that emotional information in the narration.
Questions about interpreting important plot developments (e.g., “How did Lil’ Monkey feel when the zookeeper rewarded him with a balloon?”). When Lil’ Monkey retrieved a little boy’s balloon (which had been stuck in the branch of a tree) and received a reward from the zookeeper, it was a turning point in the story. After not being able to fly like a bird, play ball with the seals, or march with the Goose family, Lil’ Monkey is finally praised for doing what monkeys can do, and he feels very proud of himself. Asking such questions can help the child comprehend and explain key story elements without which the story would make little or no sense.

How to Get Started

There is no single “best” way to “read” or narrate this book. Here are four different ways to get started:

1. The adult can try PictureReading. Some parents and teachers may want to give PictureReading a “test-drive” by narrating the story themselves. This will let the adults provide an example for their child or students. It’s an entertaining challenge full of grins and giggles, whether you are 3, 13, or 33.

2. The adult can read the “story summary.” If you’d feel more comfortable reading (rather than PictureReading) the story, you’ll find a summary for every page of the story at www.MeadowbrookPress/PictureReading. The story summary is written to sound like what you would say if you were PictureReading.

3. The adult and child can do PictureReading together. Most parents and teachers will find it helpful to say, “Bruce Lansky created a wonderful story but left out the words on purpose so you can tell the story in your own words.” They can discuss the book cover and title with a child and then ask the child to open the book to Page 1 and describe what he or she sees in that picture. The detailed lesson plans you’ll find at www.MeadowbrookPress.com/PictureReading will enable you to guide your child or students through the process of making sense of the story and telling it well.

4. Leave PictureReading to the child. When you feel your child or student is ready to PictureRead solo (perhaps after PictureReading with you several times), leave the job of narrating the story to the child and see what he or she can do. Only help (using the PictureReading prompts) if the child runs out of words and asks for help. You’ll be amazed at young children’s ability to understand the story and tell it with enthusiasm and charm. You’ll find PictureReading prompts at www.MeadowbrookPress.com/PictureReading.

Note to teachers: In a classroom, it’s a lot of fun to project the pictures from the book on a screen and give every student a chance to narrate one or two pages. There are three PictureReading books available for your students to narrate: Early Birdy Gets the Worm; Monkey See, Monkey Do; and Polar Brrr’s Big Adventure.

Most children aged 3 to 6 will need some help in making sense of the plot points and the characters. They’ll also need help communicating the humor, suspense, and charm created by Bruce Lansky’s stories and Bill Bolton’s illustrations. For that reason, most parents and teachers should treat the narrative process as an adult/child collaboration in which the child gets to “tell the story” and the parent or teacher asks questions, as needed, to enhance the child’s comprehension of the story and his or her ability to tell it.

Lesson Plans

For each page of Monkey See, Monkey Do, you will find a brief story summary, vocabulary words, a question to help activate the child’s background knowledge, and a list of PictureReading prompts that will help the child expand his or her comprehension of the story and the characters. If you are reading to a child, feel free to use the story summary to help you tell the story. If you are reading with a child, start by activating his or her background knowledge by asking the question provided. Then ask some or all of the PictureReading prompts, if the child needs help. Also try to use as many of the vocabulary words as possible in your discussion.

When your young reader is ready to take the lead in telling the story, listen and support him or her by giving specific and general positive feedback. For example, you can say, “I enjoyed your story—especially when you told me that you thought the Monkey Family and the little boy’s family copied each other on the last page of the book.”
Before reading any book with a child, it is important to activate the child’s background knowledge and have the child predict what the book might be about, based on the book’s title and what’s on the cover.

Talk with your child or your students about the title of this book (*Monkey See, Monkey Do*) and how the title relates to the picture on the cover—which shows Lil’ Monkey marching along with the Goose family. For example, you might say, “Lil’ Monkey has joined a goose parade. Notice he has copied the way Mother Goose and the goslings march. Do you think Mother Goose will be happy to find Lil’ Monkey marching along with her family? Let’s read the story and find out.”

**Page 1:**

**Story Summary:** The friendly zookeeper visits the monkey house to give bananas to Lil’ Monkey and his parents. Lil’ Monkey says, “Can I have one, please?” And the zookeeper says, “Here you are, Lil’ Monkey.”

**Vocabulary Words:** friendly, zookeeper, visits, monkey house, give, bananas, parents, please, bars, afraid

**Background-Knowledge Question:**
- What do monkeys like to eat? [Answer: Bananas.]

**Picture Reading Prompts:**
- Why are there bars on the front door?
- Is the zookeeper afraid of the monkeys?

**Page 2:**

**Story Summary:** While the zookeeper is handing out bananas to Lil’ Monkey’s parents, Lil’ Monkey finishes his banana and turns the doorknob to see if the door is locked. The zookeeper must have forgotten to lock the door, so when the door opens up easily, Lil’ Monkey decides to go for a walk around the zoo.

**Vocabulary Words:** while, handing out, finishes, turns, doorknob, locked, forgotten, opens up, easily, decides, around, zoo, supposed to, outside, think, met

**Background-Knowledge Question:**
- Are zookeepers supposed to keep all the animals in the zoo locked up? [Answer: Yes.]

**Picture Reading Prompts:**
- What did Lil’ Monkey do after he ate the banana?
- If Lil’ Monkey has never been outside of the monkey house, do you think he has ever met the other zoo animals?
- If you were Lil’ Monkey, which animals would you like to see?

**Page 3:**

**Story Summary:** Right outside the monkey house is a big outdoor birdcage where Lil’ Monkey sees a red bird flying over to see him. There’s a big smile on Lil’ Monkey’s face as he meets his neighbor.

**Vocabulary Words:** right outside, outdoor, birdcage, red bird, flying, smile, face, meets, neighbor, visitors

**Background-Knowledge Question:**
- Why are all the animals in the zoo kept locked up? [Answer: To keep them from running or flying away and to keep the zoo’s visitors safe.]

**Picture Reading Prompts:**
- Is Lil’ Monkey running away from the zoo?
- If not, what do you think he wants to do?
Page 4:

**Story Summary:** Now Lil’ Monkey can see two birds flying inside the birdcage, flapping their wings. Lil’ Monkey flaps his arms to copy them. I think he wants to fly, too.

**Vocabulary Words:** flapping, wings, arms, copy

**Background-Knowledge Question:**
- Birds can fly. Do you know why? [Answer: Because they have wings, not arms.]

**PictureReading Prompts:**
- What is Lil’ Monkey doing with his arms?
- Why do you think he is flapping his arms?
- One of Lil’ Monkey’s feet is off the ground. Do you think he is flying?

Page 5:

**Story Summary:** Lil’ Monkey has a big smile on his face as he flaps his arms and jumps up in the air. He is trying to fly like a bird. I wish I could tell him, “Hey, Lil’ Monkey! Monkeys can’t fly, so don’t jump off the bench!”

**Vocabulary Words:** smile, jump, bench, trees

**Background-Knowledge Question:**
- Birds can fly, and monkeys can climb trees. But can monkeys fly? [Answer: No way, because they don’t have wings.]

**PictureReading Prompts:**
- Why is there a big smile on Lil’ Monkey’s face?
- What does he think will happen when he flaps his arms and jumps into the air?
- What would you like to tell Lil’ Monkey?

Page 6:

**Story Summary:** Oh, no! Lil’ Monkey jumped off the bench and landed with a crash. Now he’s feeling sore and dizzy. The red bird is worried that Lil’ Monkey might be hurt. So am I. If I were Lil’ Monkey, I would feel embarrassed to have done something so silly.

**Vocabulary Words:** landed, crash, sore, dizzy, worried, hurt, embarrassed, silly, right now, lesson, learn

**Background-Knowledge Question:**
- Finish this idea: What goes up must come ________. [Answer: down.]

**PictureReading Prompts:**
- What happened to Lil’ Monkey?
- How does he feel right now?
- What is the red bird thinking right now?
- What lesson did Lil’ Monkey just learn?
Page 7:

Story Summary: Feeling dizzy and sore from crashing, and feeling bad about doing something so silly, Lil’ Monkey continues his stroll around the zoo. He notices a seal bouncing a beach ball off his head in the seal pool.

Vocabulary Words: continues, stroll, notices, seal, beach ball, head, pool, games, playing, bouncing

Background-Knowledge Question:
• What games do seals like to play? [Answer: They like to catch fish in their mouth, and they like to bounce balls off their head.]

Picture Reading Prompts:
• What kind of game is the seal playing?
• Does that look like fun?
• Do you think Lil’ Monkey might want to try that, too?
• What would you like to tell Lil’ Monkey about bouncing beach balls off his head?

Page 8:

Story Summary: Now Lil’ Monkey can see that two seals are bouncing the beach ball back and forth. He watches them with great interest. He is thinking, “Maybe I can play that game with the seals.”

Vocabulary Words: back and forth, interest, good idea, maybe, not very well, possibly, go wrong

Background-Knowledge Question:
• Seals can bounce balls off their head. Monkeys can climb trees. Can monkeys bounce beach balls off their head? [Answer: Maybe, but not very well.]

Picture Reading Prompts:
• Do you think Lil’ Monkey would like to bounce the beach ball with the seals?
• Would you like to bounce the beach ball with the seals? Does it look like fun?
• Do you think that it would be a good idea for Lil’ Monkey to play with the seals?
• What could possibly go wrong?

Page 9:

Story Summary: Now Lil’ Monkey is waving his arms to the seals and yelling, “Hey, bounce the beach ball to me. I want to play with you.” And one of the seals is bouncing the beach ball right to him.

Vocabulary Words: waving, yelling

Background-Knowledge Question:
• Remember when Lil’ Monkey tried to fly like a bird? Now Lil’ monkey is trying to play ball with the seals. When Lil’ Monkey sees animals doing something new, what does he try to do? [Answer: Lil’ Monkey tries to copy them.]

Picture Reading Prompts:
• The seals were friendly and bounced the ball to Lil’ Monkey. What do you think will happen?
• Is there anything you would like to tell Lil’ Monkey?
Page 10:

**Story Summary:** Uh-oh! Lil’ Monkey bounced the ball off his head, and the seal near him looks worried. I wonder where the ball is going to land.

**Vocabulary Words:** wonder, sport, score goals, soccer, heading, happy

**Background-Knowledge Question:**
- In what sport do players bounce balls off their head to score goals? [Answer: In soccer, players can score goals by bouncing a ball off their head and into the goal. They practice “heading” the ball into the goal.]

**PictureReading Prompts:**
- Look at Lil’ Monkey’s face to find out how he is feeling.
- Do you know why Lil’ Monkey feels happy now?

Page 11:

**Story Summary:** The beach ball flew over the edge of the seal pool and smashed into an ice cream cone that a little girl was eating. Look! The beach ball splashed some ice cream on her face and on her father’s green shirt. I don’t think the little girl and her father will be very happy about that. Playing ball with the seals didn’t turn out well for the little girl and her father...or for Lil’ Monkey.

**Vocabulary Words:** edge, smashed, splashed, face, shirt, surprised, turn out well, annoying

**Background-Knowledge Question:**
- Does it hurt to get some ice cream on your face or shirt? [Answer: No, but it’s very annoying.]

**PictureReading Prompts:**
- What did the beach ball hit?
- Where did the ice cream splash?
- How does the little girl feel?
- How does the little girl’s father feel?
- How do you think Lil’ Monkey’s going to feel?

Page 12:

**Story Summary:** Everyone seems disappointed: the seals, the little girl, her father, and most of all, Lil’ Monkey—who walks away from the seal pond with his head down, avoiding everyone’s gaze. He was feeling so awful, he forgot to say, “I’m sorry.”

**Vocabulary Words:** everyone, disappointed, avoiding, gaze, awful, I’m sorry, bother, apologize

**Background-Knowledge Question:**
- What should you do when you hurt or bother other people—even if you didn’t mean to do it? [Answer: You should always apologize.]

**PictureReading Prompts:**
- Look at the little girl; how does she feel?
- Look at her father; how does he feel?
- Look at the seals; how do they feel?
- Look at Lil’ Monkey; how does he feel?
- What did Lil’ Monkey forget to tell the little girl and her father?
Page 13:

**Story Summary:** Lil’ Monkey finally looks up, just in time to see Mother Goose and her goslings march by—on the other side of a wire fence. Hmmm. Maybe going for a stroll with the Goose family would be a good way for Lil’ Monkey to take his mind off the seal pond.

**Vocabulary Word:** goose, goslings, march, wire fence, Hmmm, stroll, family, take his mind off

**Background-Knowledge Question:**
- Have you ever seen geese and goslings or ducks and ducklings walk or swim somewhere? Do they all go different ways? Or do they all stay together? [Answer: They all stay together so none of the baby birds will get lost.]

**PictureReading Prompts:**
- What is Lil’ Monkey thinking as he watches the geese march by?
- What do you think he is saying to himself?
- Notice that Lil’ Monkey is standing on tiptoes. What do you think Lil’ Monkey will do next

Page 14:

**Story Summary:** Lil’ Monkey is climbing the fence so he can join the goose parade. Looks like fun to me. I love parades. All he has to do is jump down quietly so Mother Goose doesn’t know he’s there.

**Vocabulary Words:** climbing, parade, jump down, quietly, know

**Background-Knowledge Question:**
- Have you ever seen a parade? How do marchers keep “in step”? [Answer: They all raise the same foot at the same time, and they all step at the same time.]

**PictureReading Prompts:**
- What do you notice about how the goslings are marching?
- What should Lil’ Monkey do when he joins the parade?

Page 15:

**Story Summary:** Now Lil’ Monkey has joined the parade. He is third in line, after Mother Goose and one of the goslings. He is doing a perfect job of keeping in step with Mother Goose and the gosling. I wonder what Mother Goose will think if she seems him. She seems to be looking around—to see if all her goslings are staying in line.

**Vocabulary Words:** in line, perfect job, keeping in step, behind

**Background-Knowledge Questions:**
- If the Goose family stays together for safety, what will Mother Goose think of a monkey joining their parade? [Answer: She may get scared or angry.]

**PictureReading Prompts:**
- Is Lil’ Monkey doing a good job of keeping in step with the Goose family?
- What will Mother Goose think if she sees him marching behind her?
Page 16:

**Story Summary:** Oh, no! Mother Goose found Lil’ Monkey marching behind her, and she’s very mad. She’s flapping her wings and pecking at him to drive him away. I think she’s worried Lil’ Monkey might harm her little goslings. Lil’ Monkey was just having fun. He had no idea that marching with the Goose family would make Mother Goose so upset.

**Vocabulary Words:** mad, pecking, drive him away, upset, safe

**Background-Knowledge Question:**
- Why did Mother Goose drive Lil’ Monkey away? [Answer: To keep her goslings safe.]

**Picture Reading Prompts:**
- Where will Lil’ Monkey feel safe?

Page 17:

**Story Summary:** Lil’ Monkey is running as fast as he can to get away from Mother Goose—as she gathers her goslings around her to make sure they are OK.

**Vocabulary Words:** running, gathers, make sure, OK

**Background-Knowledge Question:**
- What did Lil’ Monkey’s brief march with the geese teach him? [Answer: His friendly behavior scared Mother Goose (or any other answer that makes sense).]

**Picture Reading Prompts:**
- Where do you think Lil’ Monkey is running?

Page 18:

**Story Summary:** As Lil’ Monkey runs away from Mother Goose, he slows down when he notices a balloon caught in the branch of a tree and a family of people looking at it. He guesses that the balloon blew away and the little boy wants it back.

**Vocabulary Words:** slows down, balloon, caught, branch, guesses, blew away, mind his own business

**Background-Knowledge Question:**
- What can monkeys do better than people, geese, and seals? [Answer: Climb trees.]

**Picture Reading Prompts:**
- Do you think Lil’ Monkey will mind his own business and go back to the monkey house?
- What do you think Lil’ Monkey will do?

Page 19:

**Story Summary:** Lil’ Monkey understands that the little boy wants to get his balloon back. So Lil’ Monkey climbs the tree and will try to untie the tangled balloon string. The little boy and his parents are happy that Lil’ Monkey is climbing the tree to rescue the balloon.

**Vocabulary Words:** understands, little, needs help, climbs, untie, tangled, string, rescue

**Background-Knowledge Question:**
- How do people usually feel when someone tries to help them? [Answer: People are usually thankful for help.]

**Picture Reading Question:**
- Is this the first time since Lil’ Monkey left the monkey house that he is doing something for others?
- How do the little boy and his parents feel about the help Lil’ Monkey is giving them?
Page 20:

**Story Summary:** Lil’ Monkey has to climb out on the tree branch to untangle the balloon string. I’d be too scared to try that, but it looks like his plan to rescue the balloon will work.

**Vocabulary Words:** plan, brave

**Background-Knowledge Question:**
- Would you be brave enough to climb out on a tree branch like Lil’ Monkey? [Answer: Yes or no—whichever is true for you.]

**PictureReading Prompts:**
- Do you think Lil’ Monkey will be able to rescue the balloon?
- Do the little boy and his parents think Lil’ Monkey will be able to rescue the balloon?

Page 21

**Story Summary:** He did it! Lil’ Monkey untied the balloon and brought it back to the little boy. The little boy’s parents are saying, “What do you say to the nice little monkey who rescued your balloon from the tree?” The shy little boy is so happy he can’t say a word. But Lil’ Monkey says, “It was nothing. Any friendly monkey would have done the same thing.”

**Vocabulary Words:** shy, nothing, magic words, thank you, you’re welcome

**Background-Knowledge Question:**
- What are the two magic words people use when they get help? [Answer: “Thank you.”]
- And what are the two magic words that Lil’ Monkey should use when he is thanked? [Answer: “You’re welcome.”]

**PictureReading Prompts:**
- How does the little boy feel about getting his balloon back?
- What do his parents want the little boy to say?
- What should Lil’ Monkey tell the little boy and his parents?
- Who is walking up the path with another red balloon?

Page 22:

**Story Summary:** Now Lil’ Monkey is very happy. The friendly zookeeper gave him his own red balloon and is thanking him for rescuing the balloon for the little boy. He’s probably telling Lil’ Monkey that although he can’t fly like a bird, head a beach ball like the seals, or march with the geese, he can use his friendliness and climbing skills to help others.

**Vocabulary Words:** probably, friendliness, skills, good deed, received, reward, giraffe

**Background-Knowledge Question:**
- When you give someone a gift, what do you hope for? [Answer: You hope he or she will enjoy the gift.]

**PictureReading Prompts:**
- Why did the friendly zookeeper give Lil’ Monkey his own red balloon?
- What do you think the zookeeper is telling Lil’ Monkey?
- How does Lil’ Monkey feel now that he has done a good deed and received a reward?
Story Summary: The friendly zookeeper brings Lil’ Monkey back to his home. Lil’ Monkey’s parents are happy to see him. They must have missed him and worried about him while he was away. The zookeeper tells them how Lil’ Monkey helped the little boy get his balloon back. They are proud of Lil’ Monkey.

Vocabulary Words: missed, proud of

Background-Knowledge Question:
- How do parents feel when their child is gone? [Answer: They miss him and worry about him.]
- How do parents feel when they learn their child has done a good deed? [Answer: They are proud of him.]

PictureReading Prompts:
- How do Lil’ Monkey’s parents feel now that Lil’ Monkey has returned?
- Do you think the friendly zookeeper told them why he gave Lil’ Monkey a red balloon?
- How do they feel about Lil’ Monkey now?
- What do you think Lil’ Monkey learned from his adventures with the birds, the seals, the geese, and the people?

Story Summary: The little boy and his family visit the monkey house to thank Lil’ Monkey and his parents. Look—the boy and his family are arranged in the same way that Lil’ Monkey and his parents are, with the little boy and Lil’ Monkey and their balloons between their father and mother. Who’s copying whom? It doesn’t matter. They’re all so happy to see each other, and Lil’ Monkey’s parents are so proud to see how happy Lil’ Monkey made the little boy and his parents.

Vocabulary Words: arranged, between, copying, doesn't matter

Background-Knowledge Question:
- Can you think of an expression people use to describe monkeys (or people) who copy each other? [Answer: Monkey see, monkey do.]

PictureReading Prompts:
- Look at the way both families are arranged: father on the left, mother on the right, and a little boy or Lil’ Monkey holding a balloon in the middle. Who do you think is copying whom?
- How would you describe the way this story ends?