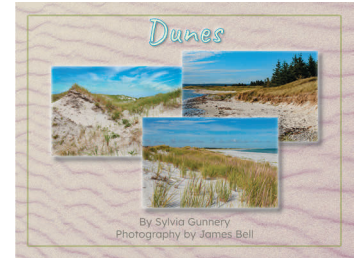
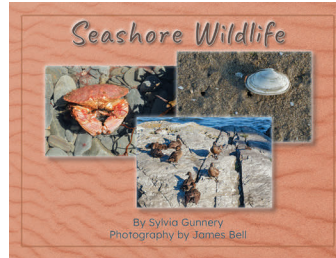
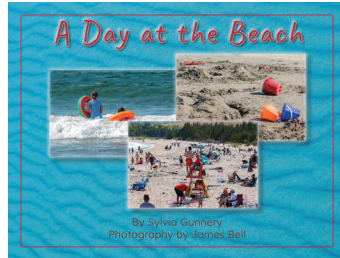
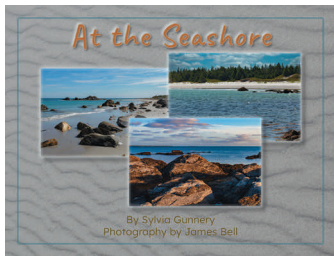


# The Seashore Set



## Ontario Language Expectations Addressed

**A1.1; A1.2; A2.3; A3.1; B1.1; B1.2; B1.3; B1.4; B1.5; B2.1; B2.2; B2.3; B2.4; B2.5; B2.7; B2.8; B3.1; B3.2; B3.3; C1.1; C1.2; C1.3; C1.4; C1.5; C2.1; C2.2; C2.3; C2.4; C2.5; C2.6; C2.7; C3.2; C3.3; C3.6; C3.8; D1.1; D1.2; D1.3; D1.4; D1.5; D2.1; D2.2; D2.3; D2.4; D2.5; D3.1; D3.2; D3.3**

This is a set of four levelled non-fiction books which describe features and activities at the seashore.

The titles are:

- *At the Seashore*
- *A Day at the Beach*
- *Seashore Wildlife*
- *Dunes*

### Some High Frequency Words:

*At the Seashore:* this, is, the

*A Day at the Beach:* you, can, go, in, on, play, with, lots, of

*Seashore Wildlife:* look, for, and, some, are, these, them, by, at, let's

*Dunes:* are, near, stops, away, from, help

### Some Interest Words:

*At the Seashore:* ocean, dune, seaweed, seashell

*A Day at the Beach:* beach, wade

*Seashore Wildlife:* wildlife, seagull, shore, birds, snails

*Dunes:* boardwalk, through

**Building Anticipation:** Show the students an assortment of objects /pictures you might find at the beach (sand, seaweed, shells, clams, rocks, etc.) Discuss where we might find all these objects. Children can share their experiences at a beach.

**Book Introduction:** Present the four books that they are going to be reading and ask what objects might be found at the seashore. Introduce each book separately guiding students through a book walk and locating a few of the interest words. Review the strategies they can use to solve unknown words.

**Discussion:** Share and reinforce the reading strategies the children used. Have children locate any words they found difficult or did not understand. Talk about all the different things that are found by the ocean or along the seashore. Brainstorm which activities they like to do at the beach.

## Responding Creatively:

**Language:** Brainstorm and list all the things they might do at the beach.

Develop a list of the seashore vocabulary with corresponding photos.

Make riddle books about the seashore. Read their riddles aloud for others to solve.

List and illustrate various objects they might see at the seashore.

Encourage verbal descriptions of the seashore objects. List the descriptive adjectives.

Make a class book of each of the four titles in the series.

Label various photographs of different seashore objects and play a concentration game.

Discuss and list the many beach activities students enjoy.

**Science:** Enjoy a class outing to a beach and observe and record all the different sights.

Discuss the importance of sand dunes and how to save them.

Provide a seashore centre which contains samples of items from the beach.

Talk about how plants and rocks are useful on the beaches.

Identify the different textures and shapes of items from the seashore.

List the possible dangers at the seashore.

List questions students may have on the ocean and /or seashore.

Divide into groups and research the answers to their questions.

Share their findings with the class.

**Math:** Sort different seashore objects by size and shape.

Survey their classmates and graph the most popular beach activity.

**Art:** Provide a variety of media for children to make different beach items.

Design and make a class mural of all the different things we can see and do at the beach.

**Drama:** Dramatize a beach activity.

**Health and Safety:** Review and list beach safety rules.

Discuss the importance of never going in the water alone.

# Language Foundations: Focused Teaching

<p>Phonemic Awareness</p> <p>Isolate and blend sounds (phonemes) orally to make words.</p>	<p>this; wave; beach; sand; dune; hill; near; on; stops; rock; wall; help; save; can</p>	<p>Children listen and repeat the sound slowly, then say the words.</p>
<p>Alphabet Knowledge</p> <p>Naming and forming upper- and lower-case letters both in and out of order.</p> <p>Printing upper- and lower-case letters with appropriate formation.</p>	<p>Alphabet Chart and alphabet cards</p> <p>tactile letters, plasticine, salt boxes, large printing samples with starting and ending points indicated (e.g. a green and a red dot)</p>	<p>Children sing alphabet song and use chart and cards to match upper- and lower-case letters. They recognize letters both in order and randomly.</p> <p>Children practice letter formation in salt and other tactile surfaces until ready to print letters on paper. Students work on correct formation of letters.</p>
<p>Phonics</p> <p>Decodable words Letter and sound correspondence</p> <p>Long vowel sounds Single syllable words that end with an e (“pinching e”)</p> <p>Word level reading and spelling using phonics</p>	<p>can; go; dig; sand; on; play; from; lots; help; rock; front; stop; grass; and</p> <p>dune; ride; wade; wave; shore; hide; use; save</p>	<p>Using phonetic skills taught children decode the words orally. Using magnetic letters children practice making the word from the sounds they hear.</p> <p>Review vowel sounds both long and short. Have children discover what is the same with all words listed. Children use magnetic letters to make the words. Scramble the letters and have them make the words. Children then spell and read the words fluently.</p>
<p>Language Conventions</p> <p>Word endings: adding ing at the end of verbs</p> <p>Compound words</p>	<p>stand-ing; fly-ing; find-ing; blow-ing</p> <p>sea-weed; star-fish; sea-shell; wild-life; sea-shore; sea-gull; board-walk</p>	<p>Using magnetic letters have students practice adding the ing to the base words and then use these words in sentences.</p> <p>Provide word cards with the parts of compound words for the children to combine, then print and use orally in a sentence. Using magnetic letters children make the two words found in each compound word. Mix the letters up and children make the compound words. They read each compound word and use it in a sentence. Have children try and make other compound words.</p>
<p>Reading Fluency</p> <p>Accuracy, rate and prosody</p>	<p>All four texts in this set</p>	<p>Encourage the students to read with increasing automaticity, accuracy and expression.</p> <p>Have students listen to a recording of their reading and evaluate how they sound.</p>