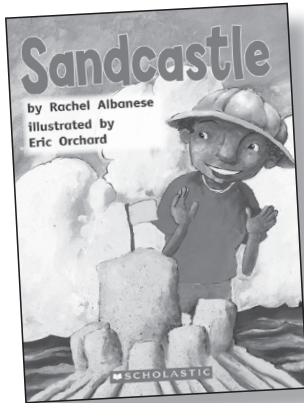


Sandcastle



Written by Rachel Albanese
Illustrated by Eric Orchard

Text Type: Fiction: Narrative — Sequence

Guided Reading Level: A

Word Count: 28
High-Frequency Words:
at, the

Summary: This simple text shows how a boy makes a sandcastle.

Text Supports

- ▶ illustrations are highly supportive of the text
- ▶ repeated language pattern
- ▶ one line of text per page
- ▶ high-frequency words
- ▶ familiar topic (playing at the beach/making sandcastles)

Possible Text Challenges

- ▶ understanding the sequence of steps used to build a sandcastle

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ making connections

Working with Words

- ▶ building high-frequency words
- ▶ using picture cues and initial letter(s) to support word recognition
- ▶ generating rhyming words

Assessment Opportunities

Note each student's ability to:

- ▶ retell in sequence
- ▶ make connections to their own personal experiences
- ▶ use background knowledge to enhance text meaning
- ▶ recognize high-frequency words
- ▶ use picture cues and initial letters to confirm new words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Kindergarten Reading Guide.



BEFORE READING

Making connections

Activating and Building Prior Knowledge

- ▶ Hold up a copy of the book and show the front and back covers. Read the title aloud. Ask students to explain what they know from looking at the picture. Listen for and acknowledge responses that include observations such as: the beach, sand, shovel, digging, flag, and tower. Build and expand on background knowledge by explaining what you see in the illustrations and what it means.

The boy on the front cover looks so excited now that he has the flag on top of his castle. He must have worked hard, but now he is finished. I see on the back cover that the boy has a shovel. He used it to dig sand for a sandcastle.

ELL Note:

Ask students if they have ever been on a beach. Discuss who they went with, where it was, what they did there, and if they have they ever built something out of sand. Discuss what a flag is and show the class the flags from the ELLs' countries as well as the flag of Canada.

Predicting

- ▶ Turn the pages in your book one at a time and, using the pictures as support, encourage students to predict how the boy makes the sandcastle and what tools he used. Prompt students as needed using the vocabulary from the text.

When I look at pages 2 and 3 I think the boy has an idea of what to make with the sand. It looks like he'll use the shovel first. What do you think he might use it for?

Discussing Supports and Challenges

- ▶ Hand out a copy of the book to each student.
- ▶ Reread the title and title page, encouraging students to track the print with their fingers and read along with you.
- ▶ Read page 2 together and explain how the pattern 'Look at the...' will help them read the book. Explain that all of the pages in the book start with this pattern.
- ▶ Have students continue reading and looking for clues in the pictures that will help them recognize words in the text.

I see this word that starts with the 'sss' sound. What's in the picture that might start with 's'? You're right, it's the sand. Now try reading the whole sentence to see if 'sand' makes sense.

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Let's read the book to find out how the boy makes a sandcastle.

Tracking print

Print concepts

Word solving and building

Predicting

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Sequencing/predicting
Self-monitoring

Sequencing

- ▶ Ask each student to read the book independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read aloud quietly, assisting them with following the sequence of pictures, word-solving strategies, and vocabulary. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
 - Let's read to see what the boy does next.
 - How did you know the word said 'rake'?
- ▶ If students finish early, ask them to reread independently or with a partner. Have them describe to their partner the steps the boy followed to make the sandcastle. Remind students that readers can refer to the book for support.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Sequencing

Analyzing

Evaluating

Inferring

Self-monitoring

- ▶ Revisit the purpose for reading: How does the boy make a sandcastle?
- ▶ Extend comprehension by offering prompts to initiate discussion:
 - What did the boy do first when building the sandcastle? What did he do second?
 - Do the steps the boy used follow a logical order? Could he have built the sandcastle any other way?
 - How does the boy feel on page 8? How do you know?
- ▶ Comment on any effective reading strategies you observed.

Anton saw that the long word on page 8 started with an 's.' He saw the sandcastle in the picture that starts with the 'sss' sound and knew that the word was 'sandcastle.' Then he read the whole sentence to see if it made sense.

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.



Home Links

Provide students with a copy of the take-home text. See Additional Resources at www.lpey.ca.

Sequencing

Build a Sandcastle

- ▶ Offer students the opportunity to make a sandcastle in the class sandbox or outdoor sandbox. Encourage them to explain to a partner the steps they followed to make it, either during construction or after the sandcastle is completed. They can make pictures showing each step for making the sandcastle. Some students may be able to print some letters to label the steps.

First	Second	Next	Then	Finally
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ELL Note:

Gather the ELLs around the sand table. Have available a shovel, a rake, and a stick and review this vocabulary. As you or a volunteer read the story, have students demonstrate the actions using the props. Describe each student's actions aloud.

Making connections

Follow Steps

- ▶ Have students recall another experience where they have followed steps in a certain order to make something, such as building a snowman, following a recipe, or creating an art project. As a group, discuss the steps they followed, and the importance of the order. Compare this sequence of steps to those used to build the sandcastle. Encourage students to use the appropriate terms for ordinals and for sequential words.

Sequencing

Dramatize

- ▶ Invite students to role play the actions the boy used when building a sandcastle. Provide prompts as needed to remind students of the steps.

Charades

- ▶ Have students work in pairs to role play one of the steps from the book e.g., digging the sand and putting it in the pail. Have the other students guess which step they are acting out. (Some students may be comfortable doing this individually after practising in pairs.)

High-frequency words

Word Building

- ▶ Provide magnetic, plastic, or card letters and ask students to build the high-frequency words from the text ('the', 'at'). Encourage students to read their words to a partner.

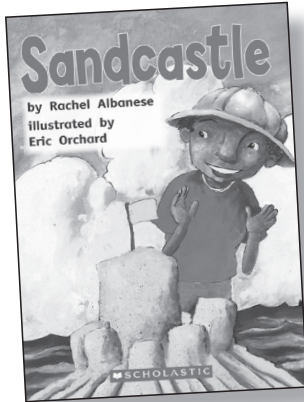
Word solving and building

- ▶ Use the letters to engage in word substitutions by adding or exchanging initial letters. For example, use the word 'look' to make 'took,' 'book,' 'hook,' and 'cook.' Some students may be able to generate rhyming words that start with a two-letter blend or digraph (e.g., 'brook,' 'crook,' and 'shook').

Word solving and building

- ▶ Ask students to build words that rhyme with 'at'. Model by making a word or two before the students try this on their own. Some students may be able to generate rhyming words that start with a two-letter blend or digraph (e.g., 'flat,' 'chat').

Sandcastle



Written by Rachel Albanese

Illustrated by Eric Orchard

Text Type: Fiction: Narrative — Sequence

Summary: This simple text shows how a boy makes a sandcastle.

For more information on Small-Group Shared Reading, see the Toolkit at www.lpey.ca and the Kindergarten Reading Guide.

Text Features

Visual Literacy

- ▶ title in large brightly-coloured font
- ▶ illustrations highly supportive of text

Print Concepts

- ▶ repeated language pattern
- ▶ consistent placement of text
- ▶ an exclamation mark

First Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ making connections

Working with Words

- ▶ recognizing high-frequency words
- ▶ using picture cues and initial letters to support word predictions

Assessment Opportunities

Note each student's ability to:

- ▶ retell in sequence
- ▶ make connections to their own personal experiences
- ▶ recognize an increasing number of print concepts, e.g., word, first word, last letter
- ▶ recognize high-frequency words
- ▶ use picture cues and initial letters to confirm new words
- ▶ track print (move from left to right along each line of print)

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at www.lpey.ca and in the Kindergarten Reading Guide.



BEFORE READING

Activating and Building Prior Knowledge

- ▶ Show students the front and back covers. Read the title on the front cover and the back cover text. Describe the illustrations to help students focus on the topic and introduce vocabulary.

This little boy is at the beach. He is sitting beside the water and playing in the sand. It looks like he used the shovel to dig some sand for his sandcastle. This sandcastle has a high tower in the middle with a yellow flag on it.

ELL Note:

For ELLs, or those with limited background knowledge on the topic, provide beach toys mentioned in the book such as a pail, shovel, rake, as well as wet and dry sand.

Making connections

- ▶ Ask pairs of students to share with each other their experiences making sandcastles, either at a beach or in a sandbox. Encourage them to explain how they built their sandcastles, and what tools they may have used. Listen in as they share with each other to gain an understanding of their level of background knowledge and familiarity with the vocabulary.

Talk with your partner about when you made a sandcastle. Then listen to your partner tell about a sandcastle.

Making connections

- ▶ Ask a few students to share their experience of building sandcastles. As they share, note and elaborate on any of the tools or actions mentioned that also appear in the book. Show the appropriate tool or act out the skill from the book, modelling appropriate vocabulary.

You used a pail to build your sandcastle. This boy has filled his pail with wet sand and is dumping it out to make his castle.

Predicting

- ▶ Do a picture walk to model 'reading the pictures.' While holding up your copy of the book, show students the illustrations on each page. Point out and discuss what you see and what is happening on each page. As you indicate the pail, shovel, rake, stick, and flag ask students to name each object and how it might be used by the boy.

The boy must have found a stick on the beach. He's poking it into the sandcastle to make a pole for his yellow flag.

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Let's read this book together to find out how the boy makes a sandcastle. Join in with me when you can.



DURING READING

Print concepts

- ▶ Hand out the books so each student has a copy.
- ▶ As you handle the book, read with the students and weave print concepts into your talk. Read the names of the author and illustrator. Have students turn to page 2 and use prompts to point out some of the print concepts of the text.

Tracking print Analyzing

- Where do you start reading? Where is the first word?
- What do you see in the illustration?

Tracking print

- ▶ Encourage students to join in with the reading, pointing to the print in their books and tracking print from left to right using their fingers.

Let's read page 2 together. Look at the sand. Remember that every page will start with the pattern: 'Look at the ...' This pattern will really help us when we read this book.

Word solving and building

- ▶ As you turn each page, focus on the meaning embedded in the picture first and then link to the text and print features.

It looks like the boy is using a rake to gather up the sand. If it's a rake, what letter would you see first in the word?



AFTER READING

Sequencing

- ▶ Provide a prompt related to the purpose set for reading. Discuss the steps the boy followed to build the sandcastle.

How does the boy make a sandcastle?

Analyzing

- ▶ Expand the discussion. Possible prompts include:
 - What did the boy do first when building the sandcastle? What did he do second?

Evaluating

- Do the steps the boy used follow a logical order? Could he have built the sandcastle any other way?

Teaching Tip: A key concept in sequencing is the importance of order, particularly when building a sandcastle. It is helpful to embed words that indicate order in the discussion including words such as: first, second, next, after, finally, last, and so on.

Second and Further Readings

For rereadings, give each student a copy of the book and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

Tracking print/print concepts

Making connections

Inferring

High-frequency words
Letter knowledge



Home Links

Provide students with a copy of the take-home text to read chorally with family members. See **Additional Resources** at www.lpey.ca.

High-frequency words

Print Concepts, Tracking, and Book Handling

- ▶ Continue to support the development of print concepts, tracking, and book handling by using your copy of the text to demonstrate and to verbalize key ideas (e.g., track print from left to right, verbalize new concepts such as ‘first/last,’ ‘top/bottom of the page,’ and pointing out the exclamation mark).

Focusing on Comprehension

- ▶ Invite students to reread the text with a focus on making connections.
- ▶ During reading, pause and offer prompts:
 - Why did the boy put the flag on last?
 - Where do you think he got the tools?

When we read together think about the sandcastle you would have built.

Teaching Tip: You can change the comprehension focus each time you read to help students focus on different aspects of the book. For example, to highlight Evaluating you may decide to ask, “How do you think the boy felt when his sandcastle was done?” For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.

Working with Words

- ▶ Focus on word recognition by:
 - framing one or two high-frequency words with a word mask (e.g., ‘at,’ ‘the’)
 - asking students to use the picture to help predict a word, naming a sound and the first letter of the word, and locating the word in the text.

What sound does ‘pail’ start with? What letter would you look for at the beginning of the word? What letter would you look for at the end of the word? Can you point to the word ‘pail’?

Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread the book with a partner. They can take turns finger tracking.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students’ needs.

Building a Sandcastle

- ▶ Provide materials for students to make a sandcastle in the class sandbox or outdoor sandbox. Pairs of students can talk about the steps they followed, the tools they used, and the features of their finished product (shapes, purpose).

Building Words

- ▶ Provide plastic or magnetic letters and ask students to make the high-frequency words in the book (‘at,’ ‘the’).