

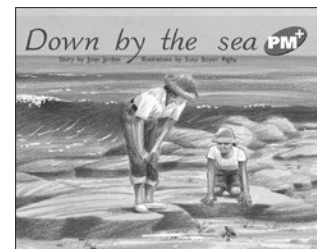
# Down by the Sea

PM Level 11

Blue

**Text Type** Narrative

**Running Words** 173



## Preparing for Guided Reading

### Orientation to the Text

- Re-read *The rock pools* (PM level 2/3). Explain that when the tide goes out, little animals and plants find rock pools safe places to be until the tide comes in again.

### Prior Knowledge

- Have students predict what they might see down by the sea. Ask them to give their experiences of visiting the sea.
- Meg and Gran are so engrossed by what they can see in the rock pools, that they do not notice an approaching wave. Although not a dangerous situation, it is only Gran's quick thinking that keeps Meg dry.

### Key Language Structures

- Two adjectives are used to describe some nouns in the text, e.g. *little black fish*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*made, over, rock, sea*

#### Content Words

*crab, hermit, laughed, rock, shells, splashed, wave*

### Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown 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 mark, e.g. the different pause for a full stop compared to a comma.

### Focusing on the Book – Guided Reading

- Read the title and discuss the illustration. Recall Meg and Gran from *The Best Hats* (PM level 11).
- Discuss why it is safe for Meg and Gran to visit the rock pools.

- What can Gran and Meg see in the rock pools? Discuss other sea life found in rock pools.
- Ensure that students are aware of the wave rolling towards the shore, starting at the ship's bow. Discuss why Meg and Gran are unaware of the approaching wave.
- Talk about why this is a funny adventure rather than a dangerous one. Read with expression.
- Read *cr*, *gr*, *bl* and *spl* (**PM Library Alphabet Blends Books**) to reinforce the sounds.
- Discuss medial substitution: *did*, *dad*.
- Practise onset substitution, e.g. *at*, *cat*, *that*.
- Reinforce the name and purpose of an exclamation mark.
- Focus on the blend *spl* in the word *splashed*. Make a list of other words students know that begin in the same way.

### Comprehension

- Where did Gran take Meg? (*Literal*)
- Did Meg know what a hermit crab is? (*Inferential*)
- Why did Meg and Gran laugh in the end? (*Inferential*)

### Follow-up Activities

- Make a mural of the beach scene. Have students draw rock pools and their inhabitants on paper. Paste these onto a painted background. Cover water areas with green and blue cellophane. Ask students to write stories about what they contributed to the mural.
- Talk about Gran and Meg's funny adventure. Invite students to share their own funny adventures. Record their ideas on separate sheets of paper. Have them add matching illustrations. Join to make a flip chart or booklet.
- Discuss water safety rules at the beach, a lake or river, and in and around swimming pools. List students' ideas on a chart. Have them draw pictures to explain each rule. Paste these onto the chart.

# Down by the Sea

Date \_\_\_\_\_

PM Level 11

Blue

## Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

• \_\_\_\_\_

## Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.

• \_\_\_\_\_

## Guided Reading Notes

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