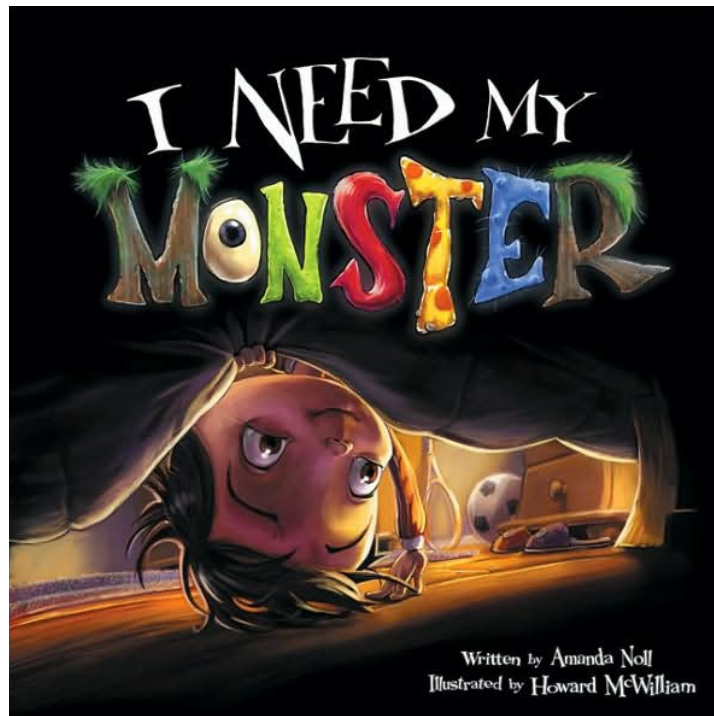




## A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: K - 1<sup>ST</sup>



# I NEED MY MONSTER

WRITTEN BY AMANDA KNOLL

ILLUSTRATED BY HOWARD MCWILLIAM

Watch the video of actor  
**Rita Moreno**  
reading this story at  
[storylineonline.net](http://storylineonline.net)



# ABOUT THIS STORY

## SYNOPSIS

When Ethan checks under the bed for his monster, he finds a note instead: “Gone fishing. Back in a week. - Gabe”  
What will Ethan do? He needs a monster under his bed. Substitute monsters appear but none are as perfect as Gabe. How will Ethan ever get to sleep without his monster?

## THEMES IN THE STORY

Imagination, Friendship, Bedtime Routine

# READING AND WRITING

## 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.

*Standards listed below are for kindergarten and 1st grade, but can be adapted to 2nd grade standards.*

## BEFORE READING

**Standards:** CCSS.SL.K.1, CCSS.SL.1.1

**Objective:** Tap prior knowledge/build background through class discussion:

1. Have you ever been scared to go to bed at night because you thought there was a monster in your room?
2. Do monsters always have to be scary?
3. What makes you feel safe when you go to bed?
4. Tell the students that they are going to listen to a story about a little boy who needs his monster to fall asleep at night.

## DURING READING

**Standards:** CCSS.SL.K.2, CCSS.SL.1.2

**Objective:** Students will listen attentively, ask and answer questions about key details in a text read aloud.

**Procedure:**

- Tell students to listen to the story to find out why the little boy needs his monster.
- Lead students in a discussion about why he needed his monster to fall asleep.

## AFTER READING

**Focus:** Character, Setting, Main events

**Standards:** CCSS.RL.K.3, CCSS.RL.1.3

**Objective:** Students will identify end rhyme and write a rhyming couplet.

**Materials:** Chart paper, Story Map ( Google It!), Pencils, Crayons

**Procedures:**

- Step 1:** When the story is finished, use chart paper to create a chart with three columns labeled “Characters: Who?,” “Setting: Where?,” and “Events: What happened?”
- Step 2:** Explain that the characters are who the story is about. Ask the students who was in the story.
- Step 3:** Make a list of story characters in the column. Draw simple pictures with the names if necessary.
- Step 4:** Fill in the setting and events column in the same way.
- Explain that the setting is where and when the story happened.
  - Explain that the events are the important things that happened in the story.
  - Explain that the character, setting, and events are parts of a story.
  - The ending is also a part of the story. Ask students how did the story end? Add the ending to the bottom of the chart.

- Step 5:** Distribute a class appropriate story map to students that includes Characters, Setting, Events, Ending. Explain the story map to students.
- Step 6:** Ask students to complete the story map using pictures and words from the chart. Depending on level of the class, this can be done individually, partners, or teacher led group.

## **READING EXTENSION: COMPARE/CONTRAST TWO STORIES BY THE SAME AUTHOR**

**Standards:** CCSS.RL.K.9, CCSS.RL.1.9

**Objective:** Students will compare and contrast the experiences of the main character in familiar stories.

**Materials:** Compare/Contrast graphic organizer, Internet: [storylineonline.net](http://storylineonline.net)

### **Procedure:**

- Step 1:** Explain to students that sometimes authors write about the same characters but in different stories.
- Step 2:** Tell them they are going to listen to another book about monsters by Amanda Noll.
- Step 3:** Have students listen to *Hey, That's My Monster* by Amanda Noll on Storyline Online.
- Step 4:** Complete a Compare/Contrast graphic organizer about the two stories.

## **READING RESPONSE**

**Standards:** CCSS.RL.K.1, CCSS.RL.1.1, CCSS.W.K.1, CCSS.W.1.1

**Objective:** Students will answer the prompt using details from the story to support the response.

**Prompt:** Which was your favorite monster? Tell why.

**Materials:** Lined paper, crayons or markers

### **Procedure:**

- Step 1:** Remind student that at the end of the story, Rita Moreno asks “Which was your favorite monster?”
- Step 2:** Have students work with a partner or in groups to discuss the question.
- Step 3:** Have students respond to the prompt depending on the needs and level of your class.
- **Orally:** Allow each student to draw their favorite monster and present it to the class with an explanation of why he/she chose that monster.
  - **Written:** After students draw the monster, have them use sentence starters to write response:

My favorite monster is\_\_\_\_\_.

I like this monster because\_\_\_\_\_.

## WRITING

**Standards:** CCSS.W.K.3, CCSS.W.1.3

**Objective:** Students will write a narrative piece using grade appropriate sentence structure and spelling.

**Topic:** There's a monster under my bed!

**Materials:** Paper, pencils, crayons

**Procedure:**

**Step 1:** Lead students in a discussion about times they thought there was a monster under their bed.

**Step 2:** Group or partner students to discuss their story.

**Step 3:** Write and illustrate based on writing level of students.

## SCIENCE: SELF-INFLATING MONSTER BALLOON

### OBJECTIVE —

Start a chemical reaction that will make a balloon inflate itself.

**Research Question:** What happens when you mix an acid with a base?

**Here's the science:** The vinegar, an acid, is creating a chemical reaction with the baking soda, a base. When the two substances mix, you get carbonic acid, which is unstable and decomposes to become carbon dioxide (the gas that's filling the balloon!) and water. Since the carbon dioxide is much less dense than the stuff you used to create it, it wants to expand, and the balloon is stretchy enough to allow it to do just that!

### MATERIALS —

Balloon, baking soda, vinegar, plastic water or soda bottle, funnel, markers

### PROCEDURE —

**Step 1:** Prepare your monster balloon:

- Blow up the balloon and secure it with a pipe cleaner.
- Use the markers to make your monster face.
- Deflate balloon before Step 2.

**Step 2:** Fill the bottle halfway with vinegar.

**Step 3:** Use the funnel to put a teaspoon of baking soda inside the balloon. Gently shake the balloon until all the baking soda goes to the bottom.

**Step 4:** Making sure none of the baking soda gets into the test tube, carefully stretch the opening of the balloon until it's completely over the opening of the test tube. If it's not a tight fit, your balloon is probably too big and you should use a smaller one instead.

**Step 5:** Once the balloon is attached to the test tube, lift the rest of the balloon so that the baking soda falls into the vinegar. You might have to give it a gentle shake to make sure it all goes in.

## MATH: BUILD A MONSTER

### STANDARDS —

Number Sense, Counting and identifying numbers 1 – 10

### MATERIALS —

2 dice, crayons or markers, sheets of paper, instructions

### BODY PARTS DICE KEY —

- 1 - head
- 2 - eyes
- 3 - mouth
- 4 - nose
- 5 - arms/hands
- 6 - legs/feet

### **PROCEDURE —**

- Step 1:** Start with a body. Each player draws any shape on a piece of paper.
- Step 2:** First player rolls one die and counts the dots. Then uses the key to figure out which body part should be drawn for the number. (You might want to print or write out a copy of the key in large type and tape it to the table for easy reference.)
- Step 3:** The same player, rolls the second die and counts the dots. This number is how many body parts you draw. For example, if you roll a six first and a four second, you'll draw four feet on your monster.
- Step 4:** Repeat with each player.
- Step 5:** The first one to get all 6 different body parts on his/her monster is the winner!

### **GAME ADAPTATION —**

#### **Standards: Addition Facts**

- Step 1:** Each player starts with a body shape.
- Step 2:** Players roll one die and use the key to figure out which body part should be drawn.
- Step 3:** On the second roll, the player adds this roll to the first roll to see how many body parts should be drawn. For example, if you roll a six first and a four second, you'll draw 10 feet on your monster ( $6+4=10$ ).

## **ART: PLASTIC LID MONSTERS**

### **MATERIALS —**

- Plastic jars with twist-off lids  
Google Eyes  
Craft glue  
Other craft materials you may have: pipe cleaners, ribbon, etc

### **PROCEDURE —**

- Step 1:** Pass out a plastic jars (with lids) to each student. Direct them to remove lid.
- Step 2:** Give each student monster making materials.
- Step 3:** Let students create their own monster using materials.
- Step 4:** Use the finished jar to store your favorite things.

## 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](http://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 program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit [sagaftra.foundation](http://sagaftra.foundation).

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