

Hungry Monster

Features of the text:

- direct picture support
- punctuation: direct speech, question mark, exclamation mark, comma, full stop, apostrophe for contractions
- words in italics for emphasis

Before Reading

- Ask the children what they know about monsters and their habits.
- Discuss the different types of monsters children have read about.
- Introduce the text: ***Hungry Monster***.
- Display the front cover and read the title together.
- Have the children look at the title page. Does it give them clues about the story?

Making Meaning: drawing on background knowledge; prompting discussion; drawing conclusions; highlighting humour; interpreting clues from the cover/title/title page

Reading the Text

- Ask the children to read the text quietly.
- Give them something specific to focus on. For example, *Read the book to find out what the monster had for breakfast.*
- If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.

Children may draw upon all four practices during the reading of the text. Help individual children as necessary.

After Reading

- *How did the author make this story a fantasy?* Explain the meaning of the word "fantasy" if required.
- Look at pages 6 and 7. *Which words did the illustrations help you read?*
- Look at page 14. *Why was the monster not feeling well?*
- List the words that are used instead of *said*. Ask the children, *How does each word change the way the text is read? Where else in the text could other words be used for said? How would these changes affect the reading?*
- Find the words in the text that have an apostrophe. *Which two words does each represent?*

Analyzing the Text: recognizing the author's role in creating a text; recognizing the illustrator's role in creating a text

Making Meaning: drawing conclusions

Cracking the Code: emphasis; punctuation