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Lesson Plan for *The Little Monster Book*

ELD Level: EADV

Book Title: The Little Monster

Author: Sheri Fink

Objective: Students will participate in an interactive read aloud, answer questions, share with a partner and retell the story in a third read.

Problem Statement: This story is about a monster who is excited about his upcoming birthday. When his parents decide he's old enough for his own room, he's too embarrassed to admit that he's afraid of the dark. The Little Monster attempts to cure his fear and discovers that he can have fun in the dark and relax at night in his own room... just in time for his big birthday sleepover party.



VOCABULARY (Wide Exposure)

Word	Friendly Definition / Explanation
Hollow	A small area on the ground that's lower than the ground around it (a valley)
Nestled	In a safe and comfortable position
Anticipation	Excitement and nervousness for an upcoming event
Murky	Cloudy, dark, or hard to see
Goosebumps	Bumpy skin where hairs stand up, caused by cold, fear, or excitement
Consoled	Comforted, made someone feel better
Bumbled	Stumbled or moved in an awkward way
Proclaimed	Declared proudly
Marveled	Filled with wonder and appreciation

FIRST READ: Inferences/Modeled Reading Behaviors (second read students make the inferences)

Note: Continue to do what good readers do (make predictions, model asking yourself questions, re-read, summarize, making connections)

- Page 7 - I'm thinking that the Little Monster is nervous about sleeping in his own bedroom without his big brother.
- Pages 8-9 - I'm thinking that the Little Monster is afraid of the dark, but is too embarrassed to let his monster family or friends know.
- Pages 10-18 - I'm thinking that the Little Monster feels scared and hasn't been getting any sleep. He needs to admit his fears and ask his family for help.
- The Little Monster felt brave after he shared his fears with his parents and discovered ways to have fun and relax in the dark.

“Why” Question to Conclude: Why was the Little Monster able to sleep alone in the dark? What steps did he take to overcome his fears?

SECOND READ: Language Focus: Past perfect

Q: When the Little Monster gets his own bedroom, he feels scared.

SF with language focus: The Little Monster felt _____ because _____.

Q: How was the Little Monster feeling before versus after he told his parents he was afraid of the dark?

SF with language focus: He had been feeling _____ but then feels _____.

SECOND READ: Common core literature standard: Describe characters and major events in a story using key details

Prompt or Qs: Describe the Little Monster at the beginning of the story.

SF: At the beginning of the story, the Little Monster was _____.

Describe the Little Monster in the middle of the story.

SF: In the middle of the story, the Little Monster was _____.

Describe the Little Monster at the end of the story.

SF: At the end of the story, the story, the Little Monster was _____.

THIRD READ: Re-tell/Respond/Join Construction of Text: Shared Writing: List feeling words from the story.

CREATIVE ACTIVITY

The Little Monster is able to have fun in the dark and to sleep peacefully in his own room after he faces his fear of the dark and asks for help from his parents.

Let's see if you can make a list of five things that are fun to do in the dark. Whenever you're feeling afraid at night, you can remember your list and do something that reminds you how fun it can be in the dark.

Example List:

1. Read glow-in-the-dark books with a flashlight (*like The Little Monster*)
2. Cuddle with your pets
3. Watch movies
4. Look at the stars and the moon
5. Play with glow sticks
6. Have a slumber party
7. Create art with glow-in-the-dark chalk or paint
8. Play with night-vision goggles
9. Watch fireworks
10. Sleep