

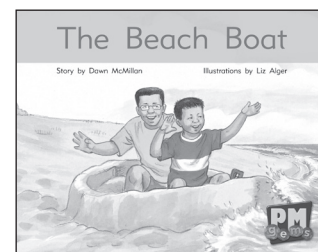
# The Beach Boat

PM Level 9

Blue

**Text Type** Narrative

**Running Words** 170



## Preparing for Guided Reading

### Prior Knowledge

- Discuss how wet sand can be used for making models.
- Talk about how the incoming tide brings waves up onto beaches.

### Orientation to the Text

- In this story, recurring characters Harry and Dad go to the beach, but find that the water is too cold for swimming. Instead of swimming, they sculpt a boat from the sand.

### Key Language Structures

- Use of dialogue to add interest and show character.
- Longer, more complex sentences: “We are going for a ride in the waves!”
- Elisions: *I’m, It’s, can’t, Let’s.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*can’t, have, It’s, jump, Let’s, lot, made, make, making, swim, swimming*

#### Content Words

*Harry, Dad, beach, water, cold, boat, sand, buckets, spades, wave, wet*

### Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

### 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** Direct students to look at the boat-shaped sand sculpture in the illustration. Ask, *Do you think this story will be about a real boat?*

- **pp. 2–5** Discuss the disappointment Harry and Dad feel when they realise the water is too cold for swimming. Ask, *Do you think Harry is surprised that the water is so cold?*
- **pp. 6–7** Ask, *What do you think Dad means by ‘a boat in the sand’? What do you think the boat will be made from?*
- **pp. 8–9** Ask, *What is Harry doing to make the inside of the boat? What is Dad doing to make the outside of it?*
- **pp. 10–11** Ask, *Do you think Harry and Dad will both fit inside the boat?*
- **pp. 12–13** The boat is now finished. Ask, *Do you think Harry and Dad’s sand boat looks like a real boat?*
- **pp. 14–15** A wave is coming in from the ocean. Ask students if they think the wave will damage the boat.
- **p. 16** The wave has come very close to the boat. Ask, *Why do you think Harry says they are ‘going for a ride in the waves’?*

### Comprehension

- Why do you think Harry wanted to make a boat on the beach? (*Inferential*)
- What do you think will happen to Harry’s boat when the next big wave comes up the beach? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: selecting and writing the original forms of elisions; writing correct elisions to complete sentences; choosing correct verb forms to complete sentences; using pictorial cues to write rhyming words.
- Ask students to imagine they are making their own boats from sand on the beach. Have them think of extra features that Harry and Dad didn’t include in their boat. These could include: a mast, a steering device, some kind of rudder. Have students draw what their finished sand boat would look like.
- Direct students to write a few sentences about an experience with sand modelling, either at the beach or in a sandpit. Ask, *What is the most difficult type of sand model you have ever tried to make?*

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## Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- \_\_\_\_\_

## Success Criteria

- I can identify the problem in the narrative and suggest a possible solution.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- \_\_\_\_\_

## Guided Reading Notes

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