

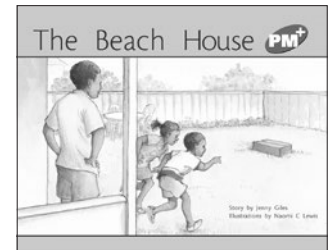
# The Beach House

PM Level 9

Blue

**Text Type** Narrative

**Running Words** 164



## Preparing for Guided Reading

### Orientation to the Text

- Discuss summer holidays and the different types of family activities. Ask students where they go, what they do there, where they sleep, etc. Write their ideas on a chart.

### Prior Knowledge

- Matthew and Emma are going to the beach for two days. Dad says that he has a house for them to sleep in, but all the twins can see is a box! Is he teasing or is there a house in the box?

### Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*bag, can't, tent, two*

#### Content Words

*beach, house*

### Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by rereading 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

- Read the title. Talk about beach houses that students have stayed in.
- Have students read the text and respond to it in their own way.
- Ask, *What might the children see when they go outside?*
- Check predictions. Observe the plain box. Invite students to show the size of the box with their arms.

- Is Dad really teasing or is there a house in the big blue bag?
- Ask, *What would fit inside the bag?*
- Talk about the additional bag containing poles and pegs. Discuss the procedures involved when pitching a tent.
- Discuss opposites: *inside, outside*.
- Discuss the meaning of the word *house* and how a tent or other type of dwelling can also be called a house, even if it is temporary or made of soft materials.
- Read *sl, st* and *tr* (**PM Library Alphabet Blends** books). List words that begin with these blends.
- Reinforce the importance of picture interpretation.
- Discuss two adjectives before a noun: *big blue bag*.

### Comprehension

- Where was the family going for two days? (*Literal*)
- Was Emma and Matthew's dad playing a trick on them? (*Inferential*)
- What did the family do after they took the tent out of the bag? (*Inferential*)

### Follow-up Activities

- Bring a tent to school (even a small one will allow the children to experience the twins' excitement). Put it up together. Provide opportunities for students to spend time in it, e.g. reading a book, drawing a picture, etc. Make a tent-shaped book about the experience.
- Talk about holiday houses students have stayed in. Invite them to write and draw about their experiences. Arrange their stories into a concertina booklet.
- Revisit *The Beach House* (PM level 9) and examine the box on p. 6. Have students name items that come in boxes. Write their ideas on a chart. Ask them to draw these items on paper and paste them onto the chart.

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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.

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## 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.

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## Guided Reading Notes

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