

About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 338

Book Summary

Bonk brags that he once swam across the whole ocean. But when he goes to the pool with the other Monsters for swimming lessons, he suddenly doesn't seem to like swimming. Even though Bonk insists that he is a good swimmer, Jupe lets him know that it is okay for Bonk to be afraid.

About the Lesson

Targeted Reading Strategy

- Make text-to-text connections


Objectives

- Use the reading strategy of making text-to-text connections to understand a story
- Make inferences about characters
- Orally substitute medial sounds
- Identify long /e/ variant vowel
- Recognize pronouns and the words they represent
- Recognize compound words

Materials

Green text indicates resources available on the website

- Book—*Bonk and the Big Splash* (copy for each student)
- Chalkboard or dry erase board
- **Inferences, long /e/ vowel, pronouns, compound words worksheets**
- **Discussion cards**

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *he, is, you*
- Content words: *dolphins, goggles, ocean, swimming, swimsuit, swim trunks, towels*

Before Reading

Build Background

- Involve students in a discussion about going swimming and/or learning how to swim. Have them share any personal experiences they have had.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Bonk and the Big Splash*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Lesson Plan *(continued)*

Bonk and the Big Splash

- Write the following repetitive words on the board: *he has, too*. Read the words aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: **Make text-to-text connections**

- Show students the front and back covers again. If students have read other books about the monsters, ask whether they recognize the characters in the cover picture. Model how to make connections to other texts.
Think-aloud: I recognize the monster characters in the picture. I remember that they are good friends. I also remember that they are sometimes funny. It will help me understand what I read in this story if I remember what I have read about the monsters before.
- Ask students what they remember about other Monsters stories they have read.
- Show students the title page and ask them what they see in the picture. Have them make predictions about the plot of the story, based on what they see on the cover and on the title page as well as what they know about the characters from other books in the series.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Go through each page of the book with students, talking about the pictures and using the vocabulary they will encounter in the text. Ask them to predict, or guess, what is happening in the story by using what they see in the pictures and prior experience with other Monsters stories. For example, on pages 3 and 4, ask: *Who do you see on these pages? What do you think they are talking about? Based on what you already know about Jupe and Bonk, what do you think might happen next?*
- Reinforce new vocabulary by incorporating it into the discussion of the pictures and modeling how to decode it using word-attack strategies. Have students tell you what the monsters are putting on in the picture on page 5. Ask a volunteer to point to the word on the page that says *swimsuits*. Ask students how they can read this word if they don't know it. Suggest that they might recognize the smaller word *swim* in the larger word, they might look at how the word starts, or they might try the short vowel sound for the first vowel. Read the sentence to them and ask if the word *swimsuit* makes sense.

Set the Purpose

- Have students read the book to find out how the monsters' actions in this book are similar to the monsters' actions in previous books in the series.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- When they have finished, ask students whether their predictions about the monsters are correct. Have them revise any predictions, based on new information.
- Model making connections to other stories about the monsters.
Think-aloud: I remember that the monsters are good friends and they always help each other out. I think that they will help Bonk. Remembering what the monsters are like from other stories helps me predict what might happen in this story.
- Have students read the remainder of the book. Tell them to check to see if other predictions they made about the monsters turned out to be correct or if they were surprised by any of the story events.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce how using what they already knew about the monsters helped students understand what they read.
- Think-aloud:** *When I started the book and read about Bonk and Jupe, I thought about other stories I've read about the monsters. I also noticed the pictures, which showed the monsters with happy expressions on their faces. Thinking about these things helped me better understand the story.*
- Remind students that connecting to prior knowledge of characters helps readers make good predictions about how the characters will act and what might happen in the story.

Teach the Comprehension Skill: **Make inferences**

- Tell students that an inference is a good guess about something. Tell them that they make good guesses every day. Use a real-life situation to model making an inference.
Think-aloud: *If I am inside and I see someone come in who is all wet, I can make an inference that it is raining outside, even though I might not be near a window. If my dog comes and stands next to me in the kitchen, I can make an inference that he is probably hungry and wants me to feed him. I can make another inference that also makes sense. I can make an inference that my dog wants me to pet him.*
- Check for understanding:** Give students other examples of real-life experiences and ask what inferences they can make. Emphasize that sometimes we can make more than one good inference, and any one may be right. For example: a person walking down the street carrying a lot of books (the person is a teacher, the person is a student, the person is returning books to the library, the person likes to read); a person carrying a bag from a pet shop (the person has a pet, the person has bought a gift for someone who has a pet).
- Explain to students that they can also make inferences as they read. They can make good guesses about what a character is like or what the character might do. Ask students what inferences they can make about Bonk when he tells the other monsters he can swim really well. (Accept all reasonable inferences. For example: he wants to be good at something; he wants to impress his friends; he is a boastful person.) Ask students to reread the part of the story where Jupe is consoling Bonk on pages 11 to 14, and ask what inferences they can make about Jupe. (Jupe is kind, she knows when others are sad, she really likes Bonk, she is smart.)
- Independent practice:** Give students the [inferences worksheet](#) and have them read the paragraphs or look at the pictures and make inferences about them. If time allows, discuss their responses.



Instruct students to use the last page of their book to draw a picture showing something they can do very well. Have students share their picture with the group.

Build Skills

Phonological Awareness: **Substitute medial sounds**

- Say the word *swim* and have students repeat the word. Ask what sound they hear in the middle of the word *swim*. Ask students what word they would have if they changed the /i/ sound in *swim* to /a/ (*swam*). Have students say the word and repeat the new middle sound.
- Repeat the process with the word *thin*. Ask students what word results by changing the /i/ sound to /a/ (*than*).

Lesson Plan *(continued)*

Bonk and the Big Splash

- **Check for understanding:** Have students change the medial sounds in the following words to create new words: *float*, change /o/ to long /i/ (*flight*); *mat*, change /a/ to /e/ (*met*); *big*, change /i/ to /e/ (*beg*); *rode*, change long /o/ to long /i/ (*ride*); *bet*, change /e/ to long /e/ (*beat*).

Phonics: Long /e/ variant vowel

- Write the word *he* on the board and have students find and read the sentence in which the word is found on page 3.
- Ask students what vowel sound they hear in the word *he*. Explain that when words end with a vowel, the vowel sound is often long. Write the words *me*, *she*, and *be* on the board, and have students read the words.
- Write the word *feet* on the board and have students find and read the sentence in which the word is found on page 10.
- Ask students what vowel sound they hear in the word *feet*. Explain that when there are two letter e's together in a word, the vowel sound is often long. Write the words *sleep*, *keep*, *tree*, and *meet* on the board and have students read the words.
- Write the word *teacher* on the board and have students find and read the sentence in which the word is found on page 8. Ask students what vowel sound they hear in the word *teacher*. Explain that when the vowels e and a are together, they often stand for the long /e/ vowel sound.
- **Check for understanding:** Write the words *beach*, *sheet*, *sea*, *eat*, *street*, *clean*, and *dream* on the board, and have students read the words aloud. Have volunteers come to the board and circle the letters that make the long /e/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [long /e/ vowel worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Pronouns

- Have students reread page 3. Ask who the page is about (Bonk).
- Have students find another word on the page that stands for Bonk (*he*). Tell students we call this word a *pronoun* and that we use *pronouns* to stand for the names of people or things.
- Read what Jupe says in the first sentences on page 4. Ask students who the pronoun *you* refers to. Then read the rest of the page and ask them what the pronoun *they* refers to.
- Have students help you build a chart of pronouns. Write the word *Bonk* on the board and write the words *he*, *his*, and *him* under it. Write the word *Jupe* on the board and write the words *she*, *hers*, and *her* under it. Finally, write the words *Jupe and Bonk* on the board and add the following words: *they*, *their*, *them*.
- **Check for understanding:** Read through the words on the board with students. Have them take turns making oral sentences using the pronouns.
- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). If time allows, discuss their answers.

Word Work: Compound words

- Write the word *swimsuits* on the board. Tell students that this word is made up of two smaller words and is called a *compound word*. Circle the two words in different-colored chalk, markers, or highlighters.
- Have students find the word *without* on page 7. Ask them what two smaller words make up the larger word.
- Repeat with the word *bathtub* on page 16.
- Remind students that recognizing smaller words in compound words can help them read new words and understand their meanings.
- **Check for understanding:** Write the following words on the board: *basketball*, *chalkboard*, *supermarket*. Read the words together. Select volunteers to name the two smaller words in each compound word, tell the meaning of each smaller word, and then tell the meaning of the compound word.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss with someone at home what other books in this series they have read and what they know about the characters.

Extend the Reading

Writing and Art Connection

Work with students to write some sentences that describe Jupe. Ask students to brainstorm some words they could use to describe her. Record these words in a list on the board. Encourage students to use the picture information as well as the text to think of words that describe Jupe's appearance as well as her character. Ask students to think of some sentences describing Jupe that use the words on the list. Write their sentences on the board. Read through each sentence with students as you record it. Then ask students to draw a picture of Jupe and write their own sentence under it. They can use the words listed on the board as models for their writing.

Health/Safety Connection

Work with students to brainstorm a list of safety rules when swimming or when around water. If time allows, write rules on separate pieces of poster paper and have students illustrate how to stay safe around water.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- make text-to-text connections as a strategy for understanding text
- make logical inferences about real-life events as well as about characters in discussion and on a worksheet
- orally manipulate medial sounds in words to create new words
- recognize that the long /e/ sound can be spelled in different ways during discussion and on a worksheet
- recognize pronouns and understand their purpose during discussion and on a worksheet
- identify compound words in the text and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**