

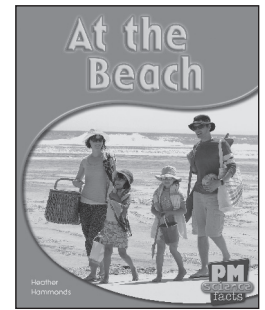
# At the Beach

PM Level 5/6

Red

**Text Type** Observation

**Running Words** 129



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about visiting the beach, and some of the activities that can be enjoyed there.
- Read each chapter heading on the contents page. Find the headings on the appropriate pages.

### Orientation to the Text

- In this book, a family visits a beach and enjoys its interesting features, including the sand, waves, rock pools and sand hills.

### Key Language Structures

- Repetition of simple sentence structures: *We like to go to the beach. We run on the wet sand. We go on some rocks.*

## Building the Balanced Reader

### Concepts About Print

- Letter cluster -ll: *ball, shells.*
- Revisit letter names and sounds: *Ww, Tt, Ss.*
- Reinforce first and last letters of a word.

### Vocabulary

#### Key High-frequency Words

*like, play, run, some, with*

#### Content Words

*beach, sunny, sand, sandcastles, ball, waves, hills, birds, nests, shells, seagulls, water, rocks, fish*

### Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- **Cover** Talk about the book title, and the type of beach the family is visiting.
- **pp. 2–3** Discuss how well-prepared the family is to go to the beach. Ask, *What is the family doing to stay safe from the sun? What kinds of activities are they planning to enjoy at the beach?*

- **pp. 4–5** Ask students what the girl is using to make her sandcastle. Ask them to consider why wet sand is good for ball games.
- **pp. 6–7** Ask students why they think the family is holding hands.
- **pp. 8–9** Direct students to read the sign. Ask, *Who is the sign there to protect? Why would sand hills be a good place for birds to make their nests?*
- **pp. 10–11** The girls have found some shells on the beach. Ask students for their thoughts on where the shells came from, and what creatures might have lived in them.
- **pp. 12–13** The family see many seagulls on the sand and in the water. Discuss with students some of the other places where seagulls are often seen.
- **pp. 14–15** The family look for little fish in the rock pools. Ask students what other creatures they might see in the rock pools.
- Find these prepositions in the text: *in, on, up, down*

### Comprehension

- Why do you think the children make sandcastles with wet sand? (*Inferential*)
- Do you think children should be allowed to play in the sand hills? Why/Why not? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: breaking compound words into their component words before rewriting them to complete sentences from the text; choosing correct adjectives to complete sentences; choosing correct prepositions to complete sentences and drawing illustrations to match.
- Have students write a list of the beach activities in the book and number them in order of preference – ranking the activity they would like to do most as number 1, and so on.
- Ask students to draw themselves at the beach with family or friends, wearing sun protection and enjoying one of the activities described in the book.

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- \_\_\_\_\_

## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.
- \_\_\_\_\_

## Guided Reading Notes

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