



Rocket Cards Use with:

There's a Monster in Your Book

By Tom Fletcher





1. Pick a Rocket card to focus on today.



2. Watch the matching video on the Language Launchpad YouTube channel.

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Get ready

When? Before reading

Find a **special place**, which is comfortable and free from distractions such as TV or phones.



Pick a **time** when you and your child are **calm**, but **alert**.





Watch the 'Find a special place' video

Watch the 'Introduce story time' video

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Get them involved



When? Whilst reading

Encourage your child to **follow** the book's instructions. Focus on their **understanding of the instructions**, rather than getting them to talk.

If your child needs help to understand what to do, try

showing them using gesture which they can copy.



Watch the 'Get them involved' video





Use your voice and facial expression

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When? Whilst reading

Put extra emphasis on certain words to make it exciting:

"Oh <u>NO</u>!"

"There's <u>STILL</u> a monster in your book!".

Use your face and body language to show the

excitement/frustration.

If you **pause**, and look at them expectantly, does your child copy you?



Watch the 'Use your voice and facial expression' video





Get them involved



When? Whilst reading

Communication doesn't have to be verbal. When the book asks you to make a loud noise, **adapt this to suit your child**. They could use their **voice**, **clap their hands** or **bang a drum** - be creative and let them choose.

Can your child **point** to the monster on each page?







Say "Well done"



When? Whilst reading

"Well done, you wiggled the book!"

"Wow! Great spinning!"

"I like the way you are trying."

Remember to be tell them exactly what they have done well,

and praise trying as well as succeeding.



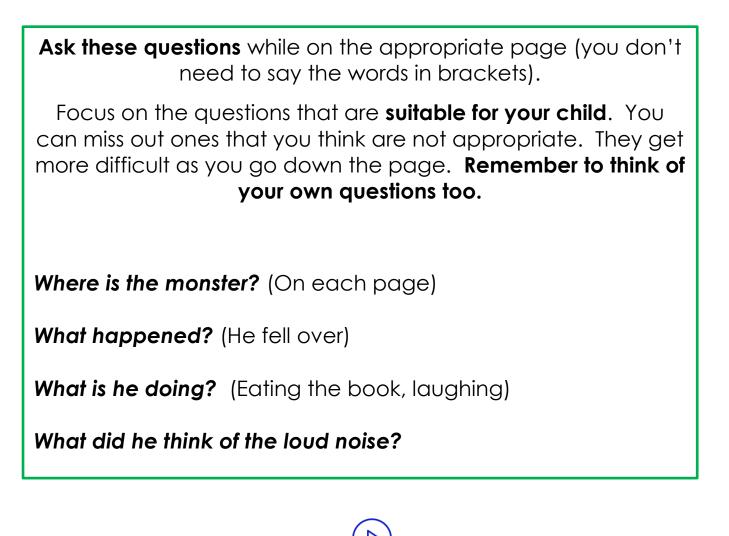




Ask questions

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When? Whilst reading









Retell the story together



When? After reading the story at least once

> Download the There's a Monster in Your Book retell resources from the website.

Use our paper monster box to **act out** and **tell** the story.

Encourage your child to be the storyteller by asking questions, pausing to

wait for your child to give instructions, sentence starters, and language demonstrations.

Remember! **Respond positively** to all of your child's ideas.

Try to focus on these three main events:

1. Oh no there's a monster!

<u>Unfinished sentence</u>: "oh no! There's a ____".

2. Attempts to get him out

Question: "What do we need to do?".

Direction: "Shake him out".

<u>Comment:</u> "Spinning, spinning, spinning the book. You're spinning it fast!"

3. The monster goes to sleep in the book

Question: "What happens at the end?".

<u>Unfinished sentence:</u> "Oh he's gone to ____ (sleep)".







Focus on important words from the story



When? After reading the story

Pick out a **word** from the story and **play a game** to **help your child understand** the word. Here are some of our ideas, but don't forget to pick out your own words and add your own ideas.

Make sure you repeat the word lots of times in different sentences.

Word from story	Ideas to help your child learn the word
shake	Reinforce this whilst playing a game."Let's play a game, what shall we play? We'replaying It's fun when we play together"
loud	Place some items on a tray, take one away whilst the other person isn't looking and then guess which one has been taken. "Which one did you take?" "Did you take the pencil?"







Focus on important words from the story



When? After reading the story

Pick out a **word** from the story and **play a game** to **help your child understand** the word. Here are some of our ideas, but don't forget to pick out your own words and add your own ideas.

Make sure you repeat the word lots of times in different sentences.

Word from story	Ideas to help your child learn the word
asleep	Role play putting teddies/toys to bed. Help your child to act out the routine that they do (e.g. brushing teeth, pyjamas on, tuck into bed, say goodnight etc.) When the teddy is 'asleep', - "Shh, teddy is asleep, he's sleeping, sleep well Ted".
laugh	Take it in turns to do things that make each other laugh. Use repetitive phrases such as "I am going to make you laugh", "You're laughing", "I made you laugh!"

