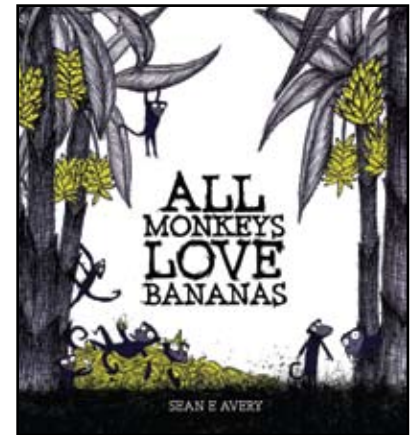


## All Monkeys Love Bananas

Sean E Avery

PUBLICATION DATE: MARCH 2011

ISBN: 9781921888731



### Synopsis

Lou McGrew is a disgruntled monkey who's fed up with eating bananas for every meal of every day. He shares his frustrations with his best friend Sue Hopoloo, the rabbit, who's equally frustrated with the amount of carrots she's forced to eat every day. One evening the two hatch a scheme to swap their food, and get a nasty shock when they finally taste each other's dishes.

### Themes

*All Monkeys Love Bananas* is a playful tale about how two friends discover that the grass isn't always greener on the other side.

The story engages with ideas about the pursuit of happiness and where contentment might be found.

### Writing Style

This is a fun, energetic picture book that draws in the reader with inventive, fast-paced, playful illustration and rhyming text. The illustrations have a textured feel and bright colour is contained within shapes to contrast with dark lines. Words vary in size, boldness and case, giving the text a dynamic visual aspect and allowing readers to play with word emphasis as the story is read out loud.

### Author Motivation

'I went to Curtin University of Technology to study graphic design in 2007. In my second year I met a fantastic lecturer/tutor named Jacque Shaw. My first task in her class was to write and design a book about alcohol abuse. I let out a big sigh when I read the brief, which Jacque had obviously noticed. She pulled me aside after class and asked me what the problem was. I bluntly told her that I thought the topic was lame and that I had better things to write about. She said, "You're right, it is lame, what do you want to do?". I was taken aback, but quickly jumped at the opportunity — I told her I wanted to write and illustrate a picture book. She told me to go ahead and do it, she couldn't wait to see what I'd come up with. I wrote and illustrated a 136-page adult picture book called *The Sceptsole*. It was a fictional story about the beginnings of the universe and its two creators, Barry and

Dot. Jacque loved it and took me under her wing from then on. When everyone else was designing packaging for toothpaste or whatever, Jacque let me write and design picture books. *All Monkeys Love Bananas*, a book that ultimately ended up being published by Fremantle Press, was a project that I presented in my third year.

I am a designer first, illustrator second and writer third. It seems to be the perfect mix for picture books, as illustration and design are king with a few words to tie it all together. As a kid, I felt a deep connection with the artwork in picture books — it made me feel good that even though I couldn't read the words I could understand the story by 'reading' the pictures.'

## Author Background

Sean E Avery is a young sculptor, author and illustrator who started his first newspaper column at age 12 and whose artworks are featured in Scitech (Perth) and Ripley's Believe It or Not exhibitions (USA). Born in South Africa, Sean grew up in Western Australia and is currently living in Canada.



## Study Notes

### DISCUSSION QUESTIONS

- What words would you use to describe the main character in the book, Lou?
- The illustrations depict Lou as a spotted monkey, unlike the other monkeys. Why do you think the illustrator chose to do this?
- How do you think Lou feels when he runs away? Have you ever felt like that? What did you do?
- Did the ending of the book surprise you? Why/why not?
- How would the meaning of the book change if Lou and Sue were to like each other's food?

### ACTIVITIES

- **The way words look:** The words in the book vary in size, boldness and case. Explore the pages together as a class. Discuss with students how the look of the words helps tell the story, and try reading the lines out loud in a few different ways. Ask the students to write a poem or short story that plays on the way words look. Encourage students to experiment with the length and shape of lines and to have fun with the size, shape, case and colour of different words.
- **Illustrating text:** Ask the students to look at the text in the story and select one phrase they like. Then ask them to draw a new illustration for that phrase, different to the illustration in the book. Share ideas in class and discuss the meaning of the words, page layout, colours and media. This exercise can also work in reverse: the students select one illustration and write a new, different text for it.

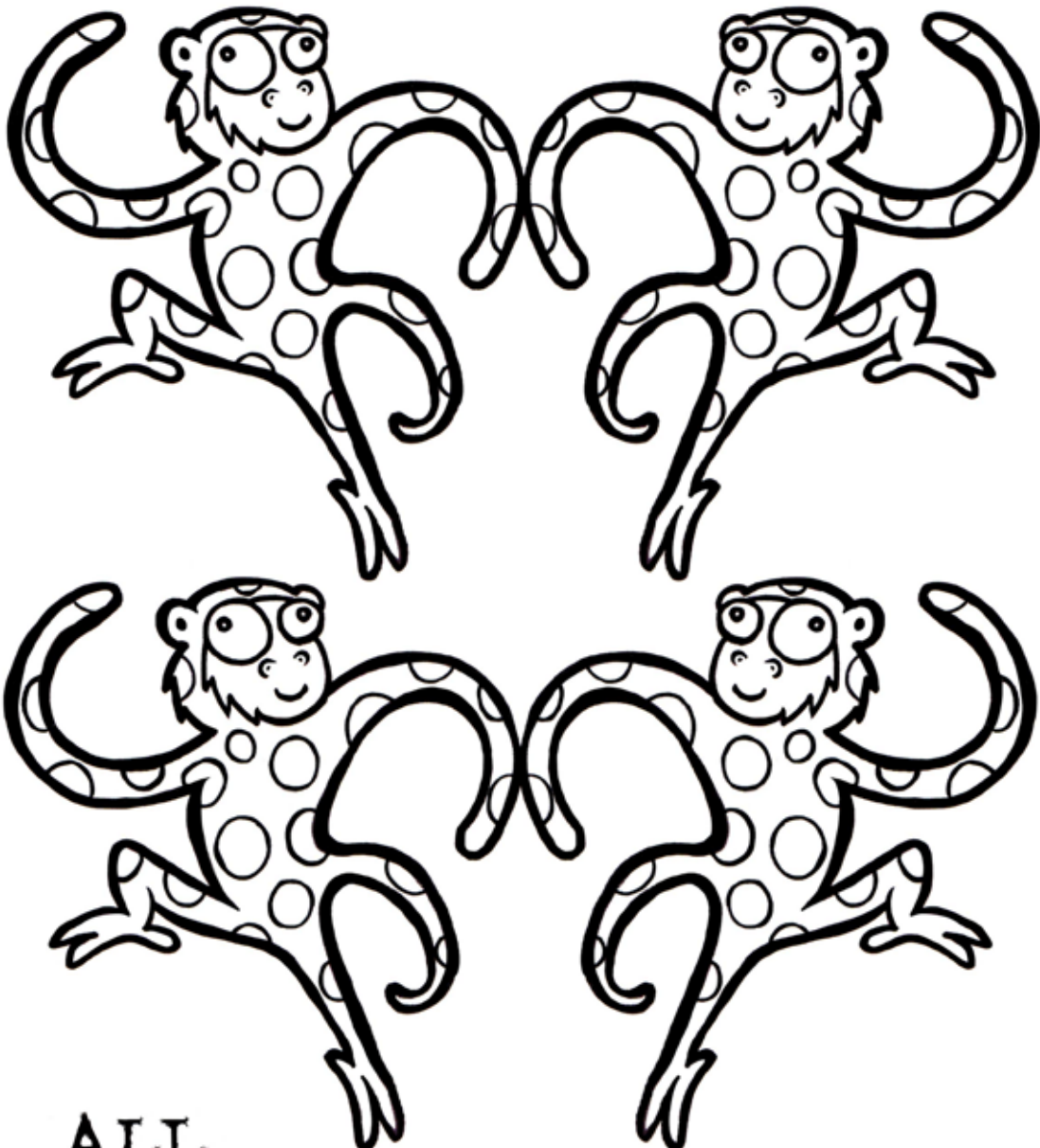
# TEACHING NOTES

- **Animals' homes:** Lou the monkey lives in a tree and Sue the rabbit lives in a burrow. Ask the students to match the names of animals with the name of their home, e.g. dog—kennel, chicken—coop, pig—pen/sty, horse—stable/paddock, sheep—fold/pen, bee—hive, lion—den, spider—web, possum—drey, bat—cave, bird—nest (or an eyrie for a bird of prey).
- **Meals of the day:** The monkeys in the book eat bananas *for breakfast, for dinner, for snacks and for lunch*. What food do you eat for each of these meals? Discuss in class. Ask students when they eat each meal, where and with whom (i.e. Home or out? What is your kitchen like? Does the family sit down around the table? Or do you eat in front of the TV? Are there ever any 'special meals' for holidays or birthdays? Which meal do you like best?). Students can also draw the meals.
- **Banana feast:** If appropriate, the class can create breakfast together under the teacher's instruction (involving bananas, of course!). There are many kids' recipes available online, for example [www.easy-banana-recipes.com/banana-sandwich-recipes.html](http://www.easy-banana-recipes.com/banana-sandwich-recipes.html)

# TEACHING NOTES



## MAKE A MONKEY-CHAIN !

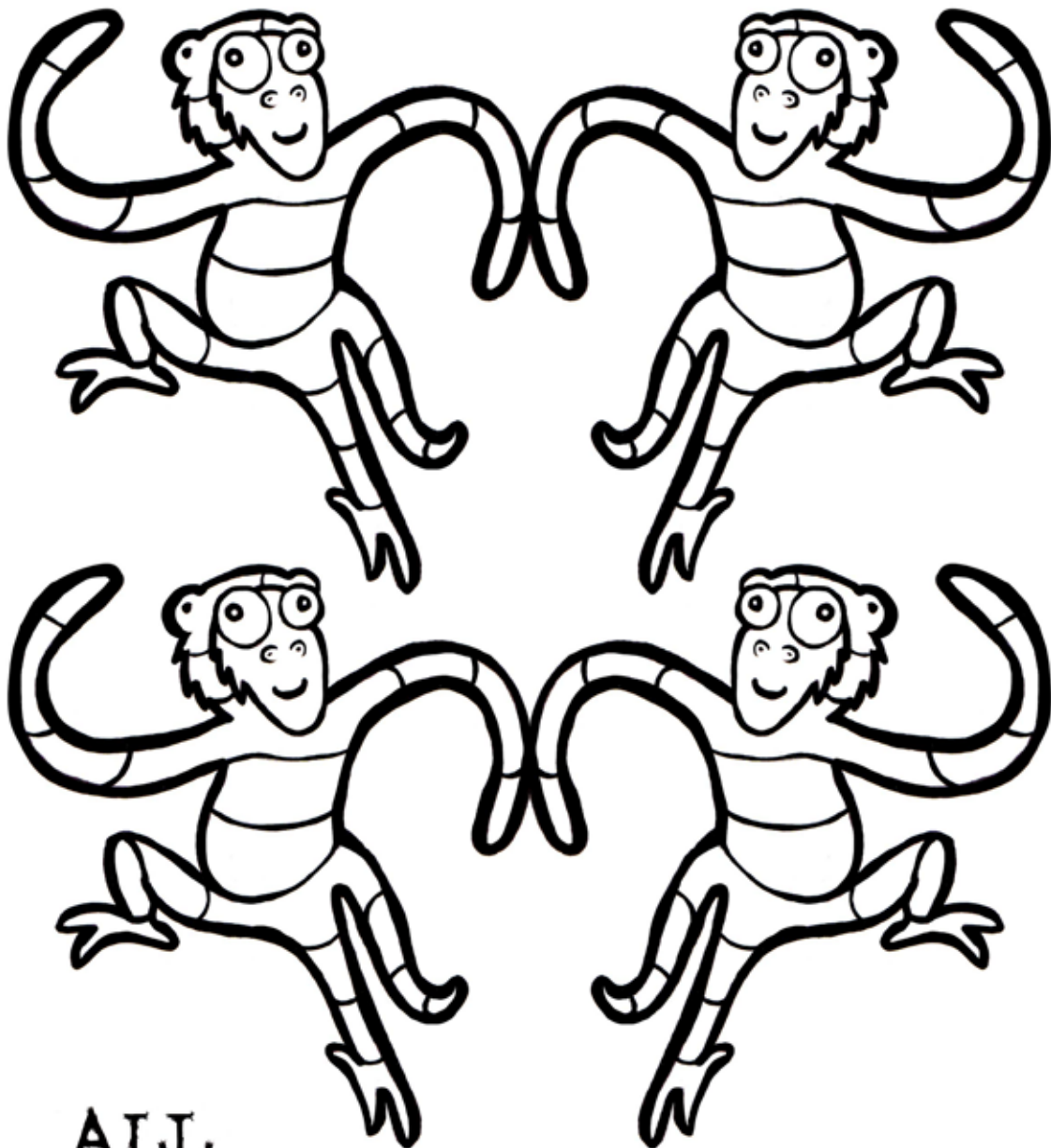


**ALL  
MONKEYS  
LOVE  
BANANAS**

### INSTRUCTIONS

1. Color in both sides of the monkey.
2. Cut both sides of the monkey out.
3. Glue opposite sides of the monkey together.
4. Hang your monkey on another monkey!

## MAKE A MONKEY-CHAIN !

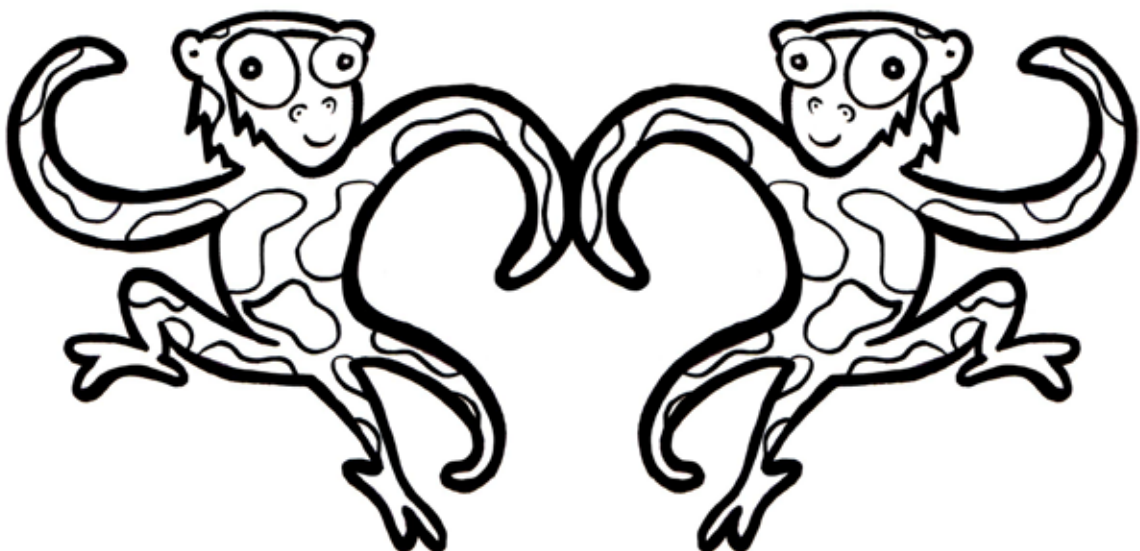
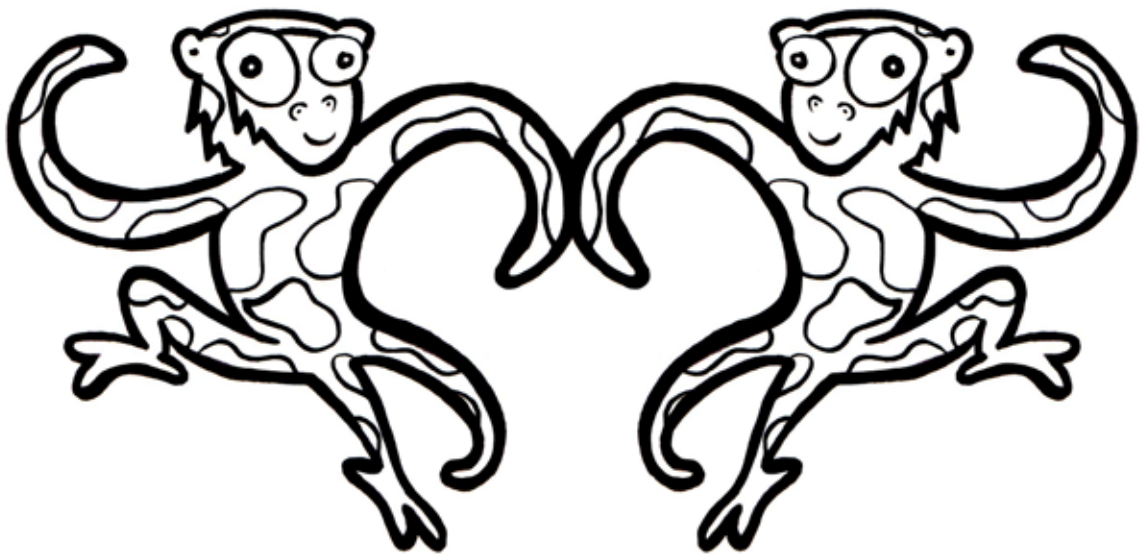


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