

Marlon Monkey



Borrows Bananas

Directions for Instructors:

❖ Instructions for Educator Tutorial.

- Extract your downloaded zip file. PROGRAM WILL NOT OPEN UNTIL PROGRAM IS FULLY EXTRACTED!
- Next, open the “Marlon Monkey Educator Tutorial” folder found in the same folder as this guide.
- Click on the “html5” icon.
- The program will open in your preferred internet browser, even offline.

❖ Instructions for Opening Presentation.

- Extract your downloaded zip file. PROGRAM WILL NOT OPEN UNTIL PROGRAM IS FULLY EXTRACTED!
- Next, open the “Marlon Monkey Presentation” folder found in the same folder as this guide.
- Click on the “html5” icon.
- The program will open in your preferred internet browser, even offline.

❖ Supplemental and Printout Materials

- There are various supplemental and printout materials for your use.
 - Jar Cutout
 - Savings jar used during presentation
 - Layout
 - A map of the various game scenarios
 - Program Overview
 - Simple overview of the “Marlon Monkey Borrows Bananas” program
 - Saving Jar Directions
 - Directions on how to use the savings jar
 - Saving Nuts Worksheet
 - To use with the Jar Cutout
 - Saving Worksheet
 - A follow up sheet for after the game presentation
 - Student Worksheet
 - Help to guide students through all 3 endings
 - Video – Marlon Monkey Discussion Questions

- Questions to pose to your students

❖ **Getting the most from this Game**

- The game functions like a children's book and can be read slide by slide to the students. It is more than just a book though because this story allows the students to choose their own adventure. Because of this flexibility there are 3 possible endings that help teach the concepts a little differently. Use these directions to help guide your students and allow them to discover the consequences of saving and borrowing.
- There are 3 possible endings
 1. Marlon chooses to save until he has 9 nuts and ends up with 1 banana.
 2. Marlon chooses to save until he has 15 nuts and ends up with 3 bananas.
 3. Marlon chooses to not save nuts and ask for the banana anyway. (Note: this will lead him to build credit & be forced to save up nuts to pay off the debt)
- The goal is to get the students to each ending
 1. First time reading through let the students make the choices and let them come to whatever ending they wish.
 2. The next run through will depend on what ending the students came to first. This time ask the students what would have happened if they had:
 - a) Only saved until they had 9 nuts?
 - b) Saved longer until they had 15 nuts?
 - c) Chosen to not save and just ask for the banana anyway?

The question you ask will be dependent on which endings have not yet been tried. For example: If the students had saved until they had only 9 nuts and then traded for a banana the first run through, you might prompt them with either question "b" or "c".

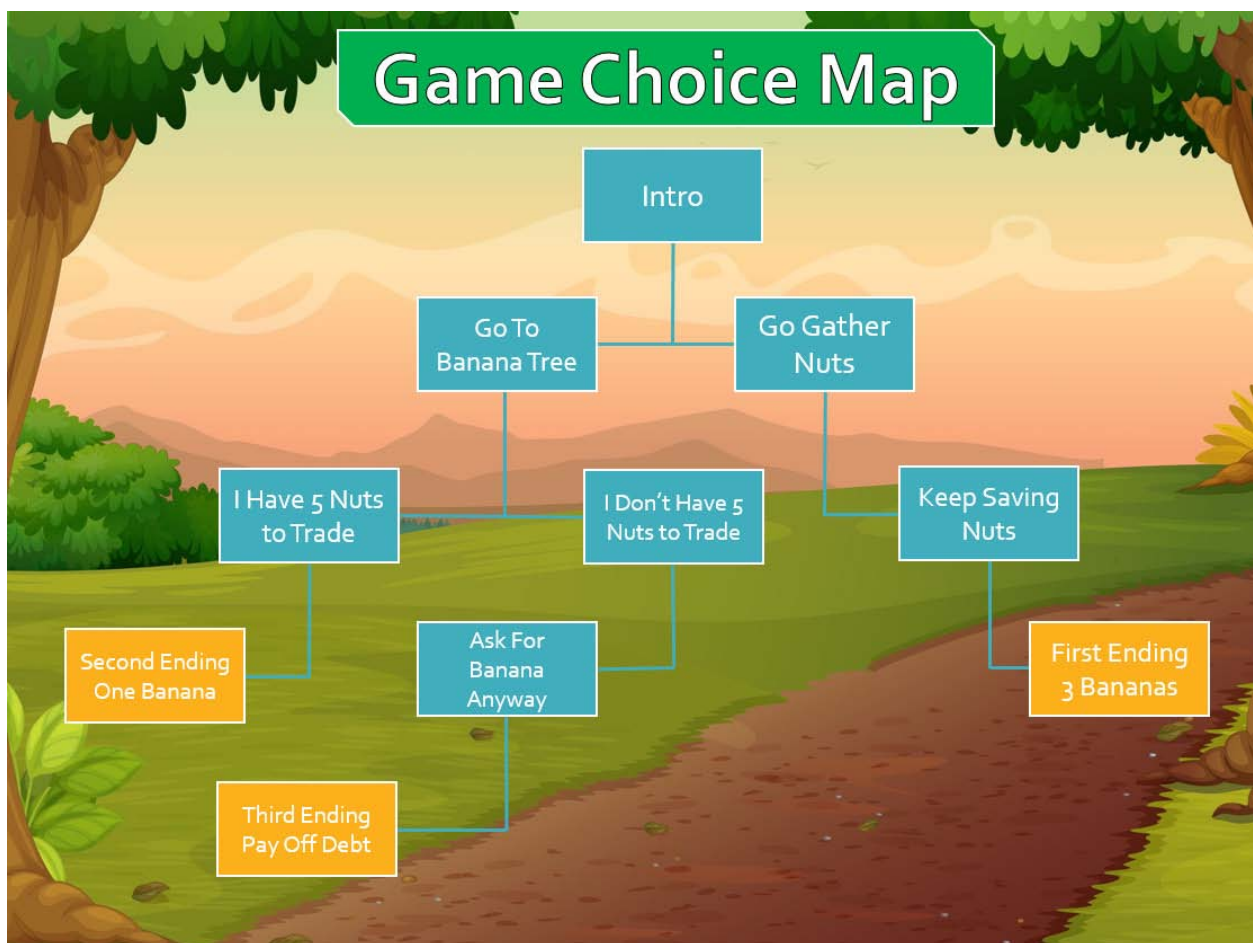
Here is a sample prompt question that you might give the students:

“What would have happened if you had kept saving until you had 15 nuts instead of just 9?”

The students should then go through the story again with this question in mind.

3. Third time through the story ask the students one of the above questions depending on what final option remains.

❖ Use this Choice Map to help you guide your students to the 3 possible endings:



The Teaching Layout:

This could be done in a few different ways, but here are 3 possible layouts:

1. One Large Group

- Use a projector
- Have the class come to a Consensus when a choice is to be made. This can be done by asking them to raise their hands for each choice that comes up in the story and then going with the majority.
- A Follow-up Discussion could be held after all three endings are completed.



2. Small Student Groups

- This layout is preferable if there are multiple computers or tablets available.
- This layout is easier if there are multiple teachers that can help different groups.
- Could provide the “Student Worksheet” to each group to help guide them to the 3 possible endings.
- A Follow-up Discussion could be held after all three endings are completed.



<http://www.teleread.com/wp-content/uploads/2012/10/ipad-kids-300x169.jpg>

3. Individual Learning

- If the children are able to read by themselves, and there is a computer lab available this layout could be possible.

- Could provide the “Student Worksheet” to each student to help guide them to the 3 possible endings.
- A Follow-up Discussion could be held once everyone is done with the worksheet.



Possible Follow-up Discussion:

Now that the students have discovered all 3 endings it might be a great time to discuss what the students have learned about borrowing and saving.

“Was it easier to save or borrow? Why or why not?”

“When did Marlon get the most Bananas? What did Marlon have to do to get those bananas?”

“After Marlon borrowed the Banana, what could he have done better?”

“Was Marlon able to go out and play when he still owed Tucker more nuts? Why or why not?”

“What did Marlon have to do first before he could borrow the bananas?”

“Why did Marlon have to grow his Credit before Tucker would let him borrow the banana?”

“What is something that you want right now? (Toy, game, movie, etc.) What is the best way for you to get that thing?”