

For students reading at **Literacy Level A/1**, including:

- English-language learners
- Students reading below grade level
- Kindergarten and first grade emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify characters and setting
- Make inferences
- Monitor their reading by asking questions
- Utilize text and graphic features
- Summarize the story
- Answer text-dependent questions
- Respond to the book

GENRE STUDY

Students will:

- Recognize the characteristics of realistic fiction
- Determine the story's message

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop academic content (Tier Three) vocabulary
- Develop robust (Tier Two) oral vocabulary

LANGUAGE

Students will:

- Recognize the sentence structure *We see the ____.*
- Use the pronoun **we**

PHONEMIC AWARENESS

Students will:

- Listen for initial /s/

PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize initial "s" in words

FLUENCY

Students will:

- Read smoothly with minimal breaks

CONCEPTS ABOUT PRINT

Students will:

- Read a line of print left to right

WRITING

Students will:

- Write to a picture prompt

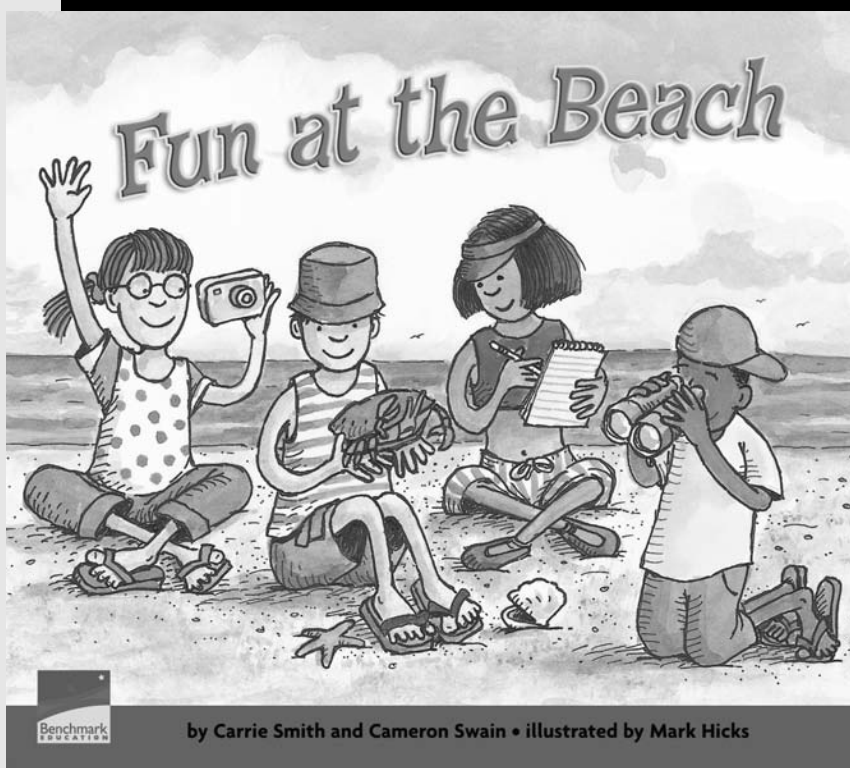
Fun at the Beach

THEME: Living and Nonliving Things

- Life at the Beach (Level A/1)
- **Fun at the Beach (Level A/1)**
- What Is in a Forest? (Level D/5)
- Fox in the Forest (Level D/5)

GENRE/SUMMARY:

This story is realistic fiction. A group of children observe different animals that live at the beach.



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BENCHMARK EDUCATION COMPANY

Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

Early Explorers Partner

- *Life at the Beach* (Nonfiction, Level A/1)

Emergent Comprehension Strategy Poster

- Make Inferences

Text-Dependent Comprehension Resources

- *Fun at the Beach* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K Comprehension Strategy Assessment Book*

I think . . .	I find out . . .
water	
sand	
animals	
shells	
sun	

Introduce the Book

- **Preview the Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This story is about animals you might see at a beach.* Read the title and authors, and ask students to echo-read. Invite them to tell what they see in the illustration. **Say:** *This is the book's cover.* Repeat the process with the title page. **Say:** *The cover and title page get us ready to read the book.* Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information: *The title tells me we will read about fun at the beach. I think the children in the illustration will have fun looking at beach animals.* Allow time for students to share their own predictions about the story.

- **Introduce Characters and Setting** **Say:** *The people and animals in the story are called characters.* Ask students to turn to pages 2 and 3, and point to each group of characters as you read the matching name. Repeat the process, inviting students to echo-read. Then **say:** *The setting is where the story takes place. What is the setting of this story?* Help students use the story's title and illustrations to determine that the story takes place at the beach.

- **Preview the Illustrations and Vocabulary** Revisit the illustrations on the cover and title page. **Say:** *The pictures in fiction books are called illustrations. Illustrations help us understand the words in the book.* Take students on a picture walk, emphasizing the words **beach, clams, fish, birds, crabs, seals, and people** as you talk about the illustrations and what is happening in the story. Make sure students can pronounce each vocabulary word.

Make Connections and Build Background

- **Use a Picture** **Say:** *We will read a book called Fun at the Beach. The children in the story see things at the beach.* Show students the picture on page 16. Name something you see at the beach and model a *We see the _____* sentence, such as *We see the water.* Encourage students to offer their own *We see the _____* sentences.
- **Use a Graphic Organizer** Draw a two-column chart with the headings **I think . . .** and **I find out . . .** Ask students what they think the children in the story will see at the beach. Write students' ideas in the **I think . . .** column of the prediction chart. Then read each idea, prefacing it with the phrase *I think the children will see . . .* and ask students to echo-read.

- **Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 4 and locate the word **the**. Ask them to frame the word and check it by running their finger under the word in a left-to-right motion. Then ask students to locate the word **the** on page 6. **Say:** *The is an important word. Use the word **the** to help you while you read.*
- **Preview Sentence Structure** For students who need additional support, write “We see the ____” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We used the phrase “We see the” when we talked about things at the beach. The phrase “We see the” is in the story, too. Page 4 has a sentence with the phrase “We see the.” Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite students to turn to page 6. **Ask:** Can you frame a sentence with the phrase “We see the”? Assist as needed, and then read the sentence aloud and ask students to echo-read. If students need additional practice, allow them to locate and read the sentence structure on pages 8, 10, 12, 14, and 16.*
- **Use Graphophonic Cues** **Say:** *One word in this story is **fish**. Say the word **fish**. What letters do you expect to see at the beginning?* (Allow time for students to respond, assisting as needed.) *Find the word **fish** on page 8. Once students locate the word, repeat the process with birds on page 10. **Say:** Use first-letter sounds to help you when you read.*
- **Scaffold Spanish-Language Speakers** Say the word **see**. **Ask:** *Does **see** sound like a word you know in Spanish?* (Allow time for students to respond.) *The English word **see** sounds like the Spanish word **sí**. **See** and **sí** sound the same. The words do not look the same, though. They do not mean the same thing, either. Write the word **see** on the board and ask students to locate it on page 4 in the story. Then invite students with other first languages to share their cognates.*

Set a Purpose for Reading

- Direct students’ attention to the prediction chart. **Say:** *Now it’s time to whisper-read the story. Read to find out what the children see at the beach.*

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

Strategic Reading Prompts

Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	seals	14
Syntactic	Think about the sentence structure.	We see the clams.	6
Semantic	Check the picture.	people	16

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our prediction chart. What do the children see at the beach? Write the words students call out in the **I find out . . .** column of the chart. Then choral-read each entry, prefacing it with the phrase *The children see . . .* Ask students to use the graphic organizer to tell the story to a partner.*

I think . . .	I find out . . .
water	clams
sand	fish
animals	birds
shells	crabs
sun	seals

Genre Study

- **Say:** *This story is realistic fiction. The characters in the story are like kids in real life. The things the characters do could really happen. What are some ways the story is realistic? Guide students to mention story events such as going to the beach, looking at animals, taking pictures, and drawing or writing about the animals.*
- **Say:** *Realistic fiction stories have themes. A theme is like a message from the author. I notice in *Fun at the Beach* the kids are watching the animals. The kids are not bothering the animals, though. How do we know the kids are not bothering the animals? The theme for *Fun at the Beach* could be “respect animals.” The author uses the characters to send readers a message. The author is telling us to respect animals, too.*

Reading Strategy Mini-Lesson: Ask Questions

- **Reflect** Ask students to think about the parts of the story that were hard for them to understand. **Ask:** *What did you do to help yourself understand what you read?*

- **Model Say:** *I want to make sure I understand what I read. One way is to ask questions before, during, and after reading. I will turn back to pages 4 and 5. When I looked at the illustration, I asked myself a question. I wanted to know what the people were looking at. I found the answer in the sentence.*
- **Guide** Ask students to turn to pages 6 and 7. Ask the following questions, allowing time for students to respond after each one: *Did you ask yourself a question when you saw this picture? Did you wonder what the animals are? Did the story answer your question? Do you have another question about this page? Is your question answered in the story? How could you figure out the answer? After students share any additional questions, invite them to tell how asking questions helped them better understand pages 6 and 7.*
- **Apply** Invite each student to turn to his or her favorite page. Then ask students to read the page to a partner and share any questions they have. The partner may then find the answer in the story or help think of another way to figure out the answer. Observe students as they ask questions, providing assistance if needed. See the *Early Explorers Overview and Assessment Handbook* for an observation chart you can use to assess students’ understanding of the **asking questions** monitor-reading strategy. Then **say:** *You can ask yourself questions anytime you read. Remember to ask questions to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students that they can answer questions about stories they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students that today they will practice answering *Look Closer!* questions. **Say:** *The answer to a *Look Closer!* question is in the book. You have to look in more than one place, though. You find the different parts of the answer. Then you put the parts together to answer the question.**

- **Model** Use the first *Look Closer!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Look Closer! question. I will read the question to figure out what to do. The question says: “The people saw clams. What did they see next?” This question asks me to find a sequence of events. I know because the question has the cue word **next**. Now I need to look for other important words in the question. What words do you think will help me? (Allow student responses.) Yes, I’m looking for the words **see** and **clams**. Now I will look back in the story. Page 6 says, “We see the clams.” The next thing the students see is on page 8: “We see the fish.” Putting this information together answers the question. The answer makes sense. I have found the answer in the book.*

- **Guide** Ask students to answer the other questions on the Comprehension Question Card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Make Inferences

- **Explain** Create an overhead transparency of “Fun at the Beach” graphic organizer on page 8 or draw it on the chalkboard. **Say:** *An author can’t tell us every single thing in a story. We need to figure out some things on our own. We use the author’s words for clues. We use the story illustrations for clues, too. Figuring out something using one or two clues is called **making an inference**. Good readers make inferences as they read. Making inferences helps us get more out of the story.*

- **Model Say:** *Let’s make an inference in Fun at the Beach. I see on page 4 that the kids are smiling. The kids are looking at things, too. I will write these clues in the first box on the graphic organizer. Now I need to use the clues to make an inference. I can infer that the kids are happy and interested. The author doesn’t say the kids are happy and interested. I can figure out this information from the clues, though. I will write about being happy and interested in the **Inference** box on the graphic organizer.*

- **Guide Say:** *Now let’s make another inference. Look at the boy on page 5. What is the boy doing? (talking and pointing) Now look at the illustrations in the rest of the book. What do you notice about the way the kids are grouped? (Sometimes the kids are in two groups.) Let’s write these clues on the graphic organizer. What can we figure out from these clues? (Allow time for students to respond.) Yes, we can infer that the boy suggests getting into groups to look at the animals. We’ll add this idea to the graphic organizer as well.*

- **Apply** Ask students to work with a partner to make inferences throughout the rest of the story. Remind them they need to use word and illustration clues to figure out things the author doesn’t say. After each partnership shares, record their ideas on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Teacher Tip Use Benchmark Education Company’s K–2 Emergent Comprehension Strategy Poster Set to provide additional instruction in making inferences. Use BEC’s *Comprehension Strategy Assessment* books to assess students’ ability to make inferences in other brief, grade-level texts.

Home Connection

- Give students the take-home version of *Fun at the Beach* to read to family members. Encourage students to work with a friend or family member to draw a picture of themselves at the beach. Invite them to bring their drawings to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Use the illustrations in the book to retell the story to a partner.
- Tell what you thought about the ending of the story.
- Draw a picture that shows what the animals or people might do next.
- Write a question you would like to ask the author.
- Rate the book with a 1 (don't like), 2 (okay), or 3 (like a lot). Tell why you chose that rating.

Write to a Picture Prompt

- **Write a Description** Tell students they will describe a picture in the story. Then they will write their descriptions. **Say:** *I like to see what the kids and animals do. I will describe the picture on pages 12 and 13: The crabs have funny legs and eyes. One crab is waving at the kids! What do you notice about the picture? How would you describe the picture? Allow time for students to respond.*
- **Ask:** *Which picture do you like best? How would you describe the picture? Allow time for students to respond, prompting further if needed. Say: You have described the picture you chose. Now write your description. After you are finished, read your description to a partner.*

Concepts About Print

- **Read a Line of Print Left to Right** Turn to page 4. **Say:** *A line of print is made of words. We always read the left word first. Then we move our eyes to the right as we read each word. Without reading the words aloud, model how to put your finger under the left word and then move your finger word-by-word to the right. Invite students to mimic your actions.*

Phonemic Awareness: Listen for /s/

- Tell students you will read sentences from *Fun at the Beach*. Ask them to listen for words that begin with the **/s/** sound: "We see the beach" (page 4). "We see the seals" (page 14). Reread each sentence if needed so students can identify the words **see** and **seals**.
- **Say:** *I will say the names of things at the beach. Some begin with the /s/ sound, like **sea** and **seals**, and some do not. Please listen carefully. Say /sssss/ if you hear a word that begins with /s/: **sand, raft, sun, water, seagull, sailboat.***

Phonics: Initial "s"

- Write the letter "**s**" on the board. Tell students they will go on a letter "**s**" hunt in *Fun at the Beach*. Ask them to locate words that begin with "**s**" on pages 4, 6, 8, 10, 12, 14, and 16.
- Ask students to brainstorm words that begin with **/s/**. List the words on the board. Read each word, inviting students to echo-read.
- **Say:** *I will choose one of the words on the board. I will give you a clue about the word. You can use my clue to figure out which word I chose. Then I will circle the "**s**" in the correct word. Model the process using one of the words on the list. For example: "When I am not happy, I am ____" (*sad*). Invite each student to choose one of the words, offer a clue about it, and circle the "**s**" once group members have correctly guessed.*

Vocabulary

- **Academic Content Vocabulary** Review the story with students and record the words **beach, clams, fish, birds, crabs, seals, and people** on the board or chart paper. Ask students to pretend they are standing by the ocean and to use the words to describe what they see around them.
- **Robust Oral Vocabulary** **Say:** *In the story, the children **observe** the animals. **Observe** means you watch or look at something closely. The children take pictures, they look through binoculars, and they draw pictures or take notes. The children **observe** what the animals look like and what they are doing. Say the word with me: **observe**. Here are some ways people **observe**: A teacher wants to know how her students are doing with their reading. She watches them while they read. A scientist wants to know how sunlight affects plants. He puts the plants in sunlight and watches what happens. Now, tell about a time when you **observe**. Try to use the word **observe** when you tell about it. You could start by saying, "I **observe** ___ when I ___." (Allow time for each student to respond, assisting if needed.) What is the word we've been talking about? Yes—**observe**. Let's try to use the word **observe** many times today. We can use the word at school and at home.*

Language Development: Pronoun "we"

- **Model** **Say:** *We use the word **we** when we talk about ourselves as part of a group. Authors use the word **we**, too. Authors use **we** when two or more characters talk about themselves. Let's turn to page 4 and read the sentence together: "We see the beach." The author uses the word **we**. Six characters are talking about themselves. I use the word **we** when I talk about our reading group. Model using the word **we** in sentences about you and the students. Point to yourself and the students each time you say the word **we**.
We read together.
We learn about words.
We have fun.*

- **Guide** Invite students to read the sentence on page 6 with you. **Ask:** *What word does the author use to show the characters are talking about themselves? (**we**) What characters are talking about themselves? (the two children)*
- **Apply** Invite student partners to make up their own sentences using the word **we**. Encourage them to point to themselves as they say **we**.

Fluency: Read Smoothly with Minimal Breaks

- **Say:** *Good readers do not pause or stop after each word. Instead, good readers read smoothly. They blend one word into the next. They pause or stop only when they see punctuation marks. If they make a mistake, they quickly fix it and move on. Reading smoothly helps the reader focus on what the author has to say. Reading smoothly also helps the listener enjoy the story.*
- Ask students to turn to page 8. Read the sentence in a choppy, word-by-word manner. Discuss how this makes the listener feel. **Say:** *Now I will read the words smoothly. The punctuation will show me when to pause or stop.* Read the sentence again, stopping at the period. Invite students to echo-read the sentence with you.
- Ask students to turn to page 10. Choral-read the page with them, reading smoothly. Stop at the period.
- Invite students to take turns rereading *Fun at the Beach* with a partner. Remind them to read smoothly, pause or stop at the punctuation, and quickly fix any mistakes so they can keep on reading.

NAME _____

DATE _____

Fun at the Beach

Make Inferences

First Clues:



First Inference:

Second Clues:



Second Inference:

Third Clues:



Third Inference:

Fourth Clues:



Fourth Inference:

Fifth Clues:



Fifth Inference: