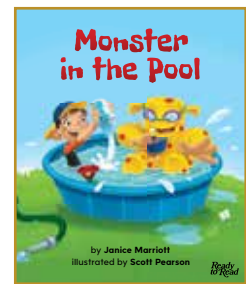


Monster in the Pool

by Janice Marriott
illustrated by Scott Pearson

This text is levelled at Yellow 1.



Overview

When Monster plays in the paddling pool at Jack's house, they both have a great time – but they (and the reader) are in for several humorous surprises! Students will have met Monster before in the shared book *Monster's Lunch* and the guided book *Monster's Vest* (Red 1).

Monster in the Pool supports students to develop a self-extending reading processing system, requiring them to “search for and use interrelated sources of information” and use a “range of word-solving strategies and comprehension strategies to make or confirm meaning” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at readytoread.tki.org.nz

Cross-curriculum links

Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people.

Related texts

Texts about Monster: *Monster's Lunch* (shared); *Monster's Vest* (Red 1)

Texts about water play: *Bubbles*, *Will They Float?* (shared); *The Water Slide* (Magenta); *At the Pool* (Red 2); *Swimming Lessons* (Yellow 1, 2016)

Text characteristics

The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes below.

The familiar setting of home and the familiar context of having a friend home to play

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions and inferences (for example, to predict what Monster might be getting out of his bag on page 3, and to infer that the towel on the title page belongs to Monster)

Illustrations that support and extend the meaning but may not exactly match the words

Several lines of text on most pages and some sentences that run over more than one line but do not split phrases, supporting phrased reading



Some visual language features, such as movement lines on page 3 and enlarged print and “surprise” lines on page 5

Dialogue between easily identified speakers

A range of punctuation, including speech marks, commas, and exclamation marks, to support phrasing and meaning

To support word recognition:

- many high-frequency words (for example, “am”, “and”, “are”, “big”, “get”, “got”, “he”, “his”, “in”, “into”, “on”, “played”, “put”, “said”, “the”, “too”, “went”, “will” “you”)
- interest words, in particular, words associated with water play (“dry”, “goggles”, “pool”, “Splash”, “swim”, “togs”, “water”, “wet”) that are likely to be in a reader's oral vocabulary and are strongly supported by the context, the sentence structure, and the illustrations
- several words with shared rimes (“dry”, “my”; “fill”, “will”; “get”, “wet”; “got”, “not”; “he”, “we”; “pool”, “school”).

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what happens when Monster and Jack play in the pool.

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and information in the story in order to make predictions and inferences
- identify (summarise) the main events in the story
- make meaning by drawing on more than one source of information, for example, using sentence structure and context to supplement information gained from partial decoding attempts
- notice some errors in their reading and take action to self-correct.

Introducing the story

- Use your knowledge of your students to ensure that the introduction to the story activates their prior knowledge and supports them for a successful first reading. This story uses vocabulary and language structures (for example, “after”, “Don’t worry”, “for”, “got”, “get”, “he”, “Here is”, “hose”, “Monster”, “Oh, no”, “put on”, “We can”, “ready”, “school”, “took off”, “vest”, “water”, “wet”) that students are likely to be familiar with from previous reading and writing.
- Several days before introducing *Monster in the Pool*, reread the shared book *Monster’s Lunch* and put *Monster’s Vest* (Red 1) into the browsing box of your Yellow group to ensure the students are familiar with the character of Monster (and his vest).

For English language learners, you could use *The Water Slide* (Magenta), photos, or magazine pictures to introduce some of the topic-specific vocabulary. Encourage them to use this vocabulary by talking about the illustrations on the cover, the title page, and page 2 of *Monster in the Pool*. If possible, have a towel, togs, and goggles on hand. Try to provide the words in the students’ first language as well as in English.

- The students will notice from the cover illustration that this is another book about Monster. Tell them that the boy is called Jack. (Note that Jack also appears but is not named in the shared book *Monster’s Lunch*.) Read the title. *What do you think this story is going to be about?*
- Discuss the context and setting and encourage the students to share their own experiences of paddling pools and hoses. If the concept of a paddling pool is unfamiliar, show and discuss photos.
- As part of the ongoing discussion, draw out (or feed in) new vocabulary and language structures that you think may need support.
- On the title page, expect the students to infer that the towel belongs to Monster. *How do you know?*
- Encourage the students to use the illustrations on pages 2 and 3 to clarify their ideas about the story. Expect them to predict that it’s after school and Monster is going to Jack’s house. Use the page 3 illustration of Jack wearing his togs to support the idea of getting ready. *I wonder what Monster is looking for in his backpack ...* (Some students may make a connection with the illustrations on the cover and title page.)
- Share the purpose for reading.
- Browse through the illustrations on pages 4–7 together, prompting the students to make predictions and inferences about what is happening. Save page 8 for students to enjoy when they read the book themselves.
- Continue to rephrase their responses or use prompts to support language structures and vocabulary. For example:
 - on page 4, to support “ready”, you could say: *Jack has put his togs on. What does Monster need to do to get ready?*
 - to support “Don’t worry”, draw the students’ attention to Monster’s worried face on page 5 and Jack’s smiling face on page 6. *Is Jack worried? What will he say? What will he do?*
 - on page 7, include the phrase “very, very wet” as you comment on the illustration.

Monitoring the reading

- Observe closely as the students read the story quietly to themselves. Note their ability to use print information (in particular, initial letters, blends, and inflected endings) and to read the high-frequency words and groups of words together in phrases. Look for any instances of self-monitoring, cross-checking, and self-correction. Provide support to individual students as necessary. For example:
 - on page 2, if a student stops at the end of line 1 (having assumed that the sentence is finished), tell them to read to the full stop. To support “after school”, remind them of the introductory discussion
 - on page 3, if a student needs support for “ready”, you could ask: *Why did Jack put on his togs? He’s getting r...*
- If a student makes an error without noticing a problem, wait until the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it. Use the appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
“Here is my house,” said Jack.	“ He said/is ... my house,” said Jack.	<i>Well done, you noticed that word was “is”. But does “He is my house” make sense? Read it again.</i>
“I am ready, too,” said Monster.	“I am ready for a swim, ” said Monster.	<i>This makes sense but does it match the words? Try that again.</i>
Jack got into the pool.	Jack went into the pool.	<i>Is that word “went”? Have another look.</i>

- Other prompts you can use to encourage monitoring include: *Are you sure?; Think about what would make sense; Read the sentence again; Look at the beginning of the word; If the word was ..., what would you expect to see at the beginning/end?; Were you right?; Think about what would sound right and look right.*
- Remember to base your prompts on what you know about the students’ prior knowledge. For example, asking an English language learner if a word or sentence sounds right may not be useful if they are not familiar enough with English phonemes, vocabulary, or syntax to know the answer. In this case, an explanation and further examples would be more effective.

- Reinforce the students’ attempts to problem-solve, whether they are successful or not, for example: *You read “look”, and then you fixed it and read “took”.*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct) see *Effective Literacy Practice in Years 1 to 4*, page 130.

Discussing the story after the first reading

- Enjoy the students’ responses to the page 8 illustration. If necessary, clarify that Monster has shaken himself like a dog.
- Remind the students of the reading purpose and ask them to think, pair, and share the parts of the story they enjoyed the most and why.
- Prompt the students to think critically. Choose one or two questions from those suggested below:
 - What were some problems in the story? How did the problems get fixed?*
 - What are some things that Monster did? That Jack did? How were they the same? How were they different?*
 - What would it be like to have Monster as a friend? Why would Monster like having Jack as a friend?*
- Have the students reread the story, stopping to discuss points of interest. You can revisit the story over several lessons, exploring such features as:
 - the first sentence of the story (which runs onto the next line) and the need to read on to the full stop
 - the use of speech marks to indicate dialogue and the attributions to clarify who the speaker is
 - the humorous details in the illustrations
 - what the illustrations suggest about how the characters are feeling
 - the words and punctuation that help the story sound exciting (for example, “Splash!”, “Oh, no!”, and “very, very wet”)
 - the contraction “Don’t” and what it is short for
 - the words with shared rimes.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring the students' needs during the lesson so that they provide purposeful practice and reinforcement. Where possible, make links to other reading texts, including texts generated from language experience and shared writing, and to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas.

Select from and adapt these suggestions, according to the needs of your students.

- Ask the students to reread the story to a partner. Listen in, noting their ability to use punctuation to support phrasing and expression. You may also use this time to take a quick running record with a student to provide more information on something you have noticed.
- The students can build their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for students to reread this story and other stories with similar themes (see Related texts).
- To support summarising, provide photocopies of the illustrations from the story and have the students work in pairs to put the pictures in sequence. (To encourage students to think critically, you could include the illustrations from the cover and title page.) Have the students choose two illustrations each to write a sentence about. Alternatively, they could choose one illustration and then draw and write about what happened next. Some students may choose to write about what happened after page 8.
- Have the students reread the story, using the illustrations to focus on how the characters are feeling. Have them choose an illustration and create speech bubbles or thought bubbles for the characters.
- Have the students fold a piece of paper into two sections. In one section, have them draw and write about how they get ready to go swimming, and in the other section, what Monster does to get ready.
- Explore the words with “ed” endings. Write “play” and “played” on the whiteboard. *What do you notice about the ending of “played”?* Write the word “look”. *Show me how you can make “look” into “looked”.* *Can you make “fill” into “filled”?* Support the students to identify the root word in “laughed”. Create a table to record the word patterns. Have the students choose two words from the table to use in sentences.

play	played
look	looked
laugh	laughed
fill	filled

- Write “fill” and “will” (from page 6) on the whiteboard. Identify the “ill” rime. Have the students use magnetic letters to create other “ill” words (“bill”, “hill”, “pill”). You can revisit this activity using other examples of words from the story that have shared rimes.
- Have word games available that reinforce automatic recognition of high-frequency words or that involve sorting or matching (for example, sorting words by common characteristics, such as initial letters or rimes, or matching words ending in “ed” with their associated root words).