

Bedtime for Monsters, written and illustrated by Ed Vere (Puffin)

Do you ever wonder if somewhere, not too far away, there might be MONSTERS? This charming and funny book takes children on a journey to find out what monsters are really like. This clever tale explores different layers of meaning, with one story being conveyed through the text and another through the illustrations, with a touching ending that should allay fears of the monster under the bed.

Overall aims of this teaching sequence

- To explore, interpret and respond to a picture book
- To explore characters and draw inferences to aid our understanding of them
- To explore narrative plots and characters through role-play and play
- To broaden understanding and use of appropriate vocabulary
- To write character descriptions
- To write a short narrative episode

This teaching sequence is designed for a Year 1 or a Year 2 class.

Overview of this teaching sequence.

This teaching sequence is approximately 3 weeks long if spread out over 15 sessions.

The book supports teachers to teach about character development, familiar settings and plot in adventure fiction. The images and text are carefully crafted and the characters and settings are well drawn and fun, offering young readers a good model for their own story planning and writing.

National Curriculum 2014 Links:

Reading: (Word reading / Comprehension)

- Increase familiarity with a range of books;
- Explain and discuss understanding of books;
- Discuss the sequence of events in books;
- Answer and ask questions;
- Predict what might happen on the basis of what has been read;
- Draw inferences on the basis of what is being said and done;
- Express views and opinions about reading.

Writing: (Transcription / Composition)

- Draft and write by composing and rehearsing sentences orally;
- Sequence sentences to form short narratives;
- In narrative create settings, characters and plot;
- Write for different purposes including about fictional personal experiences and fictional narratives;
- Re-read writing to check it makes sense and make simple revisions.

Speaking and Listening:

- Participate in discussion about what is read, taking turns and listening to what others say;
- Listen and respond appropriately to adults and peers;
- Articulate and justify answers and opinions;
- Speak audibly and fluently with an increasing command of Standard English;
- Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.

Cross Curricular Links:

Art and design

- KS1 subject content: to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Geography:

- Use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Computing

- KS1 subject content: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Teaching Approaches	Writing Outcomes
<ul style="list-style-type: none"> ▪ Reading aloud and rereading 'Tell me' ▪ Responding to illustration Role-play and drama ▪ Re-enactment through play Drawing and annotating Shared writing ▪ Book making 	<ul style="list-style-type: none"> ▪ Thought bubbles ▪ Oral narrative (talking book) Labelled drawings ▪ Captions Character fact file Speech bubbles Short narrative
Links to other texts and resources.	
<ul style="list-style-type: none"> ▪ Leonardo, the Terrible Monster by Mo Willems, ▪ Not Now Bernard by David McKee, ▪ Two Monsters by David McKee, ▪ A Monster Day at Work by Sarah Dyer, ▪ Creepy Monsters, Sleepy Monsters by Jane Yolen and Kelly Murphy, ▪ Go Away Big Green Monster by Ed Emberley. 	

Teaching Sessions:

Session 1: Reading aloud, shared writing, book talk

- Prepare a large class reading journal to capture the children's responses and examples of their work throughout the teaching sequence.
- Make some 'Monster Footprints' to leave out in the classroom on the morning that the book study will begin. Have the children walk in to find the footprints. Who do we think they belong to? Scribe children's ideas in speech bubbles as a record of the talk.
- Before showing the text, introduce the image of the monster, could these be his footprints? Take initial thoughts about the character, who he is, what he is like.
- Use music to add to the immersion and feel of the character e.g. The Monster Mash, <http://www.youtube.com/watch?v=vNuVifA7DSU>
- Drama and Role Play: (In hall space) To get into who the character is and how they behave. Immerse yourself in the character to discover who they are. Act out how they would:
 - Walk
 - Sleep
 - Go to the supermarket
 - Dance
 - Say hello etc.

Session 2: Book talk, writing.

- Go back to the character; think about his motivations:
 - What does he like?
 - What does he want?
 - How does he spend his time?
 - Who are his friends?
 - What are his family like?
- Think about incidental writing opportunities to support character exploration, e.g. write his favourite recipe, his shopping list, write a letter from him introducing himself to a new penpal etc.

Session 3: Responding to illustration, writing.

- Look at the illustration of the monster in his home. Discuss the characters world:
 - Is it real or not? (Fantasy settings)
 - What is it like?
 - Are there schools?
 - Who else lives there?
 - What do they do all day?
- Practically draw a map of his world – large paper (talk about cross curricular language and activity links with Geography).
- Again, think about opportunities for incidental writing, labelling places on the map, writing instructions of how to get to different places, writing a description of the 'world'; could be as a visitor leaflet.

Session 4: Exploring Setting

- Take images of the monster on his journey (in the woods, up the mountain, in the mud, in the thicket, in the town).
- Invite the children to help you compose sentences to describe the scenes displayed either copies of illustrations, or scanned on the IWB. Model how to do this, orally rehearsing before writing. Explicitly demonstrate how to begin your sentence and how to use the descriptive language gathered by the class.
- Think about the characters in the pictures; what are they thinking/doing? Freeze frame the scene with children as the different characters. Thought track the characters. Use the experience to add speech/thought bubbles to the illustrations.
- Write a caption to describe the scene; what would the caption be? Demonstrate how to plan and write the caption; how will you write? In third person as a storyteller or in first person as the monster or one of the other characters. Expect the children to write captions applying phonic knowledge, punctuation and grammar skills. Support them in proof-reading their work for errors in spelling and punctuation.
- Expect children to write their own sentence or sentences about their image (you may decide that the children will all use the class image). Following writing, demonstrate how to re-read writing to check for errors. You may do this using your own modelled writing or an example of the children's work. Encourage the children to return to their sentences to check that it makes sense, the meaning is clear and it is punctuated.

Session 5: Reading, book talk, shared writing

- Reread the story. Identify vocabulary used by the author to describe the setting and add this to your annotated scenes of the journey. Explain unfamiliar vocabulary for example, the onomatopoeia used and its effectiveness e.g. squelch rather than wet, gloopy:
 - Act these out to explore how they sound and enhance meaning
 - Would a word have long steps, short steps, move, dance? This could also link to phonics and spelling e.g. g-l-oo-p-y
 - Voice of a lion – roar, cat – meow, mouse – squeak; relate to how they move.
- Talk briefly with the children about their first responses to the story. What did they like and/ or dislike?
- Through modelling, describe your favourite part of the story. Provide the children with an oral scaffold for example: *the most memorable part of the story was... because...; my top moment in the story was... because...* and in pairs ask them to identify their favourite part of the narrative. Encourage children to give reasons for their choices and invite some children to share these.
- Invite the children to draw and describe their favourite part of the story. Model how to do this, orally rehearsing before writing, considering spelling and punctuation.
- Encourage children to revisit writing to check that it makes sense, the meaning is clear and it is punctuated.
- Ask the class to consider what the author might be trying to tell us. Through shared writing, write one or two sentences to capture the children's ideas and display these.

Session 6: Reading, book talk, story mapping, retelling and sequencing events

- Revisit the children's reactions to the story, focusing on the aspects that they found most interesting or surprising. Reread the story, encouraging children to join in.
- Explain that the main events are the main things which happen in a story and they must be told in the right order for the story to make sense.
- Encourage the children to retell the story in stages providing them with suitable adverbials to order their retelling for example: *And as he bicycles bumpily through a dark and terrible forest... And as he crosses the gloopy, schloopy swamp... And as he tiptoes through thorns and thistles...*
- Demonstrate how to map the story to demonstrate the journey the monster has undertaken. Label the story map with suitable adverbials used in the oral retelling.
- In pairs, invite the children to draw a map of the story. If possible use wall paper to produce large scale, collaborative retellings.
- When completed, encourage the children to retell the story orally using their story maps.

Session 7: Drawing and annotating, shared writing

- Re-read the story again, this time focusing on the ways in which pictures and text combine to tell the story.
- Explore how Ed Vere has developed the characterisation through the use of the text and pictures. Ask: *What do we know about the character? How do we know?*
- Give children the opportunity to make a friend or family member for the monster. This could be through drawing, modeling with plasticene and googly eyes, feathers, pipe cleaners etc. or making a puppet of the character.
- Using your own monster drawing, model how to describe them. Provide prompts to support descriptions for example, name, age, what they look like, what they like doing, who their friends and family are. In pairs, children describe their monsters. Collect good language use and display this for later use in writing.
- Children then write around their drawing or model to describe the character in words, phrases, sentences, paragraphs. Support children to think of new ideas and vocabulary.
- Through shared writing approaches, create a monster fact file for the monsters. Encourage use of vocabulary gathered during the session.
- Bind the fact files into a book to place in the book corner.

Session 8-9: Role-play, drama, book talk

- Explain to the class that they are going to write an alternative to *Bedtime for Monsters*, about their own monster's journey. They will compose a mini-adventure for their character. This could be in the form of an illustrated origami book, photostory or ebook. If you have iPad technology, an ebook version of the story is available via the Me Books app.
- Discuss with the children the writing process writers undertake, as explored in the course session.
- Look back over the storymaps for the original story. Explore the idea of the quest. What was the monster looking for? What could your monster be on a quest for? How will they travel? You could have a props box with ideas to spur thinking. Where did the monster go on their journey to get there? Linked with Geography, you could explore photographs of different possible settings and discuss what it would be like there (e.g. desert, waterfall, river, swamp etc.) Put children into small groups or pairs to talk about their ideas and role play what it would be like in different settings to support vocabulary generation.
- Draw an alternative storymap for your monster's story.
- Encourage the children to share their ideas in turn to the class for them to comment on what they liked about each others' ideas. Use prompts to support articulation of evaluations: *I liked... because...* Model this for the class.

Sessions 10-11: Shared writing

- Use draft illustrations to support writing the short adventure. Demonstrate how you use story language and ideas taken from activities throughout the teaching sequence. Orally rehearse sentences before writing.
- Give the children time to retell their mini-adventure in their pairs using illustrations and sound words to describe settings the monster travels through. Support children as necessary.
- Supported through modelled, shared and guided writing the children draft their mini-adventure.
- Encourage children to reread sections of their text with a response partner to check it makes sense and make simple revisions.

Sessions 12-14: Creating a published text

- Reintroduce the writing outcome: the children's own monster quest story in the style of Ed Vere's *Bedtime for Monsters*.
- Show the children how to make a simple paper book or how to use an ebook app.
- Encourage children to revisit writing to make simple revisions as appropriate, suggested by editing partners or teacher marking.
- Children work individually, publishing their adventures in double page spreads for their book.
- Talk about the importance of the finished product; best handwriting, spelling revisions made and accurate punctuation.

Session 15: Evaluating finished texts

- Give children the opportunity to read and respond to each other's texts.
- Children could write a book review or cover review to support another child's text.