

Monsters

*Written by Sarah Prince
Illustrated by Marjory Gardner*

Level 3

This book is about children making themselves monster costumes that enable them to do different things. It is a repetitive text supported by colour illustrations. There are two lines of text with a return sweep placed consistently on the page. It uses the sentence structure: *I have a big ... to ... everything*. The text on the final page introduces a different sentence structure.

Getting ready for reading

Discuss what a monster is. Talk about any times children have made masks or dressed up as monsters. What did they use to make themselves look like monsters? What did they say to others?

Talking through the book

You might introduce the book by saying: *This is a book about some children who make themselves into monsters by using props to help them do particular things*. Talk through the book saying things like: *This child has made big eyes so that she can see everything. This child has made big ears to hear everything*.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

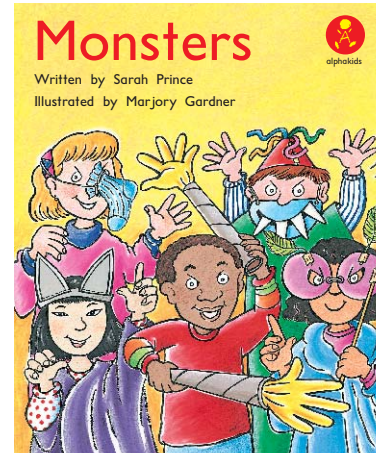
BEING A MEANING MAKER

Discuss:

What does the child say their big ears will do?

What has the child used for a big nose?

Why have the children dressed up as monsters?



Check this

Teachers can observe children's emergent reading behaviours for evidence that they are monitoring their own reading.

Some prompts to promote this if the child pauses at an unknown word, would be:

What's wrong? What did you notice?

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *I, have, big, to see, a, am, get, you*
- Word families: *big – dig, pig, twig, wig; see – bee, knee; get – bet, let, met, net, pet, set, vet, yet*

Sounds and letters

- Hearing sounds: medial short /i/ in *big, everything*

Writing conventions

- Punctuation: upper case letters, full stops, exclamation marks
- Grammar: compound words – *everything*

BEING A TEXT USER

Discuss:

What can you learn about from this book?

BEING A TEXT CRITIC

Discuss:

Why does the author use the sentence form: I have a big something to [eat, see, hear, smell ... everything?]

Where do you think the author may have got this idea?

Literacy learning centres – follow-up activities

🎭 INTERACTIVE LITERACY CENTRE

Children each take one of the text pages and make a monster demonstrating this feature. They then perform the text as readers theatre using these props.

✍️ WRITING CENTRE

Children write their own text based on the book. Provide word lists of body parts.



😊 WORD CENTRE

Children play Word Snap using high-frequency words from the text and others they are familiar with. (You could use Blackline Master 4.)