

The Big Bad Monster

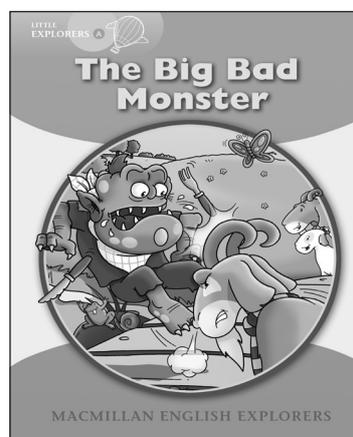


The story

Three billy goats want to cross a bridge over the river to eat some delicious green grass in a field on the other side. A big bad monster lives under the bridge and he tells the goats that they cannot cross his bridge. First, the baby goat tries to cross the bridge. The big bad monster says that he is going to eat him. The baby goat says that he is too small, so the monster lets him cross. Then the mother goat tries to cross the bridge and the big bad monster says he is going to eat her. The mother goat says that she is too small, so the monster lets her cross. But when the father goat tries to cross the bridge, the monster says that he is not too small to eat. The father goat pushes the big bad monster into the river and crosses the bridge. The goats enjoy eating the delicious green grass.

Introduce the book

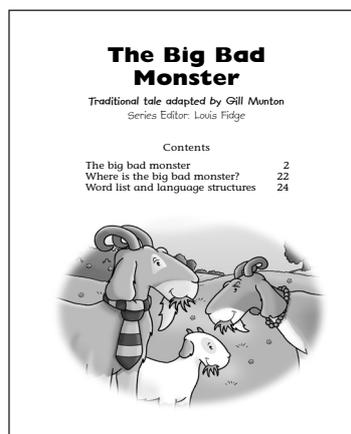
The cover



- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat after you.
- Point to the picture on the cover. Ask *Can you see the monster?* Talk about his appearance. Point to his face and feet and say *He has got a big mouth and sharp teeth. He has got sharp claws on his feet.*

- Ask *What is happening to the big bad monster?* (he is falling into the river) *Who is pushing the big bad monster?* (a goat). Then ask *Can you see two more goats? Can you see the bridge? Can you see the river? Can you see the grass?*
- Ask the children to guess what the book is about. Ask *Do you know the story?* If the children do, encourage them to tell you what they can remember about it.

The contents page



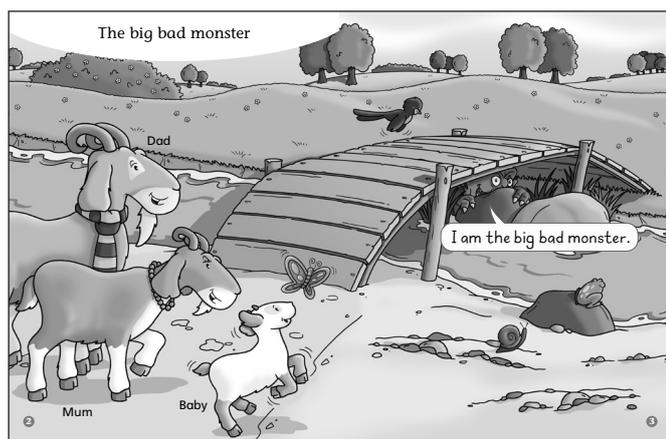
- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you. Point to the name of the author. Make sure the children know what an author is.
- Point to the picture of the goats on the contents page. Ask *What animal is it? What noise do goats make?* Let the children make a noise like a goat. Ask *What do they eat?* (grass).
- Point to the goat's horns, ears and beards. Say each word and encourage the children to repeat after you.



The Big Bad Monster

The story can be played at any time.

Pages 2 and 3



Word list

am, Baby, bad, big, Dad, I, monster, Mum, the

Language structures

the verb *to be*, the position of adjectives

Preparation

Wordcards 2, 5–7, 12, 18, 23, 24, 33 plus punctuation

Materials

Classroom objects: 3 pencils (big, medium, small), 3 books (big, medium, small) and any other objects you wish to use (in groups of 3)

Before reading

- Tell the children to open their books to pages 2 and 3. Open your own book and hold it up to show the class.
- Point to the pictures of the three goats. Ask *What are they?* and teach *goat*. Ask *Who is biggest?* (Dad) *Who is smallest?* (Baby) *Who is in the middle?* (Mum). Point out that in the picture the children can see that Dad is biggest, Mum is in the middle and Baby is smallest.

- Ask *What is Dad wearing?* (a tie) *What is Mum wearing?* (a necklace) *Do the goats look good or bad?* *What is Baby chasing?* (a butterfly).
- Then ask *Can you see the big bad monster?* Teach *bad*. Break one of the classroom rules and frown as you do so to look really bad. Then shake your head and say *bad* in a telling off voice. Ask *Where is the big bad monster hiding?* (under the bridge) *Can the goats see him?* *How do you know?* (they are smiling and looking happy).

During reading

- Read the names on page 2 to the class slowly and clearly. Read them again pointing to each word as you read it. Encourage the children to repeat each word after you. Then read them again together as a class.
- Point to the goat's names in a random order and ask individual children to read out each one as you point to it.
- Ask *Can you see the word Mum?* *Can you see the word Dad?* *Can you see the word Baby?*
- Read the speech bubble on page 3 to the class slowly and clearly. Pretend you are the big bad monster. Use a nasty voice and make an ugly face. Read it again pointing to each word as you read it. Encourage the children to repeat each word after you. Then read the whole sentence again together as a class.
- Ask *Can you see the word big?* *Can you see the word bad?* *Can you see the word monster?*
- Demonstrate what *bad* means. Use a nasty voice and make an ugly face and say *bad*. Make sure the children understand what it means.

After reading

- Write the goats' names on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the names together. Give three children one wordcard each and ask them to match their card with the correct word on the board.
- Write *I am the big bad monster.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together. Give seven children one wordcard each and ask them to match their card with the correct word on the board.
- Ask individual children *Who is the biggest in your family? Who is the smallest in your family? Who is in the middle?* Use the classroom objects you have brought in with you and ask individual children to put them into size order. Encourage them to say *big* for the largest object in the group and *small* for the smallest object in the group.

Extra activity

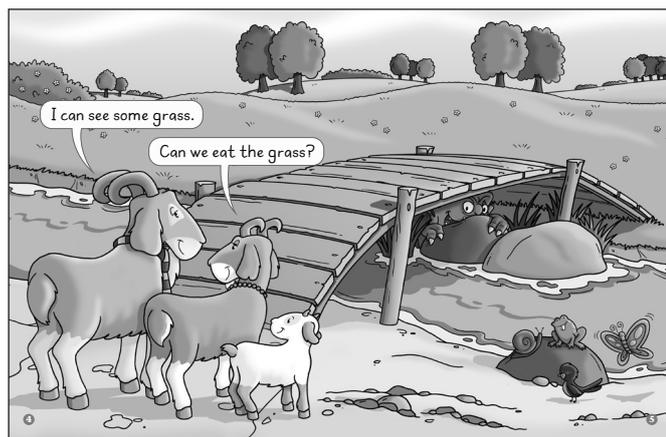
Tell the children to look at the picture on pages 2 and 3. Ask *What animals can you see?* (butterfly, bird, snail, frog). Elicit any other animals that the children know.

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 21 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



Word list

can, eat, grass, I, see, some, the, we

Language structures

can, requests

Preparation

Wordcards 10, 14, 17, 18, 29, 31, 33, 38
plus punctuation

Materials

Comprehension and Vocabulary Workbook
page 22

Before reading

- Tell the children to open their books to pages 4 and 5. Open your own book and hold it up to show the class.
- Tell the children to look at page 4. Ask *Who can you see? What can you see in the middle of the picture? (the bridge).* Write *bridge* on the board saying it as you write it. Then point to the bridge in the picture and say the word as you point. Encourage the children to repeat after you.

- Then ask *Can you see the grass? Where is it? (on the other side of the river).* Elicit from the children that goats eat grass. Write *grass* on the board saying it as you write it. Then point to the grass in the picture and say the word as you point. Encourage the children to repeat after you. Then point to the ground in the picture where the goats are standing and ask *Can you see grass? What do the goats want to do?* Elicit suggestions from the children making sure that they all agree that the goats want to cross the bridge to eat the grass.
- Point to the pictures of the three goats. Ask *Who is biggest? (Dad) Who is smallest? (Baby) Who is in the middle? (Mum).* Point out that in the picture the children can see that Dad is biggest, Mum is in the middle and Baby is smallest.
- Ask *How can the goats cross the river?* Point to the word *bridge* on the board to elicit the answer from the children. Ask *What is the bridge made of? (wood).*
- Then ask *Can you see the big bad monster? Where is he hiding? (under the bridge) Can the goats see him? How do you know? (they are smiling and looking happy) Can the other animals see him? How do you know? (they are looking happy, too).* Then ask *Why is the big bad monster happy?* and elicit ideas from the children.

During reading

- Read the speech bubbles on page 4 to the class slowly and clearly. If you wish, use a different voice for the father and mother goat. Read them again pointing to each word as you read it. Encourage the children to repeat each sentence after you. Then read each one again together as a class.
- Ask *Can you see the word grass? Can you see the word eat? Can you see the word some? Can you see the word can?*
- Invite different children to be each goat and read their part of the story out loud. Encourage them to use a different voice for the father and mother goat.
- Ask *Who says I can see some grass? (Dad) Who says Can we eat the grass? (Mum)*. Point out the speech bubbles and explain that they are pointing at the goats who are speaking. Ask *Who does not speak? (Baby and the big bad monster)*.
- Point to the question mark (?) at the end of Mum's sentence. Tell the children that it is a question mark and elicit from the children why it is there. If necessary, explain that when someone asks a question, we end the sentence with a question mark.
- Point to the full stop at the end of Dad's sentence. Tell the class what it is and elicit from the children why it is there. If necessary, explain that we put a full stop at the end of a sentence to tell us when a sentence is finished and we are starting a new one.
- Point to different words at random and ask the children what they say. Then read the text again, encouraging the children to read with you.

After reading

- Write *I can see some grass.* and *Can we eat the grass?* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentences together.
- Give twelve children one wordcard each and ask them come to the board and match their card with the correct word, one sentence at a time. Encourage them to say the first sound of their word if they can.

Extra activity

Talk about what the characters in the story like to eat. Ask *What do goats eat? What colour is grass? What makes it grow?* Ask the class what other animals eat grass. Then ask *What does the big bad monster eat?*

- Ask *What will happen next?* and elicit ideas from the class. If they need some help, point out that the bridge is made of wood. Ask *Does wood make a sound when you walk on it? Can the monster hear when someone is crossing the bridge? Why?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 22 in the Comprehension and Vocabulary Workbook.

Pages 6 and 7



Word list

and, bridge, can't, eat, grass, is, it, my, no, the, this, you

Language structures

can't, the verb to be, possessive pronoun my

Preparation

Wordcards 4, 8, 11, 14, 17, 20, 21, 25, 26, 33, 34, 40
plus punctuation

Before reading

- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Who can you see?*
- Ask *Can you see the big bad monster? Where is he? (on the bridge) Where was he on page 5? (under the bridge).* If necessary, let the children turn back to page 5 to find the answer.
- Then ask *Is the monster happy or angry? How do you know? (his face is angry) Where are the snail, the butterfly, the frog and the bird? (hiding behind the rock) Why are they hiding? (they are frightened).*

- Ask *What do the goats want to do? Can you remember?* If necessary, let the children turn back to page 4 to find the answer. Then ask *Can they cross the bridge? Why not?* (the monster is stopping them).
- Point to Baby and ask *Is Baby happy? Is Baby worried? Why?* Elicit suggestions from the class. Repeat the questions for Mum. Then point to Dad and ask *Is Dad worried? Is Dad angry? How do you know?* (his face looks angry).

During reading

- Read the speech bubble on page 6 to the class slowly and clearly. If you wish, use a big scary voice.
- Read it again pointing to each word as you read it. Encourage the children to repeat each sentence after you. Then read them again together as a class.
- Ask *Can you see the word grass?* (it appears twice) *Can you see the word eat? Can you see the word bridge?*
- Invite different children to be the monster and read the text out loud. See who can be the scariest monster as they do so!
- Read the first two sentences again and encourage the class to join in with you. Ask *Does the monster want the goats to eat the grass? Who does the grass belong to? (the monster) How do we know? What does he say?* Encourage individual children to read the first two sentences again.
- Then ask *Who does the bridge belong to? (the monster) How do we know?* Encourage the class to read out the last sentence.
- Point out that each sentence begins with a capital letter because it is the beginning of a sentence. If you wish, elicit from the children what the dot at the end of the sentences is called and why it is there.

- Tell the children to look at the text on page 6. Say *Find a word which starts with /g/ (grass)*. Repeat for /b/ (bridge), /m/ (my), /n/ (no).
- Ask *Is the monster kind?* Elicit from the children why they think he won't let the goats eat the grass or cross the bridge.
- Point to different words at random and ask the children what they say. Then read the text again, encouraging the children to read with you.

After reading

- Write the three sentences on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentences together.
- Focus on the first sentence. Give eight children one wordcard each and ask them to come to the board and match their card with the correct word in the first sentence.
- Then ask the eight children to line up facing the class in the correct order. Encourage the rest of the class to read the sentence.
- Repeat the two activities for the remaining sentences.
- Ask *Will the goats cross the bridge? What will the monster do?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

Pages 8 and 9



Word list

a, are, bad, eat, goat, I, will, you

Language structures

the verb *to be*, position of adjectives, *will* for future

Preparation

Wordcards 1, 3, 6, 14, 15, 18, 39, 40, 41 plus punctuation

Before reading

- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Who can you see? Can you see the big bad monster? Where is the big bad monster? (on the bridge) Where is Baby? (on the bridge) Are Mum and Dad happy or worried? Why? Where are the frog, the butterfly the snail and the bird? (hiding under the bridge) Are they happy or worried? Why?*
- Ask *Why is Baby on the bridge?* and elicit suggestions from the children. Then ask *Is the monster hungry? How do you know? (he is rubbing his tummy) What is the monster pointing at? (Baby) What is he going to do?* and elicit suggestions from the children.

During reading

- Read the speech bubble on page 8 to the class slowly and clearly. If you wish, use a big scary voice and sound as though you are telling Baby off.
- Read it again pointing to each word as you read it. Encourage the children to repeat each sentence after you. Then read each one again together as a class.
- Ask *Can you see the word bad? Can you see the word goat? Can you see the word eat?*
- Invite different children to be the monster and read the text out loud. See who can be the scariest monster as they do so!
- Tell the children to look at the text on page 8. Say *Find a word which starts with /b/ (bad). Repeat for /g/ (goat), /j/ (you).*
- Ask *Does the monster want Baby to cross the bridge? Whose bridge is it?* Read the first sentence again and encourage the class to join in with you. Ask *Why is Baby bad? (because he is crossing the monster's bridge).*
- Read the last line together as a class. Ask *What will the monster do to Baby?*
- Point to different words at random and ask the children what they say. Then read the text again, encouraging the children to read with you.

After reading

- Write the two sentences on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentences together.
- Focus on the first sentence. Give six children one wordcard each and ask them to come to the board and match their card with the correct word in the first sentence.
- Then ask the six children to line up facing the class in the correct order. Encourage the rest of the class to read the sentence.
- Repeat the two activities for the second sentence.
- Point out that each sentence begins with a capital letter because it is the beginning of a sentence. If you wish, elicit from the children what the dots at the end of the sentences are called and why they are there.
- Write *bridge* and *bad* on the board. Ask *What sound do they start with? /b/*. Repeat with *grass* and *goat*.
- Ask *Will Baby cross the bridge? What will the monster do?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

Pages 10 and 11



Word list

don't, eat, I'm, me, please, small, too

Language structures

requests, position of adjectives, the verb *to be*

Preparation

Wordcards 13, 14, 19, 22, 28, 30, 36 plus punctuation

Materials

small item of clothing, too small for you and the children

Before reading

- Before looking at the pages, write *too small* on the board. Hold up the item of clothing you have brought in and try and put it on, making it clear that it is too small. Say *too small* as you try to put it on. Give it to one of the children to put on. As they struggle, shake your head and say *too small*. Then point to the words on the board and say *too small*.
- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.

- Tell the children to look at the picture. Ask *Who can you see? Where is the big bad monster? (on the bridge) Where is Baby? (on the bridge) Are you surprised he hasn't run away?*
- Ask *Is the monster happy? Who is he looking at? Who is he walking towards? Why is he happy?* and elicit suggestions from the children. Then ask *Is Baby happy or worried?*
- Ask *Who else is on the bridge? Is she worried or happy? Where are the frog and the snail? (under the bridge) Where are the bird and the butterfly? (in the sky) Are they happy?*

During reading

- Read the speech bubble on page 11 to the class slowly and clearly. If you wish, use a small, scared voice. Read it again pointing to each word as you read it. Encourage the children to repeat each sentence after you. Then read them again together as a class.
- Ask *Can you see the word eat? Can you see the word too? Can you see the word small?*
- Invite different children to be Baby and read the text out loud. See who can sound the most scared.
- Read the first sentence again and encourage the class to join in with you. Ask *Does Baby want the monster to eat him? How do we know? What does he say?* Encourage individual children to read the first sentence. Then ask *How does he try and stop the monster? What does he say?* Encourage individual children to read the last sentence.
- Elicit from the children what they think of Baby. Ask *Is Baby brave or silly? What would you do, stay or run away?*

- Ask the children to look at the text on page 11. Say *Find a word which starts with /p/*. (please). Repeat with /t/ (too), /s/ (small).

After reading

- Write the two sentences on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentences together.
- Focus on the first sentence. Give five children one wordcard each and ask them to come to the board and match their card with the correct word in the first sentence.
- Then ask the five children to line up facing the class in the correct order. Encourage the rest of the class to read the sentence.
- Repeat the two activities for the second sentence.
- Ask *Will the monster eat Baby? What will Baby do? What will Mum do?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 23 in the Comprehension and Vocabulary Workbook.

Pages 12 and 13



Word list

a, are, bad, eat, goat, I, will, you

Language structures

the verb *to be*, position of adjectives, *will* for future

Preparation

Wordcards 1, 3, 6, 14, 15, 18, 39, 40, 41 plus punctuation

Before reading

- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Who can you see? Where is Baby? (on the grass)* Ask the children if they are surprised. Ask *Why didn't the monster eat him?* and elicit suggestions.
- Ask *Who is on the bridge? (Big Bad Monster, Mum and Dad)* *Where are the frog, the snail and the bird? (on the bridge)* *Where is the butterfly? (flying)* *Are they happy or worried?*
- Ask *Why is Mum on the bridge?* and elicit suggestions from the children. Then ask *Is the monster hungry? How do you know? (he is rubbing his tummy)* *What is the monster pointing at?* Ask *What is he going to do?* and elicit suggestions.

During reading

- Read the speech bubble on page 12 to the class slowly and clearly. If you wish, use a big scary voice and sound as though you are telling Mum off. Read it again pointing to each word as you read it. Encourage the children to repeat each sentence after you. Then read the each one again together as a class.
- NB If you have a confident class, you may wish to invite individual children to read the text out loud before this stage.
- Ask *Can you see the word bad? Can you see the word goat? Can you see the word eat?*
- Ask them to find and point to *You are a bad goat* and to *I will eat you*. Tell the children to look back at page 8 to find and point to the same sentences.
- Invite different children to be the monster and read the text out loud. See who can be the scariest monster!
- Ask the children to look at the text on page 12. Then say *Find a word which starts with /b/ (bad)*. Repeat for /g/ (goat), /j/ (you).
- Ask *Does the monster want Mum to cross the bridge? Whose bridge is it?* Read the first sentence again and encourage the class to join in with you. Ask *Why is Mum bad? (because she is crossing the monster's bridge)*.
- Read the last line together as a class. Ask *What is the monster going to do to Mum?*
- Point to different words at random and ask the children what they say. Then read the text again, encouraging the children to read with you.

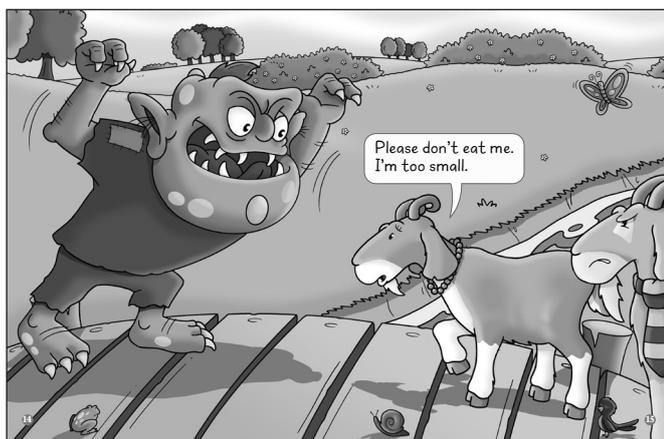
After reading

- Write the two sentences on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentences together.
- Focus on the first sentence. Give six children one wordcard each and ask them to come to the board and match their card with the correct word in the first sentence.
- Then ask the six children to line up facing the class in the correct order. Encourage the rest of the class to read the sentence.
- Repeat the two activities for the second sentence.
- Elicit from the children when capital letters are used in English. If you wish, also elicit from the children what the dots at the end of the sentences are called and why they are there.
- Write *bridge* and *bad* on the board. Ask *What sound do they start with? /b/*. Repeat with *grass* and *goat*.
- Ask *Will Mum cross the bridge? What will the monster do?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

Pages 14 and 15



Word list

don't, eat, I'm, me, please, small, too

Language structures

requests, position of adjectives, the verb to be

Preparation

Wordcards 13, 14, 19, 22, 28, 30, 36 plus punctuation

Before reading

- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Who can you see? Where is the big bad monster? (on the bridge) Where is Mum? (on the bridge) Are you surprised she hasn't run away?*
- Ask *Is the monster happy? Who is he looking at? Who is he walking towards? Ask Why is he happy? and elicit suggestions from the children. Then ask Is Mum happy or worried?*

- Ask *Who else is on the bridge? Is he worried or angry? Where are the frog, the snail and the bird? (on the bridge) Where is the butterfly? (in the sky) Are they all worried?*

During reading

- Read the speech bubble on page 15 to the class slowly and clearly. If you wish, use a small, scared voice. Read it again pointing to each word as you read it. Encourage the children to repeat each sentence after you. Then read each one again together as a class.
- NB If you have a confident class, you may wish to invite individual children to read the text out loud before this stage.
- Ask *Can you see the word eat? Can you see the word too? Can you see the word small?*
- Ask them to find and point to *Please don't eat me* and to *I am too small*. Tell the children to look back at page 11 to find and point to the same sentences.
- Invite different children to be Mum and read the text out loud. See who can sound the most scared.
- Ask the children to look at the text on page 15. Say *Find a word which starts with /p/.* (please). Repeat with /t/ (too), /s/ (small).
- Read the first sentence again and encourage the class to join in with you. Ask *Does Mum want the monster to eat her? How do we know? What does she say?* Encourage individual children to read the first sentence. Then ask *How does she try and stop the monster? What does she say?* Encourage individual children to read the last sentence.
- Elicit from the children what they think of Mum. Ask *Is Mum brave or silly? What would you do, stay or run away?*

After reading

- Write the two sentences on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentences together.
- Focus on the first sentence. Give five children one wordcard each and ask them come to the board and match their card with the correct word in the first sentence.
- Then ask the five children to line up facing the class in the correct order. Encourage the rest of the class to read the sentence.
- Repeat the two activities for the second sentence.
- Ask *Will the monster eat Mum? What will Mum do?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 24 in the Comprehension and Vocabulary Workbook.

Pages 16 and 17



Word list

a, are, bad, big, eat, goat, I, not, small, too, will, you

Language summary

the verb *to be*, position of adjectives, *will* for future

Preparation

Wordcards 1, 3, 6, 7, 14, 15, 18, 27, 30, 36, 39–41
plus punctuation

Before reading

- Before looking at the pages, teach *big*. Write it on the board and make a big circling motion with your hands to illustrate *big*.
- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Who can you see? Where are Baby and Mum?* (on the grass). Ask the children if they are surprised. Ask *Why didn't the monster eat Mum?* and elicit suggestions from the children.

- Ask *Who is on the bridge?* (Big Bad Monster and Dad). Then ask *Is the monster still hungry? How do you know?* (he is holding a knife and fork) *Is he going to let Dad cross the bridge? Why not?*
- Then ask *Is Dad worried or angry?* (angry) *Where are the frog, the snail, the butterfly and the bird?* (on the bridge) *Are they happy or worried? Why?*

During reading

NB If you have a confident class, you may wish to ask the children to find and point to words on page 16 before you read it, e.g. *bad, goat, eat, small*.

- Read the speech bubble on page 16 to the class slowly and clearly. If you wish, use a big, scary voice. Read it again pointing to each word as you read it. Encourage the children to repeat each sentence after you. Then read each one again together as a class.
- Ask *Can you see the word bad? Can you see the word goat? Can you see the word eat? Can you see the word small?*
- Invite different children to be the monster and read the text out loud. See who can be the scariest monster.
- Ask the children to look at the text on page 16. Say *Find a word which starts with /g/* (goat). Repeat with */b/* (big, bad), */s/* (small).
- Invite a child to read the first sentence again. Ask *Why is Dad a bad goat?* (because he is crossing the bridge).
- Then ask *What will the monster do to the goat?* Ask another child to read the second sentence.

- Ask *Why didn't the monster eat Baby and Mum?* If necessary, let the children look back at the story to remind themselves (they were too small). Ask *Is Dad small? Does the monster think he is small?* Ask another child to read the last sentence.
- Point to the capital letters and full stops. Elicit from the children why they are used.

After reading

- Write the three sentences on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentences together.
- Focus on the first sentence. Give seven children one wordcard each and ask them come to the board and match their card with the correct word in the first sentence.
- Then ask the seven children to line up facing the class in the correct order. Encourage the rest of the class to read the sentence.
- Repeat the two activities for the second and third sentences.
- Ask *Which two sentences begin with the same word?*
- Ask *Will the monster eat Dad? What will Dad do?*

Extra activity

Talk about things you need when you eat and drink, e.g. knife, fork, spoon, plate, bowl, cup, etc.

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 25 in the Comprehension and Vocabulary Workbook.

Pages 18 and 19



Word list

a, are, bad, big, monster, splash, you

Language structures

the verb *to be*, position of adjectives

Preparation

Wordcards 1, 3, 6, 7, 23, 32, 41
plus punctuation

Materials

a bowl of water and a large stone, pencil, feather, coin, eraser, ball etc.

Before reading

- Tell the children to open their books to pages 18 and 19. Open your own book and hold it up to show the class.
- Tell the children to look at page 18. Ask *Where are the words?* Pretend to look for the words and then ask *Why aren't there any words?* and elicit suggestions from the children. Try and elicit that we can see what happens from the picture, so we don't need words.

- Ask *Who is angry?* (Dad) *Who is worried?* (the monster) *Why?* (Dad has pushed him over) *How did Dad push the monster?* and try to elicit that he used his horns. Then ask *Is the monster going to eat Dad? Is he holding his knife and fork?* (no, he's dropped them) *Who is happy now?*
- Elicit from the children what they think will happen next. Ask *Where will the monster fall? Where will Dad go?*
- Tell the children to look at page 19. Ask *Where is the monster?* (in the water). Point to the word SPLASH in the water. Say the word as it sounds and point out what has happened to the water.

Extra activities

Demonstrate the word splash by dropping a large stone into a bowl of water and telling the children to listen for the splash. Talk about what happens to the water when the stone hits it and the sound the water makes.

- Ask *Is the monster happy? Is he surprised? What happens when you fall in water?* (you get wet).
- Ask *Where is Dad? Is he surprised? Is he happy? What other animals can you see on the bridge?* (snail, frog, butterfly, bird).

During reading

- Say *Find and point to the word monster.* Ask the children to read it out loud. Elicit from them what sound it starts with (/m/).
- Ask the children to point to, and read, any words they know in the goat's speech bubble.
- Read the text in the speech bubble out loud. Pretend you are the father goat peering over the bridge at the monster in the river below as you do so.

- Read it again pointing to each word as you read it. Encourage the children to repeat the sentence after you. Then read it again together as a class.
- Talk about how the goat might say the words. Ask *Is he scared or happy? Why?* Invite different children to be Dad and read the sentence in the way they think he might say it.
- Ask *Was Dad brave? Was he right to push the monster into the water? Is the monster big and bad?*
- Ask *Where are Baby and Mum? What will Dad do next? What will happen to the monster?*

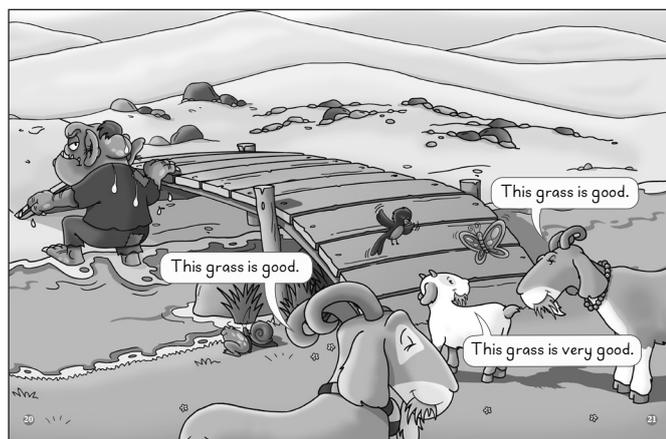
Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

After reading

- Write the sentence on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give seven children one wordcard each in random order and ask them come to the front of the class.
- Ask the seven children to line up facing the class in the wrong order. Encourage the rest of the class to put them into the correct order and then to read the sentence. Rub the sentence off the board.
- Ask the children, in a random order and one at a time, to hold up their word and ask the class to say the word.
- Ask *Which two words start with a /b/?* When you have elicited the words, write *big* and *bad* on the board. Say each individual sound in the words (/b/ /ɪ/ /g/ /b/ /æ/ /d/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the words /bɪg/ /bæd/ encouraging the children to repeat after you.

Pages 20 and 21



Word list

good, grass, is, this, very

Language structures

the verb *to be*, position of adjectives

Preparation

Wordcards 16, 17, 20, 35, 36
plus punctuation

Before reading

- Before looking at the pages, teach *good*. Pretend to eat something, make satisfied noises and say *good*.
- Tell the children to open their books to pages 20 and 21. Open your own book and hold it up to show the class.
- Ask *Where are the goats? (on the grass) What are they doing? (eating the grass) Are they happy? Why? Do they like the grass?*
- Then ask *Where is the monster? Is he happy? Is he angry? Is he wet? How do you know?*

During reading

- Read the three speech bubbles out loud. If you wish, use a different voice for each character. Read the bubbles again pointing to each word as you read it.
- Ask *Can you see the word grass? Can you see the word good? Ask How many can you see?* for each word.
- Read the text again and encourage the children to repeat each word after you. Then read the text again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Elicit from the children which words are the same in the three bubbles and which words are different. Do this by reading one bubble at a time out loud and comparing them. Elicit from the children, or explain, why Baby uses *very* (to add emphasis because he thinks the grass is delicious, more than good).
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

After reading

- Write *This grass is good.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give five children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Then ask the five children to line up facing the class in the correct order. Encourage the rest of the class to read the sentence.

Pages 22 and 23

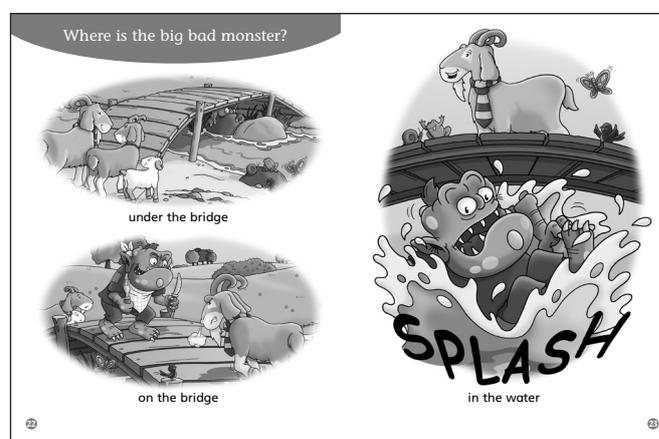
- Give another child a wordcard with *very* on it. Invite the child to come to the front and stand in the correct position to make Baby's sentence. Encourage the rest of the class to help. They can look at page 21 if they need to.
- Write *goat*, *grass* and *good* on the board. Elicit from the children which sound they start with (/g/). Ask the children to point to the goats and the grass in the picture.
- Ask *What will the monster do now? Will he be bad or will he be a nice monster now?*
- Give the children time to read through the whole story again with a partner or to read it quietly by themselves.

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 26 in the Comprehension and Vocabulary Workbook.

Where is the big bad monster?



- Pages 22 and 23 introduce the three prepositions *under*, *on* and *in*.
- Focus on one picture at a time. Have a competition each time to see who can find the picture in the story the quickest (*under* pages 4 and 5, *on* pages 16 and 17, *in* page 19).
- Hold up your book and point to the character that is *under*, *on* or *in* and read the prepositional phrase. Then ask *Who is under/on the bridge? Who is in the water?*
- Follow this up using objects in the classroom, e.g. put your pencil under the table and say *under the table* etc.

After reading

Response to the story

- Ask the children if they liked the story? Why? Why not? Which parts did they like best?

Characters

- Ask what the children thought of the monster. Encourage them to use *big* and *bad*.
- Ask *Which goat did you like best? Why? Do you think the goats were clever?*

Setting

- *Where did the story take place? (in the countryside)*
- *Where did the goats live at the beginning? (on rocks and stones)*
- *Where did they live at the end? (on the grass)*
- *What was in the middle? (a river)*
- *How did they cross the river? (over a bridge)*

Plot

- Encourage the class to re-tell the story simply in their own words.

Moral issues

- Discuss how the story shows that we can overcome our fears by being brave.
- Discuss how some children think they can make people do things by being bullies or scaring them. Discuss what the children can do if they are bullied.

Vocabulary

- Use the **Word recognition record sheet** to check what sight vocabulary the children have learnt.



Follow-up ideas

Food The monster ate goats. The goats ate grass. What sort of food do other animals eat?

Opposites Elicit from the children the pairs of opposites used in the story (good/bad, big/small). Elicit other pairs of opposites the children know, e.g. hot/cold, long/short, light/dark. Encourage the children to collect things from home or in the classroom to illustrate the opposites. Make a display table.

Art Make a big bad monster for the classroom. Make an enlarged photocopy or drawing of the Big Bad Monster. The children can colour him in, dress him with fabric, use spiky paper or foil for his claws and teeth.

Sinking and floating Talk about things that sink and float. Do an experiment with various objects and a bowl of water, e.g. pencil, paper, eraser, stone, feather, a coin etc. and find out if they sink or float. Encourage the children to predict whether they will sink or float before they put them into the water.

Ask the children how many of them can swim. Discuss why it is important to be able to swim.

Drama

Put the children into groups of four, three goats and a monster. Read the story out loud and let each group have a turn at acting it out for the rest of the class. Repeat until all of the children have had a turn.

