

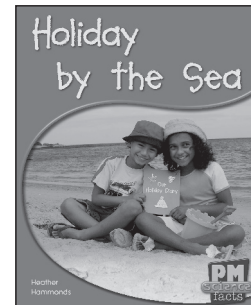
# Holiday by the Sea

PM Level 14/15

Green

**Text Type** Recount

**Running Words** 266



## Preparing for Guided Reading

### Prior Knowledge

- Discuss the purpose of a diary and other methods of recording events.
- Share knowledge about tides.

### Orientation to the Text

- In this book, a brother and sister make a diary about their beach holiday. They record details about the waves, tides, the sand and surf.

### Key Language Structures

- Irregular past tenses: *had, made, took, said*
- Adverbs and adverbial phrases, e.g. *in our diary, in the sea, on the beach*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*been, every, last, them, time, under, watch, were, windy*

#### Content Words

*holiday, sea, house, diary, photos, waves, beach, footprint, tide, picnic, sand, sandworms, river, fish, surfers, rain*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

### Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ...? How did you know that word was ...?*
- Read sentences from the text to model changes in tone, pitch and volume.

### Focusing on the Book – Guided Reading

- Ask students if they have ever kept a diary of a holiday or another special event.

- Ask students if they have had any experience of playing in waves. Explain the idea of the tides, and how they come in and go out every day. Discuss safety at the beach.
- Talk with students about why it can be good to play on the beach when the tide is a long way out, because there is more beach area available.
- Talk about sandworms, and the little holes they make along the beach. Discuss why sandworms would live under the sand.
- Discuss how rivers flow into the sea. Talk with students about the difference between the saltwater in the sea and freshwater in the river.
- Discuss how waves are made by the tides, and how the wind can make them bigger too. Ask students if they've ever watched people surfing. Ask, *Why are big waves good for surfing?*
- Ask, *How do you think the children felt that it was grey and rainy on the last day of their holiday?*
- Discuss the root words of: *had, made, saw, swam, took*.

### Comprehension

- Why do you think some sea creatures live under the sand? (*Inferential*)
- How does the wind make big waves? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: rewriting verbs in past tense, and then in sentences from the book; choosing correct verb tenses to complete sentences; writing sentences from the book in sequence, and drawing illustrations to match.
- Ask students to imagine they have gone on a beach holiday with their family. Have them draw up a date in the diary, like a spread in the book. Have them choose one of the events in the story, such as the tide going in or out, as the basis for their diary entry.
- Talk with students about other little creatures they might see at the beach, such as sandflies or little fish or crabs. Have them draw a picture of their favourite beach creature.

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## Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell events in the text and include details that elaborate on the main ideas.
- \_\_\_\_\_

## Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.
- \_\_\_\_\_

## Guided Reading Notes

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