# Bringing Books to Life – Nellie the Monster Sitter

**ABC ME screening details: Friday 29 May 2020 at 11:10 am**

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/bringing-books-to-life).

**Key learning areas: English**

**Level:** upper primary

**About:** Actress & comedian Sarah Hadland reads extracts from 'Nelly the Monster Sitter' by Kes Gray. She explains why she loves the book, how it captured her imagination, and why she loves to read.

## Before the episode

1. Look up the word ‘monster’ in dictionary. You will find that it has more than one meaning. Write sentences using the word in two different ways. Brainstorm and list words that use monster as a base word (for example, monstrous)? Think about how to use each word in a sentence. Is in a noun or an adjective?

During the episode

1. Listen carefully for descriptive language in the reading from Nellie the Monster Sitter. List words and phrases the author used to describe Nellie and the monsters.

| **Nellie** | **Monsters** |
| --- | --- |
|  |  |

## After the episode

1. Draw a picture of a monster that needs baby-sitting and write instructions about how to care for your monster.
2. Write a paragraph describing your monster. Use alliteration and include a simile in your description. Use the examples below from Nellie the Monster Sitter to help you.

**Alliteration:** words beginning with the same sound. For example:

“…the slobbering, slabbering frenzy of snarls.”

**Simile:** two unlike things are compared as being like or as each other. For example:

“…their stiff black whiskers bristled like burnt sparklers.”

**Follow-up activity:** Create an advertisement to promote a monster babysitting service. Include the qualities that a monster babysitter might need in your advertisement.

# NSW Teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To identify the creative language features used by authors in imaginative texts.
* To use imagination and descriptive language when writing.

## NSW English K-10 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
| Modes and skills | Stage 2 | Stage 3 |
| Writing and representing 1 | plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language (EN2-2A) | composes, edits and presents well-structured and coherent texts (EN3-2A) |
| Writing and representing 2 – responding and composing | identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts (EN2-7B) | discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts (EN3-5B)  |

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