

Monsters in My Bedroom

Guidelines for Teachers

For Synchronous or Asynchronous Lessons

MONSTERS IN MY BEDROOM is a story that helps children overcome night fears. It combines humour with scary moments and lots of physical display. All the verbal language is scaffolded by body language and effective use of voice, pauses and silence. This grants comprehension of both verbal and nonverbal codes.

Message:

We can overcome our fears

Contents:

This virtual storytelling proposal contains:

- The video of the performance.
- The display of the vocabulary used in the performance and activities.
- Pre-show activities, suggested in these guidelines.
- Follow-up virtual interactive activities and games for the students to work autonomously on the platform.
- Extra activities for the students to download and print

VOCABULARY

Nouns

monster
bedroom
chair
bed
bed cover
closet
wardrobe
baby brother
mother
father
family
idea
living room
kitchen
couch
sofa
parts of the body

Adjectives

soft
big
noisy
long
short
tall
scared
angry

Verbs

to sleep
to love
to stand up
to go
to open
to kill
to shoot
to look
to walk
to listen
to wake up
to sing
have (an idea)

PREPOSITIONS

under
in
on
behind

EXPRESSIONS

Good night!
There is/there are
Hey, Monster, are you there? What can I do?
Come and (sleep in my bed)
Go to sleep vs go to
bed
Where can I sleep? No more monsters
in my bedroom!

GRAMMAR

Simple Present Tense
Present Continuous Tense
can/can't
Comparatives
have/haven't got
has/hasn't got

ACTIVITIES BEFORE THE SHOW

- What to do before watching MONSTERS IN MY BEDROOM?

Working with anticipation is highly advisable. It spurs students' curiosity and helps comprehension.

1) Anticipating the place:

A. Show your students a picture of the protagonist's bedroom where the story takes place. This is the scenery they will encounter in the virtual story they'll watch later. (Large image at the end of this doc):



Ask them questions such as:

What can you see in the picture? Is it a big or a small room? What part of the house is this? What time of the day is it?, etc.

If you are working on-site, you can either show or print the picture. If you are working synchronously online, you can display the picture by sharing your computer screen. If you're working asynchronously, you can send your students the picture and the questions to work at home.

B. A very important element in the story is the closet. The monsters keep hiding there! Some people call it closet, others wardrobe and even cupboard.

After doing exercise A, you can display the following closets and ask your students to choose the one they think may be in that bedroom. (Large image at the end of this doc)



- In the story, another very important element is the bed cover. Actually, in spite of having monsters in her bedroom and even in her bed, the protagonist doesn't want to leave as she wants to sleep under her new bed cover.



Ask your students to take pictures of their own bed covers: blankets, eiderdowns, duvets, sheets, etc. They should all be welcome and celebrated. The sharing of these pictures can be carried out in any mode you choose either synchronously or asynchronously.

2) Anticipating the characters

Storytelling works, mainly, with the inner images of the listeners. During the show, the storyteller will embody the protagonist (a kid) and each of the antagonists: three monsters. The students will imagine each of them as the story unfolds.

- C.** You can anticipate this topic by asking the students to draw or talk about monsters they are familiar with from movies, TV programmes, apps, etc.

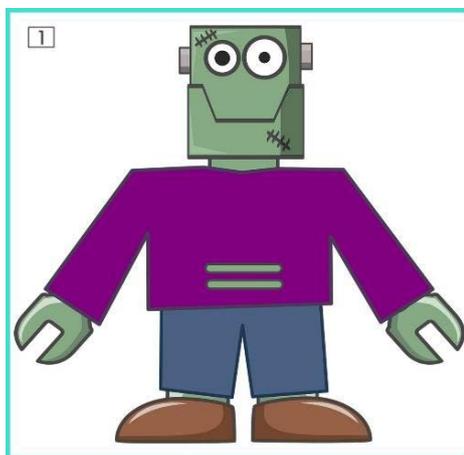
Who is this famous monster?

Show your students this distorted picture of Mike, a monster in “Monster Ink” movie. Ask them to figure out who he is and to write a brief description about it. (Large image at the end of this doc).



D. Compare the monsters

You can ask your students to compare any two monsters like the ones in the pictures below. They can work on colour, size, parts of the body, etc.



2) Anticipating the character

The conflict is **MONSTERS IN MY BEDROOM** is displayed by the antagonism between the appearance of the monsters in the kid's bedroom and his wish to stay in her bedroom to enjoy her lovely new bed cover, which is soft, purple and orange... Her favourite colours!!

Working with the place and with the monsters, as suggested above, will give your students enough information to comprehend the conflict in the story.

A. What can you see?



1. What can you see in the picture?

.....

2. Is it a big or a small room?

.....

3. What part of the house is this?

.....

4. What time of the day is it?

.....

B. Which closet matches the bedroom in exercise A?
What do you think? Circle the number choose



C. Who is this famous monster?



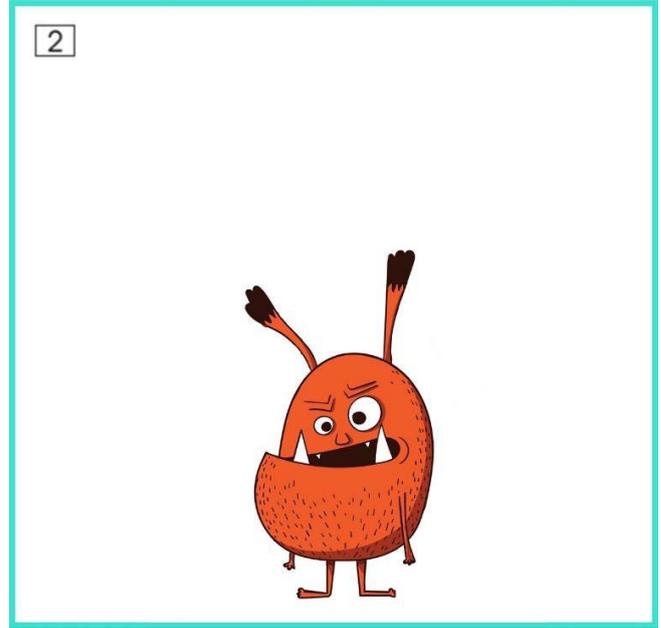
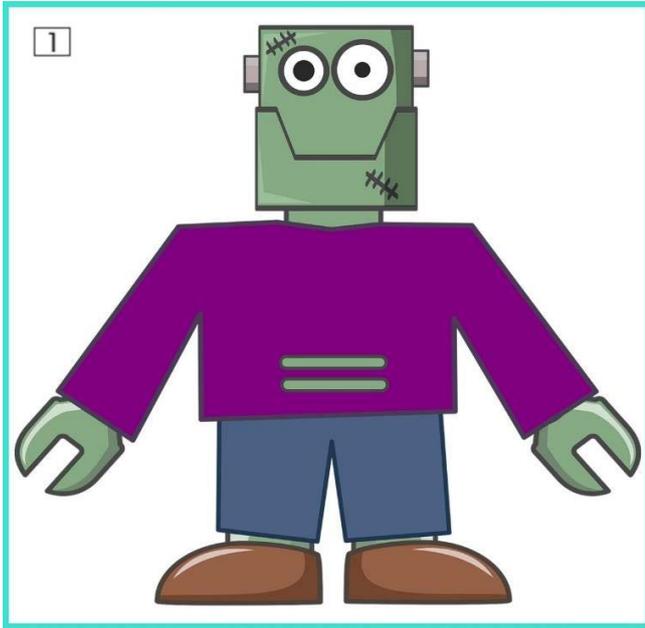
This is

It is

It has got

It hasn't got

D. Compare the monsters below



1. Monster 1 is than monster 2 (TALL)
2. Monster 1 is than monster 2 (BIG)
3. Monster 2 is than monster 1 (SHORT)
4. Monster 2 is than monster 1 (ANGRY)
5. Monster 1 has got legs than monster 2 (LONG)
6. Monster 2 has got legs than monster 1 (SHORT)
7. Monster 2 has got ears than monster 1 (LONG)