

About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 456

Book Summary

In this fourth book in the Hoppers series, the Hoppers want to go to the circus, but the family can't afford it. Grandpa Grizzly comes to the rescue. Then, Snubby Nose decides he wants to join the circus! Instead, the clowns give him some musical instruments so he can play music at home.

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
- Identify ea and ee long /e/ vowel digraphs
- Recognize and understand the formation of past-tense verbs ending in -ed
- Recognize question words

Materials

Green text indicates resources available on the website

- Book—*To the Circus* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Sequence events, long /e/ vowel digraphs, regular past-tense 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

- Content words: elephant, flute, horns, lemonade, popcorn, prance, show, trapeze artist, wailed

Before Reading

Build Background

- Involve students in a discussion about the circus to elicit prior knowledge and build background. Ask: *Have you ever been to the circus? What are some things you see and do at the circus?*
- If students have read other books in the Hoppers series, help them make connections between what they have read and what they are about to read. Ask: *What can you tell me about the Hopper family? Do you think the Hoppers would want to go to the circus? What has happened in some of the other Hoppers stories?*

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 *To The Circus*. (Accept all answers that students can justify.)

Lesson Plan *(continued)*

To The Circus

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.

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

- Explain to students that having some prior knowledge of the topic they are going to read about, and making a connection with what they know while they are reading, helps them understand and remember the information in the book.
- Model how to use prior knowledge as you preview the book.
Think-aloud: On the cover of the book is an illustration of dancing horses in a ring and trapeze artists. This illustration reminds me of when I was little and we went to the circus. There were three rings, and something was going on in all of them. I never knew where to look first and was worried that I would miss something!
- Have students preview the rest of the book, looking at the illustrations. Ask them if the illustrations remind them of experiences they've had, other books they've read, or things they've seen in movies or on television.
- 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 order from beginning to end.
- Model sequencing the main events of the story *Goldilocks and the Three Bears*. Write key words about each event in order on the board as you describe them to students.
Think-aloud: If I want someone to be able to retell the story of Goldilocks and the Three Bears, certain events need to be included in order to tell the story correctly. In this story, the first event that happens is that Goldilocks goes into the house of the three bears. Next, she tastes three bowls of porridge, but only the third bowl tastes just right. Then, she sits on three different chairs, but only the third chair feels just right. Then, she lies down on three different beds, but only the third one feels so good that she falls asleep. Last, the three bears come home and see what Goldilocks has done with the porridge and the chairs, and they find her asleep in the bed. Goldilocks wakes up and runs away. I will write these events on the board in order.
- Explain that certain words are often used to explain a sequence of events. Read the list of events on the board in order to students, using words such as *first*, *next*, *then*, and *last*. Ask students to identify these types of sequencing words from the example.
- Have a volunteer use the key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the steps 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 *Goldilocks and the Three Bears* (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

- As students preview the book, ask them to talk about what they see in the illustrations. Reinforce the vocabulary words they will encounter in the text.
- Write the following content vocabulary words on the board: *trapeze*, *wailed*, and *prance*.
- Explain to students that most of the time, good readers use context clues to help them figure out the meaning of an unfamiliar word in the text. However, sometimes they will not find enough context clues to clearly define the unfamiliar word. Model how students can use a dictionary to locate a word's meaning. Have a volunteer read the definition for *trapeze* in the dictionary. Have students follow along on page 4 as you read the sentence in which the word *trapeze* is found to confirm the meaning of the word.



- Point to the word *wailed* on the board. Repeat the process, reading the definition of *wailed* in the dictionary and reading the sentence in which *wailed* is found on page 7. Ask a volunteer to explain why it is necessary to look up the root word *wail* in the dictionary, without the suffix *-ed*.
- Point to the word *prance* on the board. Have students read the definition of *prance* in the dictionary and locate the sentence in which *prance* is found on page 7.

Set the Purpose

- Have students read to find out what happens when the Hopper children go to the circus. Remind them to think about the sequence of events as they happen in the story.

During Reading

Student Reading

-  **Guide the reading:** Have students read to the end of page 6. As they read, remind them to look for information that they already know something about. Encourage those who finish early to go back and reread the text. When students have finished reading, have them go back and underline parts of the text that they already had knowledge of before reading.
- Model the reading strategy of connecting to prior knowledge.
Think-aloud: *When I read that the Hoppers became so excited hearing about the circus from their teacher, it reminded me of how my brothers and sisters would behave when we were really excited about something. I underlined the part on page 6 where Mother Hopper tells them they don't have enough money to go to the circus. I came from a big family, so when I was little, there were many things we couldn't afford. I remember the feelings of disappointment and sadness.*
- Have students share something they underlined and explain how the underlined text helped them better understand what they read.
- Write the following events on the board: *The teacher tells the students about the circus coming to town. They do circus activities at school all day. The Hopper children become very excited. They play and think about going to the circus all day. They play trapeze artist and lion and lion tamer. They ask their mother if they can go, but she says they can't afford it. The Hoppers are so sad. The circus is all they can think about. They can almost smell the popcorn.*
- Discuss and circle the events that are the most important to correctly tell the story.
- Ask students to tell what the story is mostly about so far (The Hoppers want to go to the circus but they can't). 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 the Hoppers getting to go to the circus.
- Introduce and explain the [sequence events worksheet](#). Have students write the circled events in order on their worksheet. Discuss the correct order and allow students time to make corrections on their worksheet as necessary.
- **Check for understanding:** Have students read through page 9. As they read, remind them to think about what they already know about the circus and the Hopper family, and how this information helps them to better understand and connect to the information in the book. Have students underline sections of the text that connect to their prior knowledge. Invite them to share the information they underlined and give explanations as to how their prior knowledge helped them understand what they read.
- Have students read the remainder of the book. Remind them think about what they already know as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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:** *Before I read the book, I knew a few things about the circus, even though I haven't been to one in a very long time. One thing I knew is that there are lots of acts to see—clowns, elephants, tigers, lions, and so on. I also knew from reading previous Hoppers books that the Hopper children sometimes act before they think, especially Snubby Nose. I was not surprised that he was the one who wanted to run off and join the circus!*
- Reinforce how making connections between information in the text and things that students already know keeps them actively involved in the reading process and helps them remember and understand what they read.
- **Independent practice:** Ask students to share with a partner the places they underlined and the connections they made to the text using prior knowledge.

Reflect on the Comprehension Skill

- Review the sequence of events that 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. Discuss their answers aloud after students finish.
- **Enduring understanding:** In this story, the Hopper children are so happy to finally get to go to the circus, thanks to Grandpa Grizzly's generosity. But when it is time to leave, Snubby Nose behaves very badly, crying and screaming. Do you think the way he behaved was appropriate or not? The next time your parent or caregiver says you must stop something you like doing, what will you do?

Build Skills


Phonics: Long /e/ vowel digraphs ea and ee

- Write the word *seat* on the board and say it aloud with students.
- Tell students that sometimes letters combine to stand for one sound. Reread the word *seat* as you run your finger under the letters in the word. Ask students to identify the two letters that represents the long /e/ vowel sound in the word *seat*.
- Write the *ea* letter combination on the board. Have students practice writing the letter combination on a separate piece of paper while saying the sound the combination represents.
- Repeat the process with the word *see*. Explain that these are two of the letter combinations that make the long /e/ sound.
- **Check for understanding:** Draw or project a two-column chart on the board. Label the columns "ea" and "ee." Ask students to search in the book for words that have the long /e/ sound. Ask them to tell you which side of the chart to record each word on. Read each word aloud, and test for the long /e/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [long-ea/ee-vowel-digraph worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Regular past-tense verbs

- Direct students to the second and third paragraphs on page 3. Model how to circle the past-tense verbs in the paragraphs (*asked, raised, wiggled, shouted*). Explain that these are past-tense verbs and that they describe actions that happened in the past. Point out that they all end in *-ed*. Write the term *past tense* on the board.


- Write the term *present tense* on the board. Explain that present-tense verbs describe something that is happening in the present, or right now. Ask students to name the present-tense forms of *asked*, *raised*, *wiggled* and *shouted* (*ask*, *raise*, *wiggle*, *shout*).
- Point out that these verbs are changed to past-tense verbs by adding the suffix *-ed*. Discuss how these are examples of *regular past-tense verbs*. Explain that not every verb is changed to its past-tense form by adding *-d* or *-ed*, and that *irregular past-tense verbs* will be studied in another lesson (for example: *blow* changes to *blew*).
- Explain that when adding the suffix *-ed* to make a regular past-tense verb, sometimes it is necessary to double the consonant before adding the *-ed*. If the word's last two letters are a vowel followed by a consonant, the final consonant is doubled before adding the suffix. For example, the present-tense verb *beg* has a vowel followed by a consonant at the end. So when changing this verb to the past tense, the final consonant (*g*) is doubled before adding the *-ed* to make *begged*.
- Create *present-tense* and *past-tense* categories on the board, and write the verb *beg* and its past-tense form, *begged*, in the appropriate categories.
- Explain that when adding the suffix *-ed* to a verb ending in *-y*, such as *cry*, the *-y* is first changed to *-i* before adding the *-ed*. Write the word *cry* and its past-tense form, *cried*, in the appropriate categories on the board.
- Explain that when adding the suffix *-ed* to a verb ending in *-e*, such as *move*, the *-e* remains, and just a *-d* is added. Write the word *move* and its past-tense form, *moved*, in the appropriate categories on the board.
- Have students turn to page 3 and read the first sentence. Have a volunteer identify the past-tense verb (*raised*). Point out that the present tense of the verb ends in *-e* (*raise*) and add the examples to the chart on the board.

 Ask students to underline all of the regular past-tense verbs on page 4 (*helped*, *colored*, *played*). Have them write the present tense of these verbs (*help*, *color*, *play*) in the left-hand margin. Discuss their answers aloud, and write these examples on the board under the *present-tense* and *past-tense* headings.

- **Independent practice:** Introduce, explain, and have students complete the [regular-past-tense-verbs worksheet](#). Discuss their answers aloud after students finish.

Word Work: Question words

- Write the following words on the board: *Who*, *What*, *When*, *Where*, *Why*, *How*, *Do*, *Are*, *Will*, *Can*. Explain that these words are called *question words* when written at the beginning of an asking sentence, and that they are each a signal to readers that a question will follow. Have students turn to page 3. Read the following sentence aloud: *Who knows what's happening tonight?*
- Point to the question mark at the end of the sentence and underline the word *Who*. Tell students that this sentence ends with a question mark and therefore asks a question. Explain that this type of sentence is called an *interrogative sentence*. In this sentence, the word *Who* is the question word. In the story, the teacher is asking the students a question. "*I know*," replies Snubby Nose. He goes on to answer her question.

 **Check for understanding:** Have students turn to page 5 and circle the question marks. Ask them to identify the question word (*Can*) in each of the interrogative sentences. Ask volunteers to discuss the fact that the word *Can* signals readers that a question follows.

- **Independent practice:** Have students circle all of the question marks in the book and underline the question words that precede them. When students have finished, discuss their answers aloud.

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 students share their sequence events worksheet with someone at home, explaining how it works and what they learned.

Extend the Reading

Fantasy Writing Connection

Have students write a circus story involving what their role would be in an imaginary circus book.

Social Studies Connection

Organize students' chairs in a circle and facilitate a discussion about manners and appropriate behavior in public. Ask leading questions such as: *Have you ever behaved in public as Snubby Nose did when the circus was over? How did your parents or caregivers react? How did the people around you react? How do you think Grandpa Grizzly felt when Snubby Nose screamed and cried? Why is it important to have manners in public?*

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 the reading strategy of connecting prior knowledge to understand text during discussion
- sequence events in text during discussion and on worksheet
- identify long /e/ vowel digraphs ea and ee during discussion and in text
- identify and understand the formation of regular past-tense verbs during discussion and on a worksheet
- identify question words used in text as signals during discussion and independently

Comprehension Checks

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