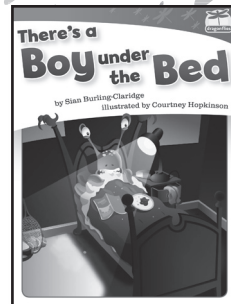


# There's a Boy under the Bed

by Sian Burling-Claridge

illustrated by Courtney Hopkinson



## Overview

This is a humorous and lively version of a traditional tale. Smook is a monster, and one day he finds a boy under his bed. Despite his fear of humans, a friendship develops between the boy and Smook. They realise they have a lot in common.

## Suggested purposes

This text supports the comprehension strategies of making connections with real-life experiences, making and confirming predictions, and comparing and contrasting.

## Text features

- the themes of tolerance, celebrating differences, and not judging what is feared
- the relationship between the characters and the friendship that develops despite their differences
- the narrative structure and use of dialogue to drive it
- the indicators of time – *next morning, at dinner time*
- the interesting past-tense action verbs – *snatched, croaked, flopped, squeaked, poked, flip-flopped, crawled, shoved, wriggled*
- the words ending in “ed”
- the opposites – *locked and unlocked, up and down*
- the irregular past-tense verbs
- the contractions – *there's, don't, couldn't, he'd, didn't, can't, boy's, I'll*
- the onomatopoeia – *aaargh, boo, thump, ouch, icky*
- the colloquial language
- the punctuation for emphasis and direction
- the compound words – *trapdoor, marshmallow, snailburgers, seaweed, upset*
- the interesting imaginative content words – *snailburgers, Smook, slug slime, Colossa*

## Setting the scene

Look at the cover illustration and read the title together. *What is the “traditional” story about something under the bed?* Explain that this is a twist on the traditional monster under the bed story. Ask the students to think about this twist as they read. Read the names of the writer and the illustrator.

## The first reading

**Back cover** – Read aloud the preview question. Discuss the students’ predictions. Discuss why or how the boy might be there. Encourage the students to think about how some people have imaginary friends or things that are very real to them. You may like to share your experiences to demonstrate this.

**Pages 2 and 3** – Read the text. If necessary, support the students with working out “broccoli” by writing the first syllable on the board and deconstructing it through sounds. *What food starts with this sound?*

Discuss the layout of illustrations. Ask the students to identify what is the opposite of what they would expect. *Is Smook frightened of the boy?* Discuss the clues the author gives such as the use of the word “quivering”. *Does his mother believe there is a boy under his bed?*

**Pages 4 and 5** – Look at the illustration on page 4. *What does the bubble represent?* Discuss how Smook’s imagination is making him scared. *Do you think he has ever seen a boy before? How can he be scared of something he hasn’t seen?*

*Why did he have to have another look?* Discuss curiosity and how the author has used clues delete to show that Smook is curious.

*Why did Smook take a breath and slowly lean over the side? What do you think he is expecting?* Write “exist” on the board. *Does anyone know what this word means?* Discuss the meaning and look at words that mean the same thing.

Ask the students if they are able to identify any onomatopoeia. Discuss why they have been used.

**Pages 6 and 7** – *Does Mum believe there is a boy under the bed? What does she think Smook is doing? How do we know how Smook is feeling on page 6?* Look at the vocabulary that expresses this. *How does Smook feel when he actually sees the boy? What do you think “scrawny” means?* Discuss its meaning and why it has been used.

**Pages 8 and 9** – *How did the boy get under the bed? What does this description tell us about him? Why does Smook think the boy was nice to his sisters?*

**Pages 10 and 11** – *How does Smook’s mum feel about humans? How do we know this?* Discuss the clues on page 10 such as nailing the trapdoor shut.

*If Smook was at the boy’s house, what things might they do? What would be the opposite of what they do on page 11?*

**Page 12** – *How does Smook feel about the boy? What does Mum feel? How do you know this?*

Look at the punctuation in the last sentence. *Why has the author used this punctuation? What does it tell us? What does it require us to do?* Encourage the students to make predictions about what Smook will do or what could happen next. *How does the illustration support this?*

### **Ideas for revisiting the text** (Choose only one or two per session.)

- Listen as the students reread the text with a partner, observing how they manage the challenges of the language and its features. Note the students who use expression, especially when reading dialogue, and appropriate phrasing. Discuss any vocabulary they find challenging.
- Ask the students to think critically about the story. *Why do you think the author wrote this story? What is her message to us? What can it remind us about in our lives?* Discuss how we sometimes make negative judgments before we get a chance to see or experience something ourselves. *What does the story tell us we should do?* Discuss whether this has ever happened to the students.
- Reflect on the text and identify each of the following as a model for the students’ writing.
  1. Plot: *What happened?*
  2. Setting: *Where did the story take place? When did the story take place?*
  3. Characterisation: *Who were the main characters? What did they look like?*
  4. Structure: *How did the story begin? What was the problem? How was the problem resolved?*
  5. Theme: *What theme is the author communicating?*

- Ask the students to identify the use of opposites in the story such as locked/unlocked, up/down. Brainstorm and record on the board any other opposites they can think of. They may also identify “opposite” concepts such as boy/monster.
- Ask the students to identify the different kind of punctuation throughout the story. Discuss why each has been used, what it adds to the story, and what it tells them to do as readers.
- Look at “slid” and “taught”. Explain to the students that these are irregular past-tense verbs and they don’t have “ed” added to them. Ask them to identify what the present-tense forms would be (“slide” and “teach”). List other examples.
- Focus on the descriptive action verbs. Draw out the idea that they add clarity and interest and help the reader interpret the text.
- Discuss the features of onomatopoeia and how it uses words that suggest a sound, for example, “crackle”, “splat”, “ooze”, “squish”, “boom”. Ask the students to identify examples in the text. They could then brainstorm other examples that relate to the text.
- Discuss the dialogue. Look at the sentence structure of a page and allow the students to practise writing using this form and structure.

### **Suggestions for further activities**

- Perform the text as a play.
- Write the next part of the story, for example, what Smook sees, experiences, and feels when he goes into the boy’s world.
- Rewrite an opposite version of the story with the monster under the bed.
- Create a “labelled” monster with their fears, likes, functions, and foods.
- BLM word activity: use compound words

The students can identify the compound words in the text and complete the examples provided. They can practise making up their own compound words and use each one in a sentence to explain its meaning.

- BLM comprehension activity: make connections

The students can invent their own monster under the bed. They can illustrate their monster and write labels that describe such things as why it’s scary, its favourite foods, and what it likes doing.