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ILLUSTRATOR:**
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A playful gorilla takes the zookeepers keys and unlocks the enclosures at the zoo. The animals follow the zookeeper home for the night. The zookeeper's wife returns the animals to the zoo but Gorilla and his friend Mouse sneak back to the zookeeper's home, sneak into bed, and say goodnight.

Ages: 2 to 5 years

ATOS Reading Level:
n/a

Lexile: n/a

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Good Night, Gorilla

What happens when a little gorilla lets all of the animals out at the zoo?

Topics: spatial relationships, comparison, counting, patterns, routines, making predictions, sequencing

This mostly wordless picture book is full of counting, predicting, and comparing opportunities. As you read and look at the pages together, talk about what you notice and encourage your child to lead the book 'reading', either commenting on the elements of the story that interest your pre-verbal child or listening as your child describes what's happening in the story.

Before you read *Good Night, Gorilla* with your child:

- Notice what the gorilla is doing on the front cover of the book. Ask your child why they think the gorilla has a key and talk about why the gorilla is making a quiet sign.

While reading the book:

- Look at the animals in the story together. Count the animals that visit the zookeeper's house.
- Encourage your child to point out patterns they notice in the story. The patterns might be part of the illustrations or repeated actions that happen over and over.
- As you are exploring the book together, encourage your child to predict what will happen next based on the patterns in the story. Who will the gorilla let out next?
- Look for the balloon that the mouse cut loose and where it appears throughout the story. Ask your child to describe where the balloon is located or to point to the balloon.
- Use positional words to describe what you see, words like **above**, **under**, **next to**, **on**, **in**, **over**, etc.

When you have finished reading the story, try the following:

- Ask your child to describe one of the animals in the story. Is the animal big or small? How many feet does it have? How many eyes? Etc.
- Compare the story animals. In what ways are they alike. In what ways are they different. Which two animals seem the most like each other and why?
- Ask your child what they will happen in the morning when the zoo keeper and his wife wake up.

Conversations During Daily Routines with Infants and Toddlers:

1. Nap Time - Compare a favorite stuffed animal to the gorilla. Notice how they are alike and different.
2. Travel Time - Look at a ring of keys together. Notice the keys' sizes and shapes. Count the keys.
3. Bed Time - Enjoy reading and looking at *Good Night, Gorilla* as part of your night time routine.
4. Meal Time - Compare the foods in your snack. Consider their shapes, colors, textures, and tastes.
5. Dressing Time - Use positional words. "The sock is **on** your foot. The shirt goes **over** your head. Your foot is **inside** the shoe"

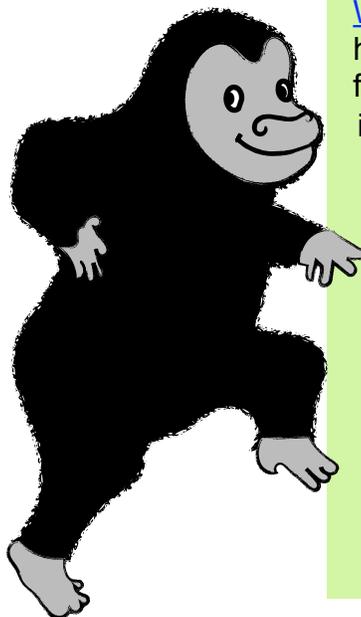
Questions for Mathematical Thinking:

1. What do you think the gorilla wanted to do? Why do you think so?
2. What patterns did you notice in this book? Where did you see them?
3. How were the story animals alike? How were they different?
4. How many animals said goodnight to the zookeeper's wife? Why do you think so?
5. Do you think the gorilla has let the animals out of the zoo before? Why or why not?

Early Math Project Resources:

Visit [Good Night, Gorilla Activities](https://www.earlymathca.org/goodnight-gorilla) (<https://www.earlymathca.org/goodnight-gorilla>)

Follow this [link](#) or visit [earlymathca.org/external-resources](https://www.earlymathca.org/external-resources) for additional online resources

**Vocabulary**

Math words found in the story: n/a

Related Math Words: patterns, spatial words - in (the cage), inside (the drawer), next to (the zookeeper)

Words to Build**Reading****Comprehension:**

armadillo, elephant, giraffe, gorilla, hyena, lion, mouse, zookeeper

Spanish Title: *Buenas Noches, Gorila*

Copyright: 2004

ISBN: 9780399243004

Also available in:

German, Japanese

Related Books: *The*

Napping House by Audrey Wood and Don Wood

Click this link to the [World Catalog](#) or enter <https://bit.ly/43fMHyW> to find *Good Night, Gorilla* in the public library.

Math Connections:

There are many important early math concepts that can be explored with the book *Good Night, Gorilla*. While enjoying the book with your child, consider trying some of the following activities.

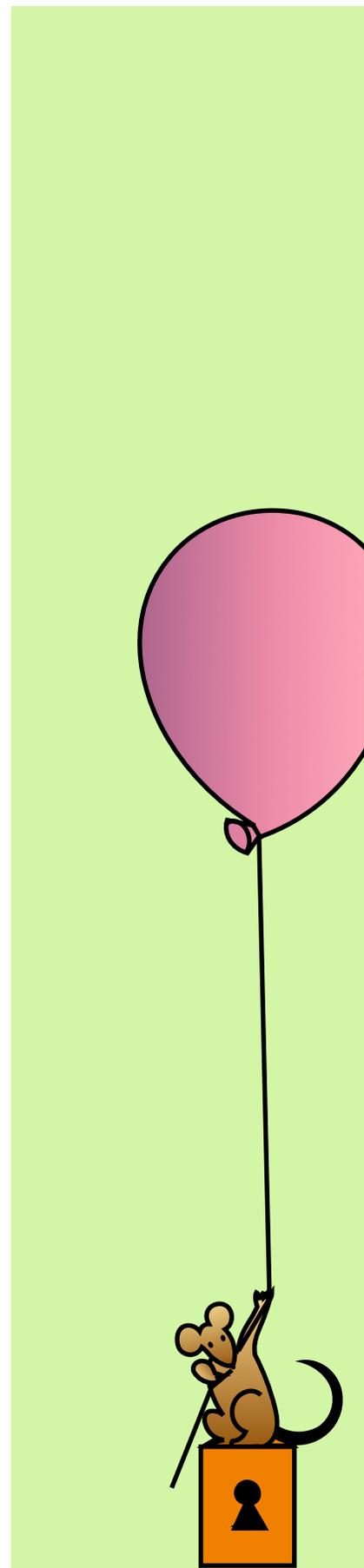
Use the story animals to practice counting. Point to each animal and count aloud or if your child is already counting, ask them to count the animals independently. Reinforce the idea that when you've counted all of the animals on the page, the last number said is the total number of animals. This concept is called cardinality and is developed over time and with practice.

Describe the location of the animals in relation to each other or encourage your child to talk about where the animals are located. For example, when the animals are walking in a line notice that the mouse is first, the gorilla is second, etc. When the animals are in the zookeeper's house, describe the location of the animals: the mouse is **in** the drawer, the lion is **next to** the bed, etc.

Notice the patterns on each page: each cage has a different tile pattern, each animal has their own special toys and food, each key color matches the color of the cage. The gorilla repeats the routine of letting each animal out of their cage after the zookeeper says good night. Point out the patterns that you notice or ask your child to tell you about patterns they see in the story.

Together look for information about all or some of the animals in the story: mouse, armadillo, hyena, elephant, lion, giraffe, and gorilla. Make a list of attributes that the animals have in common. Compare the animals' sizes. Which is biggest? Which is smallest? Talk with your child about other ways the animals could be compared. Consider what makes each animal unique. For example, the elephant has tusks, the gorilla has no tail. Play animal guessing games with your child by taking turns giving clues that describe only one of the animals in the story and guessing the animal from the clue. "I am thinking about an animal that is really good at opening cages with keys. Which animal is it?" or "I am thinking about an animal that roars. Which animal is it? When someone doesn't guess the correct animal, keep asking for clues and make another guess.

Notice what's inside each of the animal's enclosures and talk about what this might tell you about each of the animals.



DISCOVERING THE MATH: BOOK GUIDE

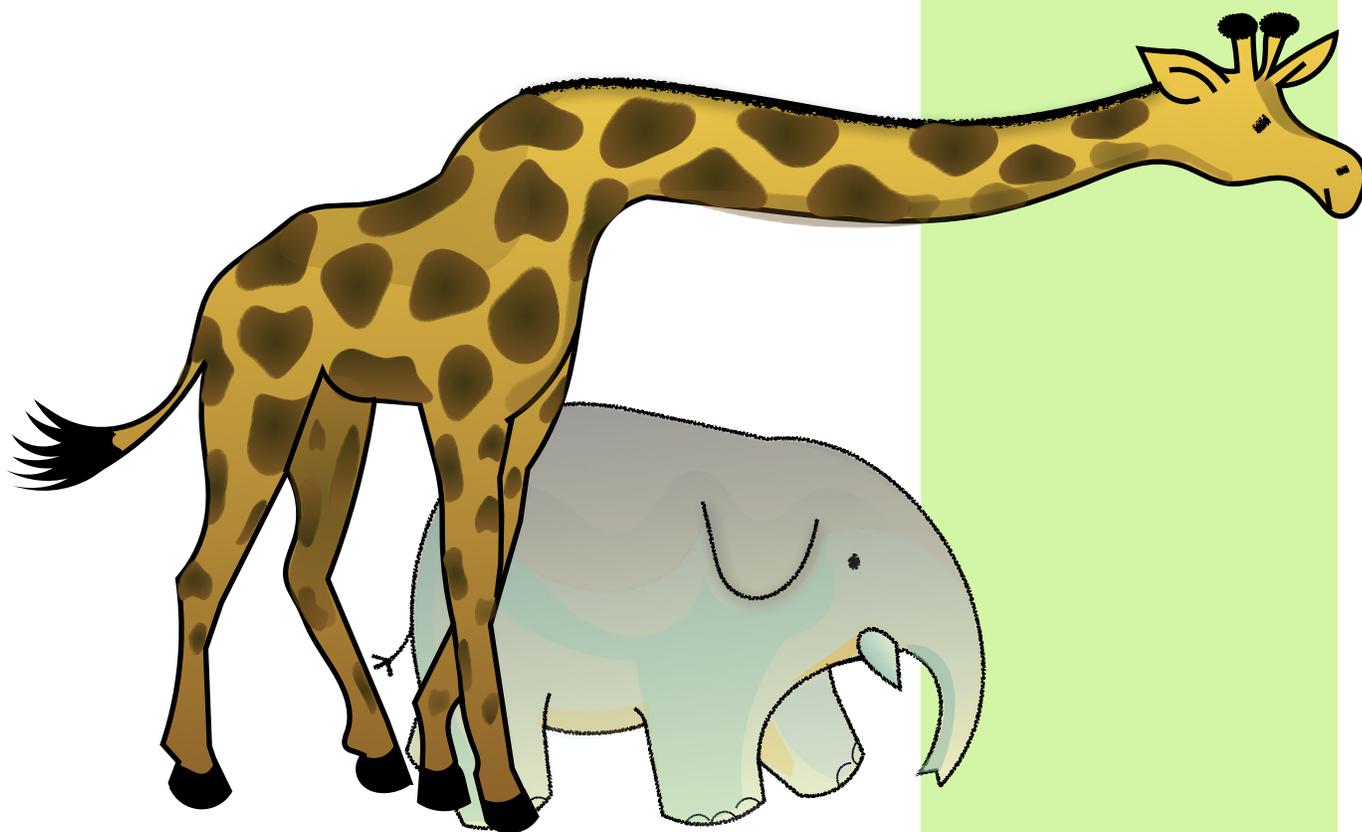
Ask your child what they think will happen on the next page of the story or tell your child what you think may happen. Talk about whether your predictions were correct. Ask your child what they think will happen the following day and the following night. Encourage them to draw a picture showing what they think happens next and to tell you about it.

Encourage your child to “read” the story to you. After the story is familiar to your child, ask them to retell the story to somebody who has not heard the story, explaining what happened first, second, next, and last.

Act out the story or a favorite part of the story. Encourage your child to pick one of the story characters and do something that the character did in the story. Try to guess which story character your child is pretending to be.

Look carefully at the illustrations. There is a lot going on that’s easy to miss. Notice what the mouse does early in the story. What captures your child’s interest in the illustrations? What do they wonder about?

Encourage your child to retell the story from the perspective of the zookeeper, the mouse, or the armadillo.



DISCOVERING THE MATH: BOOK GUIDE

Age Level	Related Infant Toddler Foundations and Preschool Foundations
Infant/ Toddler	Spatial Relationships The developing understanding of how things move and fit in space. Symbolic Play The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.
Preschool/ TK	Geometry 2.1 Identify positions of objects and people in space, such as in/on/under, up/down, inside/outside, beside/between, and in front/behind.

