

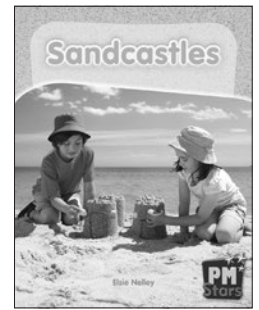
# Sandcastles

PM Levels 5/6

Red

**Text Type** Information Report

**Running Words** 88



## Preparing for Guided Reading

### Orientation to the Text

- Read the book *My Sandcastle* (PM level 2). Make links between the illustrations and key interest words, e.g. *sandcastles*, *shells*, *sticks*.
- Read the title of the book. Explain that the book will tell students lots of things about sandcastles. Discuss the cover photograph.
- Read the chapter headings on the title page. Explain the meaning of the word *contents*. Notice that one of the chapter headings is a question.

### Prior Knowledge

- This book is an information report about sandcastles. It describes what sandcastles look like, where they are made and what happens to them when they are disturbed by an incoming tide.

## Building the Balanced Reader

### Concepts About Print

- Reinforce correct left-to-right eye movements and phrasing when reading return-sweep sentences.

### Vocabulary

#### Key High-frequency Words

*like, some, they, with*

#### Content Words

*beach, castles, sand, sandcastles, shells, waves, wet*

### Decoding

- Encourage quick recognition of high-frequency words.
- Explicitly teach students to use their knowledge of phonemes to decode consonant-vowel-consonant words, e.g. *w-e-t*.
- Distinguish between the letter shapes and sounds of the initial consonants *b* and *d*. Discuss these words: *boys, beach, doors, down*.
- Find the word *sticks*. Say it slowly. Use the book *st* in the **PM Alphabet Blends** series to identify other words that begin with the same letter sound.
- Locate the digraph *th* in *they* and *the*.
- Find the word *go* in *going*.
- Identify words that are opposites, e.g. *little, big; up, down*.

### Fluency and Phrasing

- Explicitly model how to cross-check visual information against meaning and structure. Ask, *Does that word sound right? Does it make sense? Does it look right?*
- Model pausing at line breaks. Explain why this helps students to read with fluency and phrasing.
- Reinforce the structure of an information report.

### Focusing on the Book – Guided Reading

- Discuss the photographs on each page. Ask questions that encourage students to use key interest words in oral sentences. Talk about why sandcastles made from wet sand hold their shape better than sandcastles made from dry sand.
- Explain the purpose of the glossary on page 16. Find the glossary words within the book. Notice that they are presented in bold font.
- Invite students to share with a partner what they have learned about sandcastles.
- Write the word *shells* on the whiteboard. Write other words that begin with the same sound, e.g. *she, shouted*.
- Write the compound word *sandcastles* as two words.
- Talk about *Where* as an entry word for questions.

### Comprehension

- What do sandcastles look like? (*Literal*)
- Where do boys and girls make sandcastles? (*Literal*)
- What are the sticks on the sandcastles for? (*Literal*)
- Why are boys and girls able to find shells on the beach? (*Inferential*)
- Why do the children use wet sand to make their sandcastles? (*Inferential*)
- What happens when waves wash over a sandcastle? (*Inferential*)

### Follow-up Activities

- Display photographs of different sandcastles. Notice that some are very simple whereas others have elaborate designs.
- If possible, provide opportunities for students to compare structures made with both dry and wet sand. Reinforce reasons why wet sand holds its shape.

# Sandcastles

Date \_\_\_\_\_

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Red

## 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 word 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. I.e. objects that are taller than me in the classroom.

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## Guided Reading Notes

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