

About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 284

Book Summary

Everything about Bonk is growing—even his hair. When Jupe suggests that Bonk needs a haircut, Bonk thinks of other ways to keep his hair out of his eyes—like standing on his head! After crashing his bike because he couldn't see a bump in the road, Bonk decides to go to the barbershop. He considers several styles of haircuts. Which one will he choose? Readers will find out at the end of the story.

About the Lesson

Targeted Reading Strategy

- Make text-to-text connections

Objectives

- Make connections between what is known about characters from previous books to new book being read
- Identify problem and solution
- Segment and blend phonemes
- Recognize *r*-family blends and read words containing them
- Recognize types of sentences and end punctuation used with each
- Recognize and form compound words

Materials

Green text indicates resources available on the website

- Book—*Bonk at the Barbershop* (copy for each student)
- Chalkboard or dry erase board
- **Problem/solution, *r*-family blends, compound words worksheet**
- **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:** *I, see, they, this*
- **Content words:** *backpack, bandage, barbershop, curly, ground, growing, haircut, helmet, mirror, pedal, ponytail, shaved, shoulders, spiked*

Before Reading

Build Background

- Ask students to share personal experiences they have had with getting haircuts. Have them tell how often they get their hair cut. Ask students to tell about trips to the barber or beauty shop.

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 books about the Monsters, ask them if they recognize the characters shown on the cover illustration. Model how to make connections to other books students have read about the Monsters.

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

- Model making connections to the characters in the book.
Think-aloud: I've seen these characters before. I know that they are good friends and that like most good friends they try to help one another out. If I remember what I've read about them in other stories, it will help me understand what I read in this story. I can use what I already know about the characters to predict what they might do next.
- Ask students what they remember about other Monsters stories they have read.
- 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, use the vocabulary students will encounter in the text. Ask students to talk about what they see in the illustrations. For example, show students page 9 and ask: *Who are the characters in the picture? What did Bonk put on his head and on his back?*
- Model for students the strategies they can use to work out words they don't know. Point out the word *ponytail* on page 5. Model for students how you recognize that the two parts of the word are smaller words that you are familiar with. Then read the sentence aloud and have students tell whether the word *ponytail* makes sense.
- Tell students to look for familiar parts in words they don't know and to check that the word makes sense in the sentence.


Set the Purpose

- Have students read the book to find out if their predictions about what happens to Bonk are correct.

During Reading

Student Reading

- **Guide the Reading:** Give students their book and have them put a sticky note on page 7. 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 if their predictions were correct. 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 always seem to help each other out when there is a problem. Remembering what the Monsters are like from other stories helps me predict what might happen in this story. I think Bonk is going to get tired of standing on his head to keep his fur out of his eyes! I think his friends will help him figure out what to do.
- Tell students to read the remainder of the story and to confirm or revise any other predictions they have made about the Monsters.

 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 helped them understand what they read and make logical predictions about what might happen in the story.

Teach the Comprehension Skill: **Problem and solution**

- **Introduce and model:** Explain that one way to understand a story is to think about a problem the character in the book has and how he or she plans to solve it. If you feel students may have difficulty understanding what problem and solution are, use a real-life or familiar scenario to model problem solving. For example, pretend that you ran out of gas on the way to school. First, identify the problem (the car won't run). Next, tell why you have the problem (you forgot to put gas in on the way home from school the day before). Then, tell what would have happened if the problem hadn't been solved (you would have been late to school or missed it completely). Last, explain how you solved the problem (friend helped, called husband, got ride with someone else).
- **Check for understanding:** Have students identify what Bonk's problem is.
- **Independent Practice:** Give students the **problem/solution worksheet** to complete. Tell them to write Bonk's problem in the first box and then tell why he has the problem, what will happen if he doesn't solve the problem, and how the problem is solved. Discuss their responses.

 **Extend the Discussion:** Instruct students to use the last page of their book to draw a picture of the haircut they think Bonk should have gotten. Have students share their pictures with the group.

Build Skills

Phonological Awareness: **Orally segment phonemes**

- Say the word *grow* and then segment the word into its sounds: /g/ /r/ /o/. 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 in the same way you did with the word *grow*. Say each of the following words and ask students to segment the sounds: *train, dress, bride, tree, crack, frame*.

Phonics: **r-family blends**

- Write the words *grow, dress, and tree* on the board and read them with students. Underline the *gr, dr, and tr*, and explain that these letters stand for the /gr/, /dr/, and /tr/ sounds. Ask students to repeat the words.
- Write the following blends on the board: *gr, dr, tr, br, cr, pr*. Next to the blends, write the following portions of words: *___ound, ___ives, ___ack, ___ush, ___ayon, ___oud*. Provide the following clues and ask students to decide which *r*-blend goes at the beginning of the word: *Where Bonk put his head with his feet in the air (ground). What a person does in a car (drives). What a train travels on (track). Instead of combing your hair, you ___ it. (brush). What you use to color pictures (crayons). How you feel when you win a race (proud).*
- Give students the **r-family blends worksheet**, go over the example provided, and tell students to complete the worksheet. (Pictures on worksheet: *truck, bride, crane, frog, crib, tree, bread, dress, crayon, grapes, drum, train*)

 **Extend the activity:** Tell students to circle each word in the story that has an *r*-blend (*grow, ground*).

Grammar and Mechanics: **Types of sentences and end punctuation**

- Review or explain that a sentence begins with a capital letter and ends with a punctuation mark.
- Direct students to page 5. Have students tell the name of the punctuation mark that is at the end of each sentence (period). Review that these are "telling" sentences and that "telling" sentences end with periods. Tell them to write a "T" beside each period.
- Have students turn to page 12. Read the question Jupe asks and have students tell the name of the punctuation mark (question mark). Review that this is an "asking" sentence and that "asking" sentences end with question marks. Tell them to write an "A" beside the question mark.
- Have students turn to page 4 and read the first sentence. Review or explain that this sentence shows excitement or surprise and that sentences that show surprise end with exclamation marks. Tell them to write an "E" beside the exclamation mark.

Lesson Plan *(continued)*

Jonk at the Barbershop

- Check for understanding by having students identify the asking sentence on page 14, and the telling and excited sentences on page 16.
- Have students mark the sentences as described above on pages 8 and 9 in the book.

Word Work: **Compound Words**

- Tell students that some of the words they read in the book are words made by putting two words together. Direct students to page 5 and ask them to find a word that is made up of two smaller words (*ponytail*).
- Write the word on the board. Ask students to tell the meaning of the word *ponytail* (a hairstyle that looks like a pony's tail).
- Check for understanding by asking students to turn to page 4 and find a word made from two other words (*haircut*). Ask students to tell what each word means by itself, and what the compound word means.
- Introduce and explain the [compound words worksheet](#). Have students cut out the words and use them to make compound words. Tell them to write the words they make on a 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.

Extend the Reading

Writing Connection

Have students think about a problem they have had. Tell them to draw a picture of the problem and write a sentence that tells what the problem was and how they solved it.

Health and Science Connection

Discuss growth. Talk about how children grow new hair and nails every day. Discuss ways to take care of their hair and nails.

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 relevant predictions about how they will act in this story
- identify the problem in the story and the steps the characters took to solve it
- recognize and read *r*-family blends

Lesson Plan *(continued)***Bonk at the Barbershop**

- listen to segmented phonemes and blend them together to make words
- understand that there are different types of sentences and that different types of punctuation are used to help readers understand what they read
- understand that compound words are made from two smaller words and make compound words.

Comprehension Checks

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