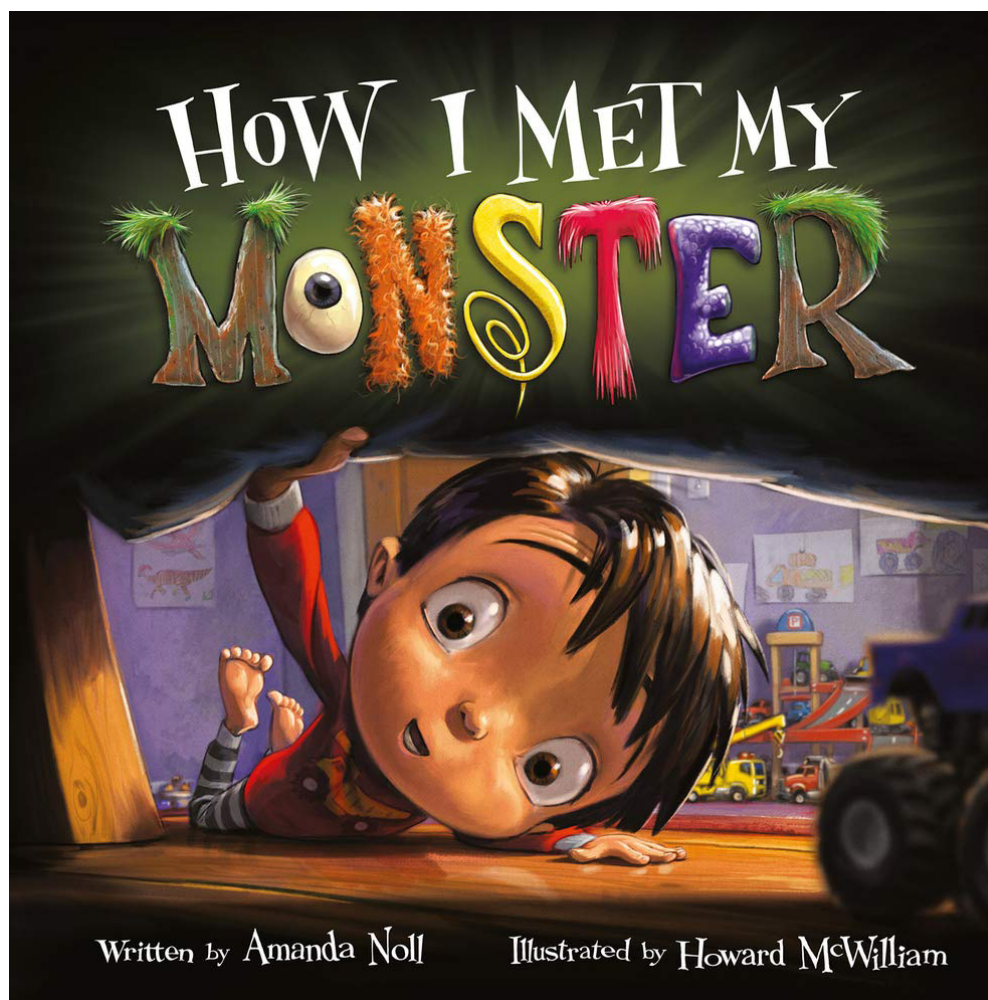


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

# A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: K - 2<sup>ND</sup>



## HOW I MET MY MONSTER

WRITTEN BY AMANDA NOLL

ILLUSTRATED BY HOWARD McWILLIAM

Watch  
**Nancy Cartwright**  
read this story at  
[storylineonline.net](http://storylineonline.net)



# ABOUT THIS STORY

## SYNOPSIS

One night, when Ethan reaches under his bed for a toy truck, he finds this note instead: “Monsters! Meet here for final test.” Ethan is sure his parents are trying to trick him into staying under the covers, until he sees five colorful sets of eyes blinking at him from beneath the bed. Soon, a colorful parade of quirky, squeaky little monsters compete to become Ethan’s monster. But only the little green monster, Gabe, has the perfect blend of stomach-rumbling and snorting needed to get Ethan into bed and keep him there so he falls asleep—which as everyone knows, is the real reason for monsters under beds. With its perfect balance of giggles and shivers, this silly-spooky prequel to the award-winning *I Need My Monster* and *Hey, That’s MY Monster!* will keep young readers entertained.

## THEMES IN THE STORY

Bedtime Routine, Imagination, Friendship

# READING AND WRITING

SUGGESTED GRADE LEVEL: K - 2<sup>ND</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. (*Standards listed below are for 1<sup>st</sup> grade but can be adapted to kindergarten or 2<sup>nd</sup> grade standards.*)

## BEFORE VIEWING

**Standards:** CCSS.SL.1.1

**Objective:** Tap knowledge and build background to prepare for reading the story.

**Procedure:** Build background for students by discussing the following points with students:

- Allow children to share stories about believing in monsters under their beds.
- Explain that the author, Amanda Noll, has written a series of books about monsters living under children's beds. In her books, the job of the monster is to keep children in bed so they get a good night's sleep – not to hurt the child.
- Introduce the book, *How I Met My Monster*. The story is about a little boy named Ethan who finds a group of monsters hiding under his bed. Why do you think the monsters are there?
- Let's listen/read to find out why the monsters are under Ethan's bed and how he meets his monster.

## DURING VIEWING

**Standards:** CCSS.SL.1.2

**Objective:** Students will listen to the story and answer questions.

**Procedure:** Stop the story at various points to ask questions, clarify words and phrases, or pose prompts.

Suggestions:

After Rule Number 3: Why does Mr. Zee say, "You're not the best monster for this child?"

After meeting Gabe: Why does Ethan think Gabe's going to eat his toes?

End of story: Why was Gabe the best monster for Ethan?

Clarify meanings of unfamiliar words or phrases:

What does *stomach rumbling* mean?

What's a *shadow puppet*?

What do you think will happen next?

## AFTER VIEWING – STORY ELEMENT/RETELLING

**Standards:** CCSS.RL.1.2, CCSS.RL.1.5

**Objective:** Students will use a story map to identify story elements and retell the story using key details.

**Materials:**

- Story Map –  Google It! or create your own on chart paper.
- Student copy of Story Map (if appropriate)
- Markers

**Procedure:**

**Step 1:** Discuss story elements: characters, setting, and major events.

**Step 2:** Display chosen story map. Explain each part of your story map. Tell students they are going to use the story map to retell the story.

**Step 3:** Have students use key details to retell the story by asking the following guided questions and recording students' responses on the story map:

- Who are the characters in the story?
- What is the setting?
- What happens in the beginning of the story?
- What is the problem?
- What happens in the middle of the story?
- How is the problem solved?
- What happens at the end of the story?


**Step 4:** Have students retell the story orally using the class generated story map.  
(Whole Class – Partners)

## EXTENSION ACTIVITY

**Standards:** CCSS.RL.1.5, CCSS.RL.1.9

**Objective:** Students will compare and contrast the plot of *How I Met My Monster* with another book in Amanda Noll's monster book series.

**Materials:**

- Story Map as used in the above activity
- Compare/Contrast graphic organizer (  Google It!)

**Procedure:** All of Amanda Noll's monster book series can be found on *Storyline Online: How I Met My Monster, Hey, That's My Monster, and I Need My Monster*. To reinforce identifying story elements, have students work with a partner to read/listen to one of the other monster stories. Provide them with the same story map used in the above activity to complete together. The two completed story maps can then be used to compare and contrast the plot of the two stories using the Compare/Contrast graphic organizer.

## READING RESPONSE

**Standards:** CCSS.RL.1.1

**Objective:** Students will answer the prompt using at least two details from text to support the response.

**Reading Prompt:** Why was Gabe the right monster for Ethan?

**Procedure:** Have students work with a partner to discuss the question.

Provide students with a sentence starter: *Gabe was the right monster for Ethan because.....*  
Instruct students to complete the sentence using details from the story.

## WRITING

**Standards:** CCSS.W.1.3 Narrative Writing

**Objective:** Students will use a chart to write at least three sentences describing their ideal monster.

**Materials:**

- 3 column chart (chart paper or student-sized) labeled:  
My monster is...      My monster has....      My monster can ...
- Writing paper and tools

**Procedure:**

**Step 1:** Remind students that Gabe was just the right monster for Ethan. Discuss why.

**Step 2:** Ask students to think about what monster would be right for them.

**Step 3:** Complete the chart with students or provide them with a chart to complete on their own.

**Step 4:** Use the chart to write sentences about their ideal monster. Illustrate.


# ACROSS THE CURRICULUM ACTIVITIES

## STEM – EDIBLE SLIME

### OBJECTIVE —


Students use measurement, chemistry, and the scientific method.

### MATERIALS —

- Scientific Method Observation Sheet ( Google It!)
- Camera (optional)
- Edible Slime ingredients:
  - Box of lime gelatin mix (6oz) or  $\frac{3}{4}$  cup of lime jello mix
  - 1 cup corn starch
  - Water
  - Mixing bowl
  - Tablespoon
- Optional ingredients: pudding mix, baking soda, juice, milk, soda

### PROCEDURE —

- Step 1:** Before beginning the experiment, build background and tap knowledge. Most kids are familiar with gelatin and its wiggly, jiggly texture. If possible, have a small bowl of gelatin to peak interest and allow students to observe its texture. Tell students you are going to perform an experiment to see what will happen to the texture of the gelatin by adding another ingredient to the gelatin mix and water.
- Step 2:** Pose the question (write on Observation Sheet): What will happen if corn starch is added to gelatin and water? Discuss.
- Step 3:** Record predictions (hypothesis) on Observation Sheet.
- Step 4:** **Experiment:** Complete the recipe.
- Combine gelatin mix and corn starch in mixing bowl.
  - Gradually add water. Begin by adding 2 tablespoons to the jello mixture and stir until a paste begins to form. Continue to add water little by little until the slime clumps together instead of sticking to the bowl.
  - Finish mixing by hand.
- Step 5:** Discuss the findings:
- Have students discuss the “feel” of the slime: Is it more like a putty? Is it stretchy?
  - Check the hypothesis. Record the answer to the question.
  - Option: Take a picture of slime.
- Step 6:** Extend the science by swapping out ingredients. (Choose from questions below or have students offer suggestions). Remember to change only one variable in the experiment. With each new recipe, have students hypothesize what will happen and record observations on the Observation Sheet. Make sure to snap a picture of the slime after mixing each slime recipe. Suggested options:
- What would happen if you used baking soda instead of corn starch?
  - What would happen if you used pudding mix instead of gelatin mix?
  - What would happen if you used another liquid (juice, milk, soda) instead of water?
- Step 7:** Discuss and conclude the experiment. Record.
- Which ingredients made the best slime? What is the “must use” ingredient in a slime recipe? Why?

For more information on the science behind slime,  **GOOGLE** *slime science*.

## SOCIAL STUDIES

### FRIENDSHIP: MAKING AND KEEPING FRIENDS —

Students identify traits of a good friend, and come up with some rules for making and keeping friends.

### OBJECTIVE —

Students use measurement, chemistry, and the scientific method.

### MATERIALS —

- White board or chart paper
- Worksheet: *A Good Friend Is .....*
- Poster: *Rules for Making and Keeping Friends*
- **Teacher Prep:**
  - Create worksheet by drawing the outline of a figure to cover a sheet of paper.
  - Label it: *A Good Friend Is.....*
  - Copy the worksheet to chart paper or white board.
  - Prepare a large sheet of chart paper or poster board labeled: *Rules for Making and Keeping Friends*

### PROCEDURE —

- Step 1:** Review and discuss *How I Met My Monster*: Ethan met his monster by discovering the characteristics, or traits, that made Gabe his ideal monster. What made him the best monster for Ethan?
- Step 2:** Recall the 5 rules the teacher-monster had for teaching his monsters to find the right child:
1. Maintain the element of surprise.
  2. Never block the bed.
  3. Get the child into bed.
  4. Keep the child in bed until they fall asleep.
  5. People food makes monsters grow.
- Step 3:** Tell students that they will be making rules for finding and keeping friends.
- Step 4:** Briefly explain and discuss character traits.
- Step 5:** Ask students to think about their friends. *What do they like about friends? What makes them a good friend?*
- Step 6:** Divide students into groups. Distribute a copy of the worksheet to each group. Have students brainstorm what they need and want in a friend. Record answers on the worksheet.
- Step 7:** Bring the groups together and make a class list from student responses. (Put a check mark next to answers that are similar.)
- Step 8:** Have the students work as a group, using their responses as a basis to create *Rules for Making and Keeping Friends*. Record on poster and display.

## ART — MAKING A MONSTER

### OBJECTIVE —

Students use their imagination and a variety of activities to make their monster.

### MATERIALS —

- Various arts and craft materials: styrofoam balls, pom-poms, pipe cleaners, styrofoam paper cups, buttons, feathers, construction paper, googly eyes, etc.
- Glue
- Markers or crayons

### PROCEDURE —

Instruct students to use their imagination to make their very own monster from the available materials.

**Extend It:** Write a few sentences explaining what makes this monster the best monster for them.

## ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy®-nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at [storylineonline.net](http://storylineonline.net).

## ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit [sagaftra.foundation](http://sagaftra.foundation).

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