



Rocket Cards

Use with:

Monkey Puzzle

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1. Pick a Rocket Card to focus on today.



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



Rocket Card
Use with 'Monkey Puzzle'

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 **join in** with and **finish** the repeated phrases **“No, no, no! That’s a ____”**

Make sure you leave plenty of time for them to speak.

Once your child knows the story well, try pausing before the last word on each page, to give them a chance to say it.



Watch the '**Get them involved**' video



Rocket Card
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Use your voice and facial expression



When? Whilst reading

Use your **voice**, **face** and **body language** to show how Monkey is feeling:

- Use a sad voice and face when Monkey says "I've lost my Mum".
- Show Monkey's frustration when butterfly keeps getting it wrong, by making the "no, no, NO" stand out. Try stamping your foot and putting your hand to your head like Monkey does in the picture on the page with the elephant again.

Put extra **stress** on the words that show how Monkey's mum is **different** (e.g. "she *ISN'T* __, she *DOESN'T*, she *HASN'T* __").

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



Watch the '**Use your voice and facial expression**' video



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Ask questions



When? Whilst reading

Ask these questions while on the appropriate page (you don't need to say the words in brackets).

Focus on the questions that are **suitable for your child**. You can miss out ones that you think are not appropriate. They get more difficult as you go down the page. **Remember to think of your own questions too.**

What can you see? (On any page.)

What's the same/different? (About Monkey's Mum and the animal on any page.)

Why did Butterfly keep getting it wrong? (Go back to the page where she explains her babies are different, if required.)



Watch the '**Ask questions**' video



Rocket Card
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Retell the story together



When? After reading the story at least once

- Download the Monkey Puzzle story cards resources from the website. Support your child to put our story cards in order and use them to help tell the story again.

Encourage your child to **be the storyteller** by asking them questions, giving sentence starters and language demonstrations. **We've given you some ideas** for how to support your child. Please use your own ideas too.

Remember! **Pause regularly** to allow them to give their ideas, and **respond positively** to what they say and do.

Try to focus on these three main events:

1. Monkey is sad, he's lost his Mum.

Unfinished sentence: "Monkey feels ___"

2. Monkey and Butterfly meet lots of animals, trying to find Monkey's Mum.

Question: "What happened?"

3. Monkey finds Mum and Dad.

Unfinished sentence: "Monkey feels ___".

Comment: "I like a happy ending."

Extra retell ideas:

Take it in turns to act out being the different animals for the middle section. Guess which animal the other person is pretending to be and say "that's a ___!".



Watch the 'Retell - Monkey Puzzle' video



Rocket Card

Use with 'Monkey Puzzle'



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.

Ideas for learning the words **same** and **different**:

- Make a '**feely bag**' with some items that are the **same** and some that are **different** (e.g. two matching socks, two trains, one ball and one block). Ask your child to pull out two things. Are they the same, or different? To make this harder, try adding items that are the same in some ways and not others (e.g. one yellow sock and one white sock, one big train, one small.)
- Show your child an object e.g. a shoe. Ask them to **find something that is the same** (e.g. the matching shoe), and **something that is different** (e.g. a glove). Talk about **what** is the same and what is different (e.g. colour, size, what it's used for.)



Watch the '**Focus on important words**' video