

## ***The Lonely Little Monster (Nola)***

### **Learning Objectives**

1. Students will be able to describe, orally and in writing, at least 3 qualities that make a good friend.
2. Students will be able to identify and communicate the moral of the story in written form with 80% accuracy.

### **CCCS**

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### **ASCA**

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### **Materials Needed**

1. *The Lonely Little Monster* by Andi Green
2. WorryWoo Monster poster
3. Nola, The Monster of Loneliness plush
4. Glasses template
5. Crayons/ Markers
6. Glue
7. Pencils
8. Scissors
9. Any small items to decorate paper glasses (buttons, glitter, gems, puffy balls, etc)
10. Lonely Little Monster Worksheet
11. Equity Sticks (popsicle sticks with student's names)

### **PROCEDURE**

#### **Anticipatory Set (10 minutes)**

Place monster poster in front of classroom

“Hi class! Last week we talked about worry, remember? Who can show us Wince, the loveable monster who helped us discuss this subject?”

Call on student or choose student utilizing equity sticks.

“Very good! Now just as a reminder, “Don’t feed the WorryBug!” Today though, we are going to meet Nola (point to Nola monster on poster), the monster of loneliness.”

“Nola and I are going to need your undivided attention today because we have an important message. Nola thinks that it is important to understand that everyone at some point may experience loneliness. Sometimes if we just “open our eyes” and look around, we may see that there are others, beyond ourselves, who are also looking to make friends.

1. Elicit students’ ideas about friendship.
2. Compose a list of qualities that students believe make a good friend by asking:
3. “What are some words that describe qualities good friends should have?” Sample responses: kind, nice, friendly, etc.
4. Write this list on the board or on chart paper.
5. Remind students they are using describing words and these types of words are called adjectives.  
“Today you will hear a story in which lonely Nola discovers that she had the chance to make friends all along, but never realized that others wanted to be friendly, too. I am going to read aloud to you her story, *The Lonely Little Monster*.” Hold up the book and show the cover to the class so that the students can view the illustration.
6. Invite students to a reading rug area so everyone can be closely seated together. When everyone is situated, transition into the anticipatory set.

### **Read Story (10 minutes)**

#### **Facilitator Disclaimer:**

1. Keep in mind that the ‘expected answers’ may vary; however, ensure that students’ responses are relevant and on task.
2. Accommodate/assimilate questions based on student’s responses.

#### **1. Question 1:**

When you get to the page that states, “*And her loneliness lingered feeling harder to bear.*” Ask students, “What does *lingered* mean?”

#### **Expected response:**

She (Nola) still felt lonely for quite some time, stayed.

#### **Second question: backup in case first question is not being answered**

“Nola felt lonely for quite some time, she cried 50 days and sighed 40 nights, by using clues from the story as well as looking at the illustration, what do you think *lingered* means?”

#### **Facilitator Disclaimer:**

1. This is a good check in point with the students to make sure they are following the story and understanding Nola’s loneliness. By asking what does *lingered* mean the teacher is helping students use context clues from the story as well as illustrations to figure out the meanings of words.
2. Accommodate/assimilate questions based on students’ responses.

#### **2. Question 2:**

When you get to the page that states, “*...and he grinned.*” Ask students, “Predict what you think will happen next?”

Expected response:

Various responses are ok since they are making predictions.

Facilitator Disclaimer:

1. This part of the story is crucial to helping students make predictions of upcoming events in the story and allows students to actively participate in the reading as well as keep them engaged.
2. Accommodate/assimilate questions based on student's responses.

**Assessment** (measuring learning objective #1 and #2)

This form of written assessment will be collected to measure whether or not students understand qualities of a good friend as well as the moral of the story.

1. "Wonderful job boys and girls! You did a great job listening to the story and answering the questions. Now I need you to go back to your seats and find a partner because we are going to work on our next activity."
2. Ask students to return back to their seats and find a partner because for this next activity they will be working in pairs. Pass out the WorryWoo worksheet and have paired students answer the questions.

Write adjectives that describe qualities of a good friend.

What is the moral of the story? (the lesson or principle taught by the story)

Why do you think the author wrote this story?

How do you relate to the main character's problems?

Name: \_\_\_\_\_ H.R.: \_\_\_\_\_

**Activity** (15 minutes)

1. "Nola lives in a beautiful world, but something is missing. She doesn't have any friends. Nola solves her problems by learning to look closely at her surroundings and view things from a different perspective. We are going to create a fun pair of glasses, which are symbolic of seeing the world from a new perspective. **Define perspective.** We will call these glasses "A-Wear" glasses since they are meant to make you AWARE of what's been there all along and for Nola that was her friends."
2. Pass out materials necessary for "glasses" activity (glasses template, markers/crayons, glue, scissors and decorating materials)
3. Teacher will explain to the students that today they are going to make "A-Wear" glasses. Teacher will pass out all materials. Students are to cut out their glasses, decorate and glue them.

**Closing** (5 minutes)

Hand out exit slips to students

1. Five minutes before class ends, as students are finishing up their "A-Wear" glasses, pass out Exit Slip and have students quickly fill them out before the end of the class.
2. "Ok class, remember, although Nola lives in a beautiful world she sometimes has trouble seeing that the chance to make friends is right in front of her. If you ever find yourself

**Ticket out of the Door**

In at least 15 words describe the most important thing you learned today

Name: \_\_\_\_\_ H.R.: \_\_\_\_\_

feeling lonely, put on your “A-Wear” glasses and take a good look around you. I think that you may find many boys and girls near you , who you never noticed before, that could possibly become a wonderful new friend!

### **Incorporating Technology**

1. Brainpop: If you have a brainpop account, students can visit <http://www.brainpopjr.com> and view video entitled “Friends”.
2. Videotape and take pictures of the student creating their A-Wear Glasses and make an iMovie trailer to show to students at a later time.
3. Play the “Woosical” for students to listen to while they are doing the activity, to remind them of the concept they are working on.

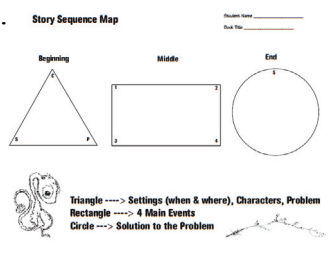
### **Modifications**

1. Assign a peer buddy.
2. Make use of technology via Smartboard.
3. Books will be provided to follow along.
4. Have students read and record book.
5. Use a bilingual dictionary or electronic translator if needed.

*Look at supplemental below for further activities.*

### **Materials for Supplemental Activity**

1. Pencils
2. Worksheet



### **Supplemental Activity** (15 minutes)

1. After story is read, hand out “Story Sequence Map” to each student.
2. Students work on setting, main events as well as solution/s to the problem. Present students with the following questions as a guide
  - a. Where did the story take place?
  - b. What are some of the events that happened that finally lead Nola to see her new friends?
3. Have students volunteer to share their sequence map. Discuss more about what Nola learned throughout the story.
4. Hang up students’ sequence maps in an area of the classroom so that students can see each other’s work.





Write adjectives that describe qualities of a good friend

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What is the moral of the story?

(The lesson or principle taught by the story)

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Why do you think the author wrote this story?

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How do you relate to the main character's problem?

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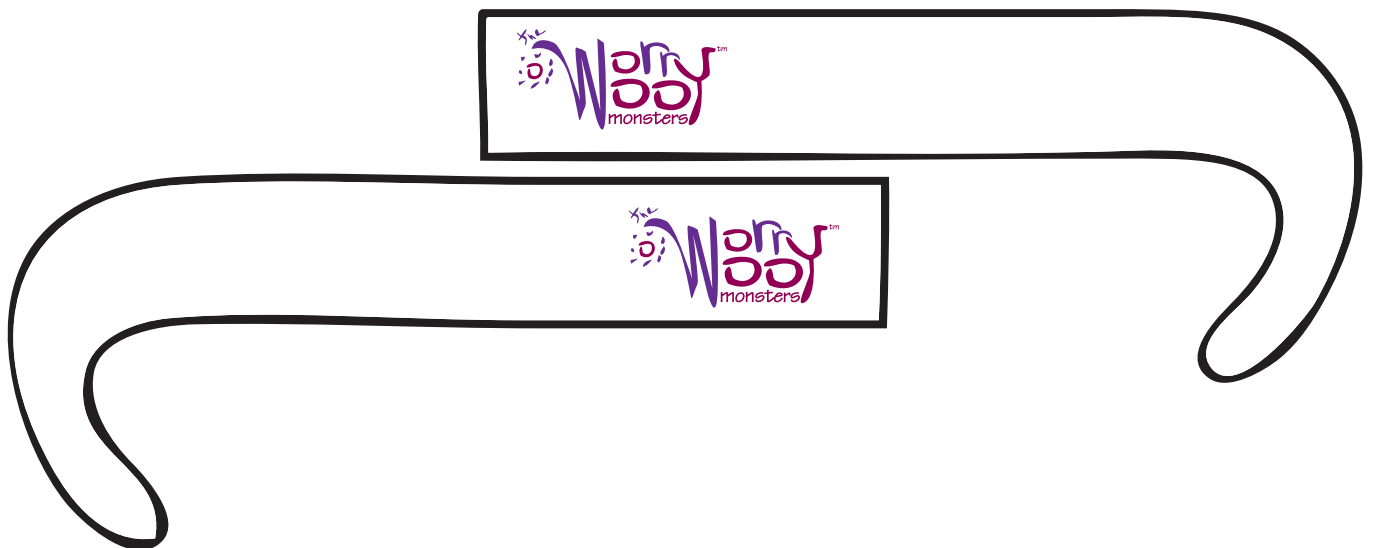
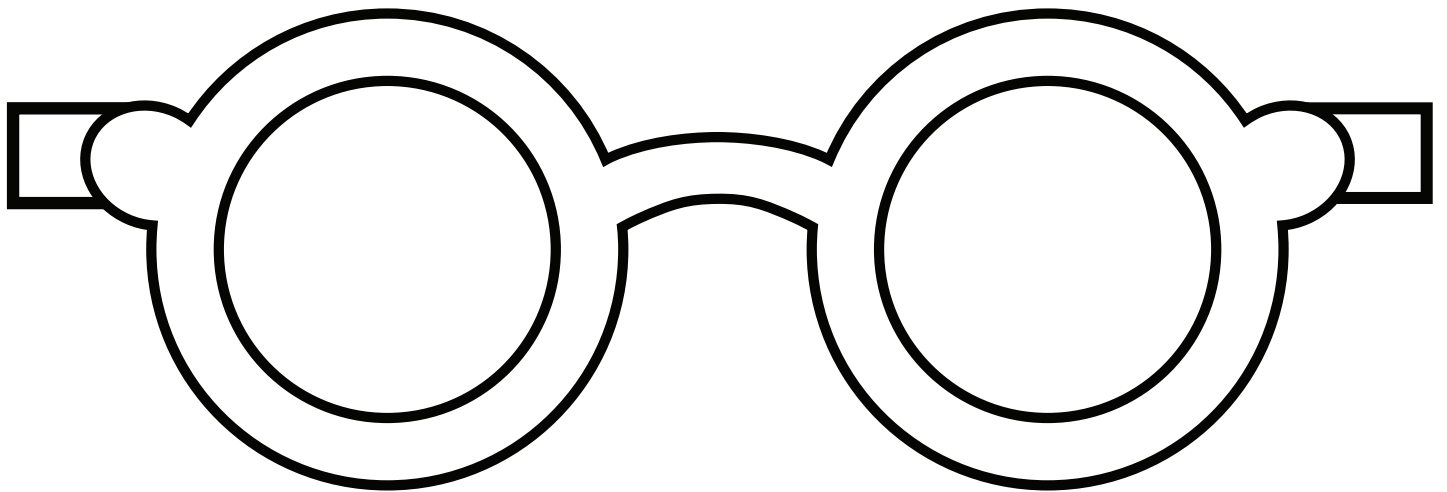
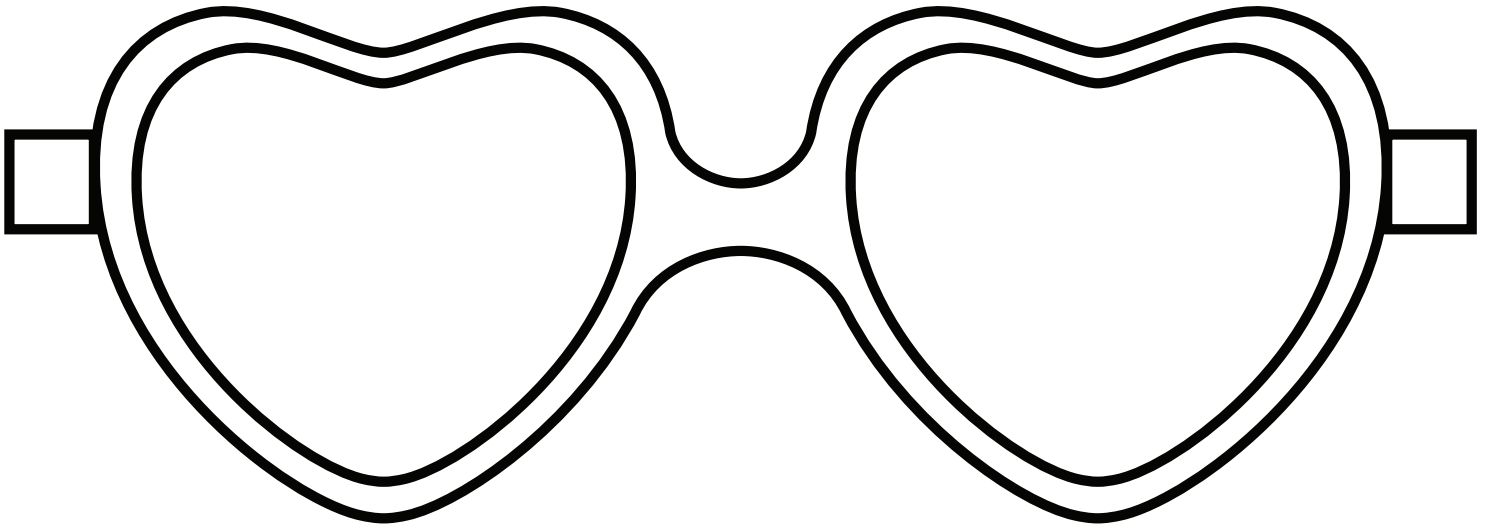
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Name(s): \_\_\_\_\_

Homeroom: \_\_\_\_\_



## **Exit Slip**

In at least 20 words describe the most important thing you learned today

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Name: \_\_\_\_\_ H.R.: \_\_\_\_\_

## **Exit Slip**

In at least 20 words describe the most important thing you learned today

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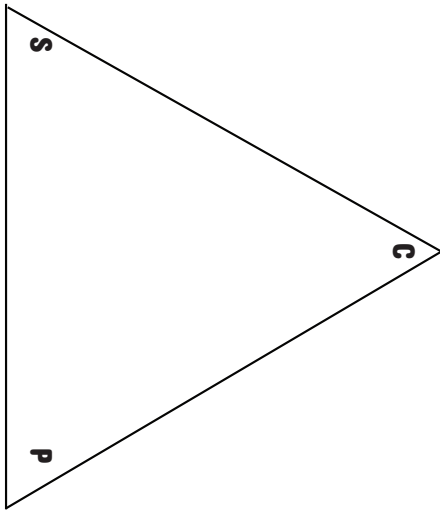
Name: \_\_\_\_\_ H.R.: \_\_\_\_\_



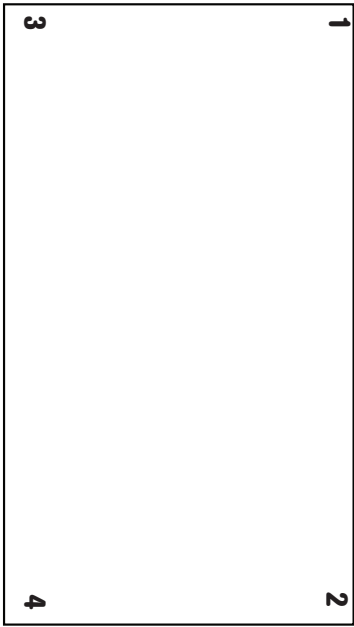
# Story Sequence Map

Student Name \_\_\_\_\_  
Book Title \_\_\_\_\_

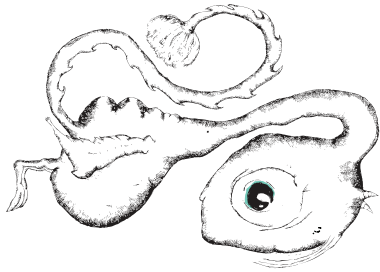
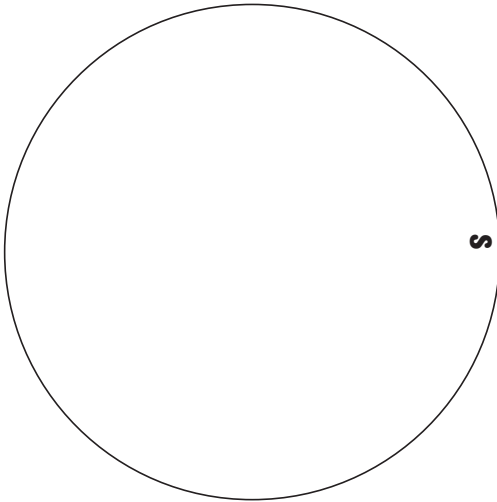
**Beginning**



**Middle**



**End**



**Triangle -----> Settings (when & where), Characters, Problem**  
**Rectangle -----> 4 Main Events**  
**Circle ----> Solution to the Problem**

