

For students reading at

**Literacy Level D/5**, including:

- English-language learners
- Students reading below grade level
- K–1 emergent readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Identify sequence of events
- Visualize
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

### VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

### GRAMMAR AND LANGUAGE DEVELOPMENT

Students will:

- Recognize the sentence structure  
*I will put \_\_\_\_.*
- Use future tense

### PHONEMIC AWARENESS

Students will:

- Listen for initial /b/

### PHONICS

Students will:

- Use middle-letter cues to solve words
- Recognize initial “b”

### FLUENCY

Students will:

- Read exclamation points

### WRITING

Students will:

- Write to a picture prompt

early  
**Explorers™** TEACHER'S GUIDE

# My Beach Bag

**Theme: Number Families**

- Counting Pencils (A/1)
- My Beach Bag (D/5)

**Math Big Idea:**

When a girl packs her family's beach bag with five swimsuits, hats, towels, buckets, and shovels, readers learn that five groups of five equal twenty-five items.



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## Related Resources

The following Benchmark Education resources support this lesson.

### Other Early Explorers Books

- The Ants Have a Picnic (F/9)
- Hooray! 100 Days (F/9)
- Fun with Fives (H/13)
- Shopping with the Nicholas Family (H/13)

### Fluency and Language Development

- *My Beach Bag* Audio CD

### Comprehension Resources

- *My Beach Bag* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Identify Sequence of Events poster

### Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*

## Make Connections and Build Background

- **Use Realia** Show students a large tote bag. **Say:** *We will read a book about a family. The family is going to the beach. The family will need some things at the beach. The family puts the things in a beach bag. Ask students to Think/Pair/Share what they would take to the beach and what they would do with each item.*
- **Use a Graphic Organizer** Write **Beach Bag** on the board and underline it. Read the words and ask students to help you list things they might put in a beach bag. As students respond, write the words under the heading. Then read each word and ask students to echo-read.

Beach Bag  
swimsuits  
sunglasses  
buckets  
lunches

## Introduce the Book

- Give each student a copy of the book. Remind them they will read about a family getting ready to go to the beach. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*
- **Page 4 Graphic Feature** **Say:** *Page 4 has an **illustration**. Illustrations are drawings that go with the information on the page. What does this illustration show? (a beach bag)*

<b>Pages</b>	<b>Text and Graphic Features</b>	<b>Words to Discuss</b>	<b>English/Spanish Cognates</b>	<b>Sentence Structures</b>
Cover	title, author, photo			
1	title page, photo			
2–3	photos, labels	<b>beach bag, hats, swimsuits, towels</b>		
4–5	photo, <b>illustration</b>	family, beach, beach bag	<b>family/familia, in/en</b>	<b>I will put ____.</b>
6–7	photo, illustration	swimsuits		
8–9	photo, illustration	hats		
10–11	photo, illustration	towels		
12–13	photo, illustration	buckets, shovels		
14–15	photo	count	count/contar	
16	photo			

- **Page 4 Spanish Cognate Say:** Does **family** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **family** sounds like the Spanish word **familia**. **Family** and **familia** mean the same thing. Who might be in the girl's **family**? (Allow time for students to respond.) Write the word **family** on the board and ask students to locate it on page 4 in the book.

- **Page 4 Sentence Structure** Write *I will put \_\_\_\_* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *I use this sentence structure to tell something I will do. Model using the sentence structure as you pantomime simple actions, such as I will put the pencil on the table. Then assist students in forming their own sentences using the structure. Say: This sentence structure is in the book. Can you find the structure on page 4? Frame the sentence. Let's read the sentence together.*

### Rehearse Reading Strategies

- **Say:** *One word in this book is things. Say the word things. What letter do you expect to see in the middle?* Allow time for students to respond, assisting as needed. Then ask them to find the word **things** on page 4. **Say:** *Use middle-letter sounds to help you when you read.*
- Remind students to use other reading strategies they are learning as well, such as checking the pictures and returning to the beginning of the sentence if something doesn't sound right.

### Set a Purpose for Reading

- Direct students' attention to the Beach Bag list. **Say:** *Now it's time to whisper-read the book. Read to learn what the girl puts in the beach bag.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the middle letter.	big	10
Syntactic	Think about the sentence structure.	I will put 5 swimsuits in the bag.	6
Semantic	Check the picture.	shovels	12

## During Reading

### 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.

## After Reading

### Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our list. Which of these things did we read about in the book?* Put a ✓ beside any matching responses. Then ask students to name other things the girl put in the beach bag. Add these words and put check marks beside them. Choral-read the checkmarked words. Then ask students to use the graphic organizer to tell a partner about the book.

Beach Bag  
swimsuits ✓  
sunglasses  
buckets ✓  
lunches  
hats ✓  
towels ✓  
shovels ✓

## Reading Strategy Mini-Lesson: Visualize

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. One way is to visualize what I'm reading. To visualize means to make a picture in my mind. Ask students to turn to page 5. **Say:** I will shut my eyes. I will imagine I am going to the beach. I see colorful towels and swimsuits. I hear my family talking about building sand castles. I feel a scratchy straw hat on my head. Can you think of other things I might see, hear, or feel? Allow time for students to share their ideas. **Say:** Visualizing the pages helped me. Now I better understand how excited the girl in the book must be.*
- **Guide** Invite students to read page 12 with you. **Ask:** *What do you see? What do you hear? Can you imagine putting buckets and shovels in the beach bag? Can you imagine how happy the girl must be? Allow time for students to share their visualizations. Then invite them to tell how visualizing helped them better understand page 12.*
- **Apply** Ask students to read their favorite page to a partner and then visualize it out loud. Observe students as they share their visualizations, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can visualize any time you read. Remember to visualize to help you understand.*

## Answer Text-Dependent Questions

- **Explain** Remind students 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 today they will practice answering Take It Apart! questions. **Say:** The answer to a Take It Apart! question is not stated in the book. You must think like the author to figure out the answer.*
- **Model** Use the *Take It Apart!* question on the question card. **Say:** *I will read the question to figure out what to do: The author uses pictures in this book. Why does the author use pictures? The question asks me to figure out the author's purpose. I know because the question has the words **why** and **author**. What other words in the question will help me? (Allow student responses.) Yes, I need to look at the **pictures**. Model doing so. **Say:** On page 6 I see a picture of a swimsuit. The word **swimsuit** is highlighted in yellow. On page 8 I see a picture of two hats. The word **hats** is highlighted in yellow. I think the author uses pictures to show what each word means. I am thinking like the author. The answer makes sense.*
- **Guide** Ask students to answer the other questions on the 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: Identify Sequence of Events

- **Explain** Create an overhead transparency of the “My Beach Bag” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books sometimes tell about events that happen in a certain order, or sequence.*
- **Model Say:** *Let’s figure out the sequence of events in My Beach Bag. We will start at the beginning. Ask students to turn to page 6. **Say:** On this page we read what the girl puts in the bag first. The girl puts in five swimsuits. Write **5 swimsuits in the bag** in the top box on the graphic organizer. Ask students to turn to page 8. **Say:** On this page we read what the girl puts in the bag next. The girl puts in five hats. Write **5 hats in the bag** in the second box. The girl puts in five towels in the bag. Write **5 towels in the bag** in the next box on the graphic organizer. Ask students to turn to page 10. **Say:** On this page we read what the girl puts in the bag next. The girl puts in five buckets. Write **5 buckets in the bag** in the next box on the graphic organizer. Ask students to turn to page 12. **Say:** On this page we read what the girl puts in the bag next. The girl puts in five shovels. Write **5 shovels in the bag** in the next box on the graphic organizer. Ask students to turn to page 14. **Say:** On this page we read what the girl puts in the bag next. The girl puts in 25 things. Write **25 things in the bag** in the next box on the graphic organizer. Ask students to turn to page 16. **Say:** On this page we read what the girl puts in the bag next. The girl goes to the beach. Write **Go to the beach!** in the next box on the graphic organizer.*
- **Guide Say:** *Let’s find out what the girl puts in her bag after the hats. Look on page 10. What does the girl put in now? (Allow time for students to respond, assisting if needed.) Yes, she puts five towels in the bag. Write **5 towels in the bag** in the next box on the graphic organizer.*

- **Apply** Ask students to work with a partner to find the remaining events mentioned in the book. Remind students that a sequence happens in order, so they will need to turn the pages to find each event. After each partnership shares, agree on how to word the entries on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My Beach Bag**

5 swimsuits in the bag

↓

5 hats in the bag

↓

5 towels in the bag

↓

5 buckets in the bag

↓

5 shovels in the bag

↓

25 things in the bag

↓

Go to the beach!

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## Home Connection

- Give students the take-home version of *My Beach Bag* to read to family members. Encourage students to work with a friend or family member to draw something they might bring to the beach that is not described in the book. Invite students to share their drawings 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.

- Act out the book.
- Draw a picture of yourself at the beach.
- Tell what you think is the most important thing to take to the beach. Explain why.
- Tell about your favorite photograph in the book.
- Write a question that you would like to ask the girl.
- Write about a time you went to the beach.

# Mini-Lessons

for Differentiating Instruction

## Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 5. **Say:** *I can use this picture to talk about something that happened to me: One day I went to the beach. I packed many things. I had to use two beach bags! Now I will write my idea.* Model writing your sentences on the board. Ask students to tell a partner about something they have experienced that goes with one of the pictures. Allow time for students to share their narratives, providing assistance as needed. Then **say:** *You used a picture to tell about an experience. Now write your idea. After you are finished, read your writing to a partner.*

## Phonemic Awareness: Initial /b/

- Tell students you will read a sentence from *My Beach Bag*. Ask them to listen for words with the **/b/** sound: *My family is going to the beach* (page 4). Reread the sentence if needed so students can identify the word **beach**. Repeat the process with **beach bag** on the same page, **big** on page 10, and **buckets** on page 12.
- **Say:** *I will name things people might take to the beach. Some begin with the /b/ sound and some do not. Please listen carefully. Touch your back if you hear a word that begins with /b/:* **map, ball, radio, book, banana, purse, sandals, backpack.**

## Phonics: Initial “b”

- Write the letter “b” on the board. Ask students to locate the word **beach** on page 4. Write **beach** on the board. Ask students to locate words that begin with the letter “b” on pages 6, 8, 10, 12, 14, and 16.
- Ask students to brainstorm words beginning with /b/. Make a list on the board. Read each word, inviting students to echo-read.
- **Say:** *I will ask a question about one of the words. You can guess which word it is. 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 list, such as *Which word names a flying animal?* (bird) Then invite each student to ask a question about one of the words and circle the letter that makes the /b/ sound.

## Vocabulary

- **Tier Two Vocabulary** Pronounce the word **thrilled** and ask students to repeat it. **Say:** *You feel **thrilled** when you are very excited about something. The girl in the book is **thrilled** about going to the beach.* Discuss other people who are **thrilled**, such as a boy winning a prize or a grandmother watching a baby learning to walk. Then model a sentence, such as *I was **thrilled** to get a part in the school play.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**thrilled**. Let’s try to use the word **thrilled** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students and record the words **beach bag, family, count, swimsuits, hats, towels, buckets,** and **shovels** on index cards. Ask students to read the words with you. Then hold the cards up one at a time and use the word in a sentence starter, such as *I use my **beach bag** to \_\_\_\_.* Ask student partners to complete the sentence, assisting as needed. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

## Grammar and Language Development

### Future Tense

- **Model** Explain that authors sometimes write about events that will happen in the future. Ask students to read the second sentence on page 4 with you: *My family will use many things.* **Say:** *The word **will** means something hasn’t happened yet. The family will use the things when they go to the beach. I use the word **will** too.* Use the classroom calendar to support the concept of “today” and “tomorrow” as you model present and future tenses:  
*Today I see the book. Tomorrow I **will** see the book.*  
*Today I see my students. Tomorrow I **will** see my students.*  
*Today I see our classroom. Tomorrow I **will** see our classroom.*
- **Guide** Invite students to read the last sentence of page 4 with you. Ask the following questions: *Has the girl put the things in the beach bag yet? How do you know?*

- **Apply** Ask students to find other future tense verbs in the book. If more support is needed, utilize all or part of the “Guide” process on pages 6, 8, 10, 12, and 14.

## Fluency: Read Exclamation Points

- **Say:** *Sometimes authors tell about amazing or exciting things. Authors sometimes show something is amazing or exciting by using an exclamation point. Our voices sound different when we are excited or amazed. We speak a bit faster and our voices move to a higher pitch.*
- Ask students to turn to page 16. First, read the page in a flat voice. Discuss how this makes listeners feel. Then read the page again, saying the exclamation more quickly and in a higher pitch. Ask students to echo-read.
- Ask students to turn to page 4. Tell students they can add exclamation points to other sentences, too. Write *My family is going to the beach!* on the board. Choral-read the sentence with students, using a faster, higher voice for the exclamation.
- Invite students to take turns rereading *My Beach Bag* with a partner. Remind them to speak faster and use a higher pitch when they read a sentence ending with an exclamation.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary

**Read each sentence. Look at the underlined word. Draw a picture for each word.**

I put things in my beach bag.

My family will use swimsuits.

The hats are in the bag.

I will count the big towels.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# My Beach Bag

