



## About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 323

### Book Summary

Bonk dreams of a new bike, but he doesn't have enough money to buy it. To earn the money, he decides to start a dog-walking business. Bonk's friends volunteer to help him, but he wants to put all the money toward his new bike. Bonk's business is very successful, and in the end he is forced to ask his friends for help. Like true friends, they all work together to make Bonk's dream come true.

## About the Lesson

### Targeted Reading Strategy

- Make text-to-text connections

### Objectives

- Use the reading strategy of making text-to-text connections in the Monster series to understand the story
- Identify cause-and-effect relationships
- Orally substitute medial sounds
- Locate and read words that contain the ea vowel digraph and make the long /e/ sound
- Locate and read verbs with *-ing* endings
- Read high-frequency words in text

### Materials

**Green text** indicates resources available on the website

- Book—*Bonk's New Bike* (copy for each student)
- Chalkboard or dry erase board
- **Cause and effect, vowel digraph ea, high-frequency words worksheets**
- Word journal (optional)
- **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:** *new, their, will*
- **Content words:** *bike, business, dreams, handlebars, money, piggybank, pennies, people, spokes, walking*

## Before Reading

### Build Background

- Ask students to share a time when they earned money to purchase something. Have them describe the jobs they did to earn money and the challenges they faced.
- If students have read other Monster books, link the information from those books to this book. Help students understand that this book is part of a series of books that tells about the same characters in different situations. Ask them to recall the characters in the series. Have them share the different personalities and traits of each character. Encourage them to share ways the characters show that they are good friends in other stories.

## Preview the Book

### Introduce the Book

- Show students the front and back covers of the book and read the title. Ask students to predict what the book *Bonk's New Bike* might be about based on the cover information.
- If students have read other books in the series, have them predict what they think might happen in the story based on their knowledge of other Monster books.

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

- Explain that when good readers read books that are part of a series, they think about the other books they have read in the series to help them understand the characters in the new book. Explain that this is called making text-to-text connections. Model how to make connections to other text.  
*Think-aloud: I noticed Bonk's name in the title of the book: Bonk's New Bike. I know about Bonk from reading other books in the Monster series. I remember that Bonk often thinks he can do things without his friends' help and this gets him into trouble. I remember that in the book The Soccer Team, Bonk thought he did not need his friends on the soccer team because he was a good player. I remember that at the end of the story Bonk realized that it takes many people to play the game of soccer. I wonder if Bonk has learned his lesson or if he is going to try to do everything by himself without his friends' help in this book.*
- Ask students to share what they remember about Bonk from other Monster stories they have read.
- Show students the title page and ask them what they see in the picture. Have them make predictions about the story based on what they see on the title page and what they remember from Monster books.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Use the illustrations to preview the book with students. Incorporate the content vocabulary that students will encounter in the text during the book preview. For example, on page 3, say: *I see that Bonk has a thought bubble over his head. What do you think he is thinking about buying? What do you think he hopes the bike might be like? It looks as if his dream bike is red with cool handlebars and spokes.*
- Remind students that good readers use various reading strategies when they come to a difficult word while reading. Explain that one of these strategies is to look inside the word for smaller words they know. Point to the word *Saturday* on page 7. Point to and read the words *sat* and *day*. Model how to connect the two familiar words and the *r*-controlled /ur/ sound to read the word *Saturday*. Reread the sentence, pointing out that good readers always reread to make sure the new word makes sense in the sentence.
- Encourage students to add new vocabulary words to their word journals


### Set the Purpose

- Have students read the book to find out if Bonk's problems are similar to his problems in other books in the series.

## **During Reading**

### Student Reading

- **Guide the reading:** Give students their book and have them put a sticky note on page 6. Direct them to read to the end of this page. Tell students to reread the pages if they finish before everyone else.
- Listen to individual students read the text orally. Monitor their use of reading strategies and intervene when necessary to prompt for strategy use.

- When students have finished reading, ask them to share how what they read matched what they already knew about Bonk. Have them explain how their prior knowledge helped them understand what they read. Continue to model making text-to-text connections.  
*Think-aloud: Before I read the book, I remembered that Bonk had trouble with wanting to do everything on his own in other stories. I remember that this sometimes got Bonk into trouble and that his friends had to help him out. I see that Bonk has not learned his lesson. His friends have volunteered to help him with his dog-walking business, but Bonk wants to do it himself. I predict that Bonk is going to get in trouble again and that his friends are going to have to help him out again, just like they did in The Soccer Team. Remembering what Bonk was like in another story helped me predict what might happen in this story.*
  - Ask students to use their understanding of Bonk as a character to make predictions about what might happen to Bonk in the remainder of the story. Encourage them to refer to specific book titles when making text-to-text connections.
  - Have students read the remainder of the book.
-  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

- Ask students to tell how making text-to-text connections helped them make predictions about characters' actions.

## Teach the Comprehension Skill: Cause and effect

- **Discussion:** Encourage students to share their observations about the book. Ask them to discuss the lesson that Bonk learned in the story (teamwork is important).
- **Introduce and model:** Explain to students that when good readers read stories, they think about the character's actions and why they did what they did.
- **Think-aloud:** *When I read a story, I think about the characters and wonder what caused them to do the things they did. In the story Bonk's New Bike, I wondered why Bonk decided to start the dog-walking business. I learned that he decided to start the dog-walking business because he wanted to save enough money to buy a new bike. Asking myself why and then answering the question beginning with the word because helped me understand Bonk's actions.*
- **Check for understanding:** Have students look at the picture on page 5. Ask them why they think Bonk did not want his friends to help with the dog-walking business. Encourage them to begin their answer with the word *because*.
- **Independent practice:** Give student the [cause-and-effect worksheet](#) and explain the instructions. Discuss student responses.

## Build Skills

### Phonological Awareness: Manipulate medial sounds


- Say the word *Bonk* and have students identify the vowel sound they hear (/o/). Ask students what word they would have if they changed the short /o/ sound to a long /a/ sound (*bank*).
- Say the word *Bonk* again. Ask students what word they would have if they changed the short /o/ sound to a short /u/ sound (*bunk*).
- Say the word *bike* and have students identify the long /i/ sound. Ask students what word they would have if they changed the long /i/ sound to a long /a/ sound (*bake*).
- Say the word *bike* again. Ask students what word they would have if they changed the long /i/ sound to a long /e/ sound (*beak*).

**Phonics: Vowel digraph ea**

- Review or explain that the ea vowel digraph can make the long /e/ sound, as in the word *dream*; it can also make the short /e/ sound, as in the word *head*.
- Have students turn to page 3 and find the word *dreams*. Ask students if they hear the long or the short /e/ sound in the word *dreams* (long /e/). Write the word *dreams* on the board. Have students turn to page 7 and find the word *each*. Say the word out loud together.
- Hand out the [vowel digraph ea worksheet](#). Have students look through the book to find other words that contain the ea digraph and make the long /e/ sound. Have them record the words on the worksheet (*easy, each, leashes, leash, deal*).
- Have students name other words that contain ea and make the long /e/ sound (*beach, leach, peach, preach, reach, teach*).

**Grammar and Mechanics: Verb ending -ing**

- Write the word *eat* on the board and read it aloud. Tell students that *eat* is an action word and that action words are called *verbs*. Next write the word *eating* on the board and underline the *-ing*. Tell students that the *-ing* can be added to an action word to indicate that the action is ongoing, or happening right now.
- Write the words *drive* and *driving* on the board. Explain to students that when an action word ends with an e, the e is taken away before the *-ing* ending is added.

 Have students look through the book to locate, underline, and read other words that end in *-ing* (*walking, asking, saving, barking, jumping, running, riding*).

**Word Work: High-frequency words**

- Write the high-frequency words *new, their, and will* on the board. Read and spell each word.
- Have student locate a sentence in the book that contains each word and read the sentences aloud.
- Ask volunteers to spell and read each word as they write it on the board.
- Have students complete the [high-frequency-words worksheet](#). When they have finished, have them compare their work with another student.

**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 books to take home to read with parents, caregivers, siblings, or friends.

**Extend the Reading**
**Writing Connection**

Have students brainstorm other things that Bonk might do to raise money to buy a bike. Have them discuss the problems Bonk might encounter doing the new job. Have students write a new story about Bonk doing a different job to earn money.

**Social Studies Connection**

Provide nonfiction books about bike safety. Have students make a bike safety poster to hang in the classroom.

### 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:

- use what they already know about the characters to make predictions about how they will act in the story
- ask questions about what caused the characters' actions in the story, followed by answers beginning with *because*; use skill to complete a worksheet
- orally manipulate medial sounds in words
- identify and read words that contain the *ea* vowel digraph and make the long /e/ sound
- locate and read verbs that end in *-ing*
- locate and read high-frequency words in text; complete a worksheet

#### Comprehension Checks

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