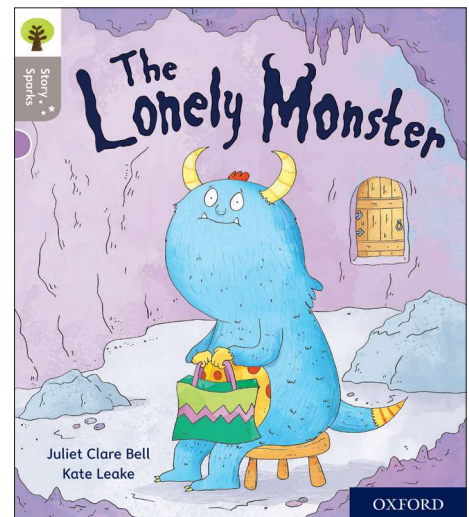


The Lonely Monster

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Illustrator: Kate Leake

Teacher's Notes author: Karra McFarlane



Synopsis

The monster in the story is lonely because everyone in the town is afraid of him. When he sees a woman drop her purse, people are initially worried about why he's picking it up, until they realize he's being helpful. Then, when he stops a man from running on to a busy road, people start to realize how kind and gentle he is. The people in the town have a party to thank the monster for his kindness, and he is no longer lonely.

Group/Guided reading

Introducing the story

- As the books in this series were created to develop comprehension skills, children may initially require additional support with some elements of the skills that lead to comprehension.
- Wordless books allow children to learn how books work and how to handle them correctly, looking at the pictures from left to right. Children will enjoy talking about the book and discussing what is happening in the pictures, and this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for discussion. Respond to the children's ideas by building on and adding to them, using new words to increase their vocabularies.
- Look at the cover and read the title together. Ask: *Have you ever felt lonely?* Encourage the children to talk about what it means to feel lonely and ask them to give examples, drawing on their own experiences.
- Ask the children to suggest three words they could use to describe the monster on the cover.
- (*Questioning*) Encourage the children to think of a question they'd like to ask the monster. You could model this for them by thinking aloud, e.g. say: *I wonder why the monster is sad.*
- (*Predicting*) Turn to p4 and look at the picture together. Say: *I wonder why everyone is looking at the monster.* Encourage the children to share ideas and ask them to suggest how this might make the monster feel.

Reading the story

- Ask the children to turn the pages of the book and describe what they see in the pictures.
- Look at pp4–5 together. Ask: *What has the monster noticed in front of him?* Say: *I wonder how the lady feels when the monster reaches down to pick up her purse.* Encourage the children to look carefully at the character's facial expressions.
- (*Predicting*) On p6, say: *I wonder if the way the lady feels about the monster has changed.* Encourage the children to make predictions about how she will act towards the monster now.
- (*Predicting*) Look at p7 together. Ask the children to suggest why the monster is chasing after the man. Ask: *How do you think the man feels when he sees the monster behind him? What might happen next?*

- (Summarizing) On p8, ask the children to explain what has happened in the story so far. Say: *Why was the monster chasing the man?*
- (Questioning) Staying on p8, encourage the children to ask questions if there is anything they are unclear about. Ask: *Do you understand what has happened in the story so far?*
- (Predicting) On p10, ask: *Why do you think the people are following the monster?*

Returning to the story

- (Summarizing) Look together at the pictures of the monster throughout the book. Ask the children to describe how the way the monster feels changes during the story. Encourage the children to look closely at the monster's facial expressions.
- (Summarizing) Ask the children to suggest two words to describe how the monster feels at the beginning of the story, and two words to describe how he feels at the end.
- (Summarizing) Look at the pictures of the townspeople on pp4–5 and then on pp10–11. Ask: *How did the townspeople feel about the monster at the beginning of the story, and how did they feel about him at the end?*
- Look back at p12 together. Say: *I wonder how life will change for the monster now.* Ask the children to suggest how life might be different for the monster.

Independent reading

- Introduce the book as in the Group/Guided reading section above.
- Encourage the children to look through the book as independently as possible, looking carefully at the pictures. Remember to give them lots of encouragement and praise.

Speaking and listening

- Split the group in two. Ask half the group to take on the role of the monster at the beginning of the story, and the other half to take on the role of the monster at the end of the story.
- Ask each small group to work together to explain how the monster feels and what a normal day is like for him at their point in the story.
- After both small groups have been given an opportunity to speak, ask the children to compare and contrast the two. Encourage both groups to ask the other group questions.

Drawing activity

- Ask the children to consider how they might react if the monster walked into their school.
- Ask them to draw a picture of themselves with facial expressions that show how they would feel.
- Ask the other children to look at the pictures and suggest how the child is feeling in the picture.

Cross-curricular suggestion

Personal, social and emotional development

- Ask the children to talk about a time when they felt lonely. Ask them to share why they felt lonely. Discuss how they could help someone who is feeling lonely.
- Ask the children to talk about a time when they felt happy. Ask them to share their experience and talk about what it's like to feel happy.



The Lonely Monster

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can hold books the right way up and turn the pages. (READ) (Pre-reading Standard, 1)
- Can gain simple meaning from texts using illustrations, when not yet able to read the text itself. (D) (Pre-reading Standard, 7)
- Shows curiosity about content of texts, e.g. may begin to discuss content and answer basic questions about a story (How? Why?). (D) (Pre-reading Standard, 9)
- Can retell an event in a story or information from a non-fiction text (may only be brief). (R) (Pre-reading Standard, 14)

Letters and Sounds: Phase 1

- *Story Sparks* Level 1 books are wordless, which allows children to learn how books work, including the order and direction in which they are read. They each tell a story through detailed and engaging pictures, providing lots of opportunities for talk.

ENGLAND The Early Years Foundation Stage Framework: Nursery

	Early Learning Goals	Book-related assessment pointers
ELG 03 Speaking	Children develop their own narratives and explanations by connecting ideas or events. (ELG03.3)	Check the children can talk about the monster's day and how he feels from the perspective they have been allocated.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check the children are able to listen to others' answers and respond appropriately.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children are able to suggest how the monster and townspeople feel at certain points in the story, relating their ideas to their own experiences.
ELG 09 Reading	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children are able to explain how the monster's feelings have changed throughout the story.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. (LIT 0-09b / LIT 0-31a)	Check the children can talk about the monster's day and how he feels from the perspective they have been allocated.
	As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. (LIT 0-10a)	Check the children are able to listen to other's answers and respond appropriately.
	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children are able to suggest how the monster and townspeople feel at certain points in the story, relating their ideas to their own experiences. Check the children can ask questions about anything they do not understand.
Reading	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-19a)	Check the children are able to explain how the monster's feelings have changed throughout the story.

WALES Curriculum for Wales: Foundation Phase Framework, Nursery

	Framework objectives	Book-related assessment pointers
Oracy	imitate real-life and make believe experiences within role play (YN_OracSpea.7) speak clearly enough to be understood by adults and peers (YN_OracSpea.6)	Check the children can talk about the monster's day and how he feels from the perspective they have been allocated.
	listen and respond with growing attention and concentration (YN_OracList.1)	Check the children are able to listen to others' answers and respond appropriately.
	answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events (YN_OracList.8)	Check the children are able to suggest how the monster and townspeople feel at certain points in the story, relating their ideas to their own experiences.
Reading	make meaning from pictures in books, adding detail to their explanations (YN_ReadStrat.8)	Check the children are able to explain how the monster's feelings have changed throughout the story.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Level 1

	Levels of progression	Book-related assessment pointers
Talking and listening	use vocabulary from within their experience to describe thoughts and feelings (LI_com_talk.3)	Check the children can talk about the monster's day and how he feels from the perspective they have been allocated.
	make eye contact and take turns whilst engaging in conversation (LI_com_talk.6)	Check the children are able to listen to others' answers and respond appropriately.
	ask and answer questions for specific information (LI_com_talk.2)	Check the children are able to suggest how the monster and townspeople feel at certain points in the story, relating their ideas to their own experiences. Check the children can ask questions about anything they do not understand.
Reading	talk about what they read and answer questions (LI_com_read.5)	Check the children are able to explain how the monster's feelings have changed throughout the story.