



# A Little Green Monster



Written by Jeanne Willis

Illustrated by Richard Watson

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A little green monster comes along,  
bright flowers in his hair.  
A little green monster comes along.  
What will he do there?





He is growling.  
Growl! Growl! Growl!  
He is howling.  
Howl! Howl! Howl!







He is crashing.  
Crash! Crash! Crash!  
He is thrashing.  
Thrash! Thrash! Thrash!





A little green monster comes along.  
He's jumping on a chair.





A little green monster comes along.  
What will he do there?





He is jumping.  
Jump! Jump! Jump!  
He is thumping.  
Thump! Thump! Thump!



A little green monster comes along.  
He's marching up the stairs.





A little green monster comes along.  
What will he do there?





He is floating.  
Float! Float! Float!  
He is boating.  
Boat! Boat! Boat!





A little green monster comes along.  
He sniffs and sniffs the air.



A little green monster comes along.  
What will he do there?





He is munching.  
Munch! Munch! Munch!





He is crunching.  
Crunch! Crunch! Crunch!





A little green monster comes along.  
Slurp! Slurp! Slurp!  
“What will you do now?” I said.  
And he said, “BURP!”

# Before and during reading

## 1 Say the sounds

ee	igh	oa	oo (book)	
ar	ur	ow	air	er

## 2 Blend the sounds

b <u>ri</u> g <u>ht</u>	th <u>u</u> mp	g <u>re</u> en
l <u>ai</u> r	sl <u>u</u> rp	st <u>ai</u> rs
cr <u>u</u> n <u>ch</u>	fl <u>o</u> w/ <u>er</u> s	mon/ <u>st</u> er
h <u>ow</u> / <u>ing</u>	loo <u>k</u> / <u>ing</u>	fl <u>oa</u> t/ <u>ing</u>
mar <u>ch</u> / <u>ing</u>	g <u>row</u> / <u>ing</u>	

## 3 Read the tricky words

l <u>itt</u> le	co <u>me</u> s	sa <u>id</u>
th <u>er</u> e	wh <u>at</u>	do

Point out the tricky bit of the word (i.e. the 'ere' in 'there' sounds /air/) and then blend the rest.

## Story comprehension

Ask the children to read the title and the text on the back cover. Talk about the kinds of things a monster might do in a story. As they read through the book, see if any of their ideas happen.

## Vocabulary check

Do the children know what is meant by a 'lair'? What kind of creature might have a 'lair'? Look at page 5 and talk about what 'thrashing' means. Turn back to page 3. What does 'growling' mean? Can the children make a growling sound? What about 'howling'?

## Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately
- On page 2, ensure the children understand that the story also has another character apart from the monster. Who is he? After they have read the text about the monster at the bottom of each page, remind the children to look for how the boy is reacting in each picture.

*Blending more than one syllable? Do one syllable at a time, e.g. mon/ster.*





# After reading

## Story comprehension

- Can the children recall all the mischief the monster gets up to in the story?
- Do they think the boy likes having the monster in his house? Ask them to look back at the story to support their ideas. Do they think he changes his mind about the monster by the end?
- Would the children like to have this monster visit them in their house? Ask them to give reasons why or why not.

## Picture detective

Ask the children to find objects in the pictures that contain the:

/oo/ sound (pages 4-5 – hoover)

/ow/ sound (page 12 – towel)



*Remember  
to prompt  
and praise!*

# Follow up

## Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

## Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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A little green monster comes along.  
What will he do next?

## Consolidation

## Tricky Words

said, do,  
come, there,  
little, what

This book links to Unit 12 of  
Phonics Bug Teaching Software



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