

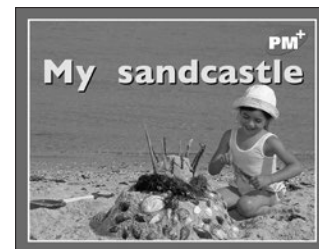
My sandcastle

PM Level 2

Magenta

Text Type Repetitive

Running Words 40



Preparing for Guided Reading

Orientation to the Text

- Read the book *Teasing Dad* (PM level 11) to students. This book will set the beach scene and introduce the word *sandcastle*. Talk about the sandcastle featured and discuss sandcastles students have made themselves.

Prior Knowledge

- A five-year-old girl has built a sandcastle at the beach and is decorating it with environmental materials.

Key Language Structures

- This book has two alternating sentences throughout. Seven high-frequency words are reinforced in this book.

Building the Balanced Reader

Concepts About Print

- Full stop – discuss the punctuation symbol, purpose and position.
- Model correct intonation of the text.
- Use knowledge of an environment to give meaning to the text.

Vocabulary

Key High-frequency Words

The, are, is, for, my, go, here

Content Words

shells, sticks, seaweed, feather

Decoding

- Locate some high-frequency words in the text.
- Recognise words with the support of meaning, language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Observe the purpose of commas and full stops by stopping for periods.

Focusing on the Book – Guided Reading

- **Cover** Read the title with students. Discuss the sandcastle and how it is being constructed. Compare it with the one in *Teasing Dad*, noting similarities and differences. Write the words *sandcastle, sticks, seaweed* and *shells* on the

whiteboard. Focus on the initial letter *s*. Talk about the *sh* sound at the beginning of *shell*. Read the title page. Study the sandcastle and count the number of sticks featured. Discuss whether this photograph was taken before or after the cover photograph.

- **Pages 2–9** The nouns and verbs on these pages are in the plural form. Read the text with students, focusing on the actions of the student in the photograph as she gathers the shells, then the sticks and places them on the castle.
- **Pages 10–16** Note the change to the singular form of the nouns and the change from *go* to *goes*. Ask students to read the text, using the pictures to decode the interest words.

Comprehension

- Why does the girl gather sticks? (*Literal*)
- Who did the sandcastle belong to? (*Inferential*)
- Did anyone help the girl make the sandcastle? (*Inferential*)

Follow-up Activities

- Have students make a small 'castle' from dough. Invite them to decorate it with environmental materials. The castle can be baked, covered with paste and sprinkled with sand. Alternatively, draw the shape of a castle on thick paper. Have students decorate it by pasting on environmental materials and sprinkling it with sand. Add captions from the book.
- If possible, have students make a sandcastle in the classroom sand tray and/or in the school sandpit. Encourage them to decorate their castle with environmental materials.

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Learning Intentions

- We are learning that when we read our voice needs to match the print.
- We are learning to use different strategies to help us to read unknown words.

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Success Criteria

- I can make return sweeps to read two or more lines.
- I can use the first letter of a word, as well as meaning, to help me to read some unknown words.

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Guided Reading Notes

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