

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:

- Summarize information
- Monitor their reading by retelling what they've read
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions
- Respond to the book

### VOCABULARY

Students will:

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

### LANGUAGE

Students will:

- Recognize the sentence structure / see a \_\_\_\_\_
- Use the pronoun "I"

### PHONEMIC AWARENESS

Students will:

- Listen for initial and final /b/

### PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize initial and final "b" in words

### FLUENCY

Students will:

- Stop at the end of each sentence

### CONCEPTS ABOUT PRINT

Students will:

- Read a spread from left to right

### WRITING

Students will:

- Write to a picture prompt

# Life at the Beach

## THEME: Living and Nonliving Things

### • Life at the Beach (Level A/1)

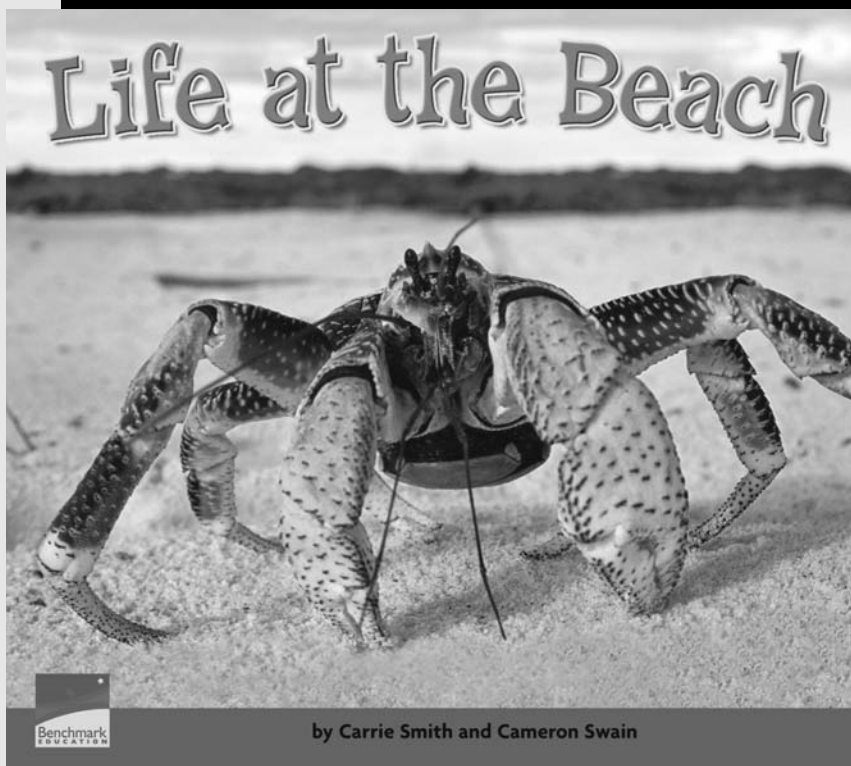
### • Fun at the Beach (Level A/1)

### • What Is in a Forest? (Level D/5)

### • Fox in the Forest (Level D/5)

## SCIENCE BIG IDEA:

Many different animals 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

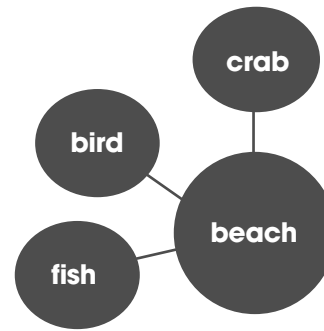
- *Fun at the Beach* (Fiction, Level A/1)

### Text-Dependent Comprehension Resources

- *Life 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*



## Introduce the Book

- **Preview the Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This book is about animals that live at the beach.* Read the title and authors, and ask students to echo-read. Invite them to tell what they see in the photograph. **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 the book is about life at the beach. I see a picture of two children looking at a starfish. I think this book will tell about things children could find at a beach.* Allow time for students to share their own predictions about the book.

## Make Connections and Build Background

- **Use a Photograph and Drama** **Say:** *We will read a book called Life at the Beach. We will read about many animals that live at a beach.* Display the picture on page 16. **Say:** *I will pretend I am at this beach. I will point to animals I see.* Pretend you are at the beach. As you point out and name an animal, model an *I see a . . .* sentence, such as *I see a fish.* Then invite students to pretend they are at the beach and tell the group what animals they see.
- **Use a Graphic Organizer** Draw a circle on the board and write the word **beach** in the center. Read the word and ask students what animals they pretended to see at the beach. As students respond, create a concept web about animals at the beach. Then read each word and ask students to echo-read.
- **Preview the Photographs and Vocabulary** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. The photographs help us understand the words in the books. They help us learn more, too.* Ask students to turn to pages 2 and 3, and point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. **Say:** *We will see these words in the book.* Then take students on a picture walk. Reinforce the meanings of the previewed words as you talk about the photographs. Also talk about the **fish**, **seal**, and **bird**, and make sure students can pronounce each word.

- **Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 4 and locate the word **see**. 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 **see** on page 6.  
**Say:** *See is an important word. Use the word see to help you while you read.*
- **Preview Sentence Structure** For students who need additional support, write “I see a \_\_\_\_” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We used the words I see a when we talked about animals at the beach. These words I see a are in the book, too. Page 4 has the words I see a.* 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 words I see a?* 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:** *Another word in this book is fish. Say the word fish. What letter do you expect to see at the beginning?* (Allow time for students to respond, assisting as needed.) *Find the word fish on page 10.* Once students locate the word, repeat the process with **bird** on page 14. **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. See and sí 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 book. Invite students with other first languages to share their cognates.

## Set a Purpose for Reading

- Direct students’ attention to the beach web. **Say:** *Now it’s time to whisper-read the book. Read to learn about animals at the beach.*

## Observe and Prompt Reading Strategies

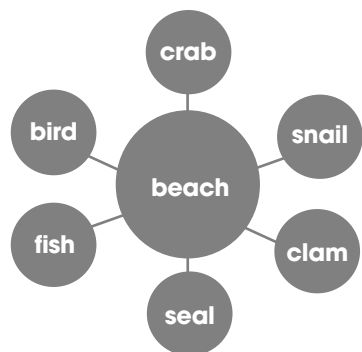
- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving 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.           | seal          | 12   |
| Syntactic    | Think about the sentence structure. | I see a crab. | 8    |
| Semantic     | Check the picture.                  | beach         | 16   |

## Use the Graphic Organizer to Summarize

- **Ask** students to think about their reading. **Ask:** *What animals can we add to the beach web?* Record animals from the book that students suggest. Choral-read the entire web. Then ask students to use the graphic organizer to tell a partner about the book.



## Reading Strategy Mini-Lesson: Retell What You've Read

- **Reflect** Ask students to think about the parts of the book 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 retell the important information. I will turn back to page 4. First I will read the page: "I see a snail." Now I will say the important information in my own words: This animal is a snail.*
- **Guide** Ask students to turn to page 6. Read the page aloud together. Ask the following questions, allowing time for students to respond after each one: *What animal do you see? What is this page about? How could you tell about the page in your own words?* If students have difficulty, model a retelling of your own, such as *People can see a clam at a beach.*

- **Apply** Ask each student to turn to his or her favorite page. Then ask students to read the page to a partner and retell the important information in their own words. Observe students as they read and retell. If more support is needed, use the prompts in the "Guide" section. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **retell what you've read** monitor-reading strategy. Then **say:** *You can retell anytime you read. Remember to use retelling to help you understand.*

## Answer Text-Dependent Questions

- **Explain** Remind students that they can answer questions about books 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: "I see a snail. What do I see next?" The 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 **I see a snail**. Now I will look back in the book. Page 4 says: "I see a snail." The next thing I see is on page 6: "I see a clam." Put your fingers on these two sentences. 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: Summarize Information

- **Explain** Create an overhead transparency of the "Life at the Beach" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books have lots of information. A good reader looks for the most important ideas. Then the reader puts the ideas together in one sentence. The sentence tells what the book is about. This is called **summarizing** information. Good readers summarize to make sure they understand what they are reading. Good readers also summarize to share information with others.*

- **Model** **Say:** *Let's figure out the important ideas in Life at the Beach. On pages 4–5, I read about a snail and see a picture of a snail. I will write **snail** in the first box under **Important Ideas**. On pages 6–7, I read about a clam and see a picture of a clam. I will write **clam** in the second box under **Important Ideas**.*

- **Guide** **Say:** *Let's find another important idea. Look on pages 8–9. What do we read about and see here? Allow time for students to respond, assisting if needed. **Say:** Yes, these pages tell about a crab. The crab is the important idea. Let's write **crab** in the third box under **Important Ideas**.*

- **Apply** Ask students to work with partners to find other important ideas to add to the graphic organizer. Remind them to use the pictures to help them. If more support is needed, utilize all or part of the "Guide" process on pages 10–11 (**fish**), 12–13 (**seal**), and 14–15 (**bird**). Once the graphic organizer is complete, read it aloud and invite students to echo-read. Then work together to compose a sentence that summarizes the information in the book, such as *Many animals live at the beach*.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

### Life at the Beach

Summarize

**Important Ideas**

snail

clam

crab

fish

seal

bird

**Summary**

Many animals live at the beach.

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**Teacher Tip** Use Benchmark Education Company's *Comprehension Strategy Assessment* books to assess students' ability to summarize information in other brief, grade-level texts.

## Home Connection

- Give students the take-home version of *Life at the Beach* to read to family members. Encourage students to work with a friend or family member to make a list of animals they might see at the beach. Invite them to bring their lists 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.

- Name your favorite animal in the book. Tell why you like it.
- Draw a picture of an animal you saw in the book. Write about it.
- Choose an animal from the book. Act out how it moves.
- Use the photographs to retell the information to a partner.
- Write a sentence that tells about one of the photographs.
- Tell about another book you have seen about animals.

## Write to a Picture Prompt

- **Write a Narrative** Tell students they will think about other experiences with the animals in the book. Then they will write about an experience. **Say:** *I like the pictures in this book. The pictures make me think about other experiences with beach animals. The picture on page 5 reminds me of an experience my sister had with a snail: Shana held a snail in her hand. The snail left a slimy trail. Does this picture make you think about an experience? Allow time for students to respond. Ask: Which picture makes you think about an experience? What was the experience? Allow time for students to respond, prompting further if needed. Say: You have used a picture to remember an experience. Now write about your experience. After you are finished, read your narrative to a partner.*

## Concepts About Print

- **Read a Spread Left to Right** Turn to pages 4–5. Tell students the two pages readers see in an open book are called a spread. Point out that some spreads have words only on the left page. **Say:** *We read the left page first. Then we look at the picture on the right page.* Without reading the words aloud, model how to slide your finger under the line of print on the left page. Then move your hand to the picture on the right page. Invite students to mimic your actions.

## Phonemic Awareness: Listen for /b/

- Tell students you will read a sentence from *Life at the Beach*. Ask them to listen for a word that begins with the **/b/** sound: “I see a bird” (page 14). Once students say **bird**, tell them you will read another sentence from the book. This time, ask them to listen for a word that ends with the **/b/** sound: “I see a crab” (page 8). Reread the sentence if needed so students can identify the word **crab**.
- **Say:** *I will say some animal names. Some begin with the /b/ sound, like **bird**, and some do not. Please listen carefully. Flap your arms like a bird's wings if you hear a word that begins with /b/: **bug, pig, bee, bull, deer, bear.***
- **Say:** *Now I will say some words that tell what a crab can do. Some end with the /b/ sound, like **crab**, and some do not. Please listen carefully. Open and close your hands like a crab's claws if you hear a word that ends with /b/: **grab, run, snap, jab, rub, dig.***

## Phonics: Initial and Final “b”

- Write the letter “b” on the board. Tell students they will go on a letter “b” hunt in *Life at the Beach*. Ask them to locate words that begin or end with “b” on pages 8, 14, and 16.
- Ask students to brainstorm words beginning with /b/. Make a list of the words on the board. Then ask students to brainstorm words ending with /b/. Write these in a new list. Read each word, inviting students to echo-read.
- **Say:** *I will tell you a riddle. You will guess which word answers the riddle. I will circle the letter “b” in the word. Then you will know you guessed correctly.* Model the process using one of the words on the board. For example, *I float on the water. What am I? (boat)* Then invite each student to make up a riddle about one of the words and circle the “b” at the beginning or end.

## Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **snail**, **clam**, **crab**, **fish**, **seal**, **bird**, and **beach** on index cards. Read the words and invite students to add illustrations to the cards. Spread the cards out in a pocket chart or on the table. Then offer prompts for students to act out.  
*Show me how a **snail** comes out of its shell.*  
*Show me how to dig for a **clam**.*  
*Show me how a **crab** moves.*  
*Show me how to swim like a **fish**.*  
*Show me how a **seal** sits on the sand.*  
*Show me how a **bird** flies.*  
*Show me what you would do on a **beach**.*

## Language Development: Pronoun “I”

- **Model Say:** *We use the word I when we talk about ourselves. Authors use the word I, too. Authors use the word I to talk about themselves. Let’s turn to page 4 and read the sentence together: “I see a snail.” Who sees the snail? The author sees the snail. The author uses the word I to tell us about her own experience seeing the snail. I use the word I when I talk about myself, too. Model using the word I in sentences about yourself. Point to yourself each time you say the word I.*  
*I see a book.*  
*I see my desk.*  
*I see the windows.*
- **Guide** Invite students to read the sentence on page 6 with you. **Say:** *The author is talking about herself. What word does the author use to let us know she sees a clam? (I)*
- **Apply** Invite students to make up their own sentences using the word I. Encourage them to point to themselves as they say I.

## Fluency: Stop at the End of Each Sentence

- **Say:** *Each sentence in a book is a complete thought. A good reader stops at the end of each sentence. Stopping at the end of each sentence helps the reader understand the thought. It also helps the listener understand the reader.*
- Ask students to turn to pages 4 and 6. First, read the sentences without stopping. Discuss how this makes the listener feel. Then read the pages again, stopping at the end of each sentence. Ask students to echo-read.
- Ask students to turn to pages 8 and 10. Choral-read the two pages with them, stopping at the end of each sentence.
- Invite students to take turns rereading *Life at the Beach* with a partner. Remind them to stop at the end of each sentence.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Life at the Beach

Summarize

## Important Ideas



## Summary