

About the Book

Text Type: Fiction/Fantasy Page Count: 14 Word Count: 292

Book Summary

After the Monsters start playing soccer, Bonk brags that he is so good he doesn't even need a team. So Uzzle, Lurk, and Snag go home and practice on their own. On the day of the big game, Bonk gets into trouble quickly. But luckily, his friends jump in and help him, showing Bonk why it is important to work as a team.

About the Lesson

Targeted Reading Strategy

- Make text-to-text connections


Objectives

- Use the reading strategy of making text-to-text connections
- Sequence story events
- Orally segment phonemes in words with s-family blends
- Associate the blends *sc*, *sn*, and *st* with the phonetic elements /*sc*/, /*sn*/, and /*st*/
- Recognize action verbs
- Arrange words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Monster Soccer* (copy for each student)
- Chalkboard or dry erase board
- [Sequencing, S-blends, 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: he, the, they, you
- Content words: *catch*, *cheer*, *dribble*, *kick*, *pass*, *score*, *soccer*, *steal*, *team*

Before Reading

Build Background

- Ask students if they have ever played a team sport. Invite them to share personal experiences they have had as a member of a team. Discuss what it means to be a team player.

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 *Monster Soccer*. (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: Make text-to-text connections

- Show students the front and back covers of the book again. If students have read other books about the Monsters, ask them if they recognize the characters shown on the covers. Model how to make connections to other texts.
Think-aloud: I've seen these Monster characters before. I remember that they are good friends and that, like most good friends, they don't always get along. If I remember what I've read about them in other stories, it will help me understand what I read in this story.
- 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, or guesses, about what will happen in the story, based on what they see on the covers and title page and what they already know about the characters.
- Go through each page of the book with students, encouraging them to use the vocabulary they will encounter in the book in their discussion. Ask students to talk about what they see in the pictures and to predict what will happen next. For example, on page 3 ask: *Who are the characters in the picture? What are they doing? What do you think they will do next?*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book with students, reinforce any difficult language patterns or vocabulary. For example, on page 7, say: *I see the monsters practice soccer. Who is the goalie in this picture?*
- Model for students the strategies they can use to work out words they don't know. Point to the word *watch* on page 3. Ask students how they could read this word if they didn't know it. Suggest that they could try to sound it out by using what they know about letters and sounds, looking specifically at the beginning and ending sounds. They could also think about what word would make sense in the sentence. Read the page to them and ask what word makes sense in the sentence.

Set the Purpose

- Have students read the book to find out if, based on what they've read in other books in the series, their predictions about what happens in the story are correct.

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 page 3. Have them read to the end of page 7, 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 if the predictions they made were correct. Discuss the process of making predictions, explaining that there is no "wrong" answer. Have them revise their predictions, based on any new information they read.
- Model making connections to previously read Monster stories.
Think-aloud: I remember that the monsters are good friends. I also remember that they help each other out when any of them has a problem. Remembering what the monsters are like from other stories helps me predict what might happen in this story. I think that Bonk will change his mind and decide that he needs the other monsters. Because I know they are good friends, I think the other monsters won't be angry at Bonk.
- **Check for understanding:** Invite volunteers to share their predictions. Remind them to revise their predictions, based on any new information they have read.
- Have students read the remainder of the story, confirming or revising any predictions they have made about the monsters as they read.



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 know about the Monsters from other stories helped students understand what they read. (Connecting to other texts helps students make logical predictions about how characters will act and what might happen in the story.)
- **Check for understanding:** Invite students to share the predictions that they made while reading. Encourage them to share their reasoning and possible revisions as they read. Ask them to tell how their predictions related to the actual outcome of the story.
- Ask students to explain how the strategy of making connections to other texts helped them understand and enjoy the story.

Teach the Comprehension Skill **Sequence events**

- **Introduce and model:** Review or explain that stories are generally told in order from beginning to end.
- Model sequencing the main events of a familiar story, such as *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).
- **Check for understanding:** Ask students to tell the first thing that happened in *Monster Soccer*. Discuss why this event needs to happen first (if the Monsters had not started a soccer team, there would have been no game).
- **Independent practice:** Have students complete the **sequencing worksheet**. Have them cut out the sentence strips and put the events in order. When they have finished, ask students to work with a partner to check each other's sequence of events. Have them refer to the book if their order of events differ.



Extend the discussion: Instruct students to use the last page of their book to draw a picture of a team sport they like to play. Have students share their picture with the group.

Build Skills

Phonological Awareness: **Orally segment s-blends**

- Say the word *star* and then segment the word into its sounds: /s/ /t/ /ar/. Have students repeat the sounds.
- Explain to students that you are going to say some words and that you want them to segment the words into their individual sounds, just as you did with the word *star*. Say the following words, one at a time, while students segment the sounds: *stew* (/s/ /t/ /oo/), *stamp* (/s/ /t/ /a/ /m/ /p/), *sport* (/s/ /p/ /or/ /t/), *snap* (/s/ /n/ /a/ /p/), *snob* (/s/ /n/ /o/ /b/), *smell* (/s/ /m/ /e/ /l/), *skate* (/s/ /k/ /a/ /t/).

Lesson Plan *(continued)*

Monster Soccer

- **Check for understanding:** Have students work together to locate words in the book that begin with /s/ and practice segmenting them into their individual sounds.

Phonics: **Sc, sn, and st blends**

- Write the words *star*, *snack*, and *score* on the board and read them with students. Underline the *st*, *sn*, and *sc*, and explain that these letters stand for the /st/, /sn/, and /sc/ sounds. Ask students to repeat the words.
- Write the blends on the board: *st*, *sn*, *sc*. Next to the blends, write the following portions of words in a list: *__ick*, *__ip*, *ve__*, *fi__*, *__ort*, *__arf*. Provide the following clues and ask students to decide which s-blend goes at the beginning of the word: *a skinny piece of wood from a tree (stick)*; *what scissors do when they cut (snip)*; *a sleeveless piece of clothing a person wears over a shirt (vest)*; *a closed hand (fist)*; *what pigs do (snort)*; *what you wear around your neck or head when it is very cold (scarf)*.
- **Check for understanding:** Write the following word portions on the board: *__amp* and *__at*. Have students complete the word with one of the blends on the board: *st*, *sn*, or *sc*. Provide the following clues and ask students to decide which s-blend goes at the beginning of the word: *what is put on a letter to mail it (stamp)*; *what you say to a cat that you want to go away (scat)*.



Have students circle each word in the story that has *sc*, *sn*, or *st* (*star*, *steal*, *Snag*, *score*).

- **Independent practice:** Introduce, explain, and have students complete the **S-blends worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Verbs as action words**

- Review with students that action words tell things people or animals do, like playing or talking.
- Direct students to page 4. Ask them to find action words on this page (*watch*, *kicks*, *dribbles*). Ask students to tell *who* watches (Uzzle, Lurk, Snag) and *who* kicks and dribbles (Bonk).
- **Check for understanding:** Direct students to page 5 and asking them to find the word that tells what Uzzle, Lurk, and Snag do when Bonk says he doesn't need a team (*frown*, *cross [their arms]*).



Independent practice: Introduce, explain, and have students complete the **verbs worksheet**.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order. Tell students that they must look at the first letter of each of the two words and then decide which word begins with the letter that comes first in the alphabet. Point to the alphabet posters in the classroom and tell students that they can refer to the poster or sing the alphabet song in their mind when deciding which word comes first alphabetically.
- Write the alphabet on the board. Underneath it, write the words *monster* and *soccer*. Have a volunteer explain which word would appear first in alphabetical order (*monster*) and why (because *m* comes before *s* in the alphabet). Circle the *m* and the *s* on the board and compare their location within the alphabet. Erase the circles when the discussion is finished.
- Write the words *goal* and *ball* on the board. Have a volunteer explain which word would appear first in alphabetical order (*ball*) and why (because *b* comes before *g* in the alphabet). Circle the *b* and the *g* on the board and compare their location within the alphabet. Erase the circles when the discussion is finished.
- **Check for understanding:** Write the words *kick* and *dribble* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper. Discuss their answers aloud.
- **Independent practice:** Write the following words on the board: *soccer*, *field*, *player*, *kick*, *team*, *goal*. Have students write the words in alphabetical order on a separate sheet of paper.

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 share with someone at home what they know about the monsters from other books in the series they have read.

Extend the Reading

Narrative Writing and Art Connection

Work with students to develop a list of characteristics for good team players. Then have pairs of students select a characteristic and create a poster for it. Display students' posters on a bulletin board titled *We Are Team Players!*

Science Connection

Invite the physical education teacher to speak to students on why playing games like soccer—and getting regular exercise—is important for good health. Have him/her explain what happens to a person's body when playing a game, for example, heart rate, breathing, calories burned, and how exercise makes you feel good!

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 connections between texts to better understand text
- sequence story events in logical order on a worksheet, and understand the importance of sequence in a story during discussion
- orally segment words into their individual sounds during discussion
- associate *st*, *sn*, and *sc* with the phonetic elements /st/, /sn/, and /sc/ during discussion and on a worksheet
- recognize action words during discussion and in the text and on a worksheet
- understand the process of arranging words in alphabetical order on a separate sheet of paper

Comprehension Checks

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