

# HOW TO CATCH MONSTERS



## Supplemental Activities Packet

This packet contains classroom activity suggestions and worksheets to reinforce concepts from the Playbook® story and to go beyond the story into the content areas of Language Arts, Math, Science, Social Studies, Art, Health, etc., as well as Character Development.

Activities range in age appropriateness and skill level so that teachers can choose activities that best suit their particular students. An Answer Key is provided on the last page.

Name \_\_\_\_\_



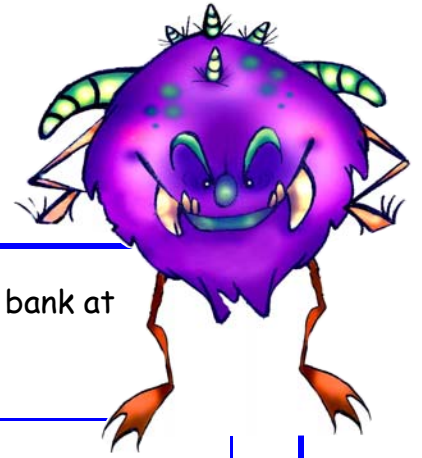
# HERE'S WHAT HAPPENED

Directions: Answer each of the following questions using complete sentences.

1. Where did Amanda first see the monsters?  
\_\_\_\_\_
2. What did the monsters keep repeating throughout the story that frightened Amanda and Josh?  
\_\_\_\_\_
3. What did Dad think when Amanda and Josh first told him about the monsters?  
\_\_\_\_\_
4. What great idea did Dad offer Amanda and Josh to solve their problem?  
\_\_\_\_\_
5. Why did the monsters go into the kitchen from outside ?  
\_\_\_\_\_
6. How did Amanda and Josh keep the monsters from getting the pots?  
\_\_\_\_\_
7. What did the monsters eat when they were in the kitchen?  
\_\_\_\_\_
8. How did Amanda and Josh trick the monsters into going to the den?  
\_\_\_\_\_
9. What did the monsters really want to eat?  
\_\_\_\_\_

Name \_\_\_\_\_

# UNSCRAMBLE



Directions: Unscramble the following words. Use the word bank at the right of the page.

1. tabch \_\_\_\_\_

2. hcatc \_\_\_\_\_

3. chfet \_\_\_\_\_

4. ahtch \_\_\_\_\_

5. ctham \_\_\_\_\_

6. hicpt \_\_\_\_\_

7. hcapt \_\_\_\_\_

8. acthcrs \_\_\_\_\_

9. tahwc \_\_\_\_\_

10. wthics \_\_\_\_\_

match

switch

patch

watch

batch

scratch

catch

hatch

fetch

pitch

Name \_\_\_\_\_



# RUNNING OUT OF TIME

Solve each word problem.

1. Amanda started eating her sandwich at 12:10 p.m. She finished it at 12:30 p.m. How much time has passed?

\_\_\_\_\_ hour, and \_\_\_\_\_ minutes

2. Josh began building a model car at 9:50 a.m. He finished at 10:55 a.m. How long did it take to build the car?

\_\_\_\_\_ hour, \_\_\_\_\_ minutes

3. The kids walked into the kitchen at 12:00 p.m. They walked out at 12:50 p.m. How long were they there?

\_\_\_\_\_ hour, and \_\_\_\_\_ minutes

4. Amanda's dance class started at 3:30 p.m. It was over at 4:00 p.m. How long was the class?

\_\_\_\_\_ hour, and \_\_\_\_\_ minutes

5. The monsters started eating cookies at 4:20 p.m. They ate cookies until 5:10 p.m. How long did they eat cookies?

\_\_\_\_\_ hour, and \_\_\_\_\_ minutes

6. Josh started swimming at 3:10 p.m. and finished swimming at 4:40 p.m. How long did Josh swim?

\_\_\_\_\_ hour, and \_\_\_\_\_ minutes

7. Dad began to cook dinner at 6:30 p.m. It was ready at 7:40 p.m. How much time did it take him to cook dinner?

\_\_\_\_\_ hour, and \_\_\_\_\_ minutes

8. Josh started hiding pots at 2:40 p.m. He finished hiding them at 3:20 p.m. How much time had passed?

\_\_\_\_\_ hour, and \_\_\_\_\_ minutes

9. Amanda started writing notes at 11:50 a.m. She finished it at 12:20 p.m. How much time has passed?

\_\_\_\_\_ hour, and \_\_\_\_\_ minutes

10. Dad started digging a hole at 3:00 p.m. He finished it at 4:10 p.m. How much time did it take him to dig the hole?

\_\_\_\_\_ hour, \_\_\_\_\_ minutes

Name \_\_\_\_\_

# FEARS AND MISUNDERSTANDINGS



What are some reasons people might be afraid of something or someone without first communicating with them? Write your answers and discuss in class.

---

---

---

---

---

Have you ever had a similar experience of being afraid of something or someone but later realized you were wrong to be afraid? How did it turn out? Did you learn from this experience?

---

---

---

---

---

---

---

---

---

Name \_\_\_\_\_



# VOCABULARY

Directions: Match the correct definition to each of the following vocabulary words below.

- |                  |  |
|------------------|--|
| 1. _____ trap    | A) material used to cover floor or ground for protection     |
| 2. _____ spy     | B) to regain one's strength and balance                      |
| 3. _____ soup    | C) below or under  |
| 4. _____ den     | D) small, legless, creeping animals                          |
| 5. _____ mat     | E) device or trick for catching something                    |
| 6. _____ beneath | F) liquid food made by boiling various ingredients           |
| 7. _____ recover | G) room in a house for comfort, reading, sitting, or writing |
| 8. _____ worms   | H) to be on the lookout, keep watch                          |

# BUILD A MONSTER TRAP!

## A fun family home project

How would you catch a monster? Put your thoughts and creativity to work when you design and build this monster trap at home.

- Recruit the rest of your family to help with your project.
- Use materials you find around the house.
- Include a short description of how your trap works.
- Include a list of materials used to make your trap.
- Bring your trap back to class to share .



For some ideas and examples of other Monster Traps made by students you can go to the following website.

[http://staffweb.peoriaud.k12.az.us/Teresa\\_Wilson/Monster%20Traps%2007.htm](http://staffweb.peoriaud.k12.az.us/Teresa_Wilson/Monster%20Traps%2007.htm)

# ATTRACTING FRIENDLY CRITTERS

Here are a few ideas to turn your yard into an attractive place for friendly critters to visit.

## CRAFT MATERIALS:

- sugar
- red duct tape
- garbage can lid
- flat stones or bricks
- terra-cotta flowerpot
- sandy soil
- humming bird feeder



Time needed: Weekend Project

**1. Hang up a hummingbird feeder:** With wings that beat up to 80 times per second, these little birds literally buzz about searching for nectar. To give them an energy boost, pick up a hummingbird feeder at your local garden center or birding shop. No need to purchase artificial nectar, though. Simply stir 1 part white cane sugar into 4 parts water, and skip the red dye that's so often recommended to attract hummingbirds (you can use red duct tape to decorate the feeder instead).

**2. Set up a birdbath:** Just as we humans enjoy taking a quick dip on a warm day, so do the birds. A simple way to provide them with the sort of shallow pool they prefer is to cradle an inverted garbage can lid in a base of flat stones or bricks and fill it with water and a few small rocks (for a landing place). Choose an open spot that neighborhood cats can't sneak up on, and be sure to clean and refill the lid regularly.

**3. Provide abodes for toads:** Hungry toads can be a big help in keeping garden pests, such as slugs, grubs, and potato beetles, under control. Entice them to hang out around your plot by creating a shady retreat. Pick a spot that's protected from the wind and where the soil is moist, and dig a few shallow depressions. In each one, lay a terra-cotta flowerpot on its side and then fill it partway with sandy soil.

For more fun backyard ideas go to [www.familyfun.com](http://www.familyfun.com).

Name \_\_\_\_\_

# DRAW A MONSTER



*These guys are great!*

Not all monsters look like this. Put your imagination to work and draw your own version of a monster.



To download and print extra copies of this page, visit [www.playbooks.com/supplements](http://www.playbooks.com/supplements).

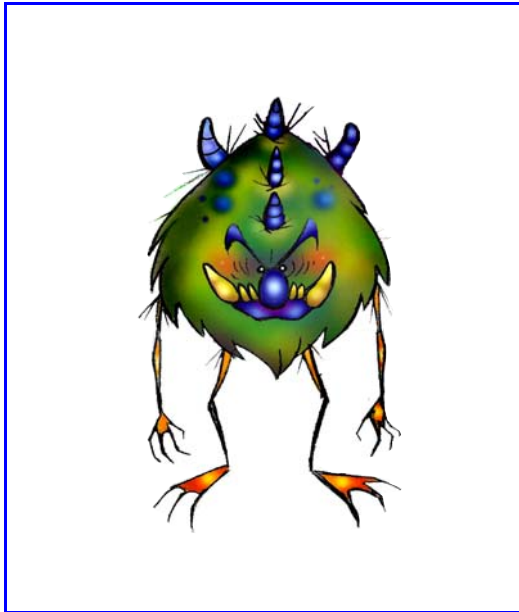
# MONSTER SING-A-LONG

(Sung to: "If You're Happy and You Know It")

There's A Monster In My Closet  
And It's Green! (Rawwwr Rawwwr)  
There's A Monster In My Closet  
And It's Green! (Rawwwr Rawwwr)  
There's A Monster In My Closet  
And It's Very Very Green  
There's A Monster In My Closet  
And It's Green! (Rawwwr Rawwwr)

There's A Monster In My Closet  
And It Smells! (Pew Pew!)  
There's A Monster In My Closet  
And It Smells! (Pew Pew!)  
There's A Monster In My Closet  
And It Really Really Smells!  
There's A Monster In My Closet  
And It Smells! (Pew Pew!)

There's A Monster In My Closet  
And It Snorts! (Snort Snort!)  
There's A Monster In My Closet  
And It Snorts! (Snort Snort!)  
There's A Monster In My Closet  
And It Really Really Snorts!  
There's A Monster In My Closet  
And It Snorts! (Snort Snort!)



Have the children substitute the word "green" and the words in parenthesis with their own ideas. For instance:

There's A Monster In My Closet  
And It Cries! (Boo Hoo!)

There's A Monster In My Closet  
And It Jumps! (Jump Jump!)

Let your imagination and creativity be your guide!!!

# ANSWER KEY

## Here's What Happened

1. The garden path
2. "want to eat them"
3. Kids were pretending to see monsters.
4. To catch the monsters.
5. To find pots.
6. Took the pots from kitchen and hid them.
7. Cookies
8. Hung notes around telling where the pots were.
9. Worms

## Vocabulary

1. E
2. H
3. F
4. G
5. A
6. C
7. B
8. D

## Phonics

1. Batch
2. Catch
3. Fetch
4. Hatch
5. Match
6. Pitch
7. Patch
8. Scratch
9. Watch
10. Switch

## Running Out Of Time

1. 0 hour, 20 minutes
2. 1 hour, 5 minutes
3. 0 hour, 50 minutes
4. 0 hour, 30 minutes
5. 0 hour, 50 minutes
6. 1 hour, 30 minutes
7. 1 hour, 10 minutes
8. 0 hour, 40 minutes
9. 0 hour, 30 minutes
10. 1 hour, 10 minutes

