



About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 227

Book Summary

It's Halloween, and Bonk has all kinds of costumes for his monster friends—but nothing for himself! The other monsters try making ghost and mummy costumes, but these don't work out. Finally, Uzzle gets some orange paper, black paint, and a perfect idea.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Sequence story events
- Orally segment and blend phonemes
- Recognize different sounds for variant vowel oo
- Identify describing words
- Inflectional ending -s

Materials

Green text indicates resources available on the website

- Book—*Monster Halloween* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, variant vowel oo, describing words, inflectional ending 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: *has, look(s), want(s)*
- Content words: *costumes, cowboy, ghost, Halloween, mummy, pirate, pumpkin, trick-or-treating*

Before Reading

Build Background

- Ask students if they have ever dressed up in costumes. Have them describe their costumes and explain why they were dressed up.
- Have students brainstorm things they think of when they think of Halloween. Record their ideas in a word web.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title. If students have read other Monsters books, ask them if they recognize the characters shown on the cover illustration. Have them share what they remember about the monsters.
- Show students the title page and ask them what they see in the picture.

Introduce the Reading Strategy: *Make, revise, and confirm predictions*

- Ask students to predict what costumes the monsters might wear if they go trick-or-treating for Halloween. Record their ideas in a list on chart paper. Explain that making predictions about what they are going to read helps them become more active readers and helps them understand and enjoy the book more.
- 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 up to page 10, talking about the illustrations and using the vocabulary they will encounter in the text. Model how to confirm their predictions as they preview the illustrations in the book.
Think-aloud: I see on page 4 that Jupe wants to be a pirate. That is one of the things we listed on our prediction chart. I'll put a check mark next to the word pirate on our list to show that our prediction is confirmed by the pictures. As I read, I keep making predictions about the story, and then I decide whether my predictions are correct or not. Sometimes I need to make new predictions as I get more information. This makes me an active reader.
- Preview the next pages, and have students confirm any predictions listed on the chart.
- Reinforce new vocabulary by incorporating it into the discussion of the pictures. On page 5 you might ask, *What does Uzzle need to be a clown? His wig is like a rainbow, isn't it?*
- Stop previewing the book at page 10. Have students predict what costume the Monsters will make for Bonk. Write their predictions on the chart.
- Model for students the strategies they can use to work out words they don't know. Have students find the word *clown* on page 5. Ask students how they could read this word if they didn't know it. Suggest they might look at how it starts, reading the *cl* blend. They might recognize the sound of the letters *ow*. Read the sentence to them and ask them if the word *clown* makes sense in the sentence.

Set the Purpose

- Have students read the book to find out what costume Bonk will wear for trick-or-treating.

During Reading
Student Reading

- **Guide the reading:** Give students their books 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.
- When they have finished, ask students whether their predictions are correct. Have them revise any predictions based on new information.
- Model revising predictions. For example: *We checked our predictions by looking at the pictures, and now we can be sure they are right because we have read the text. We didn't predict that one costume might be a cowboy, did we?* (Your responses will vary depending on what predictions the students suggested for the list.)
- Have students read the remainder of the story.



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 whether their prediction about Bonk's costume was correct. Reinforce how making predictions helped them be active readers.

Teach the Comprehension Skill: **Sequence story events**

- **Introduce and model:** Tell students that all stories have a series of events that happen to the characters, and that this is called the plot of the story. Explain that the order of the events is usually important. Use a familiar story to demonstrate why the order is important: In the story of *Jack and the Beanstalk*, would it make sense if Jack climbed the beanstalk before he planted the beans? Would it make sense if he planted the beans before he went to town with the cow?
- **Check for understanding:** Have students explain why the story of *Jack and the Beanstalk* would not make sense if Jack climbed the beanstalk before the beans were planted, or if he planted the beans before he went to town with the cow.
- **Discussion:** Ask students what happened from the beginning of *Monster Halloween* up to page 7. Discuss why these events needed to happen first (all the other costumes must be used up before Bonk needs a costume). Have students talk about how the monsters solved the problem of Bonk's costume. Ask why the story needs to have the monsters trying to make a mummy costume and a ghost before they get the orange paper to make a pumpkin. (If the mummy costume worked, for example, they wouldn't need to try another costume idea.)
- **Independent practice:** Give students the [sequence events worksheet](#) and have them draw pictures or write the events of the book in the order they happened. They can revisit the book to help them remember the order. When students have finished, have them orally retell the story to a partner, using their worksheet as a guide.



Extend the discussion: Instruct students to use the last page of their book to draw a picture showing a costume they want to wear for Halloween. Have students share their pictures with the group. Students can use this drawing as a stimulus for the writing activity that follows.

Build Skills

Phonological Awareness: Orally segment and blend phonemes

- Say the word *wig* and have students repeat the word. Then segment the word into its phonemes: /w/ /i/ /g/. Have students repeat the phonemes and then blend them together to say the word *wig*.
- Give students the following words. Have students segment them into their phonemes, and then blend the phonemes together: *nose, boots, sheet, fall, horn, clown*.

Phonics: Variant vowel oo

- Write the words *looks* and *boots* on the board. Have students find the words on pages 3 and 6. Ask volunteers to read the sentences in which the words are found.
- Ask students what vowel sound they hear in each word. Explain that the oo in the middle of the words can stand for different sounds. When they are reading words with oo, they should use context clues to help them decide if the sound they read in the word makes sense.
- Write the word *hook* on the board and have students find and read the sentence in which it is found on page 4. Ask them whether *hook* has the same vowel sound as *looks* or *boots*.
- Have students complete the [variant vowel oo worksheet](#).

Grammar and Mechanics: Describing words

- Have students turn to page 5 and reread the page to find out what kind of wig Bonk finds. When students have identified the word *rainbow*, explain that this is a describing word. Have them read the next sentence to find out what kind of nose Bonk finds (*red*).
- Explain that these words are describing words, and that good writers use them to help readers visualize or imagine what's happening in the story. The describing words provide details about the story.
- Have students practice using describing words on the [describing words worksheet](#).

Word Work: Inflectional ending -s

- Write the words *look* and *looks* next to each other on the board, and ask students to tell you what is different about the words.
- Explain that we often add -s to action words depending on who is performing the action. Have students use each of the words in oral sentences.
- Have students find other action words with the inflectional ending -s in the book: *finds, says, wants, needs, bumps*.
- Give students the [inflectional ending worksheet](#) and have them practice using words with the inflectional ending.

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

Work with students to write sentences that describe one of the costumes in the book. Have them refer to the pictures and the text, and encourage them to add other describing words not in the text. Then ask students to write sentences that describe the picture of their Halloween costume that they drew in the back of the book. Have them use the group description as a model for their writing.

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:

- sequence story events in logical order and understand the importance of sequence in a story
- orally segment and blend individual phonemes in words
- recognize that the letters *oo* can stand for more than one sound
- identify describing words and understand their purpose
- identify words with inflectional ending -s and write new words by adding -s

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)