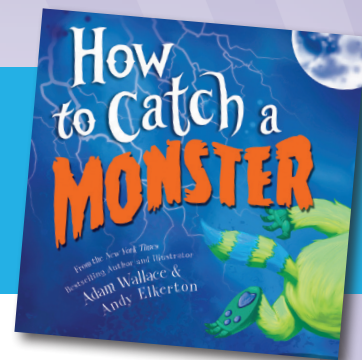# How to Catch Club
An Educator's Guide for
How to Catch a Monster

Written by Adam Wallace and Illustrated by Andy Elkerton

A Common Core State Standards Aligned Activity Guide for Grades Kindergarten, 1 and 2

Note: The activities in this guide align with Common Core State Standards for English Language Arts for Grades Kindergarten, 1 and 2, but standards for other grades may also apply.

Prepared by We Love Children's Books

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About the Book

Get ready to laugh along with this fun children's monster book as a young ninja heads into the closet to meet the monster that's been so scary night after night! But what if things aren't what they seem and the monster isn't scary at all? What if our ninja hero is about to make a friend of the strangest sort?

About the Author and Illustrator

Adam Wallace is the *New York Times* bestselling author of the "How to Catch a…" series. He says that he loves writing stories that make children laugh and get excited about reading and drawing and writing. Visit him at: https://www.adam-wallace-books.com/

Andy Elkerton is *New York Times* bestselling illustrator of the "How to Catch a…" series. He is based in the village of Taynuilt, on the West coast of Scotland. He worked in the field of computer games, but now is finally doing what he always wanted to do...draw children's books! Visit him at: https://www.facebook.com/Andy-Elkerton-Childrens-Illustrator-187820837936476/
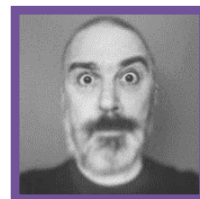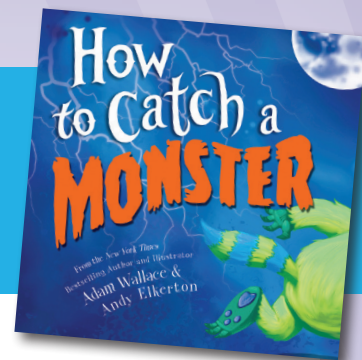
Pre-Reading Questions and Activities

In this story, a boy has a monster living in his closet. Have students ever thought they had a monster living in their house? Where did it live? Were they scared of it?

Before reading, examine the front cover and do a picture walk of the first few pages of the book. At the beginning, does this seem like a story about a monster? What makes students realize a monster will be involved?

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Adam Wallace & Andy Elkerton

Vocabulary

While you read the book aloud to the class, have students identify unfamiliar words and create a vocabulary list to go along with the book. Define the words as a class using an array of strategies to determine meaning, including context, accompanying illustrations in the story and the dictionary if needed. Provide real-life connections to these new words by discussing other situations where they could be used. Have students practice using these new words in a sentence. Can students think of other words that could be used that have similar meanings?
RL K.4
L K.4, K.5, 1.4, 1.5, 2.4, 2.5

Post-Reading Questions and Activities

Brave as a Ninja

How to Catch a Monster tells a story about a child who finally is brave enough to face the monster in their closet. Come together as a class and review the beginning of the book. How does the child feel about the monster? Why do they want to trap the monster, and why are they brave enough to finally try to do it? What happens after they child gets the monster in a cage? What big idea or theme does this illustrate?
RL K.1, K.3, K.7, 1.1, 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.7
SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

It's a trap!

Come together as a class and study the different ways the child tries to trap the monster. What traps fail? Why? What happens when the monster is caught? Were students surprised that the trap worked, and at what the monster said?
RL K.1, K.3, K.7, 1.1, 1.3, 1.7, 2.1, 2.3, 2.7

Describing a Monster

As a class, create a character study of the monster. What does he look like? What does he like to do? In what ways is he like a human? How is he different? Do students think they would like him as a friend? What is their favorite part about the monster?
RL 1.1, 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.7
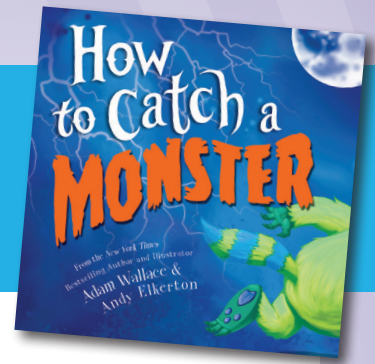SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

Why?

Why does the child adventure into the closet to catch the monster? What the child want to have happen? How does the monster feel? How does this book compare to others in the series—for example, *How to Catch a Mermaid*? In preparation for a discussion, have students break into small groups to review the plot and theme of each book. Then, come together as a class and compare the two. Be sure to address the following points:

- Where is each story set?
- Who is telling the story?
- In each story, who wants to make friends?
- How does the other character respond?

- How is the action of the story similar? How is it different?
- Do students think the girl in Mermaidwent about making friends the right way? How about the monster?

RL K.1, K.2, K.3, K.7, K.9, 1.1, 1.2, 1.3, 1.7, 1.9, 2.1, 2.2, 2.3, 2.5, 2.7
SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

First, Next, and Last
Come together as a class and identify the main events of the story, writing each one on a sheet of paper or note card. Shuffle the papers and have volunteers retell the story in the new, random order. Does it make sense? Now put the events back in the proper order, and review them as a class. Do the events need to happen in a specific order for the story to make sense?
RL 1.1, 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.7

Fancy Lettering
Why do students think certain words on each page are written in a different style and color? How does the way they appear reflect their meaning or help the illustration on that page to tell the story? Ask for volunteers to read a page aloud (with prompting if necessary). Have them practice reading the passage that includes their word in an expressive manner befitting the style and meaning of the word.
RL K.1, K.7, 1.1, 1.7, 2.1, 2.7
SL K.1, K.2, 1.1, 1.2, 2.1, 2.2
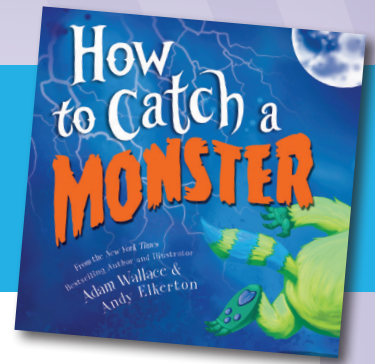
Traps & Games
In the first half of this book, the child is trying to catch the monster. In the second half, the two are playing together. Have students design and draw a new page for the book. It could be a trap, or it could show the two new friends playing. Working with an adult, have students write rhyming text like in the book about what is happening in this new page they have created. Have volunteers share their work with the class before displaying the stories around the room.
W K.3, 1.3, 2.3
SL K.5, 1.5, 2.5

Visit the Common Core State Standards website to read about the individual standards listed in this guide: http://www.corestandards.org/ELA-Literacy/

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How to Catch a MONSTER
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Bestselling Author and Illustrator
Adam Wallace &
Andy Elkerton

For Reference
Common Core State Standards Used

Reading Standards for Literature KINDERGARTEN (RL)
Key Ideas and Details
K.1. With prompting and support, ask and answer questions about key details in a text.
K.3. With prompting and support, identify characters, settings and major events in a story.

Craft and Structure
K.4. Ask and answer questions about unknown words in a text.
K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

Integration of Knowledge and Ideas
K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

Writing Standards KINDERGARTEN (W)
Text Types and Purposes
K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Research to Build and Present Knowledge
K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards KINDERGARTEN (SL)
Comprehension and Collaboration
K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  b. Continue a conversation through multiple exchanges
K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
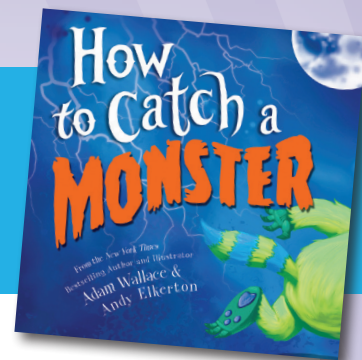
Presentation of Knowledge and Ideas
K.4. Describe familiar people, places, things and events and, with prompting and support, provide additional detail.
K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language Standards KINDERGARTEN (L)
Vocabulary Acquisition and Use
K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
    a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb *to duck*).
    b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
    a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
    b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
    c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
    d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings

Reading Standards for Literature Grade 1 (RL)
Key Ideas and Details
1.1. Ask and answer questions about key details in a text.
1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.3. Describe characters, settings, and major events in a story, using key details.

Integration of Knowledge and Ideas
1.7. Use illustrations and details in a story to describe its characters, setting, or events.
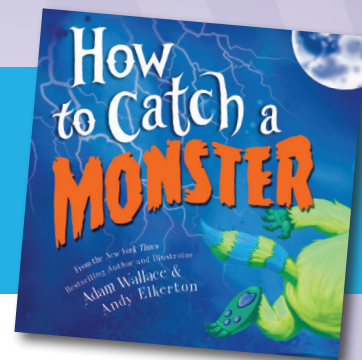1.9. Compare and contrast the adventures and experiences of characters in stories.

Writing Standards Grade 1 (W)
Text Types and Purposes
1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Research to Build and Present Knowledge
1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards Grade 1 (SL)
Comprehension and Collaboration
1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
    a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    c. Ask questions to clear up any confusion about the topics and texts under discussion.
1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas
1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language Standards Grade 1 (L)
Vocabulary Acquisition and Use
1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
    a. Use sentence-level context as a clue to the meaning of a word or phrase.
    b. Use frequently occurring affixes as a clue to the meaning of a word.
    c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
    a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
    b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
    c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
    d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek,
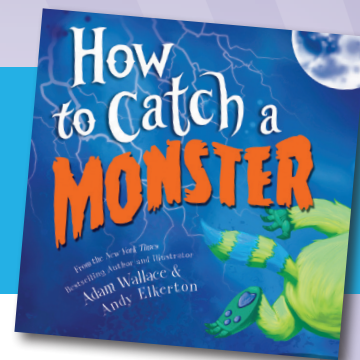
glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Reading Standards for Literature Grade 2 (RL)
Key Ideas and Details
2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.3. Describe how characters in a story respond to major events and challenges.

Craft and Structure
2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Integration of Knowledge and Ideas
2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Writing Standards Grade 2 (W)
Text Types and Purposes
2.3. Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

Research to Build and Present Knowledge
2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards Grade 2 (SL)
Comprehension and Collaboration
2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others' talk in conversations by linking their comments to the remarks of others.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
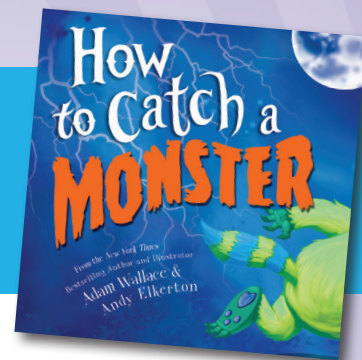
2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas
2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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.

Language Standards Grade 2 (L)
Vocabulary Acquisition and Use
2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
   d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
   e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.5. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
   b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

How to Catch Club

Visit the Catch Club online at howtocatchclub.com for:

- A sign-up for the exclusive Catch Club email newsletter for downloadable activities and sneakpeeks at new How to Catch books

- Downloadable crafts and recipes

- Videos from Adam Wallace

- Games and contests

- And more!