

## About the Book

Text Type: Fiction/Fantasy Page Count: 14 Word Count: 260

### Book Summary

Bonk couldn't be more proud of his loose tooth. He wiggles it for all his friends and makes himself the king of loose teeth. But his jealous friends tell him scary stories about having teeth pulled and never being able to chew again. Bonk is upset until Jupe tells him another story—that the Tooth Monster will come and leave a surprise.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge


### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify sequence of events
- Discriminate and manipulate medial sounds
- Identify s-family blends
- Recognize and use declarative sentences
- Identify and use synonyms

### Materials

Green text indicates resources available on the website

- Book—*Bonk's Loose Tooth* (copy for each student)
- Chalkboard or dry erase board
- [Sequence events, s-family blends, synonyms 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: *know, once, that, there, was*
- Content words: *crown, loose, party, sorry, teeth, tooth, true, wiggle*

## Before Reading

### Build Background

- Ask students if they have ever lost teeth or had loose teeth. Have them describe what happened. Ask them what they did with any teeth they lost. If students volunteer information about the tooth fairy, talk about who the tooth fairy is and what she does.
- If students have read other Monsters books, ask them to recall the stories. Ask if they remember when the monsters went camping, played on their wheels, and got a pet for Jupe. Link the information from past books to this book. Help students understand that a series is a group of books that uses the same characters over and over.

## 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 *Bonk's Loose Tooth*. (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: **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 when I had my first loose tooth. I didn't want anyone to touch it. I wiggled it and played with it, but it took forever to finally come out!*
- 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: **Sequence events**

- Explain to students that a story is a series of events that happen in a particular order. First one thing happens, then something else, and so on. Explain that the order in which the steps happen is called the *sequence*. Point out the sequence in a familiar story, such as *Goldilocks and the Three Bears*. Write key phrases on the board as you retell.
- *Think-aloud: 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.*
- Point out to students that the sequence of events listed on the board shows only the events that are most important for someone to understand the story. It does not include all the details.

### Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though all of the other monsters wish they had loose teeth like Bonk.*
- 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 *wiggles* on page 3 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Bonk doing something to his loose tooth. When I look at the first part of the word, it starts like /w/. I know that when I had a loose tooth, I would wiggle it with my finger. The word wiggle starts with the /w/ sound. It also has a /g/ sound in the middle, and this word on page 3 has the /g/ sound in the middle. The sentence makes sense with the word wiggle. The word must be wiggle.*

### Set the Purpose

- Have students use what they already know about having a loose tooth to help them read the book. Remind them to think about the order in which the events happen as they read.

## 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.
  - Model connecting to prior knowledge.  
*Think-aloud: On pages 6 and 7, I read that the other monsters told stories to scare Bonk or make him feel bad because he was bragging about his loose tooth. This part of the book reminded me of times when my brothers and sisters teased me. I think the other monsters are jealous.*
  - Invite students to share how they connected with what they already knew as they read.
  - Write the following events on the board, out of sequence: *Bonk has a loose tooth. Lurk and Snag make up stories to upset Bonk because they are jealous. Bonk makes a crown and says he is the king of loose teeth. Jupe, Lurk, and Snag check to see if they have loose teeth.* Read the sentences aloud. Ask students if this is the order of events in the story and if it makes sense to retell the story this way.
  - Ask students to help you put the story sentences in the correct order by putting numbers next to the sentences to indicate the correct sequence. Read the sentences again in the correct order.
  - **Check for understanding:** Have students read to the end of page 10. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
  - Have students read the remainder of the book. Remind them to use what they already know about having a loose tooth 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 to the end of the book, I thought about how people can sometimes do or say hurtful things when they are jealous. The monsters in this story did that, but eventually they apologized and everyone had a party. I think good friends may sometimes not get along, but then they apologize.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about the monsters and how they behaved. 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 sequence of events that occur on pages 10–14. Remind them of the importance of telling events in their correct sequence. Have them review pages 10–14 to verify the sequence.
- **Independent practice:** Introduce, explain, and have students complete the sequence events worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about friends who do unkind things when they are jealous or upset. Lurk and Snag apologize later. What will you think about the next time you are feeling jealous of a friend?

## Build Skills

### Phonological Awareness: Discriminate and manipulate medial sounds


- Say the word *Lurk* and ask students to tell you the sound they hear in the middle (/ur/).
- Tell students that you are going to replace /ur/ with short /o/. Pronounce the short /o/ sound. Ask students what new word you have made (*lock*).
- Ask students what word results by changing the /o/ to /i/ (*lick*).
- **Check for understanding:** Give students a series of oral medial sound changes from the word *time*. Start by switching long /i/ to long /e/ to make *team*, and long /e/ to long /a/ to make *tame*. Then begin with *sit*. Change the short /i/ to short /a/ (*sat*), and short /a/ to short /e/ (*set*).

### Phonics: Identify s-family blends

- Write the word *story* on the board and ask students to tell you the blend they hear at the beginning. Ask them what two letters make up the blend. Circle the *st*.
- Write the word *snag* on the board and have students read it. Have them tell you what blend comes at the beginning and what two letters make up that blend. Repeat with the word *smile*.
- **Check for understanding:** Say the following words, one at a time. Have students identify where they hear the s-blend and which letters are making the sound: *monster*, *lost*, *skate*, *sled*, *stop*.
- **Independent practice:** Introduce, explain, and have students complete the [s-family blends worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Declarative sentences

- Write the following sentence on the board: *Bonk has a loose tooth*. 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 or review that the signal is called a *period*. Point out that the period is like a stop sign because it tells readers to stop reading. It also tells the reader that a statement has been made—that the reader has been told something. When a sentence tells something, it is called a *declarative sentence*. Write *declarative* on the board.
- Reread the sentence aloud to students. Emphasize how the voice is inflected at the end of a declarative sentence as opposed to a question. Read page 11 to students, emphasizing the different voice inflections for the question and the statements.
- **Check for understanding:** Ask each student to recite a statement from the story or from their own loose-tooth experiences. Write each statement on the board, leaving off the period. Read the sentences aloud to students without stopping. Then have volunteers come to the board and add a period to each sentence. Reread the sentences, stopping at the period at the end of each sentence and using the proper inflection.

 **Independent practice:** Have students locate and circle all of the sentences in the book that end with a period. Have them read the statements to a partner, using the proper inflection. If time allows, discuss their responses.

### Word Work: Synonyms

- Have students search page 10 to find the sentence in which the word *happy* is found. Ask students to identify other words that mean the same thing (*glad*, *joyful*, and so on).
- Explain that a word that has the same or a very similar meaning as another word is called a *synonym*. Point out that writers use synonyms to add variety and avoid using the same word over and over.
- **Check for understanding:** Have students read the fifth sentence on page 10. Ask them to think of a synonym for the word *present* (*gift*).
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). Discuss answers aloud after they are finished.

## 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 relate their own experience with loose teeth before or after reading.

## Extend the Reading

### Writing and Art Connection

Have students draw a self-portrait with a loose tooth. Under the picture, have students write a story about their first loose tooth. Have them title it "\_\_\_\_\_’s Loose Tooth." Bind students’ pictures and stories together to make a class book.

### Science/Health Connection

Provide books and Internet resources for students to learn more about teeth and dental health. Arrange for a local dentist or hygienist to visit and demonstrate proper teeth brushing, dental care, and so on.

### 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 sequence events from the book during discussion and on a worksheet
- accurately manipulate medial sounds during discussion
- correctly identify and write the letter symbols that represent the s-family blends during discussion and on a worksheet
- understand and use declarative sentences during discussion
- correctly identify synonyms in the book and on a worksheet

### Comprehension Checks

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