

A Teacher's Guide to
TIME OUT FOR MONSTERS

Written by Jean Reidy
Illustrated By Robert Neubecker



TIME OUT FOR MONSTERS! © 2012 by Jean Reidy; Art by Robert Neubecker;
Disney Hyperion Books

PRAISE FOR TIME OUT FOR MONSTERS!

“...a riot of color, goofy fantasy, and well-choreographed freneticism.”~*Publishers Weekly*

“Energetic and appealing to young artists everywhere, this one is a winner.”
~*School Library Journal*

"Budding artists and those who have ever felt misunderstood will cheer on this 'time out' king." ~*Kirkus Reviews*

Guide created by Natalie Dias Lorenzi
Artwork @Robert Neubecker

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STORY SUMMARY

Where can you find a fire truck, a monster, and a great big pile of cupcakes? Come in, I'll show you!

Author Jean Reidy and illustrator Robert Neubecker invite anyone with an outsized imagination to join this rambunctious romp about making your own world.



ABOUT THE AUTHOR



When she was little, **JEAN REIDY** always tried to be good, but sometimes her imaginary friends pulled her into trouble. These days, she's told that a naughty kid lurks within her. She takes this as a compliment! Her other books include *Light Up the Night*, illustrated by Caldecott Honoree Margaret Chodos-Irvine and winner of the Colorado Book Award, and *Too Pickley!* and *Too Purpley!*, illustrated by Geneviève Leloup. Jean writes from her home in Colorado. Visit her at www.jeanreidy.com. Teachers please also visit http://www.jeanreidy.com/Time_Out_for_Teachers.html to find out about other free resources and free Skype visits.

ABOUT THE ILLUSTRATOR

ROBERT NEUBECKER is the creator of the *Wow!* series, including *Wow! School!* and *Wow! Ocean!* Robert once failed math and was sent to his room. When he pointed out that he got an A in art, his father replied: "So draw on the walls!" Dangerous advice! Robert lives with his family in Park City, Utah.

Visit his website: www.neubeckerbooks.com.



PRE-READING

ACTIVATING PRIOR KNOWLEDGE

Ask students to share their time-out experiences by asking the following questions:

Have you ever been sent in time out? If so, how did you feel?
What did you do while you were in time out?

If you've never been to time-out, what happens at home and at school when you don't follow the rules?

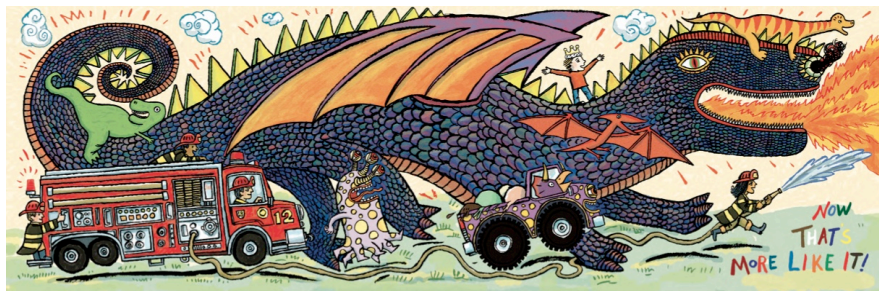
- *Students will activate schema and background knowledge to construct meaning.*



TAKE A BOOK WALK

Show the front and back book covers. Based on the title and illustrations, ask students to predict what the story will be about. Point to the author's and illustrator's names and ask what they do. Ask students if they think the story begins with the words, or with the pictures that appear before the first page of text.

Flip through the book until you reach the following page. What is the story about?



Go back and read the story from beginning to end.

- *Students will name the author and illustrator of a story and define the role of each in telling the story.*
- *Students will describe the relationship between illustrations and the story in which they appear.*
- *Students will identify the front cover, back cover, and title page of a book.*
- *Students will make predictions based on illustrations or portions of story or text.*

DISCUSSION QUESTIONS

1. Look at the title page. Why do you think the boy's mother sent him to time out? (*knowledge*)
2. What did the boy think his mother would do when she saw his drawings? How does she really react? (*comprehension*)
3. The dump truck in this story is filled with ice cream. If you had your own dump truck, what would you fill it with? (*application*)
4. Why does the boy decorate the walls? (*analysis*)
5. Why do you think the boy was put into time out the second time? (*synthesis*)
6. Should the boy have drawn on the walls? What are the good things about what he did? What were the consequences? (*evaluation*)



STUDENT ACTIVITIES

THE VIEW FROM YOUR WINDOW



The boy in the story draws a window with a view. What would students like to see outside of their window? Let them draw their dream views on square-shaped pieces of paper. When they're finished, let them add a paper window frame and panes with thin strips of brown paper and stick glue.

Challenge: How many squares are in each window? (Answer: Five! There are four small squares in each pane and one large square for the entire window.) How many rectangles are there?

(Four. Two panes make one rectangle; there are two vertical and two horizontal rectangles). For older students, point out that squares are also rectangles, which will increase the number of rectangles found in the window.

Display students' windows under a sign that reads: **Our point of view!**

- *Students will describe objects in the environment using names of shapes.*
- *Students will correctly name shapes regardless of their orientations or overall size.*

IN YOUR CORNER

Show the illustration of the boy adding the finishing touches to the time out corner mural of his favorite things. Tape white butcher paper to a corner of your classroom and let students design their own mural. Children can each add one of their favorite things, or the mural could be tied to a unit of study, such as favorite animals or a loved activity from a favorite season.

- *Students will sort similar groups of objects into simple categories based on attributes*



DECORATIVE DINOSAURS

Although fossils give scientists information about what dinosaurs ate, how they lived, and their size, we still don't know what color they were or whether or not their skin had colorful designs like some reptiles do. To find out more about what colors dinosaurs might have been, visit:

http://pbskids.org/dinosaurtrain/tour/assets/pdf/zootour_pdf_zoo.pdf

Share some images of modern-day reptiles that have colorful patterns on their skin. Have students compare these with the illustrated dinosaurs in the story. Let students draw their own dinosaurs (or give younger children a choice of pre-cut dinosaur shapes), and let them decorate their dinosaurs with markers, crayons, and paint, or collage-style with pieces of fabric, string, sequins, etc.

- *Students will ask questions about the past using question starters.*
- *Students will make plans to create works of art.*
- *Students will create visual narratives from familiar stories and subject matter.*



TIME OUT FOR MONSTERS



Show the illustration of the monster drawn by the boy in the story. What would this monster do if his mother put him in time out? What kinds of things would a monster draw in his time out corner?

Have students design their own monster and write a story about the monster going to time out. Use *Time Out for Monsters!* to model how to use the graphic organizer on the following page to plan the beginning, middle and end.

- *Students will, with prompting and support, identify characters, settings, and major events in a story.*
- *Students will draw pictures to generate, represent, and express ideas or share information.*

(Story Title)

Written by

(Student's Name)



In the beginning...

Then...

In the end...

The monster broke
the rules!

The monster was sent
to time out.

No more time out
for the monster!

MONSTER TRUCK PHYSICS

Let students experiment with the physics behind toy trucks like the monster truck in the story.

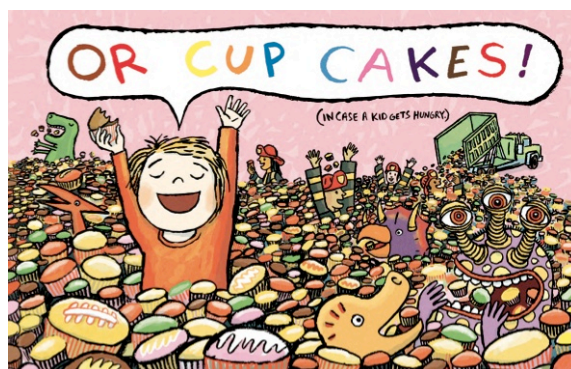


1. Roll out a strip of paper onto a table big enough for students to observe you while you carry out this demonstration.
2. Place a ramp at one end of the table and hold up a toy truck. Ask students how the ramp will help the truck to move.
3. Ask one student to estimate how far the truck will go. Mark the student's estimate by drawing a line on the paper with a marker.
4. Place the truck at the top of the ramp and let it go. Mark the place where the truck's front wheels stopped. How close is the truck to the line that shows the estimation? Emphasize that estimations are guesses, and it's okay to miss the mark.
5. Next, let students touch and feel a sheet of sandpaper. Place the sandpaper on the ramp and ask how this might change the distance the truck will travel. Using a different colored marker, draw a line that represents the new estimation.
6. Let the truck go and mark its new position. How did the sandpaper affect the distance the truck traveled?
7. Repeat the experiment by using other things to change the surface of the ramp, such as carpet, a rubber mat, and aluminum foil. Explain that these different surfaces change the *friction*, which changes the speed of the truck.
8. Leave this set-up as a station for children to visit later in small groups.

Challenge: Repeat the experiment using trucks of different sizes and weights.

- *Students will observe, investigate, and describe how different objects move.*
- *Students will recognize and investigate cause-and-effect relationships in everyday experiences.*

CUPCAKE MATH



To go along with the cupcakes in the story, place a cupcake pan in a math center along with cupcake liners in various colors. Let children make patterns with the colored liners and display the patterns in the cupcake pan.

Variation: Give each student the same color cupcake liner and different colors of play dough. Show each student how to make a play dough cupcake by filling a liner half-way. Press plastic or magnetic numbers into each “cupcake.” Put them in the math center along with the cupcake baking pan and let children arrange the number in ascending or descending order in the pan. Once the cupcakes are in order by number, help them separate the odd from the even cupcakes and use these to practice skip counting.

- *Students will match a quantity with a numeral.*
- *Students will classify objects into given categories.*
- *Students will count the numbers of objects in each category.*

ROYALTY



Ask students if the “For A King!” illustration reminds them of any other stories they’ve heard.

Read Maurice Sendak’s *Where The Wild Things Are*. Ask students about similarities they noticed between this book and *Time Out For Monsters!* Using the Venn diagram on the following page, students can draw or write their thoughts.

- *Students will, with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.*

Name: _____

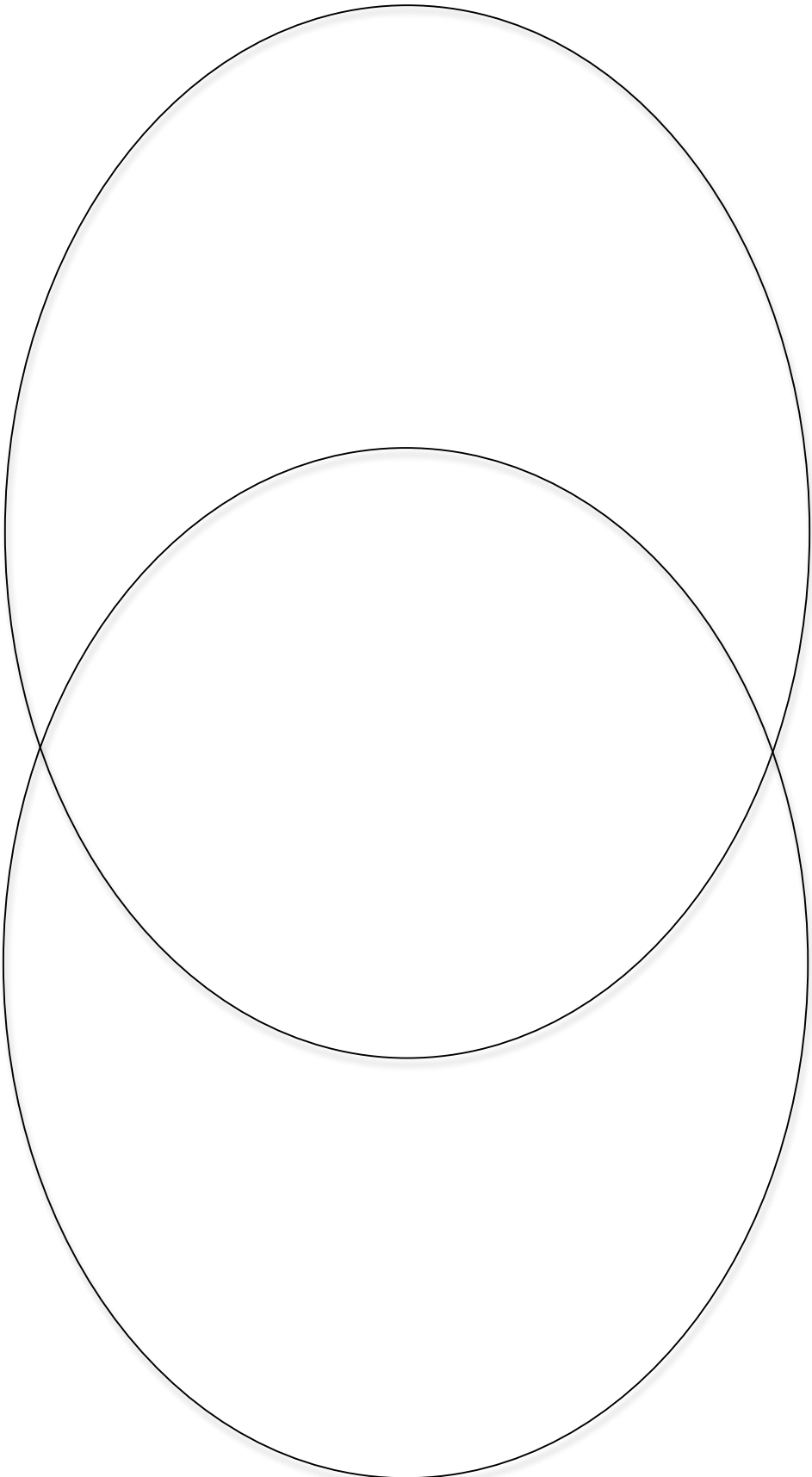
Time Out For Monsters!

By Jean Riedy, Illustrated
by Robert Neubecker

Both

Where the Wild Things Are

By Maurice Sendak





Ask students to brainstorm ideas for creating a throne (or two or three) in your classroom's library. Transform a regular chair into a royally appealing throne by adding cushions, ribbons, streamers and stickers and a sign that reads:

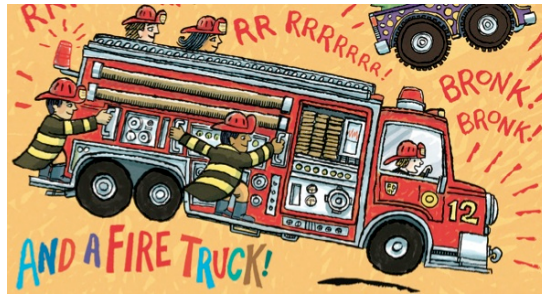
Books Rule!

Children can make crowns to wear while they're reading books while sitting on the thrones. Let students decorate their crowns, add their names, and write:

Shh! Maria is reading a royally good book.

- *Students will make plans to create works of art.*

TIME OUT FOR FIREFIGHTERS



Show students the illustration of the fire truck and discuss how firefighters are community helpers.

Help children to understand what firefighters do by:

1. Inviting a firefighter to speak to your class, or
2. Downloading the *Fire Truck* app by Good Glue, where children can hop on a virtual fire truck to help put out fires and rescue pets.

Once students understand what firefighters do, create a firefighting area in the classroom. Paint a large refrigerator box red and use white or silver paint for the ladders and pipes. Supply red plastic firefighting hats, stuffed animals to “rescue,” toy helicopters, and a short plastic hose. Review the rules of sharing and taking turns with the objects in this center.

- *Students will recognize and give examples one person may want to use another’s object and that this requires asking permission and sharing.*
- *Students will categorize examples of people and events that relate to civic participation.*
- *Students will initiate sustained dramatic play.*

AN INTERVIEW WITH AUTHOR JEAN REIDY



How did the idea for *Time Out for Monsters!* come about?

The idea for *Time Out for Monsters!* actually originated from a completely different picture book manuscript in which I referenced the "perfect" time out corner. To me, that seemed like such a funny, paradoxical notion, I had to pursue it further.

Once the idea came to you, what did you do next?

I chatted with my kids, each of whom "did time" in time out. And of course, I dove deeply into my own childhood memories of sitting in "the green chair," my time out corner. We all agreed that time out is often filled with boredom, heavy-duty daydreaming and little remorse. That's where I decided to go with my text.

***Time Out for Monsters!* is your fifth published picture book. How did your writing and/or publishing experiences differ this time around?**

While I still love to give my illustrator and book designers "plenty of space to let loose," the process has felt more and more collaborative with each new book. It's been fascinating having that growing window into the art and industry of picture book creation.

How did the illustrations come about?

While my editors and illustrator were open to my involvement in the design of this project, their ideas were so brilliant and Robert Neubecker so understood the story, I didn't have much to add.

My original illustrator note suggested that the child's wall mural be a surprise, but I also suggested including a few hints to that surprise in the beginning - which could be fun for the re-read. Those hints became the crayons in the child's back pocket and scattered on the floor.

In early drafts, Mom was fully rendered in the illustrations, but no matter how she was portrayed, I felt that her presence in the illustrations made the story less kid-centric. Mom's pointed finger was enough to convey the consequences. So that's what remained.

As for the ending, that was the creative genius of my editor, illustrator and book designer. My original submitted text for the ending read,

*Yup, this corner needs a lot of fixing up.
I'll have to talk to Mom about it,
Soon as she says I can get up.
(Surprise ending - kid is back in the corner because he's colored on the walls)*

So as we were trying to lay out the pages, we were unclear how Robert might illustrate using the chronology of the child's original narration. That's when the notion of wordless pages came up. So we revised the text to

*I can't wait to show Mom.
I know she'll love it.*

And instead of saddling the story with a completely didactic ending, we have the child back in the corner, with his imagination alive and well and depicted in the purple footprints and monster on the endpapers. Perfect!

Do you have a writing routine?

When I wake up, I usually throw on some sweats, pour myself a cup of coffee and then -- even before breakfast -- get to work. I have a thing about getting the tough stuff done first and planting rewards for myself throughout the day. I read a few emails then start writing. I write best in the morning, because at night, when I'm tired, I love to read instead. Usually I take a break after about an hour or two and eat breakfast. Then it's back to my computer. I reward myself midday with lunch and a run or bike ride. It's amazing how many ideas -- bits of narrative, strings of dialog, new story ideas -- have come to me when I'm away from my computer. Running, walking, and bike riding are my best cures for writers block. Then usually, I have to rush home to get my ideas down before I forget them.

What advice do you have for young writers?

First, read, read, read. Read anything you want. Comic books, magazines, funny stories, sad stories, adventures, fantasy - whatever you like. Reading is the best writing teacher. I actually schedule reading time into my work schedule, studying story structure and characters and settings, in order to be able to write my own stories.

Then don't be afraid of the blank page or the blank screen. Just write. Don't be afraid of sounding stupid. Just get it down. You can always revise it. Write about things you like and write the way you like to write. Make lists, doodle, rant and rap. Write poems, wacky stories, diary entries. If you're stuck on what to write, remember there are ideas all around. Look at your everyday life and ask, "What if?" What if that lamp grew tentacles? What if the bully became the principal of the school? What if dinosaurs drove fire trucks? It can be lots of fun. But just write. The more you do it, the more you'll love it. AND the better you'll become!

When you aren't writing, what are some of your favorite things to do?

I love to read. And I'm a sucker for card games. Consequently, my kids have turned into some pretty savvy card players. But we also enjoy the outdoors. Here in Colorado we're so lucky to have miles of amazing trails and, of course, the Rockies, so I take full advantage of this beautiful state. I love to hike, run, walk, ride my bike, and ski. I'm also an ice skater. I grew up in Chicago across the street from an outdoor rink and spent hours teaching myself jumps and spins.

AN INTERVIEW WITH ILLUSTRATOR ROBERT NEUBECKER



When did you begin to think of yourself as an artist?

Since I was a little, tiny kid.

How did you become an illustrator?

When I was in Art School in New York, I went down to the New York Times to show my work. It was a class assignment and I was the last to one to go. They hired me.

What types of media do you like working with the most, and why?

I mostly draw, in ink, with a brush or pen. I worked in watercolors for many years. Now I color my drawings on my Macintosh.

How long did it take to illustrate *Time Out For Monsters*?

A few months. It was fun!

What was the most challenging thing about this project?

Getting the tire tracks right on the back cover.

The most rewarding?

Drawing like a little kid.

Did you collaborate with the author as you did the illustrations?

No. We don't do it that way. I get a manuscript from the publisher- whose job is to choose artists for each book- and then I interpret it. I almost never talk to the author. When I did John Lithgow's book "I Got Two Dogs" I thought that his love poem to his doggies was very sweet. Too sweet. So I had his dogs destroy his whole

life, and in the end, they still love each other and sleep together in a dog pile.

You've illustrated numerous books for children. How does your process differ from one book to the other?

Depends on the book. Some are complex, like *Wow Ocean*, and some are very simple.

Pablo Picasso once said, "All children are artists. The problem is how to remain an artist once he grows up." Do you agree?

Sure. He also said that he spent his whole life trying to get his art back to the innocence of childhood. He succeeded.

When you're not illustrating, what do you like to do in your free time?

I live in the mountains, so I ski and hike a lot with my kids. I'm also on the board of a charter school in my town, The Weilenmann School of Discovery.