

About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 291

Book Summary

The four monsters love their wheels. They ride their bikes, skateboards, Rollerblades, and unicycles all over. But then winter comes, and they have to put their wheels away. They go shopping and buy new toys that will work in the snow—and Lurk decides to buy something else!

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
- Identify cause-and-effect relationships
- Discriminate and segment onset and rime
- Identify the CVCe pattern in words
- Recognize and use quotation marks
- Recognize and use synonyms

Materials

Green text indicates resources available on the website

- Book—*Monsters on Wheels* (copy for each student)
- Chalkboard or dry erase board
- [Cause and effect, CVCe pattern, quotation marks 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: *are, love, no, there, they, when*
- Content words: *helmets, love, Rollerblades, skateboard, snowboard, snowflakes, unicycle*

Before Reading

Build Background

- Involve students in a discussion about what they like to do in summer and in winter. Make a list of activities on the board. Ask: *What do you like to do in the summer? Have you and your friends ever gone skateboarding? What was it like? Do you ride bikes or go Rollerblading? What do you do in the winter? Can you do the same things in the winter that you do in the summer?*

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 *Monsters on Wheels*. (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).

- Write the following repetitive sentence on the board: *They ride in the ____.* Read the sentence aloud, pointing to the words as you read them to students. Have students read the sentence aloud. Explain that these words repeat throughout the story.

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

- Explain to students that good readers often make predictions, or guesses, about what will happen in a story as they read. Point out to students that they just made predictions, based on the title of the story and some of the pictures. Explain that they can check and change, or revise, their predictions as they go along and that this strategy will help them understand the story better.
- Model how to make a prediction.
Think-aloud: *As I read this story, I am going to look at the pictures and think about what I have read. Then I will ask myself what might happen next, which is called making a prediction. On page 3, I see the monsters playing with bikes, skateboards, and other outside things. I think they may be at the park. I will keep reading to see if my prediction was correct, and I will continue making predictions throughout the story.*
- 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

- Review or explain that a *cause* is an event that makes something happen, and the *effect* is what happens because of, or as a result of, the event. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Cause* heading: *I hit a baseball through a window.*
- Model identifying a series of cause-and-effect relationships.
Think-aloud: *If I hit a baseball through a window, the window might break and I might have to pay for the window. If I had to pay for the window, I would have to take money out of my savings. If I had to take money out of my savings, I wouldn't have enough money to buy the item I was saving money for. Sometimes a cause and its effect cause other events to happen.*
- Retell the series of cause-and-effect relationships about the baseball. Ask students to identify the causes and effects. Write each cause and its effect on the chart on the board. When finished, point out how each cause-and-effect relationship leads to other cause-and-effect relationships.

Introduce the Vocabulary

- As you preview the story, ask students to talk about what they see in the pictures. Use the vocabulary they will encounter in the text. Model how to use what they know about The Monsters series as they preview the pictures.
- Model for students the strategies they can use to work out words they don't know. For example, point to the word *skateboard* on page 3. Model breaking the compound word into its two parts, *skate* and *board*. Ask students to use the picture to think about who Uzzle is and what he is holding. Then read the sentence to students and ask if the word *skateboard* makes sense and looks right. Remind students that they should always check whether a word makes sense by rereading the sentence. Repeat the process with the word *Rollerblades*.


Set the Purpose

- Have students read the story to find out whether the text confirms their predictions. Remind them that they may need to revise their predictions as they read. Also have them look for cause-and-effect relationships 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 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.

- **Think-aloud:** *When I looked at the cover pictures and read the title, it was hard for me to predict what the title meant because the monsters are playing in the snow. There aren't any wheels in the picture. Then I looked at all the pictures, and I read up to page 5, so I predicted that the monsters love to ride their wheeled toys in spring, summer, and fall, but in the winter they can't ride because of the weather. Now that I've read a little, I think my prediction is correct.*
- **Check for understanding:** Have students read to the end of page 9. Encourage them to share the predictions they made as they read, as well as any revisions they made to any of their predictions. (Accept all answers that demonstrate that students understand how to make predictions.)
- Ask students to find cause-and-effect relationships in the story. For example, direct their attention to pages 6 and 7, where winter comes, snow falls, and the wind blows. Ask: *What causes Snag's teeth to chatter, Bonk's toes to freeze, Lurk's nose to drip, and Uzzle's tail to shiver?* (Winter coming, snow falling.) Encourage students to make other cause-and-effect connections.
- Have students read the remainder of the story. Encourage them to continue making, revising, and confirming predictions as they read. Remind them to look for cause-and-effect relationships that may help them to better understand both the characters and the plot of 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

- Discuss how making predictions about what will happen in the story as they read keeps students actively involved in the reading process and helps them understand and remember what they read.
- **Think-aloud:** *I predicted that Lurk was going to buy the shovel to shovel the snow so the monsters could use their wheels again, and I was interested in continuing to read the story to find out if my prediction was correct. My prediction was correct because at the end of the story, that's exactly what Lurk said he was going to do. Did anyone predict something different? Allow time for class discussion.*
- **Independent practice:** Have students work with a partner to discuss predictions made and revise any predictions that need to be revised.

Reflect on the Comprehension Skill: Cause and effect

- **Discussion:** Review the basic elements of cause and effect: a *cause* is an action that makes something happen, and the *effect* is what happens because of, or as a result of, the action.
- **Check for understanding:** Have students turn to page 16. Direct their attention to the first sentence: *"I'll shovel away the snow in the park," says Lurk.* Ask students what they think the effect of Lurk shoveling away the snow will be. What will it cause the monsters to do?
- **Independent practice:** Introduce explain and have students complete the [cause-and-effect worksheet](#). When they have finished, have students discuss their work and explain their answers with references to the story.
- **Enduring understanding:** In this story, you read about a group of monster friends that love wheels and like to play outside. When winter comes, they can't play outside with the toys they have because wheels don't work in the snow. They decide to make the best of the situation. When have you made the best of a frustrating or unhappy situation?

Build Skills

Phonological Awareness: Discriminate and segment onset and rime

- Explain to students that you are going to say a word by splitting it into two parts. Have students listen carefully and tell you what the word is. Say /sn/ /ow/ and have students tell you the word.

Repeat with the following words, saying each one by separating it into onset and rime: *wheels, park, wind, bike*.


- Say the word *dog* aloud to students. Explain that you are going to say the word a second time and leave off the /d/ sound. Say: *log!*; *dog without /d/ is log!*. Have students name other words that end with the /og/ sound (*log, fog, hog*, and so on).
- Write the following words on the board and have students segment each word, separating it into onset and rime: *snag, race, fall, turn, day, nose*.
- Ask students to say the word *need*. Then have them say *need* with the /n/ sound left off (/eed/). Have them brainstorm other words that have the /eed/ sound.
- **Check for understanding:** Have students work together with words from the story, segmenting them into onset and rime and then saying them without the sound of the onset.

Phonics: Identify CVCe pattern words

- Write the word *bike* on the board and have students read it with you. Ask students what sound the first vowel makes in the word *bike*. Circle the e at the end of the word, and explain that often when a word ends with an e, the vowel sound is long. Write the letters CVCe over the corresponding letters in the word.
- Have students turn to page 4. Read the first sentence aloud. Ask students which word in the sentence has the long /i/ sound in the middle of the word and an e on the end (*ride*). Write the word on the board. Circle the *-ike* letter combination and remind students that this is the CVCe pattern (a vowel between two consonants followed by a silent e).
- **Check for understanding:** Have students turn to page 9 to find three other words that have a CVCe pattern with a long vowel sound (*hide, make, cake*). Write the words on the board as students find them. Then write the letters CVCe over the corresponding letters, and ask students to identify the long vowel sound in each word. Have students search for other CVCe long vowel words in the story. Remind them that not all words that end in e have long vowel sounds.
- **Independent practice:** Introduce, explain, and have students complete the [CVCe pattern worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Explain that writers use quotation marks to show when someone is speaking. Say: *If I am writing and I want to show that someone is speaking, I put quotation marks around the words they said.*
- Model using quotation marks when writing a sentence on the board: *I like to sing songs, said the teacher.* Read the sentence together as a group and discuss which words are spoken words. Add the quotation marks in the correct places. (*"I like to sing songs," said the teacher.*)
- Encourage students to generate one or more examples of sentences that require quotation marks. Write their sentences on the board and have volunteers place the quotation marks in the correct places.
- Have students turn to page 8. Ask them to reread the first sentence and locate the quotation marks. Ask students to tell who is talking in the first sentence and what he said. (*Bonk; It's winter!*)

 **Check for understanding:** Have students work with a partner to locate the other quotation marks in the story and circle them. Have partners discuss who is speaking and how they know.

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

Word Work: Synonyms

- Have students turn to page 3. Read the third sentence aloud. Ask students to identify which word tells what kind of skateboard Uzzle has (*cool*).
- Ask students to identify a word that means the same thing as *cool* (*great, awesome*, and so on). Use the new word in the sentence. Discuss with students how the meaning of the sentence did not change.
- Explain that words that have similar meanings are called *synonyms*.

- Write the following sentence on the board: *Lurk has a tiny unicycle.* Point to the word *tiny*. Have students work with a partner to identify a synonym for *tiny* (*small, little*).
- **Check for understanding:** Write the word *happy* on the board. Have students use the word *happy* in a sentence on a separate piece of paper. Then have them choose a synonym for the word *happy* and use the synonym in a written sentence. Invite students to share their sentences aloud and identify their synonym pair.

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. Ask them to stop in the middle of their reading and have their audience make predictions.

Extend the Reading

Narrative Writing and Art Connection

Have students fold a piece of paper in half. On one half, have them draw a picture of what they like to do in summer. On the other half, have them draw a picture of what they like to do in winter. Then have them write one or two sentences under each picture. If students need support, have them use the pattern: "I like to ____."

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

Social Studies Connection

Work with students to create a list of sports or other physical activities that people like to do in the summer. Repeat with winter activities. Discuss how the lists are alike and/or different, and ask students to analyze why they are alike or different.

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
- accurately identify cause-and-effect relationships in the text, during discussion, and on a worksheet
- accurately discriminate and segment onset and rime during discussion
- identify and write the letter symbols that represent the CVCe pattern during discussion and on a worksheet
- correctly understand and use quotation marks during discussion and on a worksheet
- understand and correctly use synonyms in discussion and in the text

Comprehension Checks

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