



About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 184

Book Summary

Although Bonk hopes to have a good dream as he gets ready for bed, he awakens later, shaking, after a bad dream about a T-Rex with long, sharp teeth. Readers discover how Bonk's friend, Snag, helps him conquer his fear of a scary T-Rex so that he has sweet dreams all night long.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions


Objectives

- Use the reading strategy of asking and answering questions
- Identify problem and solution
- Manipulate medial sounds
- Recognize long e vowel digraphs
- Understand and identify quotation marks
- Understand and use antonyms

Materials

Green text indicates resources available on the website

- Book—*Bonk's Bad Dream* (copy for each student)
- Chalkboard or dry erase board
- Problem and solution, long /e/ digraphs, antonyms worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *about, again, all, Did, for, goes, had, have, he, his, I, is, It, over, soon, This, up, with, you*
- Content words: *Bonk, dream(s), checkers, daisies, movie, Snag, teeth, T-Rex*

Before Reading

Build Background

- Ask students if they have ever had a nightmare or bad dream. Ask if the dream woke them up and, if so, whether they were able to fall asleep again.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Have students tell what they think the book is about. Ask them to predict what Bonk's bad dream might be about.
- Show students the title page. Talk about the information on the page (title, author's name, illustrator's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Review or explain that good readers often ask themselves questions while they read, such as *I wonder why...* or *I wonder how...* This strategy helps them to stay involved in and understand what is happening in the story.
- Have students look at the picture of Bonk on page 4. Model self-questioning.
Think-aloud: On this page, it looks as if Bonk is having a bad dream about a dinosaur with long, sharp teeth. I wonder why. Maybe he read a scary book or saw a scary movie about dinosaurs. I wonder if his dream will wake him up. I'll have to read the book to find out.
- 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 story, ask students to talk about the pictures and use the vocabulary they will encounter in the text.
- Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 6, you might say: *It looks as if Bonk and Snag are going to play checkers to take Bonk's mind off of the bad dream.*
- Review or explain that students can help themselves when they come to a tricky word by checking the pictures, rereading the sentence, thinking about what they have read, and asking themselves what word would make sense in the sentence. For example, point to the last sentence on page 6. Say: *When I first read this part, I read, "Bonk and Snag play a game," but I noticed that it didn't look right. I didn't see the word a and I didn't see a g for game. I checked the picture and thought about the game Bonk and Snag are playing that starts with lch/. Then I reread. Read the sentence to students and ask if the word checkers makes sense and looks right.*

Set the Purpose

- Have students read the book to find out if Bonk is able to conquer his bad dream and get a peaceful night's rest.

During Reading

Student Reading

- **Guide the reading:** Give students their book and have them put a sticky note on page 7. Tell them to read to the end of this page. Have students reread the pages if they finish before everyone else.
- When they have finished reading, ask students what words were difficult for them.
- Model self-questioning.
Think-aloud: While I was reading, I asked myself questions whenever I was curious for more information. On page 5, Bonk goes over to his friend Snag's house in the middle of the night. I asked myself why Bonk went to Snag's house. I wondered how Snag would be able to help Bonk recover from his bad dream. Asking myself questions as I read helped me think about the story and made me want to keep reading to find out the answers to my questions.
- Have students read the remainder of the story. Encourage them to ask *I wonder...* questions 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

- Ask students to explain how they used self-questioning while reading the story.

Lesson Plan *(continued)*

Bonk's Bad Dream

- Model asking and answering questions.
Think-aloud: When I read that Snag had an idea to help with Bonk's bad dream, I wondered if Snag had a story to read that would help wipe out the scary T-Rex thoughts that Bonk was having. By asking myself questions while I was reading, I was able to stay involved with what was happening in the story.

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

- **Discussion:** Ask students to think about why Bonk had a bad dream (he watched a scary T-Rex movie).
- **Introduce and model:** Tell students that one way to understand and follow a new story is to break the story into chunks by thinking about the problem, solution, and outcome. On the board, draw a three-box flow chart with the top box labeled *Problem (Who? What? Why?)*, the middle box labeled *Solution*, and the final box labeled *End Results*.
- **Check for understanding:** Have students return to pages 4, 5, and 6 to evaluate the problem and solution of that part of the book (the problem is that Bonk has a scary T-Rex dream; the solution is that Bonk goes over to Snag's house; the end result is that Bonk and Snag play checkers).
- **Independent practice:** Introduce, explain, and have students complete the [problem-and-solution worksheet](#).
- **Extend the discussion:** Invite students to discuss solutions they would have used if they were the author of the story.

Build Skills

Phonological Awareness: Manipulate medial sounds

- Tell students you are going to say a word: *drum*. You are going to replace the middle sound in drum with the long /e/ sound, as in *dream*.
- Have students orally practice replacing the middle sounds of the following words with the long /e/ sound: *tooth, bed, riches, slip, swat, loaf, bat, fall, mat, hill, lid, lap*.

Phonics: Digraphs ea and ee

- Write the word *dream* on the board. Have students find the word on page 3 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the middle of the word (long /e/). Circle *ea* in the word and explain that in some words, two vowels together, called a *vowel digraph*, make one sound. The first vowel in the digraph usually represents its long sound. Have students brainstorm additional examples of *ea* words and have them write the words on the board (*beach, bead, beak, bean, eat, heat, jeans, leaf, leak, mean, meat, read, sea, team, weak*).
- Write the word *feet* on the board and have students identify the vowel sound (long /e/). Circle *ee* and explain or review that *ee* is another common spelling for the long /e/ vowel digraph. Ask students if they can think of other words that follow the same pattern. Have them write the words as examples under *feet* (*bee, beef, deep, feel, green, jeep, keep, meet, week*).
- For additional practice working with digraphs *ea* and *ee*, have students complete the [long /e/ digraphs worksheet](#).

Grammar and Mechanics: Quotation marks

- Review or explain that there are special marks, called *quotation marks*, which are used to show when someone is speaking. Say: *If I am writing and I want to show when someone is speaking, I enclose the words in quotation marks. All the other words that are not spoken words are outside the quotation marks.* Write the following sentence on the board: *I hope I have a good dream, said Bonk.* Read the sentence together as a group and discuss which words are the spoken words (*I hope I have a good dream*). Model writing quotation marks around the spoken words. Encourage students to generate one or more examples of sentences that require quotation marks and have volunteers write the quotation marks in the appropriate places.

Lesson Plan *(continued)*

Bonk's Bad Dream

- Have students turn to page 5. Ask students to reread the page, locating the quotation marks. Ask students to tell who was talking in the sentence (*Snag*) and what he said (*It is the middle of the night*).
- Have students work with a partner to find additional examples of quotation marks in the remainder of the story.

Word Work: **Antonyms**

- Explain that a word that means the opposite, or nearly the opposite, of another word is called an *antonym*. For example, when Bonk went to bed, he hoped to have a good dream, but he had just the opposite: a bad dream. Have students brainstorm additional opposites and write the examples on the board.
- Have students complete the [antonyms worksheet](#).

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 and Art Connection

Create a display based on *Bonk's Bad Dream*, but strike out *Bad* and have a volunteer from the group write *Good*. Have students illustrate pictures of themselves, with thought bubbles illustrating a good dream. Have students write a title that includes their own name (such as *Kathryn's Good Dream*). Have students write sentences to explain their pictures.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository report writing.

Science Connection

Use Bonk's bad dream (about T-Rex) as a springboard to research Tyrannosaurus Rex or other dinosaurs.

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:

- accurately demonstrate self-questioning while reading fictional text
- identify the problem and solution in a story
- manipulate medial sounds

Lesson Plan *(continued)***Bonk's Bad Dream**

- understand and accurately use long /e/ vowel digraphs ea and ee
- understand and identify quotation marks in text
- understand and use antonyms

Comprehension Checks

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