



Mona the Moaner

Book Band White B

RR Level 24

Genre Play

Length 32pp (1151 words)

Letters and Sounds Phase 6

Year 2, term 2

Phonics Bug Up to Unit 30

Interest words lounge,
snatches, gamestation,
confused, moaning, jellyfish

Plot Summary

These three plays are about Mona, who is always moaning. In the first play, she blames her brother for losing her gamestation, until it is found under her bed. In the next play, Mona doesn't want to go to Gran's party, but then has a lovely time. In the last play, she doesn't want to go to the seaside, but changes her mind when the sun comes out!

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18 LIT 1–14a (CfE) RS8 (W) R9 (NI)	Reading [Draw] on what they already know or on background information and vocabulary [...].	Y2 t3, Personal Response and Evaluation of Text Use empathy to help them understand characters and their motivation.
Y2, RC, p.18 ENG 1–03a (CfE) OR5 (W) T&L 3 (NI)	Spoken Language [Discuss] the sequence of events in books and how items [...] are related.	Y2 t3, Literal Comprehension [Discuss books...], recalling the story and [...] significant events and characters.
Y2, WC, p.21 ENG 2–31a (CfE) WR4 (W) W1 (NI)	Writing [Write] down ideas and/or key words, including new vocabulary.	Y2, Planning Write some useful words, phrases and/or pictures in a planning frame.

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Key Stage 1 (2007)

RC = Reading – comprehension, National Curriculum in England (2013)

W = English in the National Curriculum for Wales Key Stage 1 (2008)

WC = Writing – composition, National Curriculum in England (2013)

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Session 1: Reading

Before Reading

Phonics for Reading

Ask children to read the title and say what they notice about the way the words sound. Write *Mona* and *moaner* on the board and ask children to identify the spelling patterns for each of these sounds ('o' and 'oa'; 'a' and 'er'). Ask children to find other words that end in '-er' on page 3 (e.g. *character*, *younger*, *brother*). Do they end with the same sound? Discuss the difference in the way the 'o' is pronounced in *brother* and *Mona*.

Walkthrough



Talk about the front and back covers and read the title and blurb. Encourage children to make predictions:

- What will Mona be like? How does the title give us a clue about her character?
- Have children watched any plays being performed? Have they ever taken part in a play? Share any experiences briefly.
- Look at the list of characters on page 3. What do the children think is happening in the picture?

During Reading

While children read, ask them to think about the main question.

Main question: **What are Mona and Sam arguing about? Do you ever have silly fights with your brothers/sisters or friends?**
(Y2 t3, Personal Response and Evaluation of Text)

Additional prompts to help you sample children's reading:

- Pages 4–5: Why do you think Mona snatches the comic from Sam?
- Pages 8–10: Why do you think Mona calls Mum? How does Mum sort everything out? How do you think Mona feels at the end of the play?
- Pages 14–16: How is Mona feeling about going to Auntie Doreen's party? How do you know?
- Page 21: How has Mona's attitude about the party changed? What do you think Mona's mum is thinking?
- Pages 24–30: Have you ever felt like Mona on a long journey? Did you moan or get bored?
- Page 32: What do you think will happen next? Will Mona still be moaning? Give reasons for your predictions based on the other two plays.

After Reading

Discuss the main question with children and ask them to think about how Mona and her brother behave towards each other. What is it like when they feel annoyed with someone? How do they behave? What do they say? Ensure that the children understand that we find out about the characters through what they say in a play and through description and dialogue in a story.

Quick Finishers

Use the pictures in 'Are We Nearly There Yet?' to summarise how the plot develops. Look at some of the pictures of Mum and Sam when Mona is moaning and think of words to describe how they are feeling.



Session 2: Spoken Language & Writing

Phonics for Writing

Write the words *begin* and *beginning* on the board. Ask children what happened to the root word when the suffix -ing was added. Explain that you double the final letter of a word if it is a consonant which has a vowel directly behind it. Repeat the activity with the root words: *sit*, *travel*, *put*.

Spoken Language

Arrange children in pairs and choose short sections of one of the plays for them to re-read. Children identify the main events and summarise them in the correct order. The pairs rehearse then re-tell these events to the group using adverbs of time (e.g. *first*, *next*, *after that*, *finally*) to help them with the structure. Check that children are using the past tense. **(Y2 t3, Literal Comprehension)**

Writing

Introduce the PCM and discuss how the beginning of 'Are We Nearly There Yet?' could be written as a story. Identify the key points and vocabulary and ask children to plan the story using the PCM. **(Y2, Planning)**

Making Links

Make a collection of play scripts for children to read and encourage them to act them out, taking on different roles. Perform the plays to the class.