

The Monster Hunt

Ⓒ = Language comprehension

⒱ = Word recognition

Group or guided reading

Introducing the story

- Ⓒ (*Prediction*) Read the title. Ask the children: *Do you believe in monsters? Have you seen a monster?*
- Ⓒ (*Clarifying*) Read through the pictures. Ask the children: *Who do you think the monster actually is?*

Strategy check

Remind the children to identify difficult words and figure them out by referring to similar words that they already knew.

Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- ⒱ Praise the children for reading the high frequency CVC words on sight.
- ⒱ Point out words where there are two vowel letters together, e.g. 'said', 'see', 'took'.

Assessment Check that children:

- can confidently read frequent words and CVC words.
- use a range of strategies to work out new words.

Returning to the text

- W (Summarising) Ask the children: *What was a 'monster hunt'? What traces did they find about monsters? Where did the monster go and hide? How did Gran get the monster? Why did everyone turn white? Who was the monster?*
- W (Prediction) On page 48-⑩, ask: *What would Gran and the children do? How did they find where the monster was?*
- On page 49-⑫, talk about what the word 'AARGH' of descending size means. Encourage the children to say 'AARGH' in an exaggerated way.
- W Ask the children to find the words 'took' and its root verb 'take'. Explain that the former indicates what happened in the past. Can they think of any other cases, e.g. say/said, see/saw.
- W Ask the children to list of all the words that end with vowels, e.g. 'glove', 'into', 'some.'

Group and independent reading

- Objective** Retell the story in their own words. Visualise and comment on events, characters and ideas, making imaginative links to their experiences.
- (Summarising, Clarifying) Invite children to sum up the story by telling it in several sentences, e.g. 'The children and Gran were on a monster hunt. Biff saw the monster but it went and hid in a mill. Gran saw its tail and got it'. Encourage children to omit unimportant details.
 - Arrange the children in a circle. Ask: *Do you think there are monsters? Have you heard of them? Why do people like to talk about monsters?* Pass around a prop, e.g. toy Floppy, so that each child is able to express.

- Pass the toy around again, this time asking the children to say one thing they have experienced about monsters or ghosts.

Assessment Are children able to recall the sequence of events? Can children relate the story to their own experiences?

Objective Recognise and use alternative ways of spelling the phonemes already taught.

- Write the word 'see' on the board.
- Ask the children to find other words in the book with the 'ee' sound, e.g. 'tree' on page 62-③, 'cream' on page 82-②, 'me' on page 99-⑧.
- Make lists of the different spelling patterns under the headings 'ee', 'e' and 'ae'.

Assessment Do children identify words with the 'ee' sound?

Objective Read difficult words by separating them into different phonemes and referring to words already taught.

- (Questioning) Write 'footprints' on the board and ask: Can you read it? Encourage the children to read it by splitting it into f-oo-t-pr-in-t.
- Ask the children to find more difficult words and read them out.

Assessment Can they read 'glove', 'sack', 'tail'?

Speaking, listening and drama activities

Objective Explore characters through imagination and role-play. Discuss why people are afraid of monsters.

- Ask the children to sit in a circle and ask one of them to come to the middle as the monster.

Say: If you come across and get a monster, imagine what you would say to it and how it would answer.

For example:

Question 1: Hey, monster, what is your name?

Question 2: Why are you here? Are you good or bad?

Question 3: What is your relationship with ET?

Question 4: Do you know people are afraid of you?

- Invite more children to be the monster.
- Ask the rest children why they asked such a question.

Writing

Objective Practise writing in complete simple sentences.

- Ask the children to find a sentence in the lesson and read it out loud.
- Encourage the children to write sentences describing what the monster look like.
- Encourage the children to write sentences describing what traces they found of the monster.

Assessment Were the children able to write simple sentences like 'the monster looks tall'?