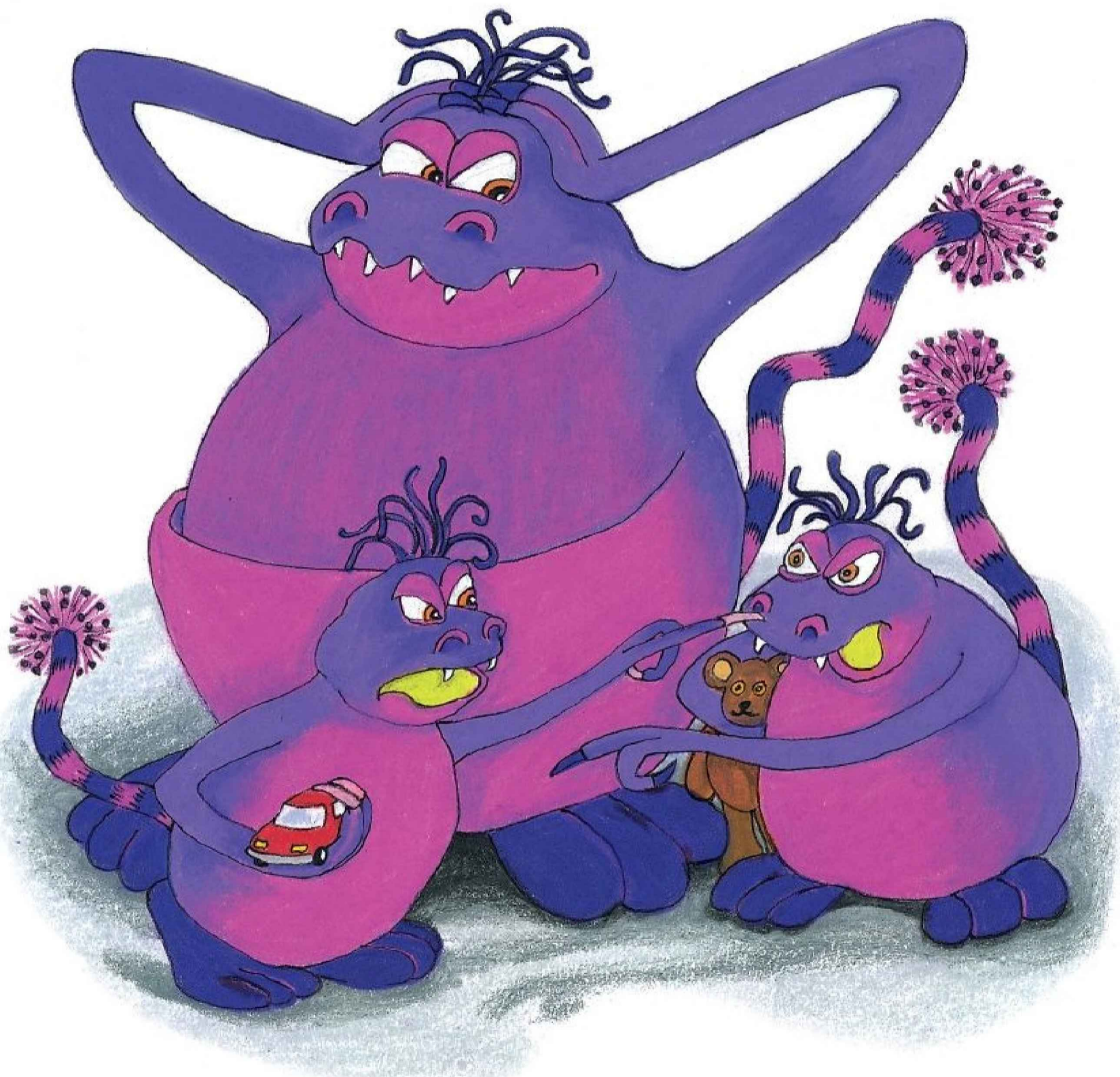


General Fiction

Little Monsters

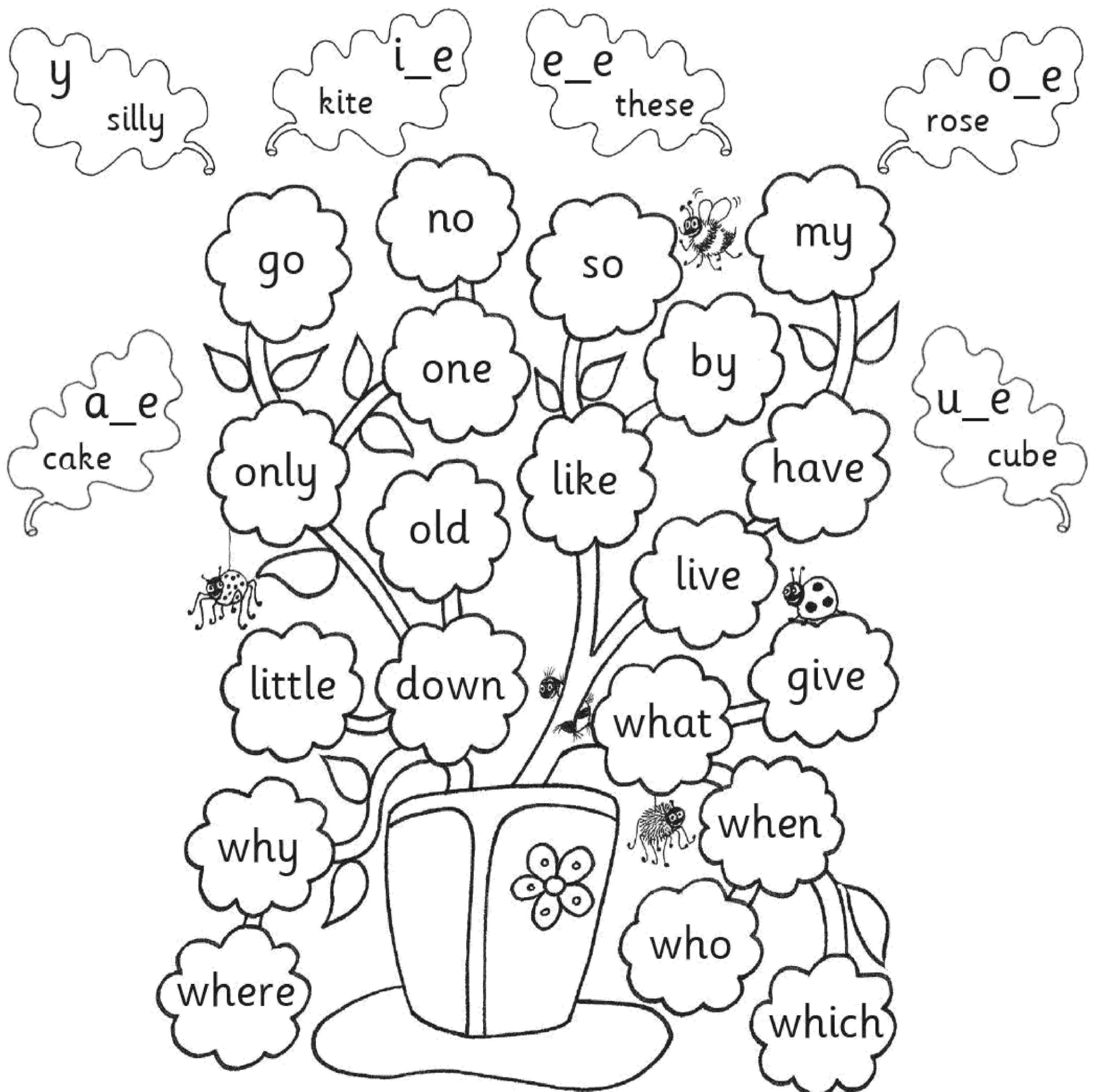


Jolly
Phonics

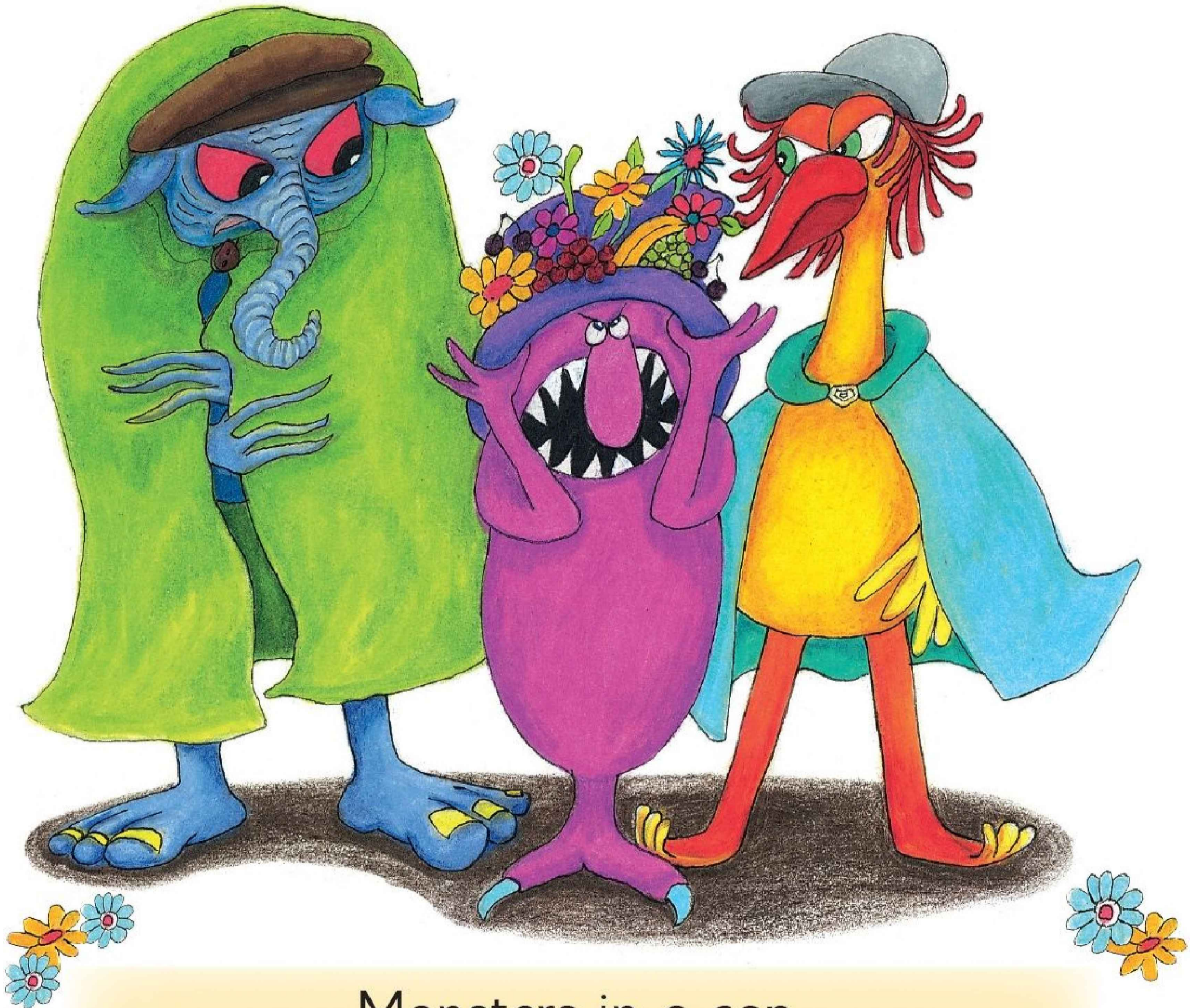
Teachers and parents

Before tackling these Green Level Readers, a child will need to be able to:

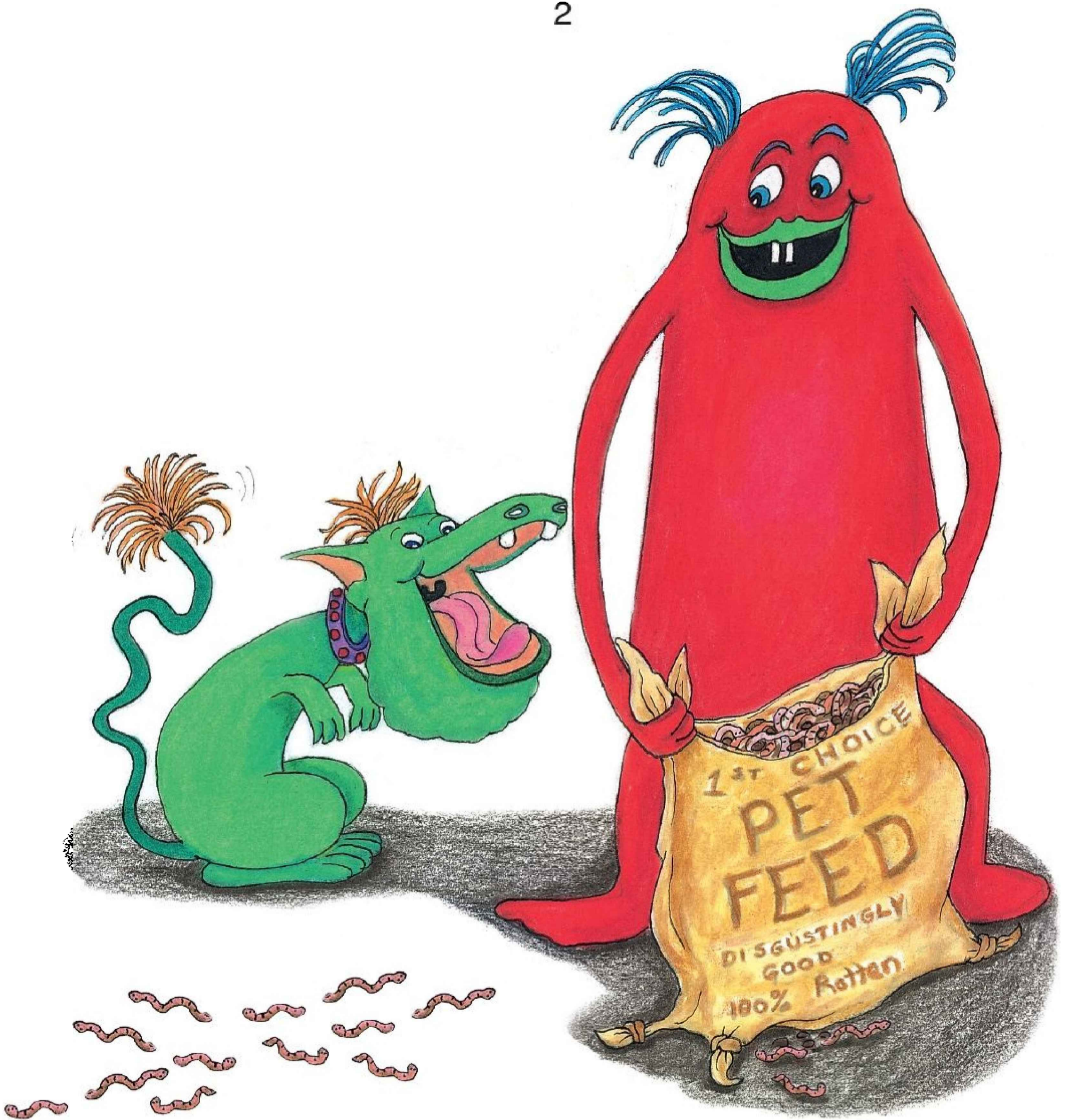
- Recognise the basic 42 letter sounds;
- Recognise the alternative letter-sound spellings in the leaves below, including the 'hop-over <e>' digraphs in words like *take*, *these*, *bike*, *code*, *mule*;
- Read (blend) regular words containing these letter sounds;
- Recognise the twenty tricky words shown in the flowers below;
- Recognise the names of the three main characters, as well as Phonic.



Monster verse



Monsters in a cap.
Monsters in a cape.
Monster in a hat
that the monsters hate.



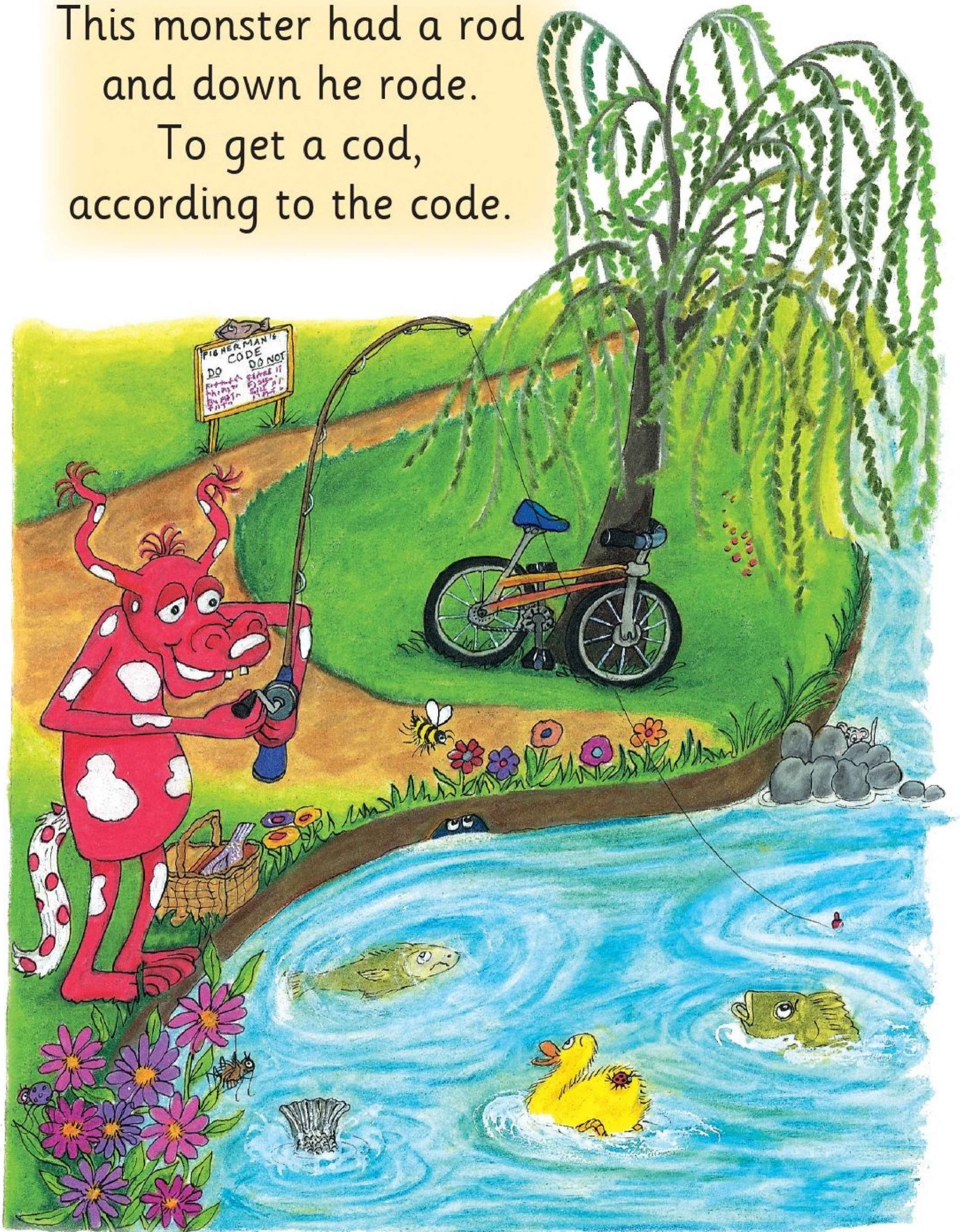
This monster has a pet.
His name is Pete.
He likes to be fed
a sack of feed.

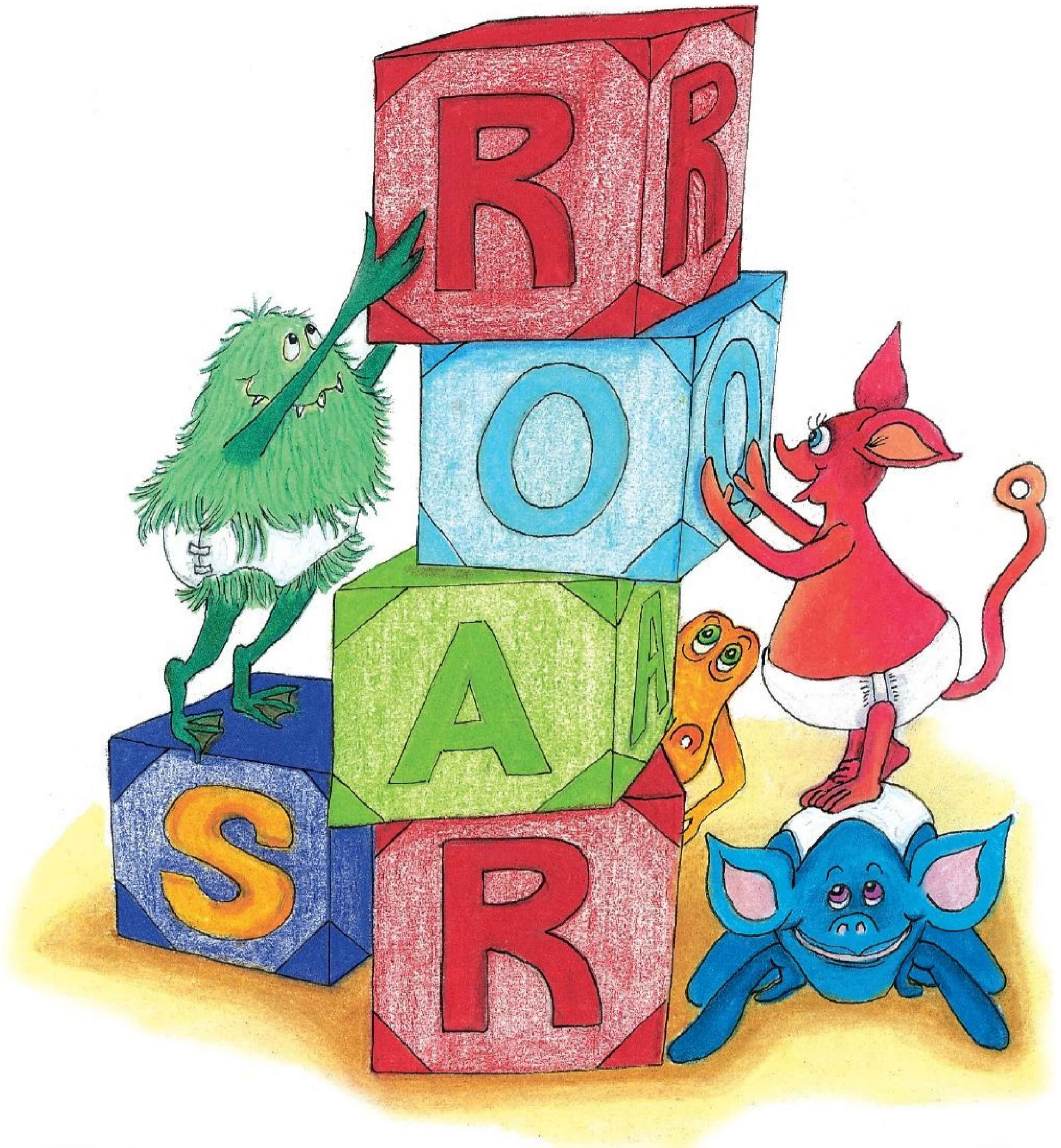
Monsters have a bit
and monsters have a bite.
Monsters make a din
when the monsters dine.



This monster had a rod
and down he rode.

To get a cod,
according to the code.



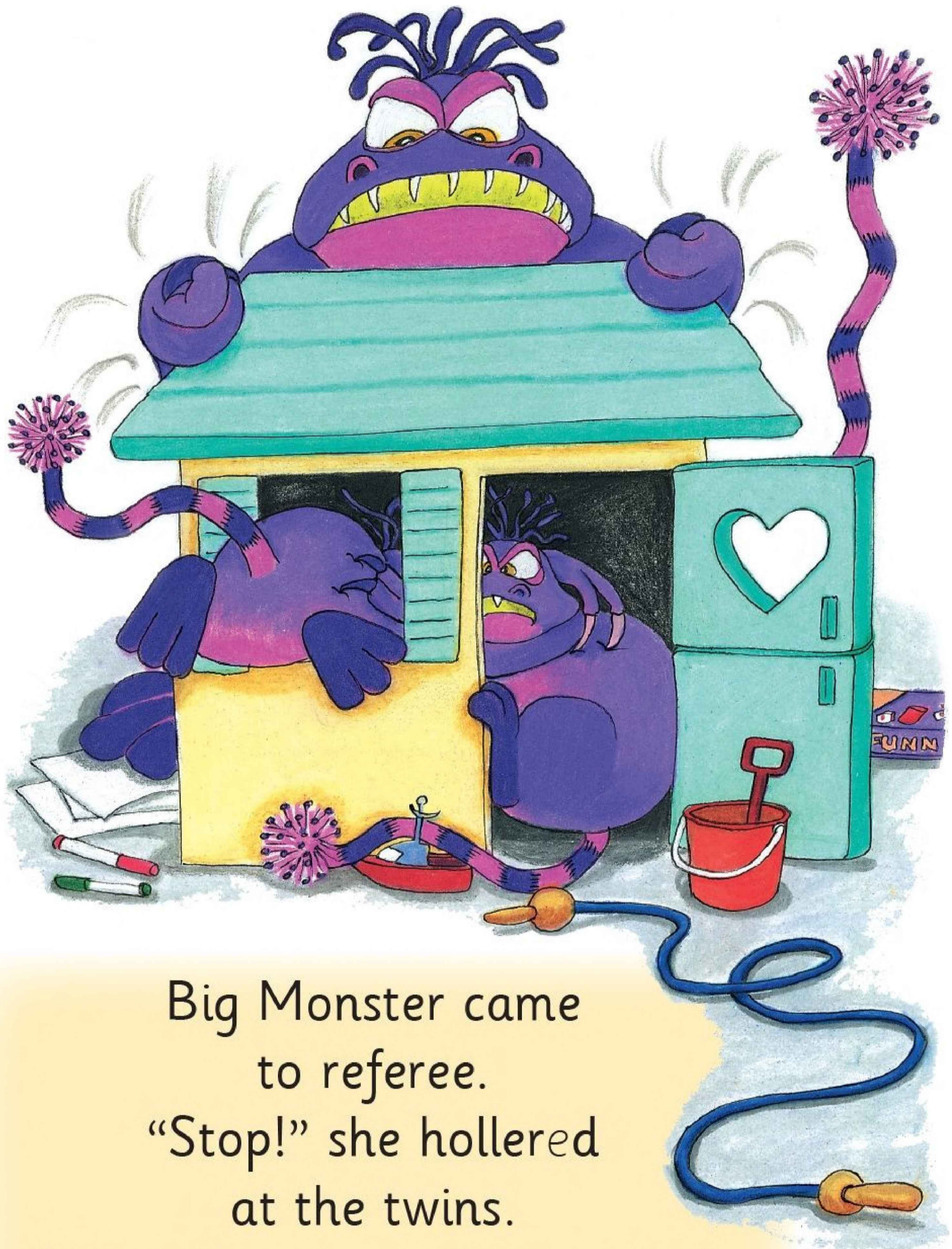


Look at us
and what we can use.
Monster cubs
spell with monster cubes.

Instead of “said”



No monster ever said a thing.
Instead of “said” they wailed and yelled.
“Mine,” wailed sister monster loudly.
“Keep out,” yelled her monster twin.



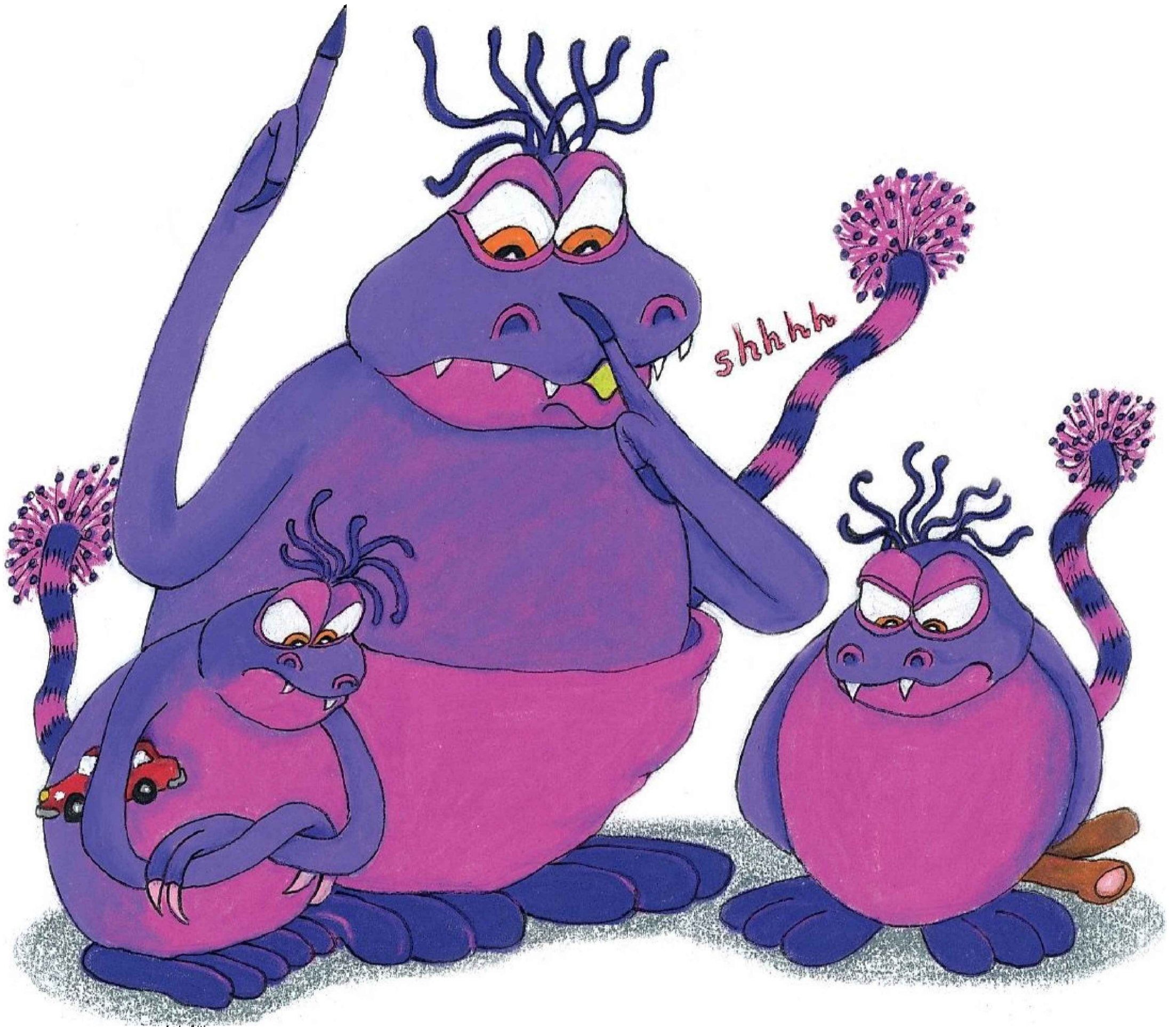
Big Monster came
to referee.

“Stop!” she hollered
at the twins.

“What is going on?” she cried,
and waited ’til the shouting died.

Big Monster looked at little monsters.
Little monsters tried again.
“It was not me,” they wailed.
“It was her/him,” they whined.

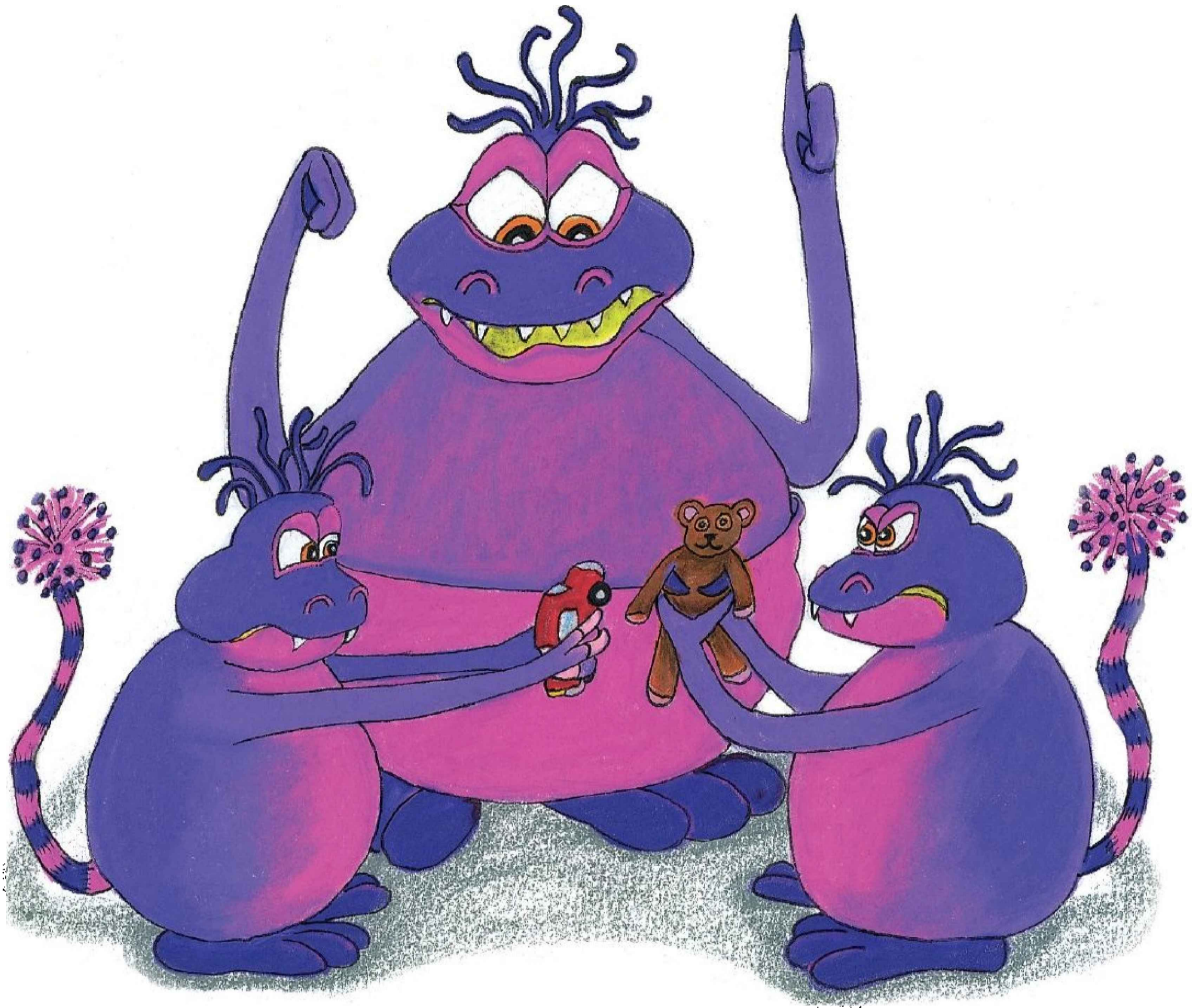




Big Monster held her hand up.
“Hush, shshshsh!” she called.
“What a noise and hubbub,
what a racket and a fuss.”

“Wail, mutter, sob and moan.
He has my teddy,” she complained.
“Hiss, grunt, snarl and groan.
She has my car,” he yelped.





“Give them back,” snapped Big Monster,
“by the time that I count ten.”
“1, 2, 3, 4, 5,” she whispered,
“6, 7, 8, 9, **10**,” she yelled.



Little sister monster twin
gave back the model car.
“Thank you,” barked her monster twin
and cried, “so here you are.”

Big Monster looked at them and nodded.

“That’s better, then,” she smiled.

“No more yapping, cackling, snarling.
Do not utter a single sound.”

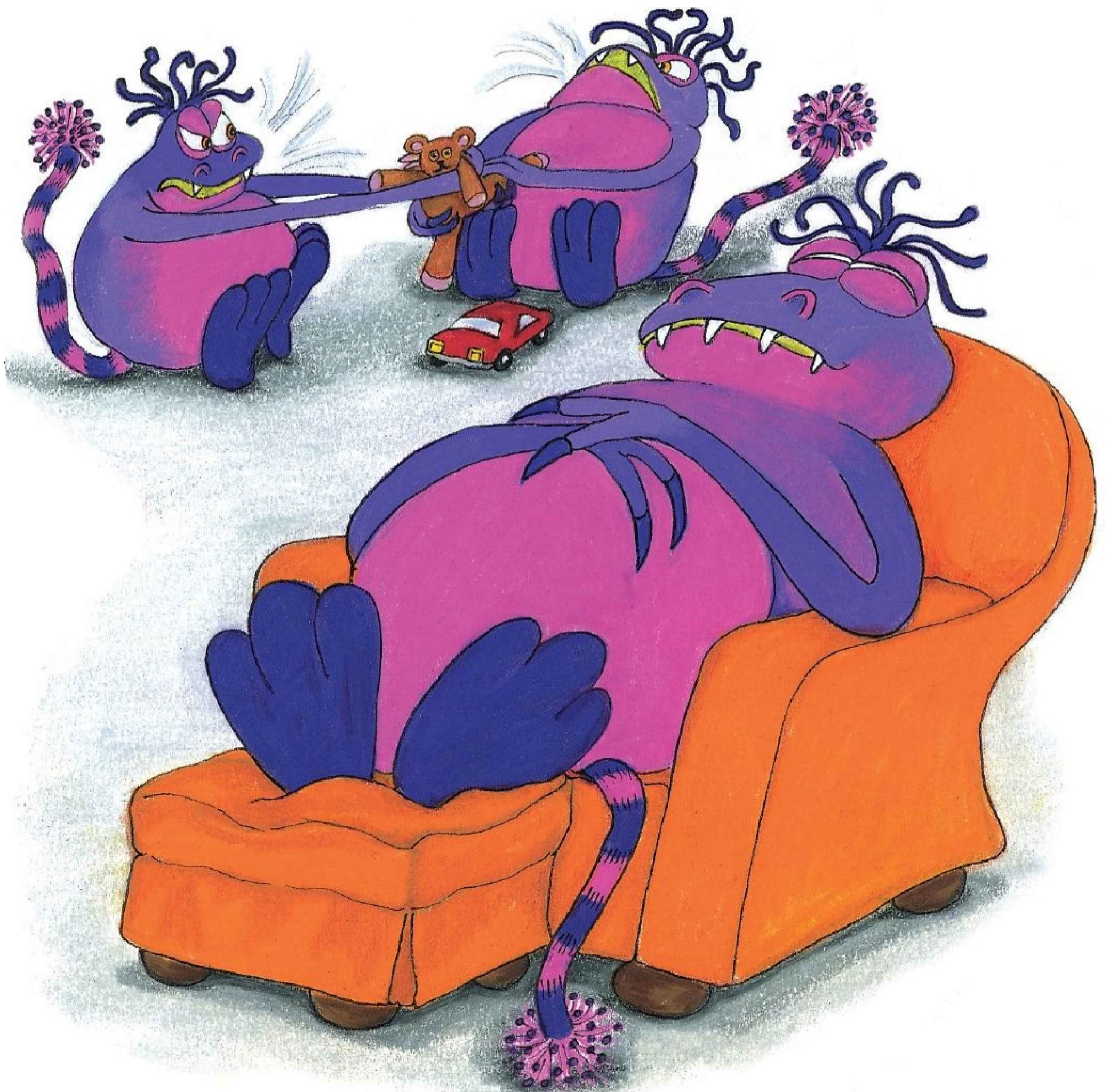


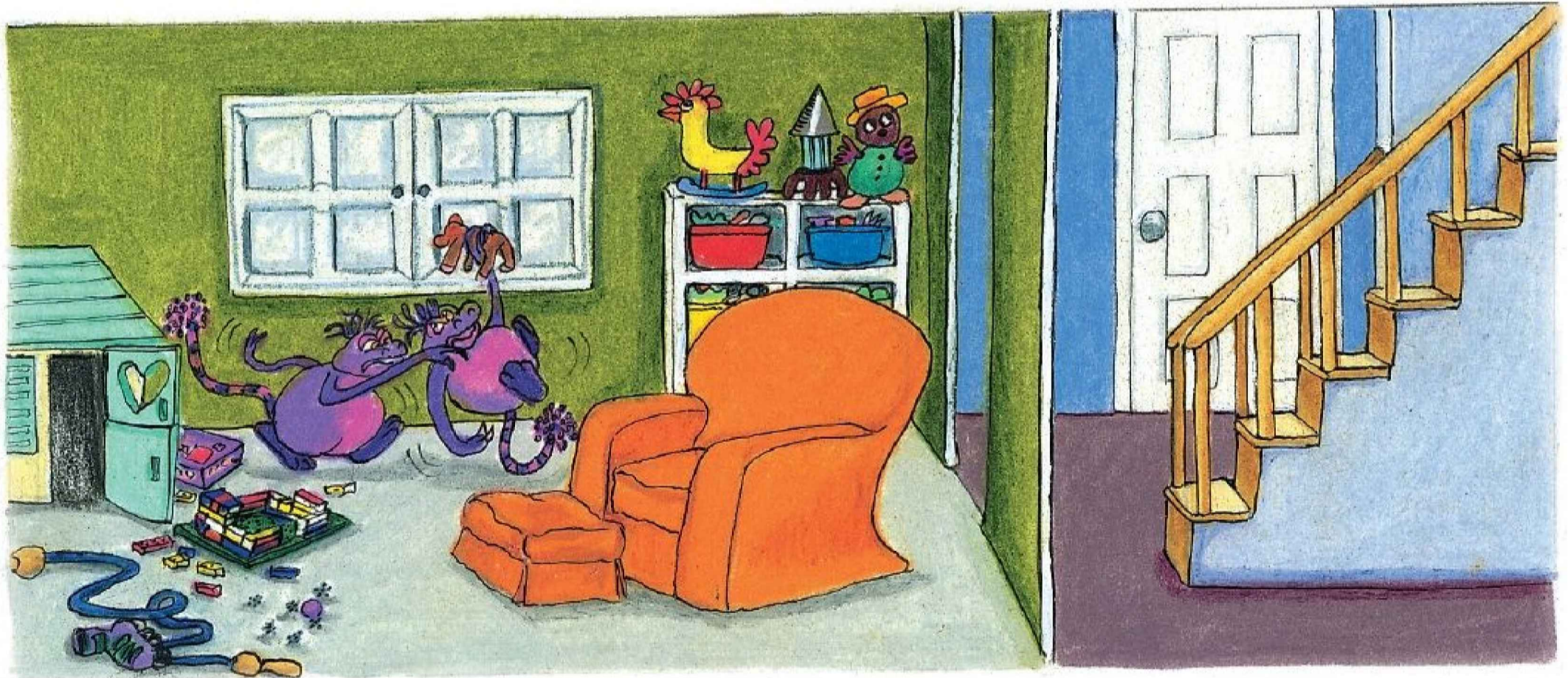
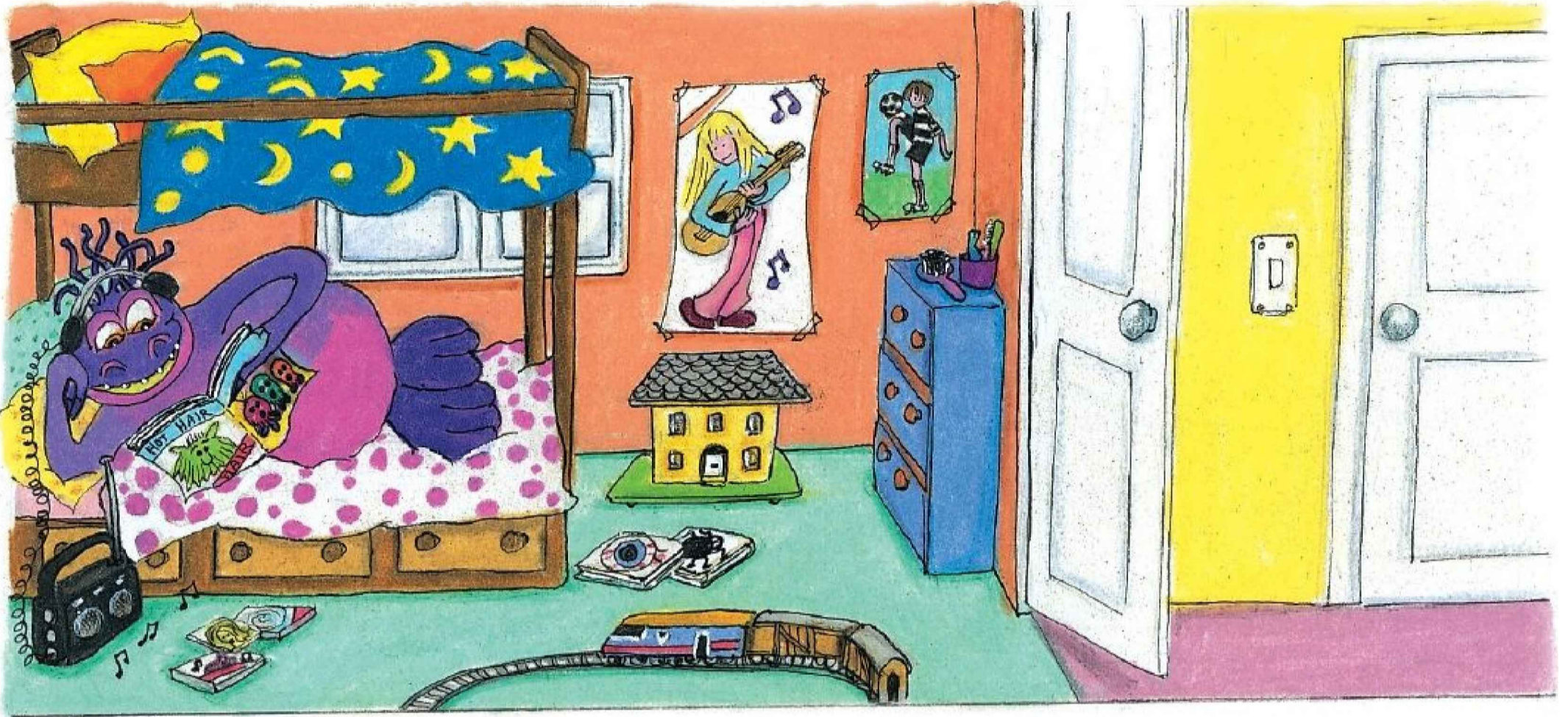


She held up a long pointed finger and wagged her talon at the twins.

“No more noise and scrapping or I will send you to your room!”

All was tranquil for some seconds.
Big Monster had just sat down,
when "MINE" cried one little monster twin.
"No mine!" the sister replied.





“That’s it,” snarled Big Monster.
“That’s all that I can take.
I will go up to your room.”
CRASH! The door slammed shut.

Reading Comprehension

Teachers and parents

An important part of becoming a confident, fluent reader is a child's ability to understand what they are reading. Below are some suggestions on how to develop a child's reading comprehension.

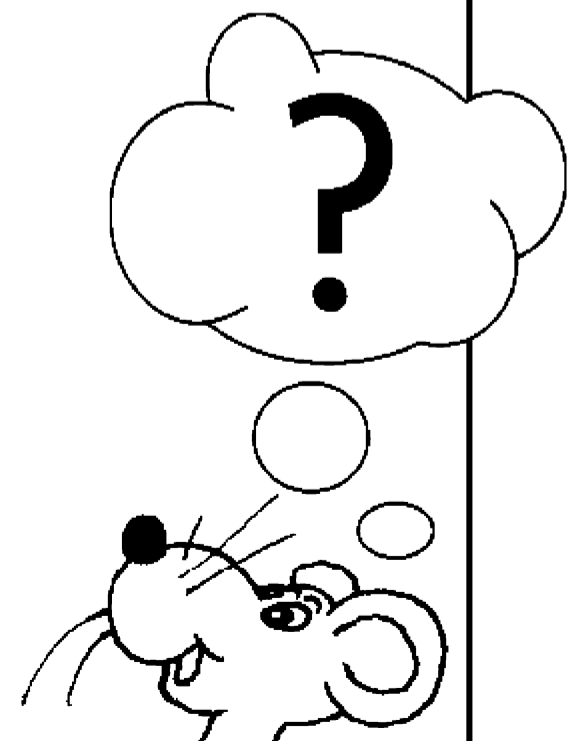
- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage the child to think about what might happen next. It does not matter if the answer is right or wrong, so long as the suggestion makes sense and demonstrates understanding.
- Ask the child to describe what is happening in the illustrations.
- Relate what is happening in the book to any real-life experiences the child may have.
- Pick out any vocabulary that may be new to the child and ask what they think it means. If they don't know, explain it and relate it to what is happening in the book.
- Encourage the child to summarise, in their own words, what they have read.

What's in the book?

- What is the monster's pet called?
- What is the monster with the rod hoping to catch?
- What are the twin monsters' favourite toys?

What do you think?

- Why are the twin monsters fighting?
- Why does Big Monster go up to the bedroom?



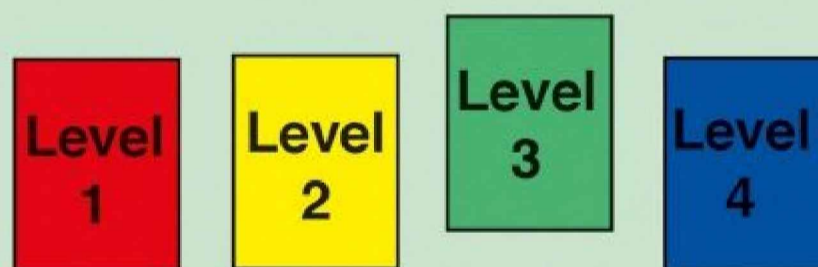


Jolly Phonics Readers are fully decodable books for new readers.

These Readers have been written with a **carefully controlled vocabulary**, and are specifically designed for children who are learning to read and write with *Jolly Phonics*.

- The text in these Green Level Books (third level) uses only **decodable regular words** (words that use the letter-sound knowledge taught so far: the 42 main letter sounds, the alternative sound of <y> at the end of words like *happy* and *sunny* and the 'hop-over <e>' spellings of the long vowel sounds) and a small number of '**tricky**' words (frequently used words that are not fully decodable at this stage).
- All the tricky words and alternative letter-sound spellings used are shown on the front inside cover; these can be used as a quick practice activity before starting the book.
- **Faint type** is used for any silent letters, like the in 'lamb'.
- **Comprehension questions** and discussion topics are included at the end of the book. These ensure that children are not only able to read the text, but also get meaning from the stories.

Green Level Readers



Inky Mouse & Friends	General Fiction	Nonfiction
The Tree That Blinkd	The Three Billy Goats Gruff	Snakes
What's in the Box?	The Fox and the Stork	Deserts
The Old Red Tractor	The Outing	Captain Scott
The Model Boat	The Little Merman	Underground
Wait and See!	The Cricket and the Ants	Mushrooms
The Bad-Tempered Goat	Little Monsters	Teeth



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www.jollylearning.co.uk info@jollylearning.co.uk

Tailours House, High Road, Chigwell, Essex, IG7 6DL, UK. Tel: +44 20 8501 0405
82 Winter Sport Lane, Williston, VT 05495, USA. Tel: +1-800-488-2665

Ebook Edition:
ISBN: 978-1-84414-796-0 EB7960
Printed Edition (only as part of a set):
ISBN: 978-1-84414-015-2 JL156