

The  
Early Years Count  
**Literacy**  
Connection



**There's a Monster  
in Your Book**

Written by Tom Fletcher  
Illustrated by Greg Abbott

*Preschool edition*

### Overview of Book

A monster is chomping through the book! How will you be able to get rid of him? The book is full of ideas. But will they work?

Genre: Picture

### Vocabulary

Books are a rich source of words new to children. Here are some words from *There's a Monster in Your Book* to introduce in your classroom:

shake      tilt      spinning  
wiggle           dizzy

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

### Connecting with the HighScope Curriculum

COR Advantage 1.5

Language, Literacy and Communication Item M  
(*Listening and comprehension*), Item Q  
(*Book enjoyment and knowledge*)

Creative Arts Item AA  
(*Movement*)

### Reading Tips

This interactive story can be read over and over. While reading this silly book, take note and acknowledge the graphic elements. If the text is all caps or bold explain, "These letters are written in a special way- the book wants us to read them loud!" Together, follow the "instructions" to try and get rid of that Monster! Encourage the children to "help" get the Monster through the text. "Keep calling him..." And finally have the group "help" put the Monster to bed.

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

### Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

At **Large Group Time**, play fast music for the children to create “dances”. Encourage the use of terms *tilt*, *shake*, *spin*, *wiggle* and *dizzy*.

While at **Outside Time**, draw a long, squiggly line with chalk. Have children walk the line. Then, have the children *spin* to get *dizzy*. After, encourage them to try to follow the line again. Ask open-ended questions like, “What was the difference after you got dizzy?” or, “What was that like?”

### Around the Room

Highlight the book’s content and build on the children’s excitement in a variety of locations.

Add other interactive storybooks to your **Book Area**. Examples include “Press Here” by Herve Tullet, “Can You Make A Scary Face?” by Jan Thomas and “I Got The Rhythm” by Connie Schofield-Morrison.

Make a pile of blank “books” for the **Writing Area**. Encourage children to write and illustrate a story to share with the class.

### Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one “right” answer.

Here are some questions you might ask for *There's a Monster in Your Book*:

How do you think the Monster got in the book in the first place?

Can you think of another way to get rid of the Monster that was not in the book?

If you were friends with the Monster, what would you like to do?

*For more information on how to use books and stories with children to enhance your curriculum, contact*  
***The Family Connection:***

website—  
[www.famconn.org](http://www.famconn.org)

Facebook—  
@famconnsjc

phone—  
574-237-9740

### @ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *There's a Monster in Your Book* with their child. Here's a sample message you can send:

Enjoy this book with your child with repeated read alouds as your child delights in shaking, wiggling and tilting the book to try and get that Monster out of the book! Read the parts in all-caps and in bold LOUD! Hold on to your child as you “tilt to the left, tilt to the right” at that part. Ask questions like, “How did that Monster get in the book?” or, “How else can we try?” At the end when the Monster is fast asleep, talk with your child about their favorite part of the book. Ask, “What would it be like to have the Monster for a friend?”