



### About the Book

Text Type: Fiction/Humorous Page Count: 16 Word Count: 177

#### Book Summary

Bonk and Lurk are at the playground. Lurk pushes Bonk very high on the swing. Everything is fine until Bonk's hands slip and he falls to the ground, breaking his leg. Now Lurk must help Bonk until he recovers. Find out how Lurk feels about helping Bonk. Pictures support the text.

### 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
- Discriminate initial consonant digraph sound /ch/
- Identify initial consonant digraph *ch*
- Recognize and use exclamation points
- Identify and use synonyms

#### Materials

Green text indicates resources available on the website

- Book—*A Broken Leg for Bonk* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, consonant digraph *ch*, exclamation points 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: *again, asks, gives, help, please, says, you*
- Content words: *accepted, apology, bossy, broken, doctor, giant, playground, swing, tumbles*

### Before Reading

#### Build Background

- Ask students whether they have ever broken a bone. Invite them to share their experiences.
- Discuss what happens when someone has a broken bone and whether that person might need help while their bone is healing.

#### Preview 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 *A Broken Leg for Bonk*. (Accept all answers that students can justify.)

## Lesson Plan *(continued)*

## A Broken Leg for Bonk

- 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 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 and enjoy what they read.
- Model connecting to prior knowledge using the information on the covers.  
*Think-aloud: When I look at the cover, I see two characters playing checkers. One of the characters has a cast. I know that when someone breaks a bone in his or her body, they have to go to the doctor and get a cast put on. The cast helps the bone heal back together. Since this story is called A Broken Leg for Bonk, the character with the cast must be Bonk. I wonder how Bonk got a broken leg.*
- Have students look at the covers and title page. Invite them to share connections they make to prior knowledge based on these pages.
- 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 an *effect* is the event that happens, and a *cause* explains why the event happens.
- Create a two-column chart on the board with the headings *Cause* and *Effect*. Model how to identify an effect and its cause.  
*Think-aloud: One way to understand a story is to think about the events that happen and try to figure out the reason why they happened. This keeps me involved in the story and excited about what might happen next. For example, if a character in a story is laughing, I read to find out the reasons why he or she is laughing. The character might have seen something funny on television. The effect would be laughing, and the cause would be seeing something funny on TV.*
- Write this cause-and-effect relationship on the board. Invite students to suggest other possible causes for the effect of the character laughing (hearing a funny joke, being tickled, and so on). Write these new cause-and-effect relationships on the board.

### Introduce the Vocabulary

- 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 *playground* on page 3 and say: *I am going to check the picture and think about which word would make sense with the picture and the text. It looks as though Bonk and Lurk are at the park. When I look at the first part of the word, it starts with the /p/ sound. It also ends with the /d/ sound. I know that the word park begins with the /p/ sound and ends with the /k/ sound. So, park can't be the word in the book. I know that playgrounds have toys such as swings. The word playground begins with the /p/ sound and ends with the /d/ sound. The sentence makes sense with this word. The word must be playground.*

### Set the Purpose

- Have students read to find out what happens to Bonk and why he breaks his leg. Remind them to use information they already know and to think about what happens in the story and why it happens.

## **During Reading**

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 6 and then stop to think about what has happened so far in the story. Encourage students who finish before others to reread the text.

## Lesson Plan *(continued)*

## A Broken Leg for Bonk

- Model connecting to prior knowledge and identifying cause-and-effect relationships.  
*Think-aloud: As I read, I thought about the events that happened and what caused them to happen. On page 5, I read that Lurk pushed Bonk on the swing and then he gave him a big push. This reminds me of times when I've asked people to push me on a swing. The harder and faster they push, the higher I go on the swing. Lurk's pushing caused Bonk to go higher and higher. I think it is fun to swing very high on a swing, so I imagine that Bonk is enjoying going higher and higher.*
- Write the cause-and-effect relationship on the board (*Cause: giving a big push on a swing; Effect: going high in the air*).
- Invite students to share how they connected to prior knowledge while reading.
- Introduce the **cause-and-effect worksheet**. Have students read to page 8. Discuss with students what caused Bonk to tumble to the ground (his hands slipped from the swing) and what caused Bonk to break his leg (he fell from the swing and hit the ground). Have students write the causes and their effects on the worksheet.
- **Check for understanding:** Have students read to the end of page 12. Ask them to write on their worksheet what caused Lurk to frown (Bonk kept ringing the bell and being bossy).
- Encourage students 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 to help them understand and enjoy story events 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 13, it reminded me of times when I have had to apologize for something that has gone wrong. It made me feel better to say I was sorry when I had hurt someone's feelings. I know that Bonk felt better after he told Lurk he was sorry.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading. Invite students to share and explain their picture with the rest of the class. Ask students to explain how thinking about what they already knew helped them to understand and enjoy the story.

### Reflect on the Comprehension Skill

- **Discussion:** Review the effects and their causes that students wrote on their worksheet.
- **Independent practice:** Have students write an additional cause-and-effect relationship on the back of their worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In the story, you read about how Lurk helped Bonk when he had a broken leg. Now that you know this information, how will you react the next time one of your friends is hurt and needs your help?

### Build Skills

#### Phonological Awareness: **Discriminate initial /ch/ sound**

- Say the word *cherry* aloud to students, emphasizing the /ch/ sound at the beginning of the word. Have students say the word aloud and then say the /ch/ sound.
- Read page 10 aloud to students. Have them clap their hands when they hear a word that begins with the /ch/ sound.

- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /ch/ sound: *checkers, swing, broken, chip, cheese, push*.

### Phonics: Identify initial consonant digraph *ch*

- Write the word *cherry* on the board and say it aloud with students.
- Have students say the /ch/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which letters stand for the /ch/ sound in the word *cherry*.
- Have students practice writing the *ch* digraph on a separate piece of paper while saying the /ch/ sound aloud.
- **Check for understanding:** Write the following words that begin with the /ch/ sound on the board, leaving off the initial *ch* digraph: *chip, chunk, chart*. Say each word, one at a time, and have volunteers come to the board and add the initial *ch* digraph to each word. Then have students read each word aloud.
- **Independent practice:** Introduce, explain, and have students complete the [consonant digraph \*ch\* worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Exclamation point

- Have students turn to page 6. Read the first sentence aloud. Then read the second sentence aloud. Ask students to tell which sentence was read with more excitement.
- Point out the exclamation point in the first sentence. Explain that *exclamation points* tell readers to read the words in the sentence with surprise or excitement. Point out that exclamation points are also called *exclamation marks*.
- Have students read the last two sentences on page 6 aloud with excitement.
- **Check for understanding:** Ask students to locate other sentences in the book that use exclamation points. Have them read the sentences with excitement to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [exclamation points worksheet](#). If time allows, discuss their responses.

### Word Work: Synonyms

- Write the following sentence on the board: *Lurk gives a big push*. Point to the word *big*. Ask students to suggest other words that have the same or a similar meaning as the word *big* (*huge, large, and so on*). Write these words on the board.
- 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 when writing.
- **Check for understanding:** Write the following words on the board: *good, nice, small*. Have students write a synonym for each word on a separate piece of paper. Invite them to share their synonyms.

## 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. Invite students to identify cause-and-effect relationships at home with someone.

## ***Extend the Reading***

### **Narrative Writing and Art Connection**

Have students draw a picture that shows someone helping someone else. Have them write a story that tells how the person helped the other individual and how it made them both feel. Reinforce the use of exclamation points and synonyms.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

### **Science Connection**

Help students investigate the force of pushing. Have students explore how far objects move when they are pushed with different amounts of force.

### **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 and consistently connect to prior knowledge to understand text
- accurately identify cause-and-effect relationships during discussion and on a worksheet
- accurately discriminate words that begin with the /ch/ sound during discussion
- accurately recognize and understand that the letters *ch* stand for the /ch/ sound at the beginning of some words during discussion and on a worksheet
- understand and use exclamation points during discussion and on a worksheet
- understand and use synonyms during discussion

### **Comprehension Checks**

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