

# Is It a Monster?



## Is It a Monster? Teachers' Notes

**Learning objective:** Year 1, 8b: Visualise and comment on events, characters and ideas, making imaginative links to own experiences

**Key words:** pyjamas, monster, couldn't, chirping

**Cross-curricular/theme links:** Family life, night-time fears

**Genre:** Fiction

**NC level:** Approximately Level 1B

**Assessment:** AF3, Level 1: Comments/questions about meaning of parts of text

**Word count:** 424

### Getting started

Read the title and back cover blurb together.

Ask: 'Have you ever found it hard to get to sleep? How do you think Little Fox feels?'

Do you think there really will be a monster in the story?'

### Speaking and listening

Before reading the story, ask the children to talk with a partner about their bedtime routine. Have they ever felt scared at night? What do they do if they can't sleep?

### Guided reading

**Pages 2-3:** Encourage the children to use their phonic knowledge to help them read less familiar and longer words such as 'pyjamas'. Ask: 'How do you think Little Fox feels about having to go to bed?'

**Pages 4-5:** Can the children guess what the 'monster' will turn out to be? Encourage them to look in the picture on page 4 for clues.

**Pages 6-13:** Remind the children to keep predicting what the monster might be each time. Can they see why Little Fox thought each of these things was a monster? Ask: 'Do you think a monster would make a chirping sound?'

**Pages 14-16:** Ask: 'How do you think Little Fox feels at the end of the story? Is he happier now that he has realised for himself that there was no need to be worried?'

### After reading

Use these questions to help children talk about the story.

- Why couldn't Little Fox get to sleep?
- Can you remember some of the different things that Little Fox mistook for monsters?
- Why wasn't he scared at the end of the story, when his dad made a crashing noise?

### Reading into writing

Children could design their own bedtime monster, made out of everyday things that they might find in their own bedrooms (a chair, a dressing gown, a clock, and so on). They can draw their 'monster' and label all the different things it is made out of.

### Book quiz for children

- 1 What was the first thing that Little Fox thought was a monster?
- 2 What was really making the chirping noise?
- 3 Who was making the tapping noise?

### Support for less confident readers

Encourage the children to read as fluently as possible, with plenty of expression. Less confident readers often find this difficult, so model how to read part of the story expressively, and give them a chance to practise by rereading and going back over the text.

### Extension for more confident readers

The children could write some advice for Little Fox, with ideas about things he could do to help him get to sleep.