SESSION 3

SHARED READING:
A MONSTER WROTE ME A LETTER

Written by Nick Bland

Text Type: Fiction: Narrative—Humorous story

Summary: This is a humorous story about a mix-up that results in a visit between a boy and a monster.

Text Features

• point of view identified
• word in capital letters for emphasis

Visual Literacy

• illustrations

Teaching Tip: The teaching plans for each Shared Reading text have been divided into multiple sessions focusing on three separate readings of the text to develop students’ fluency and deeper understanding of the content and author’s message. These sessions are numbered sequentially but you may choose to revisit each text at various times over the course of the unit. Select ideas from the “Further Readings” section (e.g., Comprehension and/or Working with Words) based on the needs of your students. Rereadings can occur with a whole-class group or in small groups. If you have students who need more support, consider a small-group session using the small versions of the texts to provide more individualized assistance.

FIRST READING

Time: approximately 30 minutes
Materials:
• A Monster Wrote Me a Letter (Big Book)
• class version of Somebody, Wanted, But, So, Then Chart (from Session 2)
• class version of the KWHLAQ Chart (from Session 1)
Grouping: whole class and partners

Reading Strategy Focus | Oral Language Activities | Critical Thinking
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Comprehension: • Analyzing • Predicting • Evaluating | • whole-group discussion • Turn and Talk • Think-Pair-Share | • compare and contrast ideas

Modelling or Guided Practice Opportunities:
• analyzing story elements using the Somebody, Wanted, But, So, Then Chart

Assessment Opportunities:
• participation in and contributions to partner and whole-group discussions
BEFORE READING

Activate and Build Background Knowledge

- Explain that the class will be reading a funny story called *A Monster Wrote Me a Letter* by Nick Bland. Show the students the cover of the book and ask them if they think this story could be true. Compare the book to *My Rows and Piles of Coins* and ask students if they think the stories will be similar or different.

Do you think this story could really happen? (Give students a chance to respond). *Both this book and My Rows and Piles of Coins are examples of narrative fiction. How do you think they might be different? How do you think they might be the same?*

Set a Purpose for Reading

- Ask students to read the story with you and look for the specific story features. Review the Somebody, Wanted, But, So, Then Chart to reinforce the important features in organizing a story.

We used the Somebody, Wanted, But, So, Then Chart to identify the important story features in My Rows and Piles of Coins. Let’s read this new story together and look for the important story features.

DURING READING

- As you read the text together, pause on each page to examine the illustrations and discuss what is happening in the story. Alternate between asking students to discuss as a whole group and having them *Turn and Talk* with partners. Provide prompts for discussion.

Predicting

- Read the back cover together. Discuss the questions as presented.

Analyzing/synthesizing

- Read page 4 together and look at the picture on page 5. Provide time for students to study the picture and think about what they know about the story so far. Have partners discuss what they see and discuss what they know about the story so far (characters, setting, plot).

Inferring

- Read pages 6 and 7 together and ask:
  - What does the boy think about the monster? Why?

Predicting

- Read pages 8–11 together and ask:
  - What do you think he will write in his letter to the monster?

Analyzing

- Read pages 8–11 together and ask:
  - What is the mistake or problem?

Inferring

- How does the monster feel about meeting the boy?

Predicting

- What do you think is going to happen when they meet?

Analyzing

- What are you noticing about the illustrations?

Synthesizing

- Read pages 12–15 together and have the students discuss what the boy is doing to prepare for the monster’s visit.
- Read pages 16 and 17 together and discuss what the monster is doing to prepare for his visit to the boy’s house. Then ask:
  - What is surprising about the characters and their actions so far?
  - Describe how each character is feeling?
  - What do you think will happen when they meet?

- Read pages 18–21 together and discuss further what the boy is doing to prepare for the monster’s visit.

- Read pages 22 and 23 together and discuss how the boy felt when he met the monster.

- Read pages 24–29 together and ask students to discuss what the monster and the boy are doing together. Ask:
  - How did the boy treat the monster?
  - How did the monster react?
  - What happened to the boy’s little sister?

- Read to the end of the story together and ask:
  - How was the problem resolved?
  - Why do you think the boy and his little sister were sleeping together in the living room?
  - Do you think the illustrations made the story more interesting or appealing? Why or why not?

AFTER READING

**Revisit the Purpose for Reading**

- Review the story elements or features using the Somebody, Wanted, But, So, Then Chart and ask students to help you complete each section.

<table>
<thead>
<tr>
<th>Somebody</th>
<th>Wanted</th>
<th>But</th>
<th>So</th>
<th>Then</th>
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<tbody>
<tr>
<td>Who is the main character?</td>
<td>What did the main character want?</td>
<td>What is the problem?</td>
<td>How did the main character try to solve the problem?</td>
<td>What was the resolution or outcome? How did the story end?</td>
</tr>
<tr>
<td>A monster, a boy, and his little sister</td>
<td>The monster wanted to visit his cousin Fred who lived in the boy’s house.</td>
<td>The boy got the letter and thought the monster was going to visit him.</td>
<td>The boy wrote back and invited the monster to visit.</td>
<td>The boy and the monster had fun together. The monster stayed and lived with his cousin under the boy’s bed.</td>
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- Use the Think-Pair-Share strategy to have students discuss how the story was organized. Compare the organization of this story to organization found in My Rows and Piles of Coins.

**Let’s compare this story, A Monster Wrote Me a Letter, with the text, My Rows and Piles of Coins. How are they similar? How are they different? Which one did you like the best? Why?**
Link to the Framing Question

- Hold a whole-group discussion to help students link the information learned so far to the framing question. Use the following prompts to guide the discussion:
  - What did we learn about story features from this text?
  - Why are interesting characters important?
  - How does the plot help make a great story?
  - Why are an interesting problem and satisfying solution important to a great story?

- Add sticky notes to the class KWHLAQ Chart to record new understandings, possible actions, and new questions.

SESSION 4

SHARED READING:
A MONSTER WROTE ME A LETTER

SECOND READING

Time: approximately 30 minutes

Materials:
- A Monster Wrote Me a Letter (Big Book)
- enlarged Character Map (see page 55)
- A Monster Wrote Me a Letter BLMs (see pages 56–59) One per student.
- class version of the KWHLAQ Chart (from Session 1)

Grouping: whole class, small groups, partners or individuals

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<th>Reading Strategy Focus</th>
<th>Oral Language Activities</th>
<th>Critical Thinking</th>
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<tr>
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<tr>
<td>• Analyzing</td>
<td>• Sharing Circle</td>
<td>• compare and contrast information</td>
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<tr>
<td>• Predicting</td>
<td>• whole-group discussion</td>
<td>• examine alternate points of view</td>
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<tr>
<td>• Inferring</td>
<td>• Small-Group Discussions</td>
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Modelling or Guided Practice Opportunities:
- modelling the Character Map

Assessment Opportunities:
- contributions to whole-group and small-group discussions
- ability to analyze characters in small groups