

About the Book

Text Type: Fiction/Fantasy Page Count: 18 Word Count: 297

Book Summary

This is the first book in a series about a group of monsters who are friends. Bonk decides to go camping by himself. He gets scared when darkness falls, and he begins to hear strange noises. The noises turn out to be his friends who have come to join him.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Sequence events
- Discriminate short /a/ vowel sound
- Identify medial short a vowel
- Recognize and use verbs
- Recognize and understand the use of onomatopoeia

Materials

Green text indicates resources available on the website

- Book—*Camping with Bonk* (copy for each student)
- Chalkboard or dry erase board
- **Sequence events, short a vowel, verbs 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:** *asks, his, says, they, with*
- **Content words:** *afraid, camping, friend, shivers, thoughtful, worries*

Before Reading

Build Background

- Write the word *camping* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students whether or not they have ever been camping. Discuss camping experiences with students.

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 *Camping with Bonk*. (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).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: When I look at the picture and read the title on the cover, it reminds me of times when I have been camping. It makes me think about sitting around the campfire at night and then getting into the tent to go to sleep. I know that campfires and tents are often part of going camping.
- Invite students to share how they connected to prior knowledge, based on the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that stories are generally told in a specific order from beginning to end.
- Model sequencing the main events of the story *Goldilocks and the Three Bears*. Write keywords about each event in order on the board as you describe them to students.
Think-aloud: If I want someone to be able to tell the story of Goldilocks and the Three Bears, they need to include certain events in order to tell the story correctly. In this story, the first event that happened was that the three bears went for a walk. Next, Goldilocks went into their house and ate their porridge. Then she sat on and broke their chairs. After that, she slept in their beds. Last, the three bears came home and found her in their house.
- Explain that certain words are often used to explain a sequence of events. Read the list of events on the board to students in order, using words such as *first*, *next*, and *last*. Ask students to identify these sequencing words from the example.
- Have a volunteer use the keywords on the board to sequence the events of the story out of order. Ask students to explain why the order of the events is important (the sequence does not make sense out of order).
- Point out the difference between the sequence of events listed on the board and a retelling of the story (the retelling contains more detail and description; the list shows only the events that are most important for someone to understand the story). Ask students to provide examples of details from the story that are not included in the sequence of events.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Bonk is going camping. He packs his blankie and his flashlight.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *branch* on page 9 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a tree with a limb. When I look at the first part of the word, it starts with /br/. However, the word limb starts with the /ll/ sound, so this can't be the word. I know that another word for limb is branch. The word branch starts with the /br/ sound. It also ends with the /ch/ sound. The sentence makes sense with this word. The word must be branch.*

Set the Purpose

- Have students use what they already know about camping to help them read the book. Remind them to think about the sequence of events as they read.

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

Lesson Plan *(continued)*

Camping with Bonk

finger to point to each word as they read. Encourage students who finish before others to reread the text.

- Model connecting to prior knowledge.

Think-aloud: *On page 4, I see Bonk and his friend Uzzle. Uzzle looks worried. I know that friends sometimes worry about one another. Uzzle is worried because Bonk is going camping all by himself. Sometimes when people have no one else around, they get lonely. Maybe this is why Uzzle is worried about Bonk—he doesn't want his friend to be lonely. I think Uzzle wants Bonk to have fun on his trip.*

- Invite students to share how they connected with what they already knew as they read.
- Write the following events on the board:

Bonk is a brave monster.

Bonk is going camping.

He packs his flashlight, blankie, and sandwich.


Lurk is a thoughtful monster.

Snag is a happy monster.

He hikes, sets up his tent, and eats his sandwich.

Soon it gets dark.

- Discuss and circle the events that are the most important to correctly tell the story. (Bonk is going camping. He packs his flashlight, blankie, and sandwich. He hikes, sets up his tent, and eats his sandwich. Soon it gets dark.)
- Ask students to tell what the story is mostly about so far (Bonk going camping all by himself). Review the circled events on the board. Point out that the other information includes details that make the story interesting but are not important to Bonk going camping.
- Introduce and explain the [sequence events worksheet](#). Have students write the events discussed so far in order on their worksheet.
- **Check for understanding:** Have students read to the end of page 13. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Ask students to write additional important story events in order on their sequence events worksheet. Discuss the important events as a class and write them on the board in order.
- Have students read the remainder of the book. Remind them to use what they already know about camping as they read the rest of the story. Remind them to continue thinking about the important events of the story as they read.

 Have students make a 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

- **Think-aloud:** *When I read page 17, I thought about camping and the things I have done on camping trips. The picture shows the four friends sitting around the campfire. I know that when people sit around a campfire, they sing and look at the sky. These things are what make camping fun—being with friends and sharing fun activities.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about Bonk's camping trip. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events students wrote on their worksheet using sequencing words (*first, next, then, after that*, and so on). Point out how they used their own words to write about each event.
- **Independent practice:** Have students complete the sequence events worksheet by identifying the remaining important events of the story. If time allows, discuss their responses.
- **Enduring understanding:** In this book, Bonk went camping all by himself. Then he heard noises and was afraid. Soon his friends showed up. They had a wonderful time around the campfire. Now that you know this information, why do you think it's sometimes a good idea to do things with a group of people rather than by yourself?

Build Skills

Phonological Awareness: **Discriminate short /a/ sound**

- Say the word *camping* aloud to students, emphasizing the short /a/ sound. Have students say the word aloud and then say the short /a/ sound.
- Read page 3 aloud to students. Have them raise their hand when they hear a word that contains the short /a/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word contains the short /a/ sound: *flashlight, snag, tree, stomp, happy*.

Phonics: **Identify medial short a vowel**

- Write the word *camping* on the board and say it aloud with students.
- Have students say the medial short /a/ vowel sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /a/ vowel sound in the word *camping*.
- **Check for understanding:** Write the following words that have the short /a/ vowel sound on the board, leaving out the short vowel: *ask, that, flap*. Say each word, one at a time, and have volunteers come to the board and add the short a vowel to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short a vowel worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Verbs**

- Review or explain that some words name actions. These words are called *verbs*. Have students name some action words they know and act them out.
- Have students turn to page 7 in their book. Read the first sentence aloud together. Ask students to name the word that identifies an action (*hikes*).
- Write the following sentence on the board: *Bonk eats his sandwich*. Have a volunteer come to the board and underline the verb in the sentence (*eats*). Ask another volunteer to act out the underlined verb.



Check for understanding: Have students search the story with a partner to locate and highlight the verbs.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

Word Work: **Onomatopoeia**

- Have students turn to page 8. Read the caption in the picture. Explain that the word *GRUNT* is a word that represents a noise and should be read that way. When authors use noise words, it is called *onomatopoeia*.
- Model saying the word *GRUNT* to students. Have students practice saying the word. Invite students to explain why an author might use these kinds of words in his or her writing.



Check for understanding: Have students find and highlight other examples of onomatopoeia used in the book. Invite volunteers to suggest other noise words that could be used to represent sounds.

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 tell the sequence of events in this story to someone at home.

Extend the Reading

Fantasy Writing and Art Connection

Have students think of other things the monsters might do on a camping trip. Have them choose one activity and illustrate it. Under the picture, have students write one sentence telling about their picture.

Science Connection

Work with students to create a list of things in nature that they might see on a camping trip. Discuss the things and divide them into categories. Categories might include: animals, plants, things that are hard, things that are soft, and so on.

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:

- consistently connect to prior knowledge to understand text
- accurately sequence events of the book during discussion and on a worksheet
- accurately discriminate short /a/ vowel sound during discussion
- identify and write the letter symbol that represents the short /a/ vowel sound during discussion and on a worksheet
- correctly understand and use verbs during discussion and on a worksheet
- correctly understand and use onomatopoeia during discussion

Comprehension Checks

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