

About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 284

Book Summary

The Monsters decide to go on a fishing trip. After catching an old boot, a rusty bucket, and some pond weeds, they're just about to give up. But suddenly, Bonk catches a fish! The other Monsters watch as the fish flops around in the grass. They begin to feel sorry for the animal, and they decide to let it go. But now what will they eat?

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the strategy of connecting to prior knowledge to understand text
- Sequence story events
- Orally segment phonemes
- Identify words with *sh* and *ch* digraphs
- Identify adjectives
- Place words in alphabetical order by first letter

Materials

Green text indicates resources available on the website

- Book—*A Monster Fish Tale* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, *sh* and *ch* digraphs, adjectives, alphabetical order worksheets
- Sticky notes
- Word journal (optional)
- 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: *have*, *what*
- Content words: *casts*, *grumbles*, *ladybugs*, *raspberries*, *reels*

Before Reading

Build Background

- Ask students what they know about fishing. Ask if any of them have been fishing.
- Ask students to describe their experiences fishing. You may have them expand on their thoughts by asking where they went fishing, who went with them, what they caught, and so on.

Preview the Book

Introduce the Book

- Show students the title page. Discuss the information on the title page (title of book, author's name, illustrator's name).
- If students have read other books in the Monsters series, have them discuss what they remember about the Monsters.

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

- Explain to students that we may have experiences that are similar to what we are reading. These experiences can help us to better understand and enjoy what we are reading.
- Model connecting to prior knowledge.
Think-aloud: I recognize these characters on the cover from other books we've read. They are the Monsters. One skill good readers can use as they read is to think about their own experiences that are similar to things that happen in the story. As I read, I am going to think about the times I have been fishing. This should help me better understand the story.
- Continue previewing the book. Ask students if the pictures remind them of any times they have been fishing.
- 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 that when things happen in a certain order, it is called a *sequence of events*. Tell students that a story is a series of events that happen in a particular order. First one thing happens, then something else happens, and so on. Point out that this story has a sequence of events.
- Remind students that every day, a certain sequence of things happens in the classroom.
- Model sequencing.
Think aloud: Every morning, we do things in a certain order in our classroom. First, we _____. Next, we _____. Then, we _____. And last, we _____.
- Invite students to continue the sequence of events that relate to the routine of the classroom.

Introduce the Vocabulary

- Write the sentence *Snag's tummy grumbles* from page 3 on the board. Leave a blank for the word *grumbles*. Read the sentence aloud to students. Ask students what words would make sense in the sentence. List any words that students think would fit. Then, narrow down the list by looking at the word in the text. If necessary, read the next sentence to help determine the word *grumbles*. Once the group knows the word, have all students make a grumbling sound to show they understand the word.
- On page 4, discuss with students that to *cast* is to let a fishing line out into the water. Explain that to *reel* is to pull it back in. Have students motion casting and reeling.

Set the Purpose

- Have students read the book to see if the Monsters do anything that reminds them of their own experiences.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book and have them put a sticky note on page 7. Have them read to the end of this page. Tell students to reread the pages if they finish before everyone else.


Lesson Plan *(continued)*

A Monster Fish Tale

- Remind students of a couple of the ideas they mentioned earlier about fishing that may be useful to understand the story. Model connecting to prior knowledge.

Think-aloud: *As I read, I paused to think about what I already know about fishing and to think about the Monsters' fishing trip. I read that Lurk caught a branch instead of a fish. I remembered one time when my fishing hook was stuck on a plant and I had to cut it loose. While I read, I'll continue to think about what I already know and will relate it to the story. I will also pay close attention to the order, or sequence, of events in the story.*

- Check for understanding:** Ask students to describe how they have connected to the story so far. Encourage them to think of personal experiences similar to the story events as they continue to read.
- Remind students that things will happen in a certain order in the story. Ask for a volunteer to tell what happened first in the story, and then ask for another volunteer to tell what happened next.

 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 connecting to prior knowledge helped them to understand the story. (It helps them to understand the events in the story and possibly even how the characters felt.)
- Think-aloud:** *Stopping while I was reading to think about my own experiences made the story more meaningful to me. It helped me to be more involved in the story, and I could better understand what I was reading.*

Reflect on the Comprehension Skill

- Discussion:** Remind students that all stories have a sequence of events.
- Check for understanding:** Ask students to retell in order what the Monsters caught before the fish.
- Independent practice:** Introduce and explain the [sequence events worksheet](#). Tell students that they will order the events in the story on the worksheet. If time allows, discuss their responses after they have finished.
- Enduring understanding:** In this story, we saw how the Monster friends worked together to catch fish, even though it didn't work out. Knowing this, how does it make you think about how you work and play with your friends?

Build Skills

Phonological Awareness: **Segment phonemes**

- Say the word *dig*. Explain to students that you can break the word into its three sounds: /d/ /i/ /g/. Have students segment the word *sat* into its three sounds.
- Check for understanding:** Say the following words, one at a time, and have students repeat the words, segment the sounds, and tell you how many sounds they hear in each word: *hunt*, /h/ /u/ /n/ /t/ (4); *back*, /b/ /a/ /k/ (3); *taste*, /t/ long /a/ /s/ /t/ (4); *shine*, /sh/ long /i/ /n/ (3); *chat*, /ch/ /a/ /t/ (3); *shut*, /sh/ /u/ /t/ (3).
- Independent practice:** Write the word *monster* on the board. Have students copy the word onto the back of their sequence events worksheet. Then, have them break the word into segments and rewrite the word in a way that shows its separate sounds.

Phonics: **Consonant digraphs *sh* and *ch***

- Write the word *fish* on the board and read it with students. Ask them how many letters they see in the word. Then ask how many sounds they hear. Point out that the letters *s* and *h* together stand for one sound, /sh/.

Lesson Plan *(continued)*

A Monster Fish Tale

- Repeat with the word *catch*, this time pointing out that the letters *c* and *h* together stand for the /ch/ sound.
- Write the words *ship*, *bush*, *chug*, and *match* on the board and have students read each word. Have them tell you the number of letters and the number of sounds in each word.
- **Check for understanding:** Have students brainstorm some words with *sh* and *ch* digraphs.
- **Independent practice:** Introduce, explain, and have students complete the [sh and ch digraphs worksheet](#).

Grammar and Mechanics: **Adjectives**

- Remind students that nouns are names of people, places, and things. Explain that words that we use to describe nouns are called *adjectives*. Have students turn to page 6. Read the page to them, stressing the adjectives *tin* and *rusty* as you read them.
- **Check for understanding:** Have students read the next couple of pages of the story, pointing out the adjectives. List them on the board.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers after they have finished.

Word Work: **Alphabetical order**

- Explain to students that one way to put words in order is alphabetically. Explain that by putting words in order by the letters of the alphabet, they are putting the words in alphabetical order.
- Write the following words on one sticky note each: *fish*, *shoe*, and *bucket*. Demonstrate how to use the alphabet to put these words in order, being sure to actually move the sticky notes to put the words in order.
- Underline the first letter of each word. Say: *The letter b comes before f and s in the alphabet, so bucket would be the first word in alphabetical order. Which word would be next?*
- **Check for understanding:** Write the following words on new sticky notes and add them to the first three: *worms*, *catch*, *reel*, *hungry*, *tug*, and *ladybugs*. Have students put all of the words in alphabetical order, moving the sticky notes as needed.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers after they have finished.

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. Encourage students to discuss with family members experiences they have had that are similar to the Monsters' experiences.

Extend the Reading

Fantasy Writing Connection

Have students work with a partner to write a sequel to this story. Invite them to change the setting. Be sure they tell a story with good sequencing. Have students draw pictures to go with their story.

Social Studies Writing Connection

Have students research water pollution. Have them make posters with suggestions on ways to help keep our water cleaner for people and other animals.

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:

- sequence story events in logical order during discussion
- segment words into phonemes and accurately determine the number of sounds in each word during discussion
- identify words with *ch* and *sh* digraphs during discussion and on a worksheet
- identify adjectives in the book and on a worksheet
- put words in alphabetical order according to their first letter during discussion and on a worksheet

Comprehension Checks

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