



## READING TOGETHER

# I Met a Monster

*Use these simple activities to have fun reading together!*

### Search for Compound Words

Remind your child that a compound word is a special kind of word. It takes two words, like *cup* and *cake*, and combines them to make a new word: *cupcake*.

Turn to page 6 in the story. Point out the word *houseplants*. Explain that this is a compound word. It is made of the two words: *house* and *plants*. Then explain that a *houseplant* is a plant that is kept inside a house. Have your child hunt for other compound words in the story and figure out what they mean. You can find some on pages 4, 10, 12, and 16.

### Be a Problem-Solver

In the story, the boy meets a monster each day of the week. The monster has a different problem each day. Revisit each day in the story, Sunday through Friday. Have your child describe the monster's problem. For example, on Sunday the monster was too noisy. Then, have your child explain how they could help the monster solve the problem. For example, what could the boy in the story do to help the monster not be so noisy?

### Write a Story Extension

At the end of the story, the monster follows the rules, so the monster is allowed to stay for awhile. Ask your child to write a story about the boy and the monster's adventure for the next week. Just like the original story, your child should start each day with the day of the week. Then your child describes what the boy and the monster do that day. Remind your child that this monster has manners and follows the rules. The activities the monster and the boy do should show that.

If your child likes to draw, they can add pictures to their story and make a book out of it!

## I Met a Monster



Written by Donna Lugg Pape

Illustrated by Guy Francis



Click [here](#) to read the book!