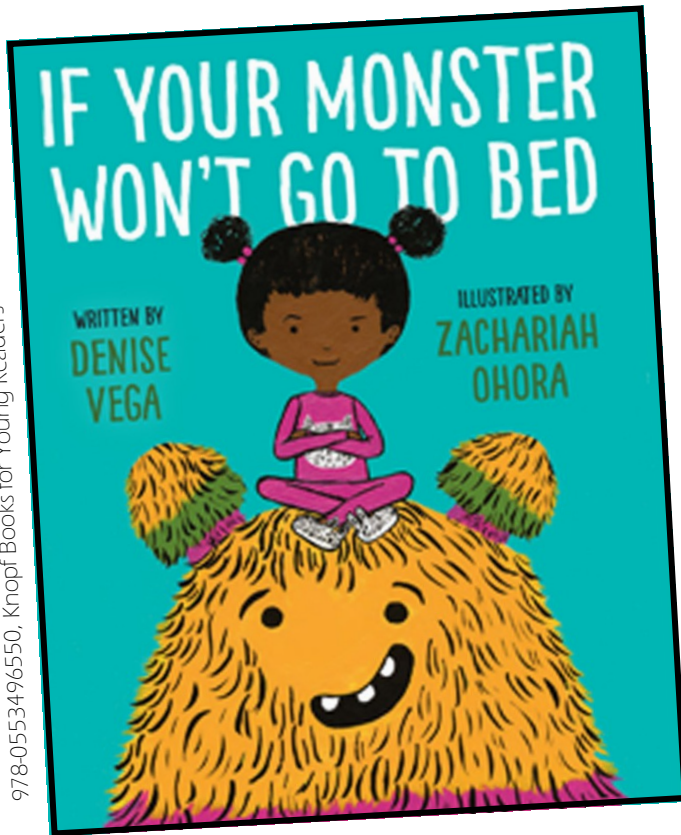


Curriculum Guide

978-0553496550, Knopf Books for Young Readers



If Your Monster Won't Go To Bed

By Denise Vega

"Readers will be too busy giggling to go to sleep."

- Publishers Weekly

If you have a monster that won't go to bed, don't bother asking your parents to help. They know a lot about putting kids to bed, but nothing about putting monsters to bed. It's not their fault; they're just not good at it. Read this book instead.

It will tell you what to feed your monster before bed (it's not warm milk), and what to sing to your monster (it's not a soothing lullaby), and what to read to your monster to send him off to dreamland in no time (the scarier, the better).

Note from Denise

This curriculum guide may be copied for book club and classroom use only. If you would like to use it in another context, please contact the moderator at moderator@denisevega.com.



Activities

Grade(s): Preschool-2nd grade

Developmental Areas: Writing/Comprehension, Reading: Sequencing, Math: Counting & Measurement, Science: Mixtures.

Objectives:

- Given the story, the learner will demonstrate reading comprehension by completing sentences and answering questions.
- Given the story and examples, the learner will demonstrate understanding of using hyphens by creating new words.
- Given the book, the learner will demonstrate sequencing by putting steps in the appropriate order.
- Given a set of scenes, the learner will demonstrate understanding of measurement by comparing length/size.
- Given various images, the learner will demonstrate number sense by charting quantity on a graph.
- Given various objects, the learner will demonstrate understanding of mixtures by combining and separating substances.

WRITING/COMPREHENSION

Finish the Sentence

Preparation: This activity can be done as a class or at a center. Print out Reproducible 1 and/or 2, enough for each student.

Activity:

1. After reading the book, have the students complete the sentence.
2. If using reproducible 2, students can also draw a picture of their answer.

Answer the Question

Preparation: Print out Reproducible 3, enough for each student.

Activity:

- After reading the book, have the students answer the question in a complete sentence.

Combining Words

Preparation: Print out Reproducibles 4a and 4b, enough for each student or small groups. 4c is a blank sheet if students want to add their own words.

Activity:

1. After reading the book, discuss how the author made up her own words to make the story more fun and interesting. If age appropriate, explain that hyphens are used when two or more words come before a noun and act as a single idea (*icy-cold*) or they can be used to create new, original or unusual compound words for vivid writing (*bookshelf-screaming*).
2. Have students cut out words on reproducibles then combine words to make new and unique words.

VARIATION: Discuss more in-depth how combining different parts of speech creates new words. Example, *bookshelf* is a noun, *screaming* is a verb, *bookshelf-screaming* is an adjective. (Leaf words are nouns, grasshopper words are verbs and caterpillar words are adjectives.)

USING HYPENS: Discuss other examples; *claw-clenching*, *can't-go-to-bed-without-it*, *shiver-inducing*. Using reproducible 5 have the students create their own hyphenated words. Activity can be done individually or in small groups.



READING

Sequencing

Preparation: Print out Reproducible 5, enough for each student.

Activity:

- After reading the book, have the student write the steps in the correct order. For younger students, have them just write the verb bolded in each sentence or draw a picture of the step.

VARIATION: For older students, instead of placing tasks in order have them summarize steps into simpler sentences like reproducible 5.

Answers:

1. Pour your monster a glass of bug juice.
2. Give your monster an ice bath.
3. Brush your monster's fangs.
4. Help your monster find his favorite toy.
5. Read a scary story.
6. Sing "Shock-a-Bye-Monster"

MATH

Counting/Graphing

Materials: Book, Reproducible 6

Preparation: This activity is designed for use at a learning center.

- Print out Reproducible 6. If students will work together at the center, print enough for the relevant number of groups. Otherwise, print enough for the maximum number of students in the class.

Activity: Have students go through the book and locate the items on the graph; sheep, spiders, caterpillars and grasshoppers. Then have them count the relevant item, coloring in the relevant number of squares on their graph.

Measuring/Comparing

Materials: Reproducible 7

Preparation:

- Print out Reproducible 7. Print enough for the maximum number of students in the class.

Activity: After reading the book, have students complete the reproducible.

SCIENCE

Mixtures

Materials: Various small food items like Chex Mex, mini-marshmallows, pretzels, and M&M's. Large mixing bowl and small paper cups.

Activity:

- Mix items in a large bowl. Ask students to identify what they see. How would they describe it? Can they separate out all the items in the bowl?
- Give each student a cupful of the mixture. Have them separate out the items. Eat substances/mixtures!
- Define/discuss mixtures. *Mixture is two or more (pure) substances that have been mixed together in which each (pure) substance retains its individual (chemical) properties. In this example, the substances can be easily separated demonstrating how they retain their individual properties.*

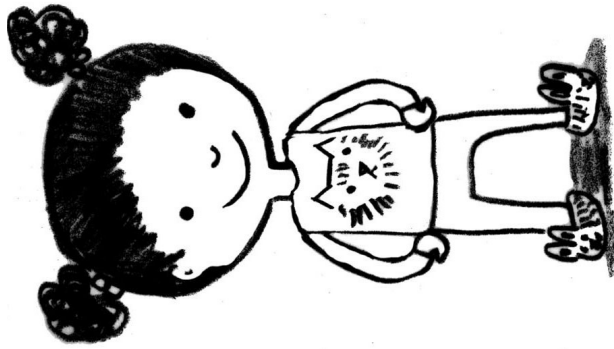
VARIATION: Identifying the difference between a mixture and a solution. A solution is a mixture of two substances that are evenly mixed together (dissolved). The substances cannot be separated by just filtering out the materials but through evaporation. Have students mix sand, gravel and coarse salt with water. Have them filter the mixture using a screen.— mostly gravel will remain. Then filter remaining mixture using a coffee filter, mostly sand will remain. The only way to separate salt from the solution is through evaporation.



Name _____

If Your Monster Won't Go To Bed

If my monster won't go to bed, I should....



Name _____

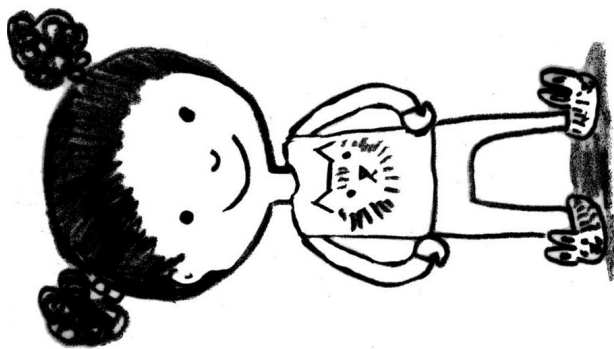
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If Your Monster Won't Go To Bed

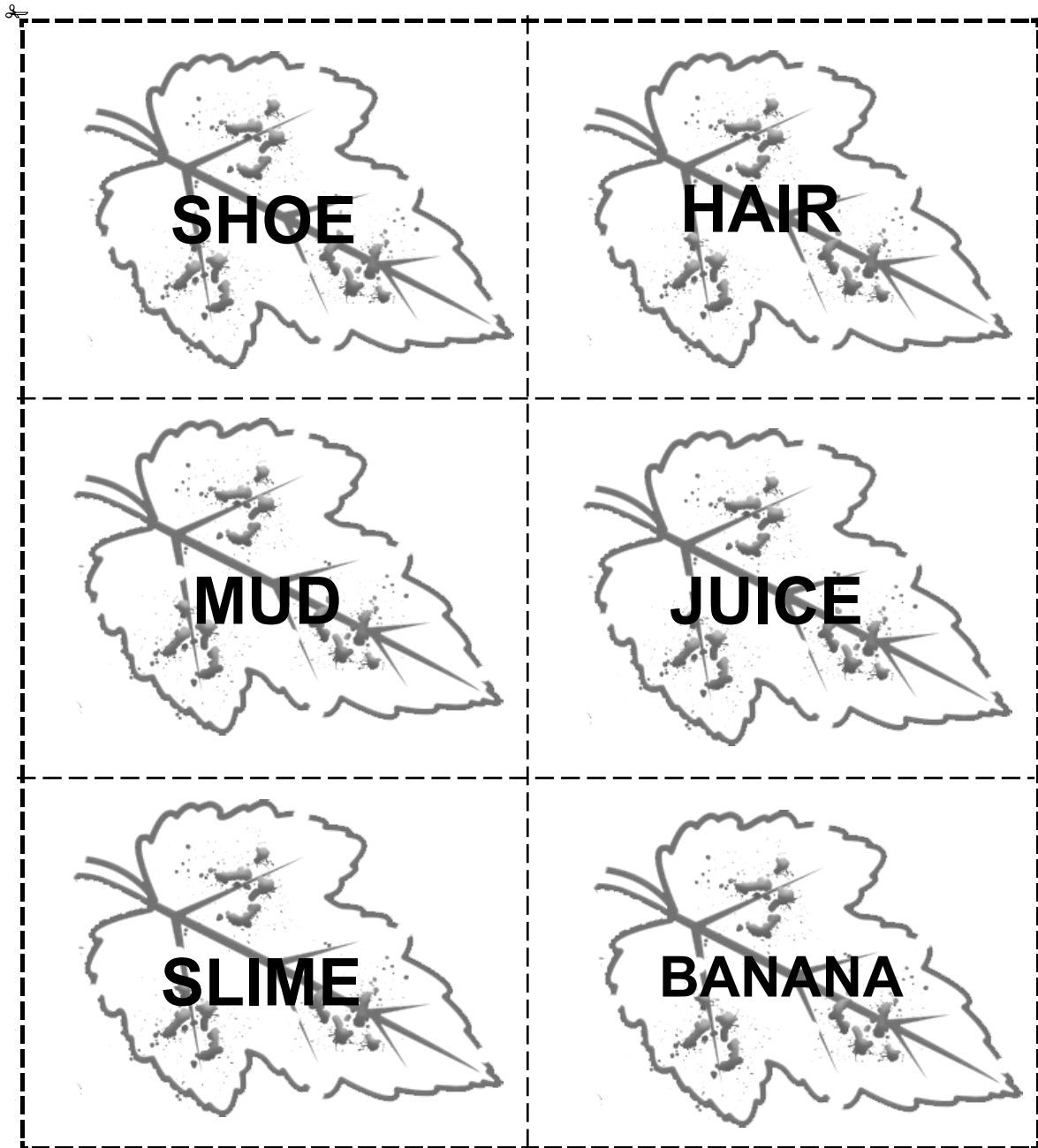
What should you do if your monster won't go to bed?

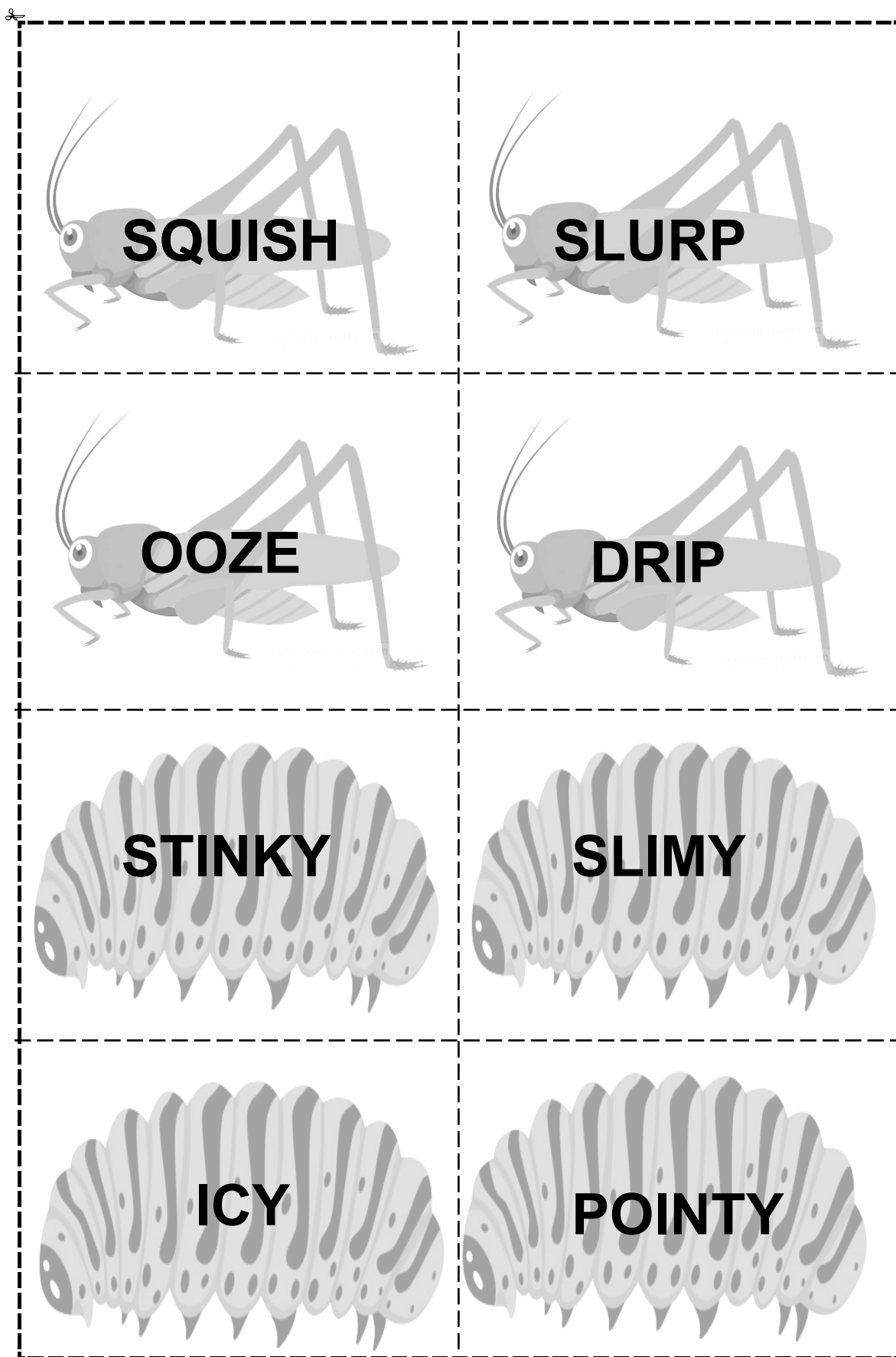


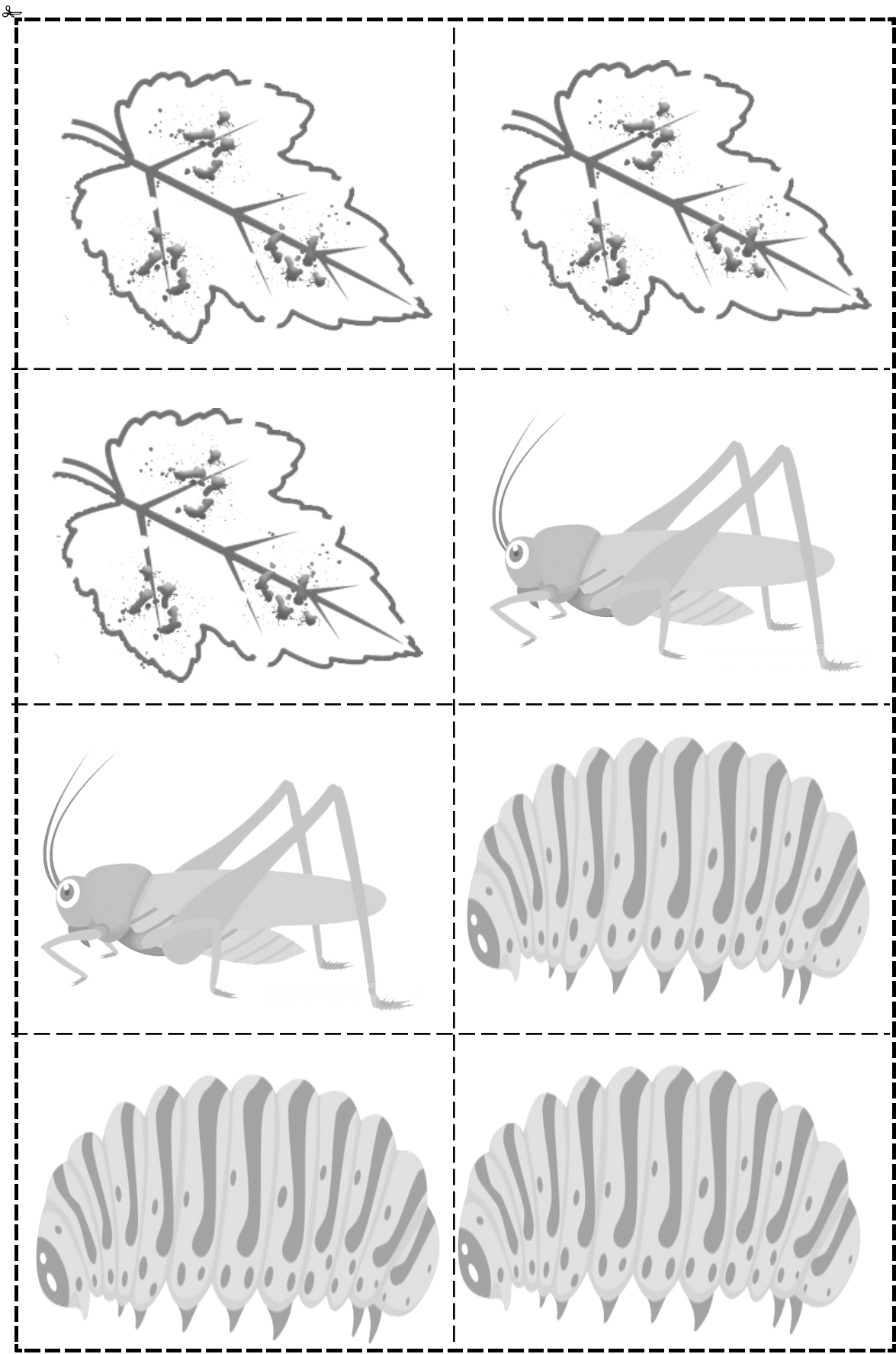
Word Salad

In the book, *If Your Monster Won't Go To Bed*, the author uses hyphens to create vivid and humorous imagery. Can't think of the perfect word to describe your idea? Take a few words, put them together and you've got a flavorful word salad!

Cut out the monster salad ingredients and combine different words to make your own word salad. Be creative and have fun!







Word Salad

In the book, *If Your Monster Won't Go To Bed*, the author uses hyphens to create vivid and humorous imagery. Can't think of the perfect word to describe your idea? Take a few words and a hyphen or two and you've got a flavorful word salad!

Combine different words to make your own word salad. Below is a list of words to get your started. Be creative and have fun!

chunky	sticking	juice
icy	dripping	socks
bristly	electrifying	shoes
stinky	slurping	mud
prickly	clomping	hair
slimy	rolling	music
creepy	rumbling	noodles

Name: _____

What Comes Next?

At the bottom of the page are six steps for putting your monster to bed.
Using the lines below, write the steps in the correct order.

1.

2.

3.

4.

5.

6.

Give your monster an ice bath.

Sing "Shock-a-Bye-Monster"

Pour your monster a glass of bug juice.

Read a scary story.

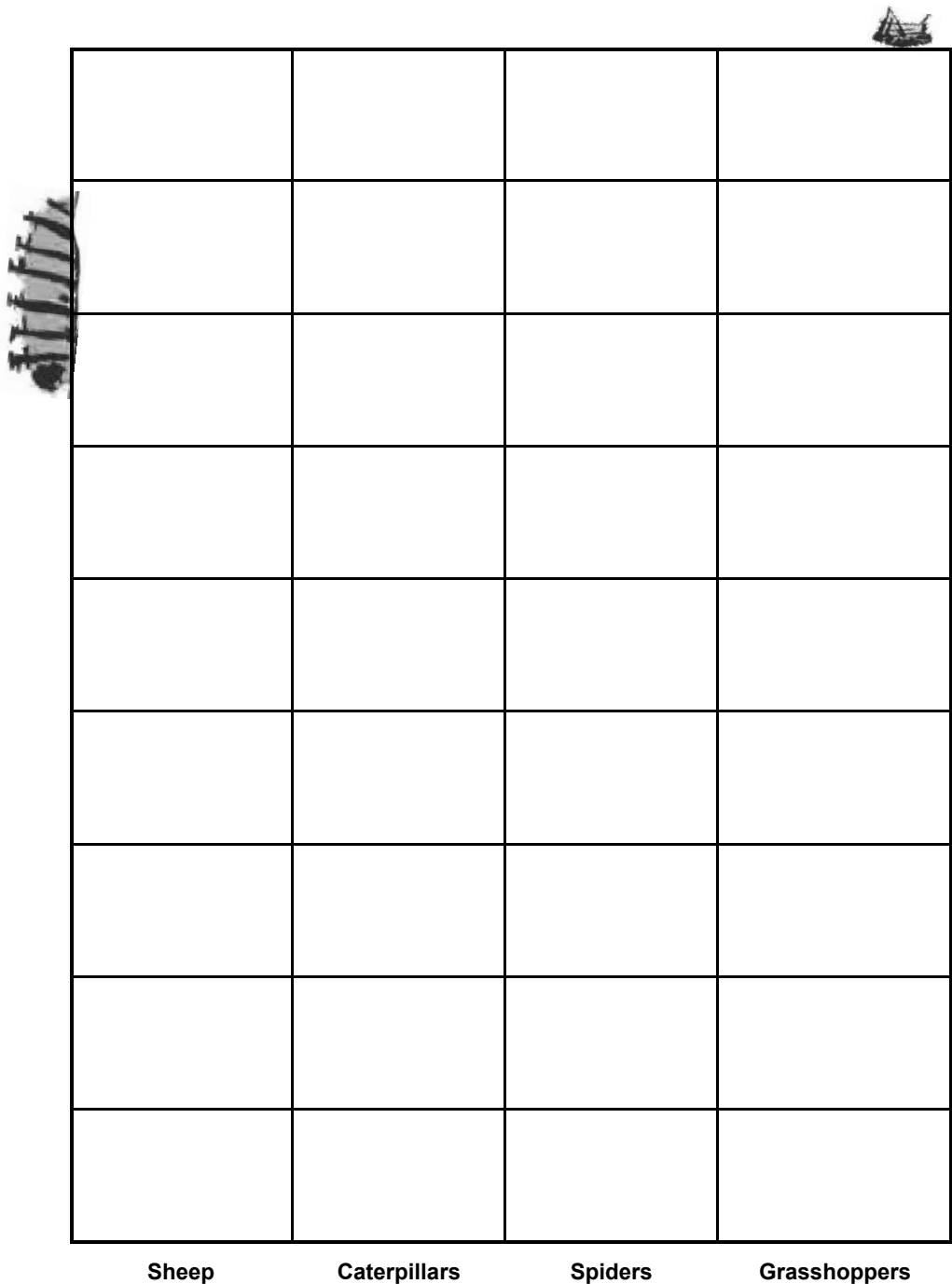
Brush your monster's fangs.

Help your monster find his favorite toy.

Name: _____

Counting Sheep Graph

Just because your monster shouldn't count sheep doesn't mean you can't. Count the sheep and bugs in the story. Color in the number of squares on the graph.



Name: _____

Comparing Length

Look at the pictures and answer the questions. Underline or circle the correct answer.

Which is longer, your monster or your bed?



Which is shorter, you or your monster?



Which is longer, your monster's toothpaste or tooth brush?



Which is wider, your monster's mouth or his sheep sandwich?



Which is taller, your glass or your bug straw?



Which is wider, the elephant or a book?

