



About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 250

Book Summary

The monsters can't wait to go to the circus, but none of them have money. But when a mischievous monkey escapes from the circus and dashes up a tree, Bonk's clever solution brings the monkey back to the circus, and the Ringmonster rewards the friends.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify cause-and-effect relationships
- Discriminate medial /ow/ sound
- Identify final *ck* digraph
- Recognize and use interrogative sentences
- Alphabetize words to the first letter

Materials

Green text indicates resources available on the website

- Book—*Let's Go to the Circus* (copy for each student)
- Chalkboard or dry erase board
- **Cause and effect, interrogative sentences, alphabetical order 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:** *go, has, have, says, some*
- **Content words:** *circus, crust, elephants, lemonade, monkey, pizza, sugar, thirsty*

Before Reading

Build Background

- Ask students if they have ever had a lemonade stand or any other sort of sidewalk sale.
Ask: What did you sell? Did anyone come to buy it? How much money did you make?
- Ask students if they have ever been to the circus. Ask what they saw and did there.
- If students have read other Monsters books, ask them to recall what they know about the characters. Recall experiences that the monsters have had in previous books.

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 *Let's Go to the Circus*. (Accept all answers that students can justify.)

Lesson Plan *(continued)*

Let's Go to the Circus

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

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

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: When I read the title on the cover, it reminds me of going to the circus when I was young. There were three rings, or stage areas, and something was always going on in all of them. I never knew where to look first and was worried that I would miss something. I remember that the monkeys were especially funny.
- Invite students to share how they connected to prior knowledge, based on the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Explain to students that one way to understand information in a story is to think about what happened and why it happened. Point out that a *cause* is an action that makes something happen, and the *effect* is what happens because of, or as a result of, the action.
- Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Cause* heading: *I practice hitting a baseball every day.*
- Model identifying a series of cause-and-effect relationships.
Think-aloud: If I practice hitting a baseball, I might hit a home run in a game. If I hit a home run, my team might win the game. If we win the game, our coach might buy us snow cones afterward. Sometimes a cause and its effect cause other events to happen.
- Retell the series of cause-and-effect relationships about the home run. Ask students to identify the causes and effects. Write each cause and its effect on the chart on the board. When finished, point out how each cause-and-effect relationship leads to other cause-and-effect relationships.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though the monsters are thinking about the circus and their favorite things at the circus.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *sugar* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows the monsters making lemonade. When I look at the first part of the word, it starts with /s/. However, the text is talking about making lemonade and what you add to it. I know you have to add water and sugar to lemonade. The sentence makes sense with the word sugar, and it looks as if the monsters have sugar in the picture. The word must be sugar.*

Set the Purpose

- Remind students that most events that happen in stories have a cause that came before them. As students read the book, encourage them to think about why each event happened.


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 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.

Lesson Plan *(continued)*

Let's Go to the Circus

- Model connecting to prior knowledge.
Think-aloud: On page 4, the monsters are trying to gather money to go to the circus, but they don't have any. On page 5, they decide to have a lemonade stand. I remember having a lemonade stand to try and make money—but it is a lot of work!
 - Invite students to share how they connected with what they already knew as they read.
 - Create a cause-and-effect chart on the board. Write the following phrase under the *Cause* heading: *The monsters don't have money to go to the circus.* Ask students to use the text and think-aloud discussion to identify the effect of this cause (*they decide to have a lemonade stand*). Write this information on the chart under the *Effect* heading.
 - Introduce and explain the [cause-and-effect worksheet](#). Ask students to write the information from the board on their worksheet. Have students read page 6 and then identify and write on their worksheet a cause-and-effect relationship that happened as a result of no one coming to the monsters' lemonade stand. (*Cause: No one buys lemonade; Effect: They decide to have a pizza stand.*) Point out how the chain connects the first cause-and-effect relationship with the second one.
 - Have students write the other cause-and-effect relationships from page 6 on their worksheet.
 - **Check for understanding:** Have students read from page 7 to the end of page 8. Have them identify and write on their cause-and-effect worksheet other cause-and-effect relationships they find as they read.
 - Have students read the remainder of the book. Remind them to use what they already know about the circus to help them understand new information 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

- **Think-aloud:** *When I read page 8, it reminded me that I know that a circus usually has monkeys. I also know that the leader of the circus is called the Ringmaster. The character in the picture is dressed like a ringmaster, even though they call him the "Ringmonster" in the story.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading. Invite them to show and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the cause-and-effect relationships on their worksheet. Have students choose a partner and discuss the cause-and-effect relationships in the remainder of the book. Have each pair share with the group a cause-and-effect relationship they found.
- **Independent practice:** Have students complete the cause-and-effect worksheet. If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned how the monsters got to go to the circus, even though they didn't have any money. Now that you know this information, why do you think it's a good idea to help others? What are some effects of doing nice things for others?

Build Skills

Phonological Awareness: **Discriminate medial /ow/ sound**


- Say the word *town* aloud to students, emphasizing the medial /ow/ sound. Have students say the word aloud and then say the /ow/ sound.


Lesson Plan *(continued)*

Let's Go to the Circus

- Read page 3 aloud to students. Have them give the thumbs-up signal when they hear a word that has the medial /ow/ sound (*town, clowns*).
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word has the /ow/ sound: *down, have, loud, wait, crust, brown*.

Phonics: Identify final **ck** digraph


 Point out the word *rock* on page 4 and have students circle or highlight the word. Ask students what sound they hear at the end of the word (/k/). Point out that two letters, c and k, together stand for the /k/ sound. Tell students that this letter combination is called the **ck** digraph. Have students circle or underline the **ck** digraph. Explain to students that **ck** is only found at the end of a word (or syllable), never at the beginning.

 **Check for understanding:** Have students find a word on page 11 that has the **ck** digraph and mark it (*back*).

- **Independent practice:** Encourage students to look through other books and find words with the **ck** digraph. If time allows, discuss their answers. Make a group list on the board. Review the fact that the **ck** digraph never appears at the beginning of a word.

Grammar and Mechanics: **Interrogative sentences**

- Write the following sentence on the board: *Do we have money?* Read the sentence aloud with students. Explain that every sentence has a signal at the end so readers will know when to stop reading. Ask a volunteer to come to the board and point to the signal at the end of the sentence.
- Explain that the signal is called a *question mark*. Have students say the phrase *question mark* aloud. Point out that a question mark is like a stop sign because it tells readers to stop reading. It also tells the reader that a question is being asked. When a sentence asks a question, it is called an *interrogative sentence*. Write *interrogative* on the board and have students repeat the word.
- Reread the sentence aloud to students. Emphasize how the voice is inflected at the end of this type of sentence.
- Ask volunteers to pose a question about the circus. Write each question on the board, leaving off the question mark. Read the sentences aloud to students without stopping. Then have volunteers come to the board and add a question mark to each sentence. Reread the sentences, stopping at the question mark at the end of each sentence to add the proper inflection.

 **Check for understanding:** Have students locate and circle all of the sentences in the book that end with a question mark. Have them read the questions to a partner using the proper inflection.

- **Independent practice:** Introduce, explain, and have students complete the **interrogative sentences worksheet**. If time allows, discuss their responses.

Word Work: **Alphabetical order**

- Explain to students that words are sometimes placed in a list in alphabetical order. Words are placed in alphabetical order by first looking at the beginning letter of each word and then deciding which letter comes first in the alphabet.
- Write the words *pizza* and *circus* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *p* or *c*. Explain that the word *circus* would come first in an alphabetical list because *c* comes before *p* in the alphabet.
- **Check for understanding:** Write the words *monsters* and *elephants* on the board. Have students identify the initial letter in each word (*m* and *e*). Ask students to identify which letter comes first in the alphabet (*e*). Explain that the word *elephants* would come first in an alphabetical list.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their responses.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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 relate their own experiences and prior knowledge as they read.

Extend the Reading

Fantasy Writing and Art Connection

Provide students with books about the circus. Have them choose one concept about the circus and illustrate it. Under the picture, have students write three sentences telling about their picture.

Math Connection

Provide students with supermarket advertisements and have them determine the price of ingredients needed to make lemonade. Then have them work in pairs or small groups to plan how much lemonade they will make, how much they will charge per glass, how much profit they will make, and so on. Have groups share their findings.

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:

- consistently connect to prior knowledge to understand text
- accurately identify cause-and-effect relationships in the book during discussion and on a worksheet
- accurately discriminate medial /ow/ sound during discussion
- identify and write the final *ck* digraph, which represents the /k/ sound, during discussion and in the book
- correctly understand and identify interrogative sentences during discussion and on a worksheet
- correctly alphabetize words in discussion and on a worksheet

Comprehension Checks

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