

1 Connect to *Good Night, Gorilla*: What Things Do You See?

Literacy Learning Focus

Children observe, describe, and comment on what they see in *Good Night, Gorilla* and use this information to create a simple story line.

Quick Plan

- Teacher and children examine and discuss the pictures.
- Children tell the story based on the pictures.
- Children compare pictures on the front and back covers.

Materials

- ☆ A copy of *Good Night, Gorilla* by Peggy Rathmann—number the pages in pencil or with sticky notes and make page 1 the title page and page 36 the page with the copyright information
- ☆ *Good Night, Gorilla* Vocabulary Card

Hint: The **copyright** states the legal rights of the publication. Elements usually include the word *copyright*, the copyright symbol: ©, and the name of the copyright holder. In this book the copyright information appears on a page in the back; in other books it may appear on a page in the front.

Beginning

1. Gather in a comfortable spot where you and the children can cluster as close to *Good Night, Gorilla* as possible. Put the book on the floor, front cover up, so that the children can easily touch and take a leisurely look at the pictures.
2. Begin by saying something like “Today we’re going to read the book called *Good Night, Gorilla*. The person who wrote this book and drew the pictures is Peggy Rathmann. What do you see on the cover?” Listen to and acknowledge the children’s

observations. If they haven’t figured it out, let them know that the little creature holding the key is the gorilla mentioned in the title. If they notice the puffin in the lower left-hand corner, let them know that it is the special icon or picture that stands for the company who made (published) the book.

3. Turn to the title page, a two page spread. Ask the children to tell you what they see. They may (or may not) notice that the writing is the same on both the title page and the cover. Therefore, they may need to spend some time flipping back and forth between the title page and the cover. If the children remark on the banana that’s hanging mysteriously in the upper right-hand corner of the picture on the title page, you might say, “Let’s watch and see if we see a banana again in another picture.”

Middle

4. Turn to the first two pages of the story and ask the children to tell you what they see. Give children plenty of time to look at the book and then to describe what they see. Listen to and support their observations and add your own from time to time. For example, a conversation about the first two pages of the story might begin in the following manner:

Teacher: We can tell what’s happening in this story by looking at the pictures. There are lots of things to see in the pictures.

Child 1: Balloon!

Child 2: There’s that tire.

Child 3: (*Points to the flashlight*) What’s this?

Child 4: A light...a light...to see.

Teacher: He’s holding a flashlight so he can see in the dark.

Child 4: Yeah! A flashlight!

Child 5: He’s got a hat.



Child 6: And keys.

Child 1: (*Points to a patch on the zookeeper's arm*)
Blood.

Child 6: A funny pocket.

Teacher: It does look like a funny pocket with a blood-red line on it. Under the red line it says *Zoo*. It's a patch on the sleeve of the zookeeper's uniform that tells people that he works at the zoo.

5. Before turning the page, summarize what the children have seen and include the words the zookeeper is saying. For example, depending on what your children notice and say, you might say, "Okay, in this picture we've seen toys and things in the gorilla's cage with the red bars, such as a balloon, a tire swing, a mouse, some bananas, some trees, a bike, a book, and a tiny gorilla. Outside the cage we've seen the moon, the zookeeper, the zookeeper's patch that says *Zoo*, his keys, his flashlight, and the yellow beam of light from the flashlight. The zookeeper is saying 'Good night, Gorilla.'"
6. Repeat steps 4 and 5 until you reach the end of the story. Give the children plenty of time to examine the pictures and comment on what they see. Comment on objects and parts of objects the children overlook or may not know the names of. (For a list of the objects in *Good Night, Gorilla*, see the *Good Night, Gorilla* Vocabulary Card.)

End

7. Finally, look at the back cover of the book and the last two pages that include the book's dedication and copyright information. Again, ask the children what they see. Listen for or invite them to notice that the back cover includes pictures that also appear on the first two pages of the story. Flip back and forth between the back cover and pages 2 and 3 during this conversation.
8. Let children know that *Good Night, Gorilla* will be in the book area for them to look at whenever they want.

Follow-Up

As you read more picture books with children during other parts of the day, encourage them to examine and talk about what they see in the pictures.

Related Small-Group Times

Level 1 connection activities 2 and 3

1 Connect to *Good Night, Gorilla*: What Actions Do You See?

Literacy Learning Focus

Children observe, describe, and comment on what they see the characters in *Good Night, Gorilla* doing and use this information to make sense of the story that unfolds from picture to picture.

Quick Plan

- Teacher and children examine and discuss the characters' actions.
- Teacher and children find and discuss familiar gestures and actions.
- Children imitate the zookeeper or an animal.

Materials

- ☆ A copy of *Good Night, Gorilla* by Peggy Rathmann
- ☆ *Good Night, Gorilla* Vocabulary Card

Beginning

1. Gather in a comfortable spot where you and the children can cluster as close as possible to *Good Night, Gorilla*. Put the book on the floor, front cover up, so that the children can easily touch and examine the pictures.
2. Begin by saying something like "Today, let's look at what the animals and people are doing in *Good Night, Gorilla*. On the cover, let's figure out what the gorilla is doing." Listen to and acknowledge the children's observations. When they have finished commenting, ask about the zookeeper: "I wonder what you see the zookeeper doing."
3. Turn to the title page, a two-page spread. Say something like "Let's see what the gorilla is doing here." Listen to and acknowledge their observations.

Middle

4. Turn to the first two pages of the story. Ask the children to tell you what actions they see, that is, what the gorilla, the mouse, the zookeeper, and even the vulture (in the cage on the far left) are doing. Give children plenty of time to look at the pages and then to describe what they see. Listen to and support their observations and add your own from time to time. For example, a conversation about the first two pages of the story might begin in the following manner:

Teacher: Hmm. I wonder what you see the gorilla doing now.

Child 1: He's smiling.

Child 2: Poking his head out.

Child 3: Arm. Poking it out.

Child 4: Getting the keys.

Child 5: Holding with his foot.

Child 6: His hand, too.

Teacher: As the gorilla reaches for the keys, he holds on to the bars of his cage with one hand and one foot.

Child 6: So he won't fall out.

5. Before turning the page, summarize the actions the children have seen. For example, based on what your children see and say, you might comment, "We see the gorilla smiling, poking his head and arm out of the cage, reaching for the zookeeper's keys, and holding on to the bars with his hand and foot. The zookeeper is holding and shining his flashlight and looking down. The mouse is holding and maybe biting the balloon string. The vulture is sitting or roosting and maybe sleeping, and the baby gorilla is lying down sleeping."
6. Repeat steps 4 and 5 until you reach the end of the story. Give the children plenty of time to examine the pictures of each animal and person and comment on their



actions. Comment on the actions yourself using action words the children overlook or may not know. (For a list of the actions in *Good Night, Gorilla*, see the *Good Night, Gorilla* Vocabulary Card.)

End

7. Finally, look at the last two pages (that include the dedication and copyright information) and the back cover of the book. Again, ask the children what they see the gorilla doing. They may notice that the gorilla can hold on to things with both his hands and his feet!
8. Let children know that *Good Night, Gorilla* will be in the book area for them to look at whenever they want.

9. Ask children to walk like the zookeeper or one of the animals to the next activity in the classroom daily routine.

Follow-Up

As you read more picture books with children during other parts of the day, encourage the children to examine and talk about the characters' actions.

Related Small-Group Times

Level 2 connection activities 2 and 3

1 Connect to *Good Night, Gorilla*: Surprise

Literacy Learning Focus

Children connect *Good Night, Gorilla* to their own lives as they observe and talk about the idea of surprise in the story and in their own experiences.

Quick Plan

- Children guess what is in the box (see **Materials** for more information).
- Children look for and discuss surprising events in the pictures.
- Children sneak like the animals.

Materials

- ☆ A copy of *Good Night, Gorilla* by Peggy Rathmann—number the pages in pencil or with sticky notes and make page 1 the title page and page 36 the page with the copyright information
- ☆ *Good Night, Gorilla* Vocabulary Card
- ☆ An empty cereal box—before children arrive, place *Good Night, Gorilla* in the cereal box and close the box

Beginning

1. Gather in a comfortable spot where you and the children can cluster as close as possible to *Good Night, Gorilla* (once it's out of the box). Hold the box and begin by saying something like “I’m wondering if you have ever been surprised.” Listen to and acknowledge the children’s experiences with surprise.
2. When the children have finished commenting, say something like “I have a surprise—something you may not expect to find in a cereal box. What surprise do you think is inside this box?” Listen to and acknowledge the children’s guesses. Then open the box and withdraw the book.

3. Continue by saying something like “Today when we read *Good Night, Gorilla*, let’s look for surprises—things we don’t expect or things that may surprise the characters. When I look at the picture of the gorilla on the cover, I wonder if how his finger is close to his lips has anything to do with a surprise.” Give the children time to consider this idea. Listen to and acknowledge their ideas, as in the following example:

Child 1: He wants everyone to be quiet.

Child 2: He’s going Shhh!

Teacher: I wonder why he’s doing that.
(*Children look and think.*)

Child 3: So he can’t hear.

Teacher: So the zookeeper can’t hear the animals.

Child 4: So they can sneak up.

Teacher: Sneaking up behind the zookeeper is a way for the animals to surprise him.

Child 5: Gorilla gets the key!

Teacher: That’s a surprise! Usually people have keys, not animals.

Child 6: He got out!

Teacher: Gorilla got out of his cage. That’s surprising.

Turn to the title page, a two-page spread, and say something like “Hmm. I wonder if you see anything that surprises you on these two pages.” If no one has anything to say, you might say, “Well, I’m surprised to see a banana hanging by a string!”

Middle

4. Turn to pages 2 and 3. To begin the conversation, say something like “Let’s look for surprises in this part of the story.” Give children plenty of time to look at the pages and to think. Listen to and support their ideas. If no one offers an idea, try a prompt. For example, you might say, “It looks like the gorilla may be planning a surprise!” Or you might say, “I wonder if the gorilla will be surprised when the



mouse chews apart his balloon string.” Then, listen to and support the children’s observations. (For more words to use with children, see the *Good Night, Gorilla* Vocabulary Card.)

5. Repeat step 5 until you reach the end of the story. If you need a prompt or conversation starter, consider the ones listed below. If after a prompt no one offers further comments, turn the page.

Conversation Prompts

- (p. 4) It looks like the gorilla used the key to open the door to his own cage!
- (pp. 6–7) Mouse might be surprised if he stepped on one of those peanuts!
- (pp. 8–9) Lion might be surprised to hear the gorilla unlocking his cage door.
- (pp. 10–11) It looks like the giraffe is happy to join the animals sneaking after the zookeeper.
- (p. 12) It looks like the mouse didn’t expect the giraffe to step on his banana string.
- (pp. 14–15) Surprise! Zoo animals walking out of the zoo!
- (pp. 16–17) I’d be surprised to see zoo animals in my house! Once I was surprised when a bird flew into my house.
- (p. 19) The zookeeper is taking off his shoes. I wonder if he knows the animals are there.
- (p. 21) Mrs. Zookeeper turns off the light and says “Good night, dear” as usual.

- (pp. 22–23) I wonder if she expected to hear all the animals say “Good night” back to her!
- (p. 25) Who’s surprised on this page? Why?
- (pp. 26–27) I wonder if Mrs. Zookeeper expected to see the gorilla lying next to her and the mouse in the drawer.
- (pp. 28–29) Surprise! Mrs. Zookeeper is taking the animals back to the zoo!
- (p. 31) Two animals are still planning a surprise!
- (p. 33) This time the zookeeper says “Good night.” Mouse and Gorilla sneak into bed.
- (p. 35) I wonder if the zookeeper and his wife will be surprised when they wake up.

End

6. Conclude with a statement such as “**We saw lots of surprising things in *Good Night, Gorilla*. Maybe you’ll find surprises in other books you look at.**”
7. For dismissal ask the children to sneak like the animals to the next part of classroom daily routine.

Follow-Up

Talk with children about surprising things they encounter in their own lives and as you read books with them.

Related Small-Group Times

Level 3 connection activities 2 and 3

Connect to Good Night, Gorilla

Hint: Use this card to plan small-group activities and blend them across levels.

Book: *Good Night, Gorilla* by Peggy Rathmann

Level 1: Early Emergent	Level 2: Emergent	Level 3: Competent Emergent
<p>1 What Things Do You See?</p> <p>Quick Plan</p> <ul style="list-style-type: none"> • Teacher and children examine and discuss pictures. • Children tell the story based on pictures. • Children compare pictures on the front and back covers. 	<p>1 What Actions Do You See?</p> <p>Quick Plan</p> <ul style="list-style-type: none"> • Teacher and children examine and discuss characters' actions. • Teacher and children find and discuss familiar gestures and actions. • Children imitate the zookeeper or an animal. 	<p>1 Surprise</p> <p>Quick Plan</p> <ul style="list-style-type: none"> • Children guess what is in the box. • Children look for and discuss surprising events in pictures. • Children sneak like the animals.
<p>2 Try Out Flashlights and Keys</p> <p>Quick Plan</p> <ul style="list-style-type: none"> • Children guess what objects from the book are in the box. • Children try out flashlights, keys, and key rings. • Children show and describe how to use the flashlights or key rings. 	<p>2 How Do You Carry a Banana?</p> <p>Quick Plan</p> <ul style="list-style-type: none"> • Teacher and children focus on the mouse and banana while examining and discussing pictures. • Children discuss carrying objects and tie strings to classroom objects. • Children use string to carry an object as the mouse did. 	<p>2 Bedtime</p> <p>Quick Plan</p> <ul style="list-style-type: none"> • Teacher and children sing the baby doll to sleep. • Children look for and discuss bedtime in pictures and in their own lives. • Children sing a wake-up song.
<p>3 What Is in Your House and in the Zoo?</p> <p>Quick Plan</p> <ul style="list-style-type: none"> • Teacher and children examine and discuss pictures. • Children find and discuss familiar objects and toys in pictures. • Children choose one favorite object from the pictures. 	<p>3 What Do You Do When...?</p> <p>Quick Plan</p> <ul style="list-style-type: none"> • Teacher and children examine pictures and discuss characters' actions. • Children discuss their own actions in similar situations. • Children demonstrate how to move when they want others to be quiet. 	<p>3 Plans</p> <p>Quick Plan</p> <ul style="list-style-type: none"> • Children recall plans they have made. • Children look for and discuss plans characters in the story make. • Children plan a way to move to the next activity.

Create Your Own Activities: Use the Quick Plans (or the detailed plans) as guides for planning connection activities using other books that include illustrations of familiar objects, actions, and ideas.



Good Night, Gorilla



Objects

Use some of these **nouns** (words that name people, places, things, events, and ideas) in conversations with children each time you look at and talk about *Good Night, Gorilla*.

Animals

armadillo
brush
elephant
giraffe
gorilla
hoof
horns
hyena
lion
mane
mouse
paw
shell
spots
tail
toes
tongue
trunk
tuft (tail tip)
tusk
vulture

Clothing and People

belt loop
belt
brim
buckle
hat
husband
mustache
nametag
nightcap
nightgown
partner
patch
pocket
shirt
slippers
tie
uniform
visor
wife
zookeeper

Colors

black
brown
dark green
gray
green
green-yellow
lavender
light blue
light green
light pink
light yellow
midnight blue
orange
pitch black
purple
red
red-orange
tan
turquoise
white
yellow

Dwellings

arch
archway
bars
baseboard
bedding (grass, straw)
cage
cave
door
enclosure
house
keyhole
lock
pen
porch
porch light
roof
stairs
steps
stoop
tiles
wall
window
windowsill
zoo

Furnishings

alarm clock
awning
bedpost
bedside dresser (or bureau)
bedstead
blanket
carpet
cord
curtains (also drapes)
designs
doorknob
drawer
finial
footboard
fringe
handrails
headboard
lamp
patterns
photo gallery
photographs
picture frames
pillow
reading light
shade
shade pulls
stem
stripes
wallpaper
window shades

Nature

bamboo tree
banana
bone
branch
bunch
bushes
flowers
grass
moon
moonlight
night
peanuts

peel
shadow
sky
trees

Neighborhoods

lawn
path
sidewalk
sign
signpost
streetlights
walkway

Tools

beam of light
flashlight
key ring
keys
rope

Toys

Babar (toy)
baby bottle
ball
balloon
basket
Ernie (armadillo toy)
handlebars
pacifier (has many names)
pedals
pull toy
seat
string
stuffed toy
tire
tire swing
tricycle
wheels

More vocabulary words follow on the back of this card.

Actions

Use some of these **verbs** (words that express action, existence, or occurrence) in conversations with children each time you look at and talk about *Good Night, Gorilla*.

Gorilla Actions

balance
carry
climb
copy
cover
crawl
creep
cross
drag
enter
eye
feel
fit
follow
grab
grasp
grin
hang
hide
hold
hush
imitate
lead
lean
leave
lie
look
lower
march
open
play
point
quiet
reach
return
scoot
sit
sleep
smile

snatch
sneak
snuggle
speak
stand
step
stop
stretch
swing
tiptoe
touch
turn
unlock
wait
wake up
yawn

Human Actions

bend
carry
check
climb
close (eyes)
dangle
enter
escort
fall asleep
hold
lean
make (the rounds)
patrol
perch
pull
reach
return
shine
sit
sit up
sleep
speak

stretch
take off
tiptoe
turn off
turn on
undress
walk
watch
yawn

Mouse Actions

balance
bite
carry
climb
cross
drag
enter
follow
gnaw
haul
hide
hoist
lean
let down
lie down
lift
look
lower
perch
pull
raise
rest
return
sit
sleep
speak
stand
strain
struggle

tug
tunnel
walk
watch
work
yank

Other Animal Actions

bend
cross
curl up
enter
follow
grasp
hold
hover
join
leave
lick
lie down
lift
line up
lumber
parade
pause
raise
return
roost
signal
sit
sleep
smile
speak
step
step on
stroll
wait
walk
watch

Ideas

Use some of these words connected to the ideas of *surprise*, *bedtime*, and *plans* in conversations with children as you look at and talk about *Good Night, Gorilla*.

Surprise

amaze
amazement
anticipate
anticipation
astonish
astonishment
expect
plan
suspect
unexpected

wonder
wondering
wonderment

Bedtime

active
awake
cuddle
drowsy
energetic
fast asleep

nestle
patient
persistent
sleepy
sound asleep
tired
wakeful
worn out

Plans

change

choice
choose
conclude
consider
decide
decision
determine
idea
intend
intention
think