

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

Key Stage 2

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.

Overall aims of this teaching sequence

- To empathise with a character and explore possible reasons for his actions and consider decisions he might make
- To explore narrative plot, settings, characters and draw inferences to aid understanding
- To write texts based on fictional experiences
- To write recounts from a character's point of view
- To write in a chosen form for a selected audience

This teaching sequence is designed for a Year 3,4,5 or 6 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 emotional response to strong themes in narrative fiction. The narrative is thought-provoking and characters and settings are beautifully illustrated. This text offers readers a good stimulus for writing in a range of non-fiction and narrative forms.

National Curriculum 2014 Links

Reading: (Word reading / Comprehension)

- Read and discuss a wide range of fiction
- Read books that are structured in different ways
- Identify and discuss themes and conventions
- Discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use

Writing: (Transcription / Composition)

- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form
- Note and develop initial ideas, drawing on reading
- Draft and write by selecting appropriate grammar and vocabulary
- In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action
- Use a range of devices to build cohesion within and across paragraphs

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<p>language</p> <ul style="list-style-type: none"> Participate in discussions about books, building on their own and others' ideas and challenging views Explain and discuss their understanding of what they have read. 	<ul style="list-style-type: none"> Evaluate and edit by proposing changes to vocabulary, grammar and punctuation Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear
<p>Spoken Language:</p> <ul style="list-style-type: none"> Maintain attention and participate actively in collaborative conversations, responding to comments Ask relevant questions to extend their understanding and build vocabulary and knowledge Listen and respond appropriately to adults and peers Articulate and justify answers and opinions Use spoken language to develop understanding through speculating, imagining and exploring ideas Participate in discussions, presentations, performances and debates Consider and evaluate different viewpoints, attending to the contributions of others Select and use appropriate registers for effective communication Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama 	
<p>Cross Curricular Links</p> <p>Art and design</p> <p>KS2 subject content: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay); about great artists, architects and designers in history.</p> <p>Geography</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;</p> <p>Design Technology:</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making; in this case a physical or ebook for younger children.</p> <p>Computing:</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	
<p>Teaching Approaches</p> <ul style="list-style-type: none"> Reading Responding to illustration Role on the wall 	<p>Writing Outcomes</p> <ul style="list-style-type: none"> Character descriptions Poetry Rewriting parts of the narrative from

<ul style="list-style-type: none"> ▪ Book talk ▪ Story mapping ▪ Drama and role-play ▪ Writing in role ▪ Shared writing 	<ul style="list-style-type: none"> different viewpoints ▪ Recounts (diary entries) ▪ Writing in role (choice of form and audience) ▪ Non-fiction reports for weather, news, travel guide ▪ Narrative for a younger audience
<p>Links to other texts and resources.</p> <ul style="list-style-type: none"> ▪ Flanimals by Ricky Gervais ▪ Other quest or journey stories; traditional such as Odysseus by Hugh Lupton or Fly Eagle, Fly by Christopher Gregorowski and Niki Daly , modern journeys such as The Journey by Nicola Davies, Way Home by Libby Hawthorn, Red Sled by Lita Judge 	

Teaching Sessions:

Sessions 1-2: Book talk, shared writing

- Introducing the character from ‘Bedtime for Monsters’
 - Who is he? What is he like? What does he do? Eat? Where does he live?
 - 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.
 - Also 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?
 - Use music to add to the immersion and feel of the character: e.g. I Put a Spell on You http://www.youtube.com/watch?v=a1AE_bCoPSI
- Organise the children into groups, each with a copy of the image to discuss and undertake Role on the wall: What does he look like on the outside? BUT who is he inside? – discuss contradicting elements / the difference between appearance and how they actually are. You may wish to provide them with a range of words to support this, asking them to select the most appropriate and give reasons why. For example: frightening, tense, dangerous, threatening, peaceful, sinister.
- Ask groups to feedback their responses to the picture. Make a note of interesting ideas around an enlarged image. Remind the children of the words they chose to initially describe the character. Take children's ideas and model how to enhance the word or phrase by selecting more precise vocabulary

or figurative language. Ask children to select phrases from their group work and edit them, sharpening the image by using carefully chosen vocabulary and linking it to the mood.

- Select ideas and discuss language choices. You may wish to provide simple models for the children to use for example post modification of nouns with an adverb and adjective: thick green fur, silently threatening or simile or metaphor: claws like razors. This might be linked to grammatical work.
- Looking at an example from 'Flanimals' by Ricky Gervais, write a similar paragraph to describe the monster for someone else.
- Draw your own monster and describe it in the same way. Publish these in a monster factfile to display in class.

Sessions 3-4 Exploring setting

- Think more about the monster from the previous session. Where does he live? In a real place or a fantasy setting? What is his world like?
- Talk about the geographical features of his world, linked to language explored in Geography. Are there hills, mountains, rivers, towns, cities, zoos, theme parks? Draw a map of the 'world' labelling key features.
- What is the weather like here? What happens in this place? This could link to using USB Dictaphones or flip cameras to produce a weather or news report for this area. Write this up to show features of the genre.

Session 4: Further exploration of setting

- Using the maps created in the previous session, write either a visitor leaflet or travel brochure or a playscript for a tourism advertisement about this place.
- What features will you want to promote to encourage visitors or tourists? What are the best language choices to enhance these? What can you do there? Think about how to enhance descriptions through choices of adjectives, adverbs and descriptive language.
- What would you not want to tell them about this place? Why?

Session 5-6: Authorial technique: Exploring Viewpoint

- Display an image from the text on an IWB – for example the monster walking up the mountain.
- Ask them to talk about what they can see, the questions which occur to them and how it makes them feel. With one of the group as scribe, ask children to work together and record their thoughts.
- Ask groups to feedback their responses to the picture. Make a note of interesting ideas around an enlarged image. Remind the children of the words they chose to initially describe the mood evoked by the image. The class poem will evoke this mood. Take children's ideas and model how to enhance the word or phrase by selecting more precise vocabulary or figurative language. Ask children to select phrases from their group work and edit them, sharpening the image by using carefully chosen vocabulary and linking it to the mood.
- Select ideas and discuss language choices. You may wish to provide simple models for the children to use for example post modification of nouns with an adverb and adjective; dark clouds gradually gathering, alliteration; snow swirling silently, metaphor: a great mountain of glass or personification:

Trees peer down. This might be linked to grammatical work.

- Through shared writing, use ideas to create a class poem. For example:

An unassailable mountain

Jagged and unforgiving

Clouds loom overhead

A monster climbing

Determined

Where is he headed?

- Encourage pairs to create their own poems to accompany the image. Support writers to edit their ideas, focusing on making changes to vocabulary to enhance effects and clarify meaning.
- Provide children with opportunities to proof-read their work for spelling and punctuation errors.
- You may want children to publish their poems electronically, adding the images and using special effects to enhance the mood and nature of the poem using a program such as PhotoStory 3.
- Think about what is happening at this point in the story. Why is he here? Where is he going? For what reason? Think about how you would recall this event as the narrator, the monster, the birds, a news reporter. Role play being different people telling the story behind the picture from different viewpoints and explore the idea of first, second and third person.
- Write in role as one of the people in the illustration as a diary entry or write a news report to explain the events to someone else.

Session 7: Reading, shared writing

- Take images from the story to display as a gallery walk. Consider how the story develops through the images. What do you think the monster's story is?
- Consider: what do we think we know about the monster now? Make a list using the flipchart or IWB.
- Now consider: what do we want to know? Discuss the kind of questions that the class would like to find the answers to. These might include questions like *Where is the monster going? What does he want? How long does the journey take?* Ask children to work with a partner and think of some questions to ask the monster.
- Discuss the questions and ensure children understand and can compose open questions. Ask them to identify their most powerful question then select one child to work in role as the monster, with members of the class asking their questions. The child who is the monster should stay in role while talking. Encourage more than one child to act in role as the monster and make a note of interesting and thoughtful responses.
- Organise the class into small groups and give each group an illustration to focus on. Compose a piece of writing to tell the story behind the picture.

Session 8: Reading, shared writing, writing in role

- Look again at the list made in the previous session of what we know about the monster and review some of the speculations about why he is on a journey developed through the hot seating activity.
- Provide the children with suitable writing materials which the monster might find in his cave to keep a diary for example, an old, faded newspaper, torn pages from a notebook.
- Through modelled and shared writing, write diary entries as the monster on the night before he left his cave, talking about the journey he is about to embark on. Focus on inclusion of interesting details, personal thoughts, reactions and emotions and an appropriate tone and style for audience. Model how to use language gathered in the hot seating activity and to write using an increasing control over punctuation, sentence structure and grammar linked to the audience and purpose.
- Support children to proof-read diary entries and make changes where appropriate. Support them to check their work and work with response partners to edit and improve work against success criteria.

Session 9: Story mapping, shared writing

- Read the whole text; how does it differ from the story you saw in the pictures?
- Using the pictures and what you now know about the story, re-write the story from the monster's point of view. How will it differ from the text in the book?
- Write for 1 minute, 5 minutes, 15 minutes reading out loud at each point to a response partner. Think about how to develop your composition at each stopping point. What are you doing well? How could you further develop your writing?

Sessions 10-12: Shared writing

- Think back to the other monsters created in the first sessions. Introduce the task to write an alternative adventure quest story for another character. This will be in the form of a paper book, ebook or comic strip for younger children.
- Think about the elements of the original story; what made it effective?
- 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. How do these places look, feel? Add descriptive words and phrases.
- Map out their journey using a story map. Insert key words and phrases to connect parts of the story and describe settings.
- Through modelled and shared writing, draft the alternative text. You may choose to do this over a series of sessions, giving children time to work independently on sections of their story, following shared writing and returning to writing regularly to proof-read and make changes.
- During the writing process, support small groups and individuals. Bring the class together at regular intervals to support with editing and proof-reading.

Sessions 13-14: Shared writing

- Show the children how to make a simple paper book or how to use an ebook or comic book app.
- Encourage children to revisit writing to make simple revisions as appropriate, suggested by editing partners or teacher marking.
- Spend time publishing the book; on creating engaging illustrations and an effective narrative. Think about techniques to add description and to keep the reader engaged.
- Look at what good presentation involves in a finished piece of work. Talk about handwriting or publishing fonts and encourage the use of editing partners and spell checks to check spelling and punctuation.

Session 15: Developing Response

- Take the book to a KS1 class, read the book to them and gather responses to the text you created.
- Self-evaluate after the audience response. What worked well? Would you change anything?
- You could also explore book trailers and use ICT to create a trailer for your book. This one, by picture book author /illustrator Chris Judge could provide a good model that would be easy to replicate using Windows MovieMaker: http://www.youtube.com/watch?v=wNVp_Y1lrLY

This is a Power of Pictures teaching sequence. The Power of Pictures is a whole school development project run by the Centre for Literacy in Primary Education and funded by the Arts Council. The project offers participants the opportunity to work alongside a highly regarded author/illustrator to explore the creative processes involved in the making of a picture book. It combines an introduction to high quality picture books for teachers and children with an approach to teaching the English curriculum that is creative, engaging and develops an appreciation of art and picture books as a vital part of children's reading repertoire, no matter what their age. Find out more about Power of Pictures on the CLPE website www.clpe.org.uk