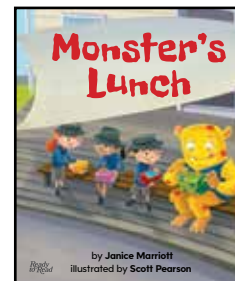


Monster's Lunch

by Janice Marriott
illustrated by Scott Pearson



Shared reading

Shared reading provides students with opportunities to behave like readers and to engage in rich conversations about texts that they are initially not able to read themselves. The focus is on engagement, enjoyment, and comprehension. Shared reading involves multiple readings of a text, led by the teacher, with increasing interaction and participation by the students. After many shared reading sessions, students become able to read the small-book versions of the big books, with increasing independence and fluency.

Overview

When Monster starts school, two of his classmates look after him, but at lunchtime, they are in for a big surprise when they find out what he has in his lunch box!

Students will be able to make connections to their own experiences of starting school and school lunches. As well as being fun to read, this book provides opportunities to explore language and reinforce concepts about print, such as reading left to right, return sweep, and one-to-one word matching.

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Cross-curriculum links

Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people.

This text has close links to the key competency of relating to others.

Text characteristics

Key text characteristics as described in the reading standards for after one year at school are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The familiar context and settings of starting school

The underlying theme of making friends and respecting difference

Illustrations that support and extend the meaning (for example, the expressions on the characters' faces) but may not exactly match the words (for example, there is no illustration of Monster sitting on the mat on page 2)

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions and simple inferences (for example, what Monster has in his lunch box)

Dialogue between easily identified speakers

The clear narrative structure

Several words beginning with the same letters or consonant blends ("mat", "Monster", "munch", "munchy"; "like", "looked", "lunch", "lunchtime"; "cried", "crunch", "crunchy"), and the repeated rime in "crunch", "lunch", "munch", which provide opportunities to develop students' awareness of words, letters, and sounds

The mix of realism and fantasy and the humour in regard to the contrasting lunch foods

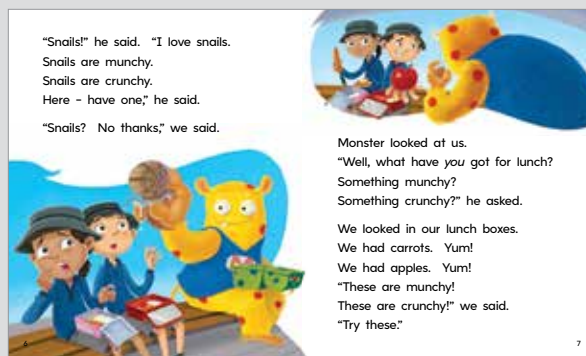
Many high-frequency words as a scaffold for independent reading

Many sentences that run over more than one line but do not split phrases, supporting return sweep and phrasing

A range of punctuation, including speech marks, commas, question marks, and exclamation marks to support phrasing and meaning

The engaging language, including the rhyming adjectives ("munchy" and "crunchy"); the joyful rhyme on page 8, and the frequent use of exclamations, which provide opportunities to extend students' vocabulary and awareness of language use, and encourage links to writing

Interest words that are likely to be in a reader's oral vocabulary (for example, "apples", "carrots", "crunch", "crunchy", "Hooray", "lunch", "lunch box", "lunchtime", "Monster", "munch", "munchy", "snails", "worms", "Yum") and that are strongly supported by the context, the sentence structure, and/or the illustrations



Related texts

Humorous stories with non-human main characters: *Dragons! Dragons! Dragons!*, *Haere Atu!*, *I'm the King of the Mountain*, *The Crocodile's Christmas Jandals* (shared); *Purr-fect* (Yellow 3); *I Want to Fly* (Blue 2), and the books about Greedy Cat

Texts about lunch: *Haere Atu!* (shared); *Lunch for Greedy Cat* (Yellow)

Reading purposes and learning goals

(What opportunities does this text provide for students to learn more about how to "read, respond to, and think critically" about texts?)

Select from and adapt the suggestions in this teacher support material according to your students' strengths, needs, and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8, Knowledge of the Learner, page 6*)

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours that you want your students to demonstrate after multiple readings of this and other texts.

Often the first reading of a shared text will be with the whole class. This focus is on making meaning, with the teacher leading the reading so that the students can focus on responding to the storyline and thinking critically about the theme or main idea. Exploration of word-level features should be left for subsequent readings.

English language learners who are just beginning to learn English may benefit from some language work before you read the shared text with the whole group. For example, encourage them to look at the cover illustration and talk about school in their first language.

A suggested purpose for the initial reading

To find out what Monster has for lunch

Possible learning goals

The students can:

- make connections to their experiences of fictional monsters and school lunches to make predictions and inferences about the characters and what Monster might have in his lunch box
- notice and talk about some ways the illustrations help to build meaning
- identify the events and ideas in the story, including the contrasting ideas about lunch food
- start noticing language patterns and the teacher's intonation as a support for joining in the reading.

Introducing the text

- Discuss the cover illustration. Prompt the students to make connections to their knowledge of monsters and look for clues in the illustration. *Do you think this is a friendly monster? How can you tell?*
- Read the title and the names of the author and the illustrator.
- Turn to the title page. Support the students to make the connection between "Monster" and "M" on the box. (Some may notice that the lunch box also has "teeth".) *I wonder what Monster has for lunch ...*
- Share the reading purpose and remind the students to think about their predictions as you read the story.

Reading and discussing the text

- Ensure the students follow the text as you read aloud, using a pointer to help them track the words.
- **Pages 2 and 3** – Before reading, encourage the students to infer how the monster is feeling in the page 2 illustration, and why. *Did you feel like this when you started school? Pause at the end of page 3 and ask the students to think about why the children use the words "munchy" and "crunchy". What sort of food is munchy and crunchy? I wonder if that's the sort of food that the children have ... Have them think back to their earlier ideas as they predict if this will be the same sort of food as in Monster's lunch box.*
- **Pages 4 to 7** – Enjoy the students' reaction to the worms on page 4! *Is that what you thought he would have?* Prompt them to use this information to predict what else might be in Monster's lunch box. Some students may be beginning to join in with the repeated language patterns. At the end of page 7, prompt the students to predict what Monster might do: *I wonder if he'd like to try carrots and apples.*
- **Page 8** – Emphasise the jubilation in the last two lines. Discuss how the characters are feeling. Support the students to reread the page with you as if they were the characters.
- Remind the students of the reading purpose. Ask them to recall (summarise) what Monster had for lunch and compare it with their predictions. *Is that what you thought he would have? Is that what the children in the story expected?*
- Encourage the students to think critically about the characters: *What did the children do to help Monster on his first day of school? What did Monster think of the children's lunch food? Do you think Monster and the children will be friends?* Encourage the students to refer to the story (and the illustrations) to support their ideas.

Suggested purposes for subsequent readings

You can return to this text many times with a different purpose. Subsequent readings of the big book may be with a group of students who have similar learning needs rather than with the whole class. **Select from and adapt** the following suggestions.

Suggested reading purposes

To enjoy some of the ways the writer has used language in this story

To use the illustrations to help us understand and enjoy this story

Learning goals

Over a number of sessions, the students can:

- identify how the writer describes the food and makes the story sound exciting
- identify and discuss how the illustrations give information about the characters
- find and explore some examples of rhyme.

Choose one of the suggestions below for each session.

- Reread the story, using questions and prompts to encourage the students to look at the illustrations for more information about the characters. *Why has the illustrator given Monster a worried face on page 2? Think about why the children are smiling. What do you notice about them at lunchtime?* After the reading, the students could draw Monster and (with support) write a caption to show what he is doing and how he is feeling, for example, “Monster is starting school. He is feeling worried” or “Monster is happy. He is eating snails”. Alternatively, you could help the students add thought bubbles or speech bubbles to their illustrations.
- As you read the story, ask the students to look for words that describe the food and what the characters think about it. For example, on page 4: *What words tell us Monster likes eating worms? What words tell us the children **don't** like eating worms?* Support the students to read some of the responses. Explain the effect of the exclamation marks. You could create a chart that matches the descriptive language to the lunch foods in the story, or to other foods that the students suggest.

Support the students to describe their favourite food for lunch. *What do you like about oranges?* Add the students’ descriptive words and phrases to the chart. Have them draw a picture of Monster eating something he likes and one of themselves eating something they like. They could write a caption for each picture using the book and the chart for support.

- The students could draw a picture and write their own “munchy, crunchy” sentence or piece of dialogue for a group book or wall picture. The food could be something they like or that a monster might like, for example,

“Wētā are munchy! Wētā are crunchy!”

Try one of these,” said Monster.

“No thanks,” I said.

Support English language learners by providing sentence starters or sentence frames.

- Support the students to identify the rhyming words and phrases. Enjoy the sound and rhythm as you reread them together.
- Write the rhyming words “lunch”, “munch”, “crunch” on the whiteboard or in the group reading book, and ask the students to identify the parts of the words that are the same (the rime). Demonstrate the effect of changing the first letter (or consonant blend). Create other rhyming words (for example, “bunch”, “punch”).

Suggested reading purpose

To think about the beginning, the middle, and the end of this story

Learning goals

Over a number of sessions, the students can:

- summarise the events in this story
- identify the beginning, the middle, and the end of the story.

Choose one of the suggestions below for each session.

- Reread *Monster’s Lunch*. Ask the students to retell the story, referring to the book as required. Now tell the students you want them to think about the beginning, middle, and end of the story. Have the students describe the situation at the beginning, (Monster starting school and the children helping him). Discuss what happens in the middle (the characters finding out about each other’s lunches) and the ending (the characters enjoying their lunches on page 8). Reread the last four lines together to confirm the happy ending.
- Create a summary chart like the one at the top of page 4. Have each student draw a picture and write a sentence about one event in the story and paste it in the appropriate place on the chart. (A few sample sentences have been added.) Allow more space for the middle section of the story, where the characters compare several lunch items. Students who are more confident with writing could draw and write about three or four events in the story and place them in sequence on their own chart.

At the beginning of the story	In the middle of the story	At the end of the story
Monster started school. The children helped Monster.	Monster had worms for lunch. The children didn't eat the worms.	

- The students could focus on the lunch comparisons in the middle part of the story. Have them draw pictures and write labels to fill in a summary chart. You could extend this activity by having the students add their favourite lunch foods to a third column.

What did Monster have for lunch?	What did the children have for lunch?	What do we like to have for lunch?

- Use the text for Readers' Theatre, with you as the narrator and the students reading the dialogue of the Monster or the children.
- English language learners may benefit from opportunities to listen and practise with the MP3 file. They could listen to short sections and then listen again to help them practise their pronunciation and intonation. Offer the students guidance on particular sounds (for example, "t", "d", "k", "l", consonant endings in general, and consonant clusters) or intonation patterns that are causing problems for them in their speaking and listening in English. Provide feedback to support them to improve their pronunciation and intonation.
- Ask individual students to locate high-frequency words in the story. *Can you find the word "we"? Can you find another one?* During shared writing sessions, provide opportunities to reinforce these activities, for example, *Spell the word "we"*.

Suggested reading purpose

To read with fluency and expression

Learning goals

Over a number of sessions, the students can:

- draw on their developing reading vocabulary, their knowledge of the story and storybook language, and on specific word meanings and punctuation, to read with appropriate phrasing and expression.

This reading purpose can be returned to many times, with the students building up their confidence and independence. Your modelling of fluent expressive reading of this text will be a major support for achieving this learning goal. The students can also build up their fluency by reading the text while listening to the MP3 file.

Choose one of the suggestions below for each session.

- Provide many opportunities for beginning readers to reread the big book, using a pointer to practise reading left to right and the use of a return sweep.
- Reread the story. You could point out particular features of the text that help to support phrasing and expression, for example, the use of commas, question marks, and exclamation marks, and the use of speech marks and attributions to clarify who is talking and what they are saying.



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