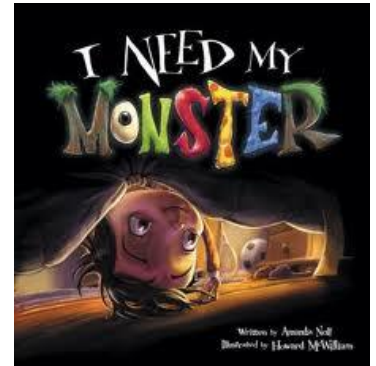


# I Need My Monster

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This story is about a little boy named Ethan whose “monster” takes a vacation. Ethan quickly realizes his monster is irreplaceable!



## Possible strategies for instruction:

### *Comprehension:*

- **Predict what will happen; Use text to confirm:**
  - Use this strategy to get students to make connections to the text. This book gives students many chances to think what will happen next. It is also important to go back and confirm what happened.
    - Read pages 1-3 and ask students what they think the monster will look like or have them draw the monster.
    - Read pages 4 & 5 and ask students if their guess was right. How do they know?
    - Continue reading each page and asking students if the monster was what they thought it would look like.
- **Ask questions throughout the reading process:**
  - This is a great book for questions because Ethan asks a lot of questions to think about as the book go on.
    - Read the first page and then ask students “Why do you think Ethan needs a monster?”
    - Read pages 2 & 3 and ask students “Do you think a new monster will appear?”
    - As you read about each monster, you can ask students if they think that monster would be scary and why. You could also ask, “Why didn’t Ethan like these monster?”
    - When you finish the book ask the students “Why they think Ethan likes Gabe so much?”

### *Accuracy:*

- **Use the pictures.....Do the words and pictures match?**
  - This is a great story for this strategy because there are lots of colorful pictures to go along with the words.
    - Try reading the book without showing the pictures. Read the description of the monster that comes to visit Ethan and have students draw what they think the monster looks like. When students finish then show the pictures to

see if the monster matches what they heard. Does the picture match what the story describes? Why or why not?

### *Fluency:*

- **Reread text:**
  - This book is great for re reading because the book is very descriptive and has many different characters that use expression.
    - Read the first page to the students without any expression before you turn the page ask students if that sounded exciting or boring.
    - Explain that practicing reading can help you become a better reader because the more you read the smoother your reading is and the better your expression is while reading.
    - Reread the page with expression and then ask students which version they like better and why.
    - Have the students' practice together reading smoothly and with expression.
      - During sharing, encourage students to reread the pages to their peers using their expressions.

### *Expand Vocabulary:*

- **Tune in to interesting words and use new vocabulary in speaking and writing:**
  - Pick out 2 or 3 words from the text to focus on before reading.
  - Introduce the words before reading. Once you reach them have students say it, write it, and use it. Be sure to revisit the words daily so students remember to use them.
  - Ideas from the book
    - Ragged, Scrambled, Substitute, Crouched, Professional, Slithering, Quivered, and Trembled.
- **Use pictures, illustrations, and diagrams:**
  - This is a great book to use pictures and illustrations in because they are so detailed and go right along with the story.
    - Start by showing the students the first page without reading any words.
    - Ask the students what they think the story will be about by looking at the pictures.
    - Go through the different monsters and have students write down there descriptions of the monsters that they are looking at.
    - Have the students keep the descriptions as you read the book so they can see if their descriptions match the words in the book.

*This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*