

## About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 79

### Book Summary

These curious monkeys are playing seesaw on a log. Watch their mischief as they swing up and down, learn how to balance the log, and are met by a surprise at the end. Students will be drawn by the humorous story with a big ending, and supported in their reading by clear, repetitive sentences.

## 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
- Determine cause and effect
- Segment syllables
- Associate the letter Oo with the short /o/ vowel sound
- Identify and use adjectives
- Recognize number words

### Materials

Green text indicates resources available on the website

- Book—*Sky High* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, short /o/ vowel, adjectives 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

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *all*, *goes*, *on*, *up*
- Content words:  
Story critical: ***bumpy*** (adj.), ***climbs*** (v.), ***gorilla*** (n.), ***jumps*** (v.), ***monkey*** (n.), ***mossy*** (adj.)

## Before Reading

### Build Background

- Write the word *seesaw* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Use simple tools, such as a ruler and a thread spool, if available, to create a simple seesaw. Demonstrate for the class how a seesaw works and ask students to raise their hand if they have ever been on one before. Invite a volunteer to share about the experience.

## Book Walk

### 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 *Sky High*. (Accept all answers that students can justify.) Record students' predictions on the board.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

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

- Explain to students that good readers make predictions, or guesses, about what will happen in the story using what they already know and clues from the book. Making predictions can help readers learn new information and be involved in the story. Emphasize that knowing how to make reasonable predictions is more important than whether the prediction is correct, or confirmed.
- Refer to the predictions on the board and explain to students that they have already made predictions.
- Model making predictions using the information on the cover.  
*Think-aloud: When I read the title, I learn that the story will have something to do with being high in the sky. I see in the picture monkeys sitting on a log. These are clues from the book. I know that monkeys like to swing and jump in the air, or the sky. From these clues, I predict that the monkeys will be the ones that go up high, and I predict that they will get high by jumping on the log.*
- Invite students to make a prediction on the basis of the cover and share it with a partner. Ask volunteers to share their predictions, and record them on the board.
- 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. Explain that a *cause* is an action that makes something happen, and the *effect* is what happens because of the action.
- Point out that asking the question *Why did it happen?* reveals the cause, and asking the question *What happened?* reveals the effect.
- Draw a two-column chart on the board with the headings *Cause* and *Effect*. Model how to determine cause and effect.  
*Think-aloud: In books, just as in the world, there are usually reasons for an event to happen. When I wash my hands, my hands get wet. When I hear my alarm clock, I wake up. When I am sad, I cry. Being sad is the cause, or why the crying happens. What happens because of that sadness—the crying—is the effect. When you are sad, what else might that cause you to do?*
- Write the word *sadness* in the *Cause* column and the phrase *I cry* in the *Effect* column. Draw a picture to illustrate the cause and effect.
- Invite students to share other effects of sadness, and record these on the board.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *That log looks rough and lumpy. The word bumpy must describe something that is rough, not smooth.*
- Remind students to look at the picture and the letters at the beginning of the word to figure out a difficult word. For example, point to the word *climb* on page 5 and say: *This word is new to me. I am going to look at the picture and the beginning sound of the word to help me figure out how to decode it. In the picture, the monkey is moving on the log. This word doesn't start with the /m/ sound, though; it starts with the /cl/ blend. When a monkey moves, it usually climbs using*

*its hands and feet. The word climb starts with the /cl/ sound. The sentence makes sense with this word. The word must be climb.*


### Set the Purpose

- Have students read to find out what effects the monkeys cause with their actions. Remind students to make predictions about possible effects of the monkeys' actions and to revise or confirm those predictions as they read.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*One*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students 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.
- Model making, revising, and confirming predictions.  
*Think-aloud: Earlier, I predicted that the monkeys would go up high in the sky because they jump on the log. Now, I see that the monkeys aren't jumping on the log, but they are seesawing. I will revise my prediction. I still predict that the monkeys will go high in the sky, but I believe it will be because of the seesaw. I can also make a new prediction. On page 5, I read that two more monkeys climbed on the mossy end of the log. From what I read earlier, I know that when a monkey climbs on the bumpy end of the log, the mossy end goes up. I also know from riding on seesaws that when one side goes down, the other side goes up. Using these clues, I predict that now the bumpy end of the log will go up in the air because the mossy end is heavier with the extra monkeys.*
- Revisit the predictions that students made before reading. Ask if they want to change, or revise, any of these predictions. Erase and rewrite any predictions that students revise. Then ask students if any predictions were correct that they want to confirm. Circle any predictions that the class confirms.
- Guide students to think of a new prediction. Have them draw a picture representing a new prediction they made. Invite students to share predictions they made. Record new predictions on the board.
- Review the cause-and-effect chart on the board. Have students discuss with a partner what action causes the mossy end of the log to go up.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to make predictions as they read. Have students share the predictions they made as they read. (Accept all answers that show students understand how to make, revise, or confirm predictions.)
- Point to one cause in the book, such as the sentence on page 7, *Three little monkeys climb on the bumpy end*. Have students point to the effect. Write the effect (the mossy end goes up) in the *Effect* column on the board, and invite a volunteer to come to the board and write or draw the corresponding cause (three monkeys climb on the bumpy end).
- Have students read the remainder of the book. Remind them to make predictions about the monkeys' actions to help them better understand the story.

 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:** *I predicted that the monkeys would go high in the sky because of the seesaw, and they did. I confirmed that prediction. I didn't predict that a gorilla would jump on the seesaw, though! That was a fun surprise.*
- Have students take out their drawing of a prediction they made. Have them share with a partner if they revised or confirmed that prediction.
- Ask students to explain how making, revising, and confirming predictions helped them to remember and enjoy the story.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss with students what other cause-and-effect relationships they found as they read. Complete the cause-and-effect chart on the board using information from the discussion. Guide students to think of other possible causes that might make a log move up and down, besides those mentioned in the story.
- **Independent practice:** Introduce, explain, and have students complete the [cause-and-effect worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about monkeys that were playing a seesaw game on a log. Their actions caused each side to go up and down. What caused the log to keep swinging up and down? What has to happen to make a log, or seesaw, stop moving and stay balanced?

## Build Skills

### Phonological Awareness: Segment syllables

- Say the word *bumpy*. Have students say the word aloud. Explain that you are going to count the syllables, or parts of the word. Repeat the word, clapping on each syllable. Explain to students that you clapped twice because the word has two parts (*bumpy*).
- Use clapping to demonstrate syllables for the following words: *teacher*, *jumps*, and *monkey*.
- Have students read page 7 with you. Instruct them to clap for every syllable they read. Read slowly and exaggerate the syllables.
- **Check for understanding:** Say the following words, one at a time, and have students clap the syllables: *little*, *gorilla*, *log*, *homework*, *school*.

### Phonics: Identify short /o/ vowel

- Write the word *hot* on the board and say it aloud with students.
- Have students say the short /o/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /o/ sound in the word *hot*.
- Have students practice tracing the letter *Oo* on their desk with a finger while saying the short /o/ sound.
- **Check for understanding:** Write the following words on the board, leaving out the medial vowel: *box*, *rag*, *sit*, *dog*, *fed*, and *not*. Say each word, one at a time, and have students tap on their desk every time they hear the short /o/ sound. Have volunteers come to the board and add the letter *Oo* to the appropriate words.
- **Independent practice:** Introduce, explain, and have students complete the [short /o/ vowel worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Adjectives

- Read page 3 aloud. Write the following sentence on the board: *One little monkey finds a log*. Review or explain that a *noun* is a *person*, *place*, or *thing*. Have students identify the nouns in the sentence (*monkey* and *log*). Draw a line under *monkey*.
- Ask students which word describes the monkey (*little*). Explain that certain special words describe nouns. These words are called *adjectives*. Tell students that the word *little* is an adjective describing the monkey. Circle the word *little*.

- Have students point to the other adjective on the page—the one that describes the end of the log (*bumpy*).
- Assign students to pairs and have them discuss other adjectives that could describe the monkey or the log. Invite volunteers to share their pair's new adjectives. Record these on the board.



**Check for understanding:** Have student groups locate and circle all the adjectives in the book. Have them think of other adjectives that could describe the nouns in the book and write these adjectives on the same page as the noun they describe.

- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their responses.

## Word Work: **Number words**

- Ask students to read page 5 along with you. Ask them to count the number of monkeys in the picture. Write the word *two* on the board and have students point to the word in their book.
- Repeat the process with page 7, this time working with the word *three*. Explain that these words are *number words*—special words that tell the number of an object or person.
- Ask students to brainstorm other number words they know, and write these on the board. Have students stand. Call out a number word between one and ten. Have students hold up the correct number of fingers for each word.



**Check for understanding:** Draw pictures of animals on the board, with varying numbers of animals in each group. Have students use number words in oral sentences to describe the pictures.

## **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 describe cause-and-effect relationships in the book to someone at home.

## **Extend the Reading**

### Realistic Fiction Writing and Art Connection

Write the following sentence on the board: \_\_\_\_\_ *little monkeys climb on a log*. Have students choose a number word and draw that many monkeys on a log. Then have them write the sentence from the board underneath their picture, filling in the blank with their chosen number word. Have students take their picture to a partner, read the sentence, and describe what happens next.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on realistic fiction writing.

### Math Connection

Pass out balance and weight sets. Explain that a balance works in a similar way to a seesaw. Have students experiment with the weights. Ask them to find different combinations of weights that will balance the scales. Record the weights that balance each other on the board in equation format (for example,  $1g + 1g + 1g = 1g + 2g$ ).

**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 make, revise, and confirm predictions to understand text
- correctly determine cause-and-effect relationships during discussion and on a worksheet
- consistently segment syllables correctly in words during discussion
- accurately discriminate the short /o/ vowel sound during discussion and on a worksheet
- correctly use adjectives during discussion and on a worksheet
- accurately identify and use number words

**Comprehension Checks**

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