



Book Title/Author

The Loch Mess Monster by Helen Lester

Florida State Standards (1st and 2nd grade standards)

Priority Standard:

LAFS.1.RL.1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson. (1st grade standard)

LAFS.2.FL.1.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (2nd grade standard)

Supporting Standards:

LAFS.1.RL.1.1 – Ask and answer questions about key details in a text. (1st grade standard)

LAFS.2.RL.1.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2nd grade standard)

LAFS.1.RL.1.3 – Describe characters, settings, and major events in a story, using key details. (1st grade standard)

LAFS.2.RL.1.3 – Describe how characters in a story respond to major events and challenges. (2nd grade standard)

LAFS.1.SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1st grade standard)

LAFS.2.SL.1.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2nd grade standard)

LAFS.1.SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1st grade standard)

LAFS.2.SL.1.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2nd grade standard)

LAFS.1.SL.2.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (1st grade standard)

LAFS.2.SL.2.5 – Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2nd grade standard)

Preparation/Resources Needed

The Loch Mess Monster by Helen Lester
 Piece of construction paper for each student to create flip books along with markers and/or pencils

Genre

fiction

AR/Lexile Level

4.2/not available

Reading Content Focus

- *Plot development
- *Problem and solution
- *Central message

Vocabulary

Share the list of Scottish terms listed after the title page.
 Other possible vocabulary words – lonesome, uncomfortable, lumpy, dreadfully, patiently, observers, enormous,

Essential Questions

*What role does the central idea/message play in understanding a story?

*Why are rules important in the classroom?

Big Idea

*Identifying the central idea/message are important in the overall comprehension of the story.

*Classroom rules help students to respect others and their property to make learning enjoyable for everyone.

<p>Differentiation (Access and Enrichment)</p> <p>Access - Assist students with ideas in how to demonstrate understanding of each rule through pictures.</p> <p>Enrichment - Have students write a short paragraph in the flip book describing what is happening in their pictures.</p>	<p>Internet Resources</p> <p>Author, Helen Lester’s Website</p> <p>TeachingBooks.net – provides additional resources for books written by Helen Lester</p> <p>NEA – Learning and Practicing Good Manners Activities</p> <p>Loch Ness Monster Legend (for background knowledge)</p> <p>Monster glyph</p> <p>Theme-based monster posters</p> <p>Class Dojo website</p> <p>Name Monster example</p>
<p><i>(The questions included in this lesson plan are only a guide. Use some or all as appropriate for your purpose and students.)</i></p> <p>Activate Background Knowledge: Before reading, brainstorm as a class a list of reasons why it is important to follow rules.</p> <p>Teach/Model: Read title and author. (You can take this time to mention that the author, Helen Lester, has written many other children’s books so of which you might have read.) Discuss the definition of an author and illustrator.</p> <p>Talk about the origin of the story and the Scottish phrases used throughout. (A list of phrases is provided in the front of the book, just after the title page, to guide discussions as you are reading the story.)</p> <p>Begin reading the story. After the first page you may want to show students on a map where Scotland and the famous Loch Ness lake are located. (Picture 1, Picture 2, Picture 3). Explain that loch means lake.</p> <p>A brief description of the Loch Ness Monster legend might also be provided. (Use the following link for the necessary background knowledge for teachers.) After reading the next four pages, carefully review the “Five Basic Monster Rules” and discuss why they are important. Focus on why the first rule is so very important. Also review the meaning of wee laddie.</p> <p>Read the next four pages ending with “It was time to enforce Basic Monster Rule #2: Always Pick up after yourself.” Review the meaning of skirps, puggy-nit, hummie-doddies, and grottie. Q: Have any of your ever been told by your parents to pick up after yourself? (Text connection to real world) Q: Do you think it is hard for parents to enforce this rule? Why or why not?</p> <p>Read the next page. Explain “tatties-in-a-can” are potatoes. Q: What do you think about that for a meal every day?</p> <p>Read the next three pages ending with “Messy mountain moving higher, up and up and up.” Q: What does lonesome mean? Why is Angus act like he isn’t lonesome?</p>	

Q: Have you ever experienced a room that looks like this?

Q: What do you think his parents should do? Why?

Read the next four pages ending with “He was uncomfortable on his lumpy bed, and...”

Define the words uncomfortable, lumpy, and dreadfully.

Q: What do you think is going to happen next? Why?

Q: What do the words “uncomfortable” and “dreadfully” mean?

Read the next page and remind the students that loch means lake.

Q: What monster rule did Angus forget?

Read the next page and remind the students that Heeland coo means Highland Cow.

Q: What does the word “patiently” mean?

Q: Why do you think these friends would look for the Loch Ness monster EVERYDAY?

Read the next page.

Define the word observers.

Q: Do you think the three animals were surprised to actually see the Loch Ness monster? Why or why not?

Read the next page and remind the students that peelie-wallie means sick.

Q: Why do you think Angus felt sick?

Read the next page.

Explain the meaning of “enormous fee”.

Read the next four pages ending in “Books and toys, rock collection...”.

Q: Why do you think Angus decided to clean up his room? (Possible response – He saw the three animals).

Q: Why did Angus decide to clean up his room after seeing the three animals?

Q: Do you think his parents will be happy? Why or why not?

Read the next page and remind the student that peelie-wallie, laddie means are you sick boy?

Q: Why would the parents ask Angus if he was sick?

Read the next two pages ending with the epilogue. (Epilogue means an addition to the end of a story that provides a short comment or conclusion.)

Q: Why wouldn't Angus want his parents to think he was perfect?

Q: How does this story relate to keeping classroom rules?

Guided Practice:

Work together as a class to develop a list of rules for the classroom such as follows:

- *Listen while others are speaking
- *Keep your hands and feet to yourself
- *Respect others' things and space
- *Follow directions the first time they are given

Allow students to help in developing the list, but then work to categorize them into a few simple statements. Too many rules becomes difficult to remember.

Independent Work:

Have students create a flip book. ([Click here for YouTube Video demonstrating how to make the flip book – for the teacher](#)) On the outside of each flap have the students write the rules established by the class. On the inside, have the students illustrate how each rule might look.

Extension Activities:

Use the author's [website](#) to initiate an author study of the different books written by Helen Lester.

Other titles written by Helen Lester include:

- *Tacky the Penguin series
- *Hooway for Rodney
- *A Porcupine Named Fluffy
- *Wodney Wat's Wobat

Have students create a [monster glyph](#). Step by step directions are included at this website.

Use these [theme-based monster posters](#) to reinforce classroom rules.

Create a free online account for [Class Dojo](#) and use to reward positive classroom behavioral choices.

Create a name monster for each student and allow them to color in. ([See sample](#))

Class Discussion: Why are rules important? Look at the rules in the book and discuss what happened when Angus broke the rules. Talk about the rules in your classroom or school. If the students could change or add any rules, what would they be and why? Create a list of student-created class rules.

Assessment

Formative Assessment:

- *observations and anecdotal notes of student participation in classroom discussions and activities.

Summative Assessment:

- *Evaluation of flip book drawings as they relate to each classroom room.