

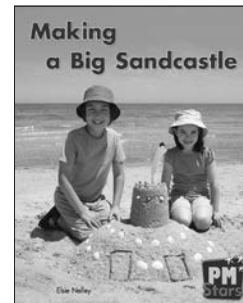
Making a Big Sandcastle

PM Levels 5/6

Red

Text Type Procedure

Running Words 130



Preparing for Guided Reading

Orientation to the Text

- Explain that the book tells how to make a sandcastle at the beach.
- Read the title of the book. Discuss the cover photograph. Introduce key interest words.
- Predict the content of each chapter listed on the contents page. Explain the meaning of *materials* (what is needed to make the sandcastle) and *steps* (the instructions).

Prior Knowledge

- This procedural text describes how to make a sandcastle at the beach.

Building the Balanced Reader

Concepts About Print

- Reinforce correct left-to-right eye movements when reading return-sweep sentences. Encourage students to track with their eyes rather than pointing to individual words.
- Revisit the purpose of full stops

Vocabulary

Key High-frequency Words

it, like, some, they, this, will

Content Words

bucket, doors, flag, sandcastle, shells, spade, sticks, windows

Decoding

- Notice that *shells* begins with the same letter pattern as *she* and *shouted*.
- Say this word slowly: *feather*. Notice that it ends with the *-er* letter pattern.
- Assist students to recognise words that have visual similarities, e.g. *sand, sandcastle, some, sticks, shells*. Explain the importance of scanning across words.
- Talk about why *sandcastle* is a compound word.
- Locate the words: *two, too*. Explain that although they are pronounced the same, they are spelt differently and have different meanings.
- Talk about the *th* digraph in these words: *the, this, they*.

Fluency and Phrasing

- Teach students to pause at line breaks to reinforce reading with fluency.
- Revisit the structure of a procedure. Recall that the steps are in sequential order.

Focusing on the Book – Guided Reading

- Study the photographs and vignettes on each page. Draw students' attention to the shape and smoothness of the mound of sand at the base of the sandcastle. Ask students to identify these features: *bottom, top, sticks, shells, doors, windows, flag, feather*.
- Find the glossary words within the book. Notice that they are presented in bold font.
- Find examples in the book of additional information. Talk about how the additional information helps the reader gain meaning, e.g. not just *They are for two doors*, but *They are for two doors on the sandcastle*.
- Invite students to describe the steps for making a sandcastle.
- Remind students that *sand* and *bucket* are the names of things they can see and touch. Look at the book again and ask students to name other things they can see, e.g. *sticks, sandcastle, feather*. Ask for students' assistance to make a word list of things you see at the beach.

Comprehension

- What do you need to make a sandcastle? (*Literal*)
- What are the shells for? (*Literal*)
- What goes on the top of the sandcastle? (*Literal*)
- Why is the beach a good place to make a sandcastle? (*Inferential*)
- What is the spade for? (*Inferential*)
- Why does the bottom of the sandcastle have to be bigger than the top? (*Inferential*)

Follow-up Activities

- Compare photographs of the sandcastle in *Making a Sandcastle* with that in the book *My Sandcastle* (PM level 2). Discuss similarities and differences.
- Discuss the procedure for making a sandcastle in a sandpit. Invite students to suggest environmental materials that could be used in place of shells.

Making a Big Sandcastle

Date _____

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

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Success Criteria

- I break words up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up