

At the Beach

Written by Barbara Flores, Elena Castro, and Eddie Hernandez  
Illustrated by Michael Ramirez

8 pages, 29 words

### Genre:

Realistic Fiction

### Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations and initial sounds to read unknown words
- use background and vocabulary knowledge to read unknown words
- use illustrations and text to infer story events
- distinguish between words that begin with the same letter by looking at the whole word

### Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- short, predictable sentences
- text is similar to oral language

### High-frequency Words:

*at, the, I, saw, a, but, didn't, see, the*

### Phonics

- initial consonant sounds: s, b, w
- initial consonant blends: st, cr, sn
- consonant digraph: sh

### National Standards:

- RF.K.1 (a-d), RF.K.3 (a,c), RF.K.4
- RL.K.1, RL.K.3, RL.K.7

### ELL/ESL

*En la playa*

See back page

Guided Reading with

## AT THE BEACH

*Guided Reading: B*

*DRA: 2*

*Intervention: 2*

written by Barbara Flores, Elena Castro and Eddie Hernandez

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**Overview:** You can see many things at the beach, but be careful about something you may not see!

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- Have you ever been to the beach? What did you see? What do you like to do at the beach?
- What animals might you see at the beach?
- What might you notice about the water at the beach?

### 2. Connect children's past experiences with the book vocabulary:

- Hold the book. Call children's attention to the title. Read: *At the Beach*
- Ask children to predict what might happen in the book.
- Show the back cover and read the copy. Ask children what the narrator might see at the beach.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice what is in each picture. Explain unfamiliar vocabulary.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"



- Encourage children to look at the pictures and the beginning sound of the word.
- Remind children to point to the words as they read.

#### 4. Be aware of the following text features:

- The book contains familiar words: *at, the, I, saw, a, but, didn't, see, the*
- The book contains one short sentence per page with a patterned structure. The first and last pages are different. The last two pages contain a sentence connected with an ellipsis. Page 7 is a good opportunity to have children predict what the girl did not see.
- This book contains vocabulary that might be unfamiliar: starfish, crab, seagull

### Reading the Book

**1. Set a purpose by telling children to read the book to find out what you can see at the beach, and what might be surprising.**

**2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.**

**3. Look for these reading behaviors during the first reading:**

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?

- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

**4. As children read, suggest a reading strategy if they are struggling:** "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word.

**5. Possible teaching points to address based on your observations:**

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense, including attention to plurals.
- Model how to pause at the end of each sentence before beginning the next sentence.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what each page is about.



## After the First Reading

**1. Have children confirm their predictions about the story.**

**2. Ask questions like:**

- What did the girl see at the beach?
- What did the girl do at the beach?
- What happened that the girl wasn't expecting? How do you think she felt?
- What do you think happens next in the story after the wave?
- Do you like to go to the beach? Why or why not? Did this book remind you of anything that's ever happened to you?
- What do you think the girl learned about the next time she visits the beach?
- Which of the things the girl saw should she leave alone? Why?

**3. Talk about the use of the ellipsis on page 7.**

Ask children why it is there and what the author wanted readers to do.

## Second Reading

**1. Have children reread the book in a whisper voice or to a partner.**

**2. This is a time for assessment.** While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

## Cross-Curricular Activities

**Language:** Engage in shared or interactive writing about an event, trip, or other experience

your students shared. Start with the sentence frame, "I saw a \_\_\_\_" or have children write or use word cards to create this pattern. Add relevant items to complete the sentences.

Talk about other things in nature that can be surprising, such as a gust of wind, a sudden storm, or an animal movement. Individually or as a group, have students create a story that follows the same text pattern in a different setting.

Brainstorm a list of other things that could be seen at the beach. Create a pocket chart activity in which students must match a picture card to a word card by attending to the letters in each word.

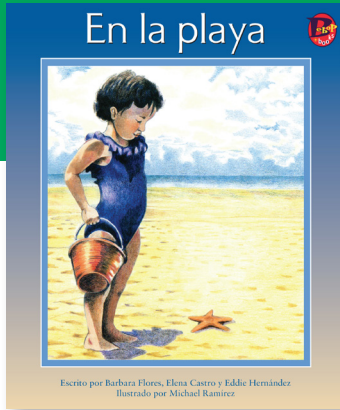
Have a class debate! Should you or should you not keep what you find at the beach (focus: on nature, not found people objects)? Why or why not?

**Mathematics:** Create beach-themed story problems that feature items and high frequency words from the story, such as, "I saw 2 snails and 3 starfish. How many beach animals did I see?" Write subtraction problems involving waves, such as, "There were 5 shells on the beach. A wave came and washed 3 away. How many shells were left?"

**Science:** Learn more about the beach habitat by reading nonfiction books or viewing video clips or web resources. Summarize information on a class chart.

**Art:** Have students use cut-paper collage to create a beach-themed mural. Have students label items with words or simple sentences.

**Physical Education:** Play a movement game in which students pretend to be playing at the beach, or pretend to be beach items laying on the sand. Call out or show name or word cards to prompt students to pretend to swim away or be washed away when a wave comes!



Guided Reading: B  
EDL/DRA: 2  
Intervention: 2

## Guided Reading with **EN LA PLAYA**

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

**Noun Support:** The following beach-related items are listed: estrella de mar, cangrejo, concha, gaviota, caracol

Print the nouns listed in the story on cards. Have students sort the corresponding words underneath the indefinite article headings: “un” and “una”

Ask students: how would it change if there was more than “un cangrejo?” What would you say if there were “dos cangrejos?” Have students work on changing “un” and “una” to “unos” and “unas” to work on plural nouns.

To work on more articles with students, have students sort the nouns underneath the headings “el” and “la.” Then, continue to add the words to the article wall.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on the last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

If children have difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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