

SAG-AFTRA FOUNDATION PRESENTS

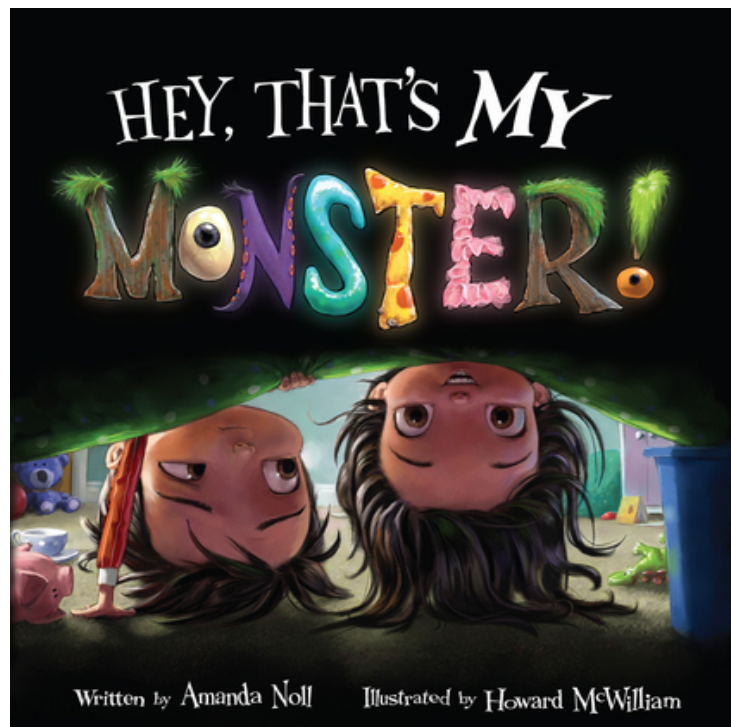
Storyline Online

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A TEACHER'S GUIDE

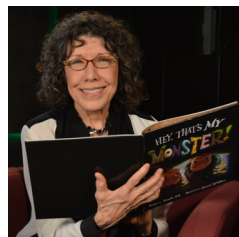
SUGGESTED GRADE LEVEL: K-2



HEY, THAT'S MY MONSTER!

WRITTEN BY AMANDA NOLL
ILLUSTRATED BY HOWARD McWILLIAM

Watch the video of actor
Lily Tomlin
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

When Ethan looks under the bed for his monster, he finds this note instead: “So long, kid. Gotta go. Someone needs me more than you do. –Gabe” How will Ethan ever get to sleep without his monster’s familiar, comforting snorts? And who could need Gabe more than Ethan does? Gabe must have gone to Ethan’s little sister’s room! She has been climbing out of bed every night to play, and obviously needs a monster to help her get to sleep – but not HIS monster! Ethan tries to help his sister find her own monster, but none are the perfect blend of cute and creepy. Just when it seems that Ethan will lose his monster forever, an uninvited, tutu-toting little monster full of frightening fun appears.

THEMES IN THE STORY

Bedtime, Siblings, Sharing, Fears

TALK IT UP!

Use the following questions to discuss the themes of the story:

- Emma has a lot of energy at bedtime! Instead of sleeping, she likes to play with dinosaurs and have tea parties. If you could choose your own bedtime, what time would you choose? What games and activities would you play before going to sleep?
- A good night’s sleep is important for everyone. Do you have suggestions to help Emma with a better bedtime routine?
- The narrator is upset that Gabe, his monster, left him to help his sister, Emma. Think about a time when a friend left you to play with someone else. How did that make you feel?
- Emma is very brave. She is not scared of Agatha, Cynthia or Vladimir nor Gabe. Are you afraid of any of the monsters? If so, which ones? Why?
- Stella, Gabe’s sister, frightens Emma with her hiccups. Why do you think Stella was the perfect monster for Emma?

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textural evidence

BEFORE READING

Standards: CCSS.SL.K.1; CCSS.SL.1.1; CCSS.SL.2.1

Build background and tap knowledge: Discuss bedtime with students and feelings or fears they sometimes have about being alone in the dark. Discuss the title and ask students why someone might want to keep a monster all to themselves.

DURING READING

Standards: CCSS.SL.K.3; CCSS.SL.1.3, SL.2.3

Objectives: Students will make real life connections to the text.

Procedure: Ask students to listen to the story and give a signal when they make a connection to the actions or feelings conveyed by the characters in the story.

AFTER READING

Standards: CCSS.L.K.5.D; CCSS.L.1.5.D; CCSS.L.2.5B

Objectives: Students will identify vivid verbs in text.

Materials: Chart paper, marker

- Procedure:**
1. Explain to students that authors often use vivid verbs to help readers visualize the story.
 2. Write the following sentences from the story on chart paper:
 - a. I walked across the hall to Emma's room.
 - b. I tiptoed across the hall to Emma's room.
 - c. I walked across the carpet.
 - d. I zoomed across the carpet.
 3. Ask students to close their eyes and listen as you read each pair of sentences. Which ones created a better image in their head? Put a star (*) next to each.
 4. Point out to students that the word "walked" is acceptable in both sentences, but the other words create a better picture in our head. Have students demonstrate the starred sentences.
 5. Have students listen to the story again. Tell them to raise a hand each time they hear a descriptive verb. Stop the story and record the verb on chart paper.
 6. Read the list to students. **Ask:**
 - a. How do these verbs add to the story?
 - b. Were you able to create visual images of the story?
 7. Play charades with **Vivid Verb** list:
roamed, tiptoed, zoomed, leaped, toddled, oozed, slithered, burst out, loomed, whispered, snort, giggled, blurt out, grunted, growled, thundered, squeaked, squealed, sighed

WRITING

KINDERGARTEN

Standards: CCSS.W.K.3

Objective: Students will use words from the **VIVID VERBS** list to retell events from the story.

Procedure:

1. Make a two-column chart on chart paper.
Labels: (1) What Emma Did (2) What the Monsters Did
2. Work with students to sort the words according to the actions of the characters in the story.
3. Students can choose words from the list to illustrate events from the story using the verbs. Students then write sentences using sentence subject starters.

Emma . . .

The monster . . .

FIRST OR SECOND GRADE

Standards: CCSS.W.1.3; CCSS.W.2.3

Objective: Students will use words from the **VIVID VERBS** list to write a narrative about a monster.

Procedure:

1. Review words with student. Tell students that they will be writing a narrative about a monster. Their story should include (select number) verbs from the list.
2. Have students complete a story map: Beginning – Middle – End
3. Students use the map to write their narrative*. Students should underline the **verbs** from the list used in the story.

SCIENCE

MAKING SLIME

MATERIALS —

¼ cup of water
¼ cup of white craft glue
¼ cup of liquid starch
Mixing bowl
Spoon
Food Coloring (optional)

DIRECTIONS FOR ACTIVITY —

STEP 1: Pour all the glue into the mixing bowl. Add the water. Stir.

STEP 2: Add the food coloring (about 5 drops)

STEP 3: Stir in liquid starch

STEP 4: After slime is made and students have had time to play with it, make it a **science experiment**:

- Ask:** What will happen to the slime if it is stored out of a bag compared to being stored in a bag?
- Have students make a hypothesis. Record predictions on chart paper or allow each group to record predictions.
- Divide the slime in half. Store one half in a zip locked bag and the other on a paper plate. Let it sit overnight.
- Bring students together to observe the slime and record findings.

WANT MORE SCIENCE? Experiment with the ingredients and have students hypothesize, observe, and record findings.

Question: Does changing the amount of water, glue, or liquid starch change the feel of the slime?

- Divide class into 3 groups. Follow the same directions for mixing the slime except change the measurement of the ingredients:
 - Group 1: ½ cup of water ¼ cup of glue, ¼ cup of liquid starch
 - Group 2: ¼ cup of water, ½ cup of glue, ¼ cup of liquid starch
 - Group 3: ¼ cup of water, ¼ cup of glue, ½ cup of liquid starch

MONSTER ART

MATERIALS —

Styrofoam Cups
Pipe cleaners
Pom poms
Wiggly eyes
Yarn
Other available craft materials

DIRECTIONS FOR ACTIVITY —

Provide students with the materials and let them create their monster.

*This creation could be the subject of their narrative.



ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online* streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy programs. Founded in 1985, the Foundation is a national non-profit organization, independent from SAG-AFTRA, and relies solely on support from grants, corporate sponsorships, and individual contributions to maintain our programs and create new ones. Visit sagaftra.foundation.

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