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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Monster

based on the book by  
Walter Dean Myers

Written by  
Mary B. Collins

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## A FEW NOTES ABOUT THE AUTHOR WALTER DEAN MYERS

MYERS, WALTER DEAN , 1937- Born Walter Milton Myers, in Martinsburg, West Virginia, his mother died when he was three. He was then adopted and raised by Florence and Herbert Dean. The Deans moved to Harlem shortly after. In *Something About the Author*, Volume 71, Myers said he "lived in an exciting corner of the renowned Black capital and in an exciting era. The people I met there, the things I did, have left a permanent impression on me."

Myers began reading at age four, and started writing when he was ten. Since his parents did not consider writing as a career possibility, he was not encouraged to write. He enlisted in the U. S. Army when he was seventeen, and served for three years. During that time he continued to read and write for pleasure. He attended City College of the City University of New York, and received a B. A. degree from Empire State College in 1984.

Winning a writing contest sponsored by the Council on Interracial Books for Children in the late 1960's changed his life. The winning entry, a picture book titled *Where Did the Day Go?*, was published in 1969. Myers continued writing after that. Most of his books center on Black teens growing up in an urban environment. In addition, Myers has written science fiction, non-fiction, mysteries, and adventure stories.

Awards include the ALA notable book citation in 1975 for *Fast Sam, Cool Clyde, and Stuff*, 1978 for *It Ain't All For Nothin'*, 1979 for *The Young Landlords*, and 1988 for *Me, Mop, and the Moondance Kid* and *Scorpions*. He also received several ALA Best Books for Young Adults citations, including 1988 for *Scorpions* and *Fallen Angels*. He received the Coretta Scott King Award for fiction in 1980 for *The Young Landlords*, in 1985 for *Motown and Didi*, and 1988 for *Fallen Angels*. *Scorpions* was a Newbery Honor Book in 1989. His most recent book, *Slam!*, has won the Coretta Scott King Award, and was named the ALA Best Book for Young Adults . Myers continues to live and write from his home in New Jersey.

### Published Works

*Where Does the Day Go?* 1969  
*The Dragon Takes a Wife*, 1972  
*The Dancers*, 1972.  
*Fly, Jimmy, Fly!*, 1974  
*Fast Sam, Cool Clyde, and Stuff*, 1975  
*Brainstorm*, 1977  
*Mojo and the Russians*, 1977  
*Victory for Jamie*, 1977  
*It Ain't All for Nothin'*, 1978  
*The Young Landlords*, 1979  
*The Golden Serpent*, 1980  
*The Black Pearl and the Ghost*, 1980  
*Hoops*, 1981  
*The Legend of Tarik*, 1981  
*Won't Know Till I Get There*, 1982

*The Nicholas Factor*, 1983  
*Tales of a Dead King*, 1983  
*Motown and Didi: A Love Story*, 1984  
*The Outside Shot*, 1984  
*Sweet Illusions*, 1986  
*Crystal*, 1987  
*Scorpions*, 1988  
*Me, Mop, and the Moondance Kid*, 1988  
*Fallen Angels*, 1988  
*The Mouse Rap*, 1990  
*Somewhere in the Darkness*, 1992  
*Mop, Moondance, and the Nagasaki Knights*, 1992  
*The Righteous Revenge of Artemis Bonner*, 1992  
*Slam!* 1996

## INTRODUCTION *Monster*

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Monster* by Walter Dean Myers. It includes eighteen lessons, supported by extra resource materials.

In the **introductory lesson** students explore the idea of “monster.” They draw a “monster” and discuss the characteristics of “monsters.” The teacher guides the discussion into a transition explaining that in the book *Monster*, the definition of what a monster is becomes a little less clear, a little less well-defined.

The **reading assignments** are approximately twenty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for several vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for several vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

Students create a film diary of one day in their lives. They have one day in which they explore careers in the criminal justice system and in film-making. They work together in small groups to document and explore the themes of the book. In addition, there is a class period when guest speakers come to talk about the criminal justice system and their roles in it.

Two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

After students complete the discussion questions, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. In the first assignment, students write a film script to document one day in their lives. In assignment number two, students pretend they are Steve, and they write a letter to Petrocelli to convince her that Steve is not a monster. Finally, in the third writing assignment, students respond to the comment Steve wanted to make to his little brother, "Consider all the tomorrows of your life" as it applies to them, personally.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Monster*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit tests** come in two formats: short answer and multiple choice. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test which is even more challenging.

There are additional **support materials** included with this unit. The **unit resource materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** immediately follow the **reproducible student materials**. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

## UNIT OBJECTIVES *Monster*

1. Students will consider the meaning of the word "monster" and discuss its connotations.
2. Students will study point of view throughout the unit.
3. Students will practice reading orally and silently.
4. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Monster*.
5. Students will explore the theme of identity: "Who am I?" as it relates to the book and in their own lives.
6. Students will study careers available in the criminal justice system and in the film industry.
7. Students will look at their own daily lives through the lens of a camera, as they create documentaries of their own daily lives.
8. Students will participate in group activities to gather information, discuss themes, and improve their personal interaction skills.
9. Students will study vocabulary from the book to better understand the book and to improve their own vocabularies.
10. Students will practice their public speaking skills by giving short oral reports.
11. The writing assignments are designed for several purposes:
  - a. To check and increase students reading comprehension
  - b. To make students think about the ideas presented in the novel
  - c. To encourage logical thinking
  - d. To provide the opportunity for students to practice good grammar and improve their use of the language
  - e. To encourage students' creativity

READING ASSIGNMENTS *Monster*

Date Assigned	Assignment	Completion Date
	<i>Assignment #1</i> Monday, July 6	
	<i>Assignment #2</i> Tuesday, July 7 Wednesday, July 8	
	<i>Assignment #3</i> Thursday, July 9	
	<i>Assignment #4</i> Friday, July 10 Saturday, July 11 Sunday, July 12	
	<i>Assignment #5</i> Monday, July 13	
	<i>Assignment #6</i> Tuesday, July 14 Beginning to “King rests.”	
	<i>Assignment #7</i> Tuesday, July 14 “King rests.” to end Friday, July 17 December 5 months later	



UNIT OUTLINE *Monster*

<b>1</b> Introduction Group Theme Assignment PVR Asst. 1	<b>2</b> Study ?s 1 Point of View  PVR 2	<b>3</b> Film Documentary  Writing Assignment #1	<b>4</b> Sudy ?s 2 CJ Careers PV 3	<b>5</b> Complete - Writing Assignment #1 Read 3
<b>6</b> Study ?s 3 PVR 4 Oral Reading Eval.	<b>7</b>  Speaker	<b>8</b> Study ?s 4  PVR 5	<b>9</b> Study ?s 5 Theme Groups PVR 6	<b>10</b> Study?s 6  PVR 7
<b>11</b> Study ?s 7 Writing Assignment 2	<b>12</b> Theme Groups Extra Discussion Questions	<b>13</b> Extra Discussion Questions Continued Theme Group Discussion	<b>14</b> Theme Group Discussion Non Fiction Assignment	<b>15</b>  Writing Assignment #3
<b>16</b>  Vocabulary Review	<b>17</b>  Unit Review	<b>18</b>  Unit Test		

**P=Preview the Study Questions**  
**V=Do the Vocabulary Worksheet**  
**R=Read**

## LESSON ONE

### Objectives

1. To introduce the *Monster* unit
2. To distribute books, study guides and other related materials
3. To preview the vocabulary and study questions for Assignment 1
4. To read Assignment 1

Note: The level of your students will determine how involved you will make this introductory activity. You may want students to simply sketch with their pencils or pens on notebook paper, you may want to have posterboard, markers, and crayons available for real works of art, or you may choose to do something in between. *Tell students in advance if you want them to bring their own materials for this activity. (And be sure to have some extras on hand for students who “forget.”)*

### Activity #1

Ask students if they have ever dreamed or thought about a monster or monsters. What did they look like? How did they act? Get responses from several students. Tell students to draw the best picture of a monster that they can draw (using whatever materials they have or you have provided). Give students about 15 minutes for this activity.

### Activity #2

Have a monster poster show and tell, giving students each a small amount of time to show their drawings. Display the posters in your room (if you can), posting them on the walls or bulletin board(s).

### Activity #3

Hold a short discussion about the characteristics of monsters. Write down a list of monster characteristics on the board, and have students write it down, too. (We'll use this list later in the unit when discussing whether or not Steve is a monster.) Ask students whether or not monsters are real. Ask if any people are monster-like. Ask what characteristics would make a real person monster-like.

Transition: Tell students that the book they are going to read is called *Monster*. Explain that it isn't about a monster like the ones they drew, but about people.

### Activity #4

Distribute the Theme Project Assignment Sheet and discuss the directions in detail.

Themes or ideas to assign:

- human being/monster
- religion
- guilt/innocence
- good/evil
- truth
- point of view

## WRITING ASSIGNMENT #1

### *Monster*

#### Writing to Inform

#### PROMPT

Steve decided to make a film of his experiences. In order to do so, he made notes and wrote a script in his notebook. Through his film, we are informed of the facts of his case as well as his thoughts and feelings about events in his life. Your assignment is to create a script for a film of one day in your life.

#### PREWRITING

You are receiving this assignment today. Tomorrow you will keep notes in a notebook all day and think about how you can present each part of your day—along with your thoughts, feelings, any appropriate flashbacks, etc. Then, on the next day, in class, you will begin to actually write your script.

Take good notes tomorrow. Get or make a notebook in which you can write down the details of your day. Be observant and be specific about the things you see and do, the people around you, the “scenes” you are part of, etc. Jot down your thoughts as you go through the day, too. These notebooks and the script will not be shared with the class.

#### DRAFTING

Your first draft will be done in class. When you actually go to write it, first pencil in stage directions and film directions into your notes in your notebook. Do a little editing in your notebook prior to writing your first draft. Read your notes. Pencil through anything that is really not relevant to your day’s story. Make some marks blocking out parts of your notes that go together for each “scene” of your day. When you have done these things, go ahead and start writing a draft of your first “scene.” Continue for each of the “scenes” in your notes.

When you have completed a draft of each of your “scenes,” go back through and read them one after another. Check for continuity and flow. Add any film or stage directions needed. Edit dialogue for clarity.

#### PROOFREADING

After you have finished a rough draft of your composition, revise it yourself until you are happy with your work. Then, ask a student who sits near you to tell you what he/she likes best about your work, and what things he/she thinks can be improved. Take another look at your script keeping in mind your critic's suggestions, and make the revisions you feel are necessary. Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.