

About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 306

Book Summary

All the other monsters join clubs in the summer. But the garden club makes Snag sneeze, the travel club makes Bonk seasick, and the hiking club is too hard. After forming their own club, the monsters learn that there are many ways to be cool in the summer.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions


Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Make inferences
- Listen to differentiate medial sounds
- Read words with s-family blends
- Understand interrogative sentences
- Understand multiple-meaning words

Materials

Green text indicates resources available on the website

- Book—*Club Monster* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- Prediction, inferences, s-family blends, multiple-meaning words 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: *all, but, not, says, should, they*
- Content words: *airport, clubhouse, garden, hiking, monsters, passwords, practice, seasick, slush, sneezes, squashed, squeeze, squished*

Before Reading

Build Background

- Ask students to share what they know about clubs. If your school has after-school clubs, talk about what things students do there. Provide examples of other clubs, such as sports clubs, Boy and Girl Scouts, and 4-H clubs.
- If students have read other books about the monsters, have them review the stories. Talk about each of the monsters and what students can remember about them.

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 might read about in a book called *Club Monster*. (Accept all answers that students can justify.) Ask them to predict what the monsters might do in their club.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name). Have students tell what they think the monsters are doing in the picture.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain that good readers make predictions, or guesses, about what will happen in a story. Explain that making predictions can help people make decisions, solve problems, and learn new information. Emphasize that making predictions is more important than whether the prediction is correct, or confirmed.
- Give students the [prediction worksheet](#) and model how to make a prediction about the story, based on the cover information. Record a prediction on the worksheet for them. You might want to use the projectable version of the worksheet to model the strategy.
Think-aloud: When I look at the front cover, I see four monsters with scary faces. Other Monsters books I have read were funny, but the cover picture makes me think this one may not be. The monsters look as if they are angry.
- Ask students to share their predictions about the book. Help them record what they *predict* in the first column in the worksheet. Remind them that as they read, they will probably *revise* their predictions as they get more information. At the end of the story, they will *confirm* whether their predictions were correct.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Make inferences**


- Tell students that sometimes the author does not tell us everything that happens in a story. Sometimes the author tells us one bit of information, such as an event or effect, but not another, such as the cause. Usually, the information the author does give is enough for us to guess the part he or she did not give. When a reader fills in the missing information, it is called *making an inference*. Sometimes making an inference is more interesting and funnier than reading information the author gives us.
- Model making an inference.
Think-aloud: Let's say that on a cloudy day, all of you students come in wearing raincoats and holding umbrellas. Your hair is wet, and your shoes are muddy and squeaky. Now, no one told me that it is raining outside, but I can make the inference that it is raining, based on the information I see and know.
- Explain that in the book *Club Monster*, students will be making some inferences. There may be some information missing in certain places.
- **Check for understanding:** Give students a scenario and have them suggest possible inferences. Ask them what inference they can make if they see someone carrying groceries, but on the ground they see fruit, broken eggs, and spilled milk. One of the bags is ripped on the bottom. What can students infer happened?

Introduce the Vocabulary

- Preview the book with students through page 6. Ask what they think is happening in the pictures. Reinforce the vocabulary words that students will encounter in the book. For example, read this sentence on page 6: *Bonk looks seasick on the boat*. Ask students to point to the word on the page that says *seasick*. Ask them how they know the word. Reinforce that they might recognize smaller chunks in the word, sound out the phonic elements they know, or look at the picture to think of what word might fit in the sentence.

Set the Purpose

- Tell students that they are going to look for inferences as they read the book. Introduce the **inferences worksheet**. Students will make inferences from the information on the worksheet, much of which is in the book. Explain that inferences may help them revise their predictions as they read the story.

 Instruct students to write the letter *i* next to any places in the book where they think information may be missing and they might have to make an inference. They may be able to make the inference, or they may not. Reassure students that even if they cannot make the inference themselves, you will talk about those places they marked after they finish reading.

During Reading

Student Reading

- **Guide the reading:** Give students their book and ask them to read to the end of page 6. If they finish before the others, have them go back and reread the pages.
- Ask students to look at the prediction worksheet. Have them share what they predicted, based on the information on the cover of the book. Ask what events happened on the pages and whether their predictions were correct.

- Model making a prediction.


Think-aloud: *When I looked at the cover of the book, I predicted that the story might be about the monsters being very angry about something. This has not happened yet, but it may still happen later in the story. After reading through page 6, I see that the monsters are trying out different types of clubs to see what club they all like. I predict that, in the story, they will keep trying out more clubs and that one of them will be an acting club. I also predict that the monsters will have a hard time finding a club they all like.*

- **Check for understanding:** Ask students to make a prediction about what will happen next in the story. Help them record their prediction in the second section of the worksheet.
- Review the meaning of an inference. Ask if students placed the letter *i* on any of the pages in the book so far where they may have made an inference.

- Model making an inference.

Think-aloud: *After I read page 5, it was obvious that Snag wasn't going to like the garden club and Lurk wasn't behaving well. Bonk and Uzzle weren't in the picture, but I inferred that they also went to the garden because the story said, "The monsters join a garden club."*

- **Check for understanding:** Have students reread page 6 and look at the picture. Ask a volunteer to share a possible inference for this page.
- Ask students to read to page 14. Repeat the steps you followed for the reading of pages 3 through 6. Have students record in the third section of the worksheet how they think the story will end. Then have them read the rest of the book. Continue to encourage students to identify inferences. As they read, monitor their reading and intervene to help them work out words that are difficult for them.

 Have students make a 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 how they knew the word *practice* on page 9. Reinforce any good reading strategies you noticed students using as they were reading.

- **Think-aloud:** *I heard Marko sound out the blend at the beginning of the word. Then he tried the short vowel sound and the /k/ sound. He figured out the rest of the word because it made sense in the sentence. That was good reading.*
- **Discussion:** Have students refer to the predictions they made on their worksheet. Ask how the story ended and whether their predictions were correct (confirmed).
- Talk about how making predictions made students more interested in finding out what was going to happen next. Ask whether making predictions helps them better understand the story.

Reflect on the Comprehension Skill

- **Discussion:** Call attention to what Uzzle says on page 7. Ask students to make an inference about Uzzle, based on what he says. Ask: *Does the illustration make it easier to infer what Uzzle says? What do you think he is really trying to express?*
- **Independent practice:** Return to the inferences worksheet. Have students look at the first example, which is completed for them. Have them read the sentences and look at the pictures. If they need to, they can find each picture in the book and read that page. Show them how to write inferences in the right-hand column to complete the worksheet. If time allows, discuss their answers.
- **Enduring understanding:** Sometimes monsters or people may think they should do certain things in order to be cool. In the story *Club Monster*, the monsters learned that joining a club did not make them cool or happy. The monsters seemed the happiest at the end of the story when they decided that sharing ice cream is perhaps “cooler” than being in a club. Have you ever done anything you didn’t want to do just so that others would think you were cool? How important do you think it is to be cool or popular?

Build Skills

Phonological Awareness: **Discriminate medial sounds**

- Explain to students that you will be saying words aloud, and they are to listen specifically to the sound in the middle of each word (the medial sound).
- Say the following words aloud: *look, book, shop*. Ask students if all the words have the same middle sound. Have them tell you which word has a different sound (*shop*). Ask what middle sound the other two words contain (/oo/). Give other examples as necessary.
- **Check for understanding:** Repeat the exercise with the following groups of words and have students identify the word that has a different medial sound: *make, tape, loop; club, cap, hut; should, wood, fall; noise, boys, fume; both, soup, spoon; brown, dorm, bowl; bird, heard, fist*.

Phonics: **S-family blends**

- Ask students to recall what a *blend* is (two or three sounds that are smoothed together).
- Have students turn to page 5 and find examples of *s-family blends* (*steps, Snag, sneezes*). Have students say the words, emphasizing the blend.



Check for understanding: Have students search the book and underline all the words with an *s-family blend*. They will find *scary, squeeze, squished, squashed, sweat, snow, and slush*.

- **Independent practice:** Introduce, explain, and have students complete the [s-family blends worksheet](#).

Grammar and Mechanics: **Interrogative sentences**

- Write the following sentences on the board: *Let’s make our own club. What should we call it?* Read the sentences aloud with students. Ask: *What do you notice about these sentences? What makes them different from each other?* If students need help, write the punctuation in a different color. Ask why the symbols at the end of the sentences are different.
- Explain that the second sentence is a question. Explain that when we want to know information, we ask questions. A sentence that asks a question is called an *interrogative* sentence. When we read, we can tell if a sentence is a question because it will have a question mark at the end. This symbol signals the reader to read the sentence with a different tone of voice.

- Underline the word *what*. Explain that when certain words appear at the beginning of a sentence, they also signal that the sentence is a question (*who, what, when, where, why, how, and is*).
- **Check for understanding:** Read aloud both sentences on the board. Have students repeat after you using the proper inflection. Ask students to think of one question that begins with *what*. Give each student an opportunity to share his or her question.
- **Independent practice:** Have students think of questions they may have about the monsters in the story. Assign individual students or groups of students a signal word to begin the sentence with (*who, what, when, where, why, how, is*). First, have students place a period at the end of the sentence and read it aloud. Next, ask students to reread the sentence with a question mark placed at the end of the sentence. Ask: *Did the change in tone of voice make a difference?*

Word Work: Multiple-meaning words

- Have students turn to page 4 and read the sentence with the word *cool*. Ask them what the word means in this sentence.
- Have students turn to page 16 and read the sentence with the word *cool*. Ask them what the word means in this sentence. Ask why Bonk's remark is funny. Explain that a *pun* is a special kind of joke in which a person uses both meanings of a multiple-meaning word at the same time.
- **Check for understanding:** Ask students to say some sentences that show the different meanings of the word *cool*.
- **Independent practice:** Point out the word *club*, which appears on most pages of the story. As a class, create a list of all the different meanings of the word *club*.
- Introduce, explain, and have students complete the [multiple-meaning-words worksheet](#). If time allows, discuss their answers.

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. Encourage them to discuss with someone at home the pros and cons of wanting to be a member of the cool or popular group. Have them discuss whether that is a good goal to have or whether it is better to be a good friend to everyone.

Extend the Reading

Writing and Art Connection

Have students draw a picture of what the monsters might do after they finish their ice cream. Have them write a few sentences under their picture to tell what happens. Allow students to share their picture and sentences with the class.

Science Connection

Before an experiment, scientists predict what they think the results will be. This is called a *hypothesis*. Tell students that they will be conducting a simple experiment at home with any food or kitchen item. First, they will think of a question that they can test, for example: *What will happen if I add food coloring to a bowl of milk?* Then they will make a prediction (hypothesis): *I think _____ will happen.* Finally, they will do the experiment to see if the results matched their prediction. Students should write down all three steps (question, prediction, results) to share with the class. Afterward, point out the similarities between the experiment and the reading strategy used in *Club Monster* (making, revising, and confirming predictions).

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:

- make logical predictions about the text from available information; revise or confirm their predictions as they read in discussion and on a worksheet
- make logical inferences, based on text information and known information, in discussion and on a worksheet
- locate words in text that start with s-family blends; complete a worksheet to reinforce their understanding
- differentiate medial sounds in words
- understand that words can have more than one meaning; complete a worksheet to reinforce their understanding

Comprehension Checks

- Book Quiz
- Retelling Rubric