



Sandcastle

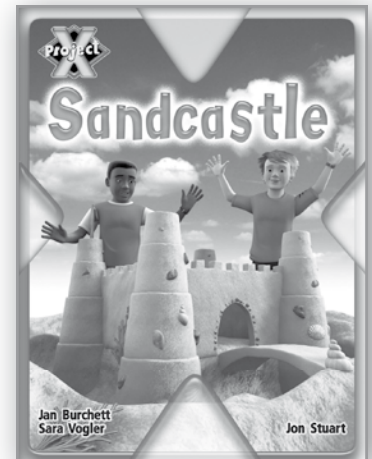
BY JAN BURCHETT AND SARA VOGLER

About this book

Max and Jet are at the seaside with Max's mother and his sister, Molly. The boys shrink so they can explore a sandcastle, but are nearly trapped when Molly starts to fill the moat with water.

Reading Level: L (Fiction)

Word Count: 600+



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
from, for, shouted, what, where, then	<ul style="list-style-type: none"> reading silently adjusting rate using illustrations, context, and prior experience to make meaning and solve new words reading through words attempting unknown word using word chunks 	<ul style="list-style-type: none"> making connections retelling visualizing inferring identifying main idea

Before reading

- Ask the students if they have ever made a sandcastle. Where? What was it like? Turn to page 3 and talk about the features of this sandcastle.
- Look at page 2 and introduce the characters. Which ones are familiar to the students?
- Tell the students that the story will take place at the seashore. What do they imagine they might see there? Have them make mental images of the seashore and share things they smell, taste, hear, feel, and see. Remind them to make mental images as they read the book in order to understand the story more deeply.

Assessment Note

Do the students:

- respond with relevant ideas?
- share personal connections and visualizations?

During reading

- Read pages 4 and 5 aloud. When reading page 5, model how to refer back to the labelled sandcastle on page 3 to check words.



Buildings – Guided/Group Reading Notes

Remind students that using context and illustrations can help readers solve new words.

- Continue to read aloud to the end of page 7. Model the use of your voice to represent dialogue and to build suspense. As you reach the point where the boys begins to shrink, ask the students to predict what might happen.
- Ask the students to read the entire book silently. Have one child at a time read quietly to you and assess their control of the reading process in this book.
- As they finish reading, ask students to sketch something they visualized as they read, and write words around the drawing to indicate sounds, smells, tastes, and textures.



After reading

- Have the students share the mental images they formed while reading, and the words or ideas that support their images. (**visualizing, metacognition**)
- Ask the students:
 - What are the main ideas in the story? (**identifying main idea**)
 - Look at pages 12 and 13. How would it feel to be in Max and Jet's position? (**inferring, deducing**)
- Have the students reread pages 20 and 21. Discuss the choice of words used to describe the sea's actions and how these words create a certain mood. Compare the sea in this picture to the one on page 22. How does it reflect the mood now? (**author's craft**)

Additional activities

- **Word Study:** Write the word *shell* on the board. Have the students isolate the first sound in the word. Remind them that the two letters *s* and *h* combine to make the sound /sh/. Have them find other examples of /sh/ in the book. Invite them to comment on how this sound is linked with the sea. How do words such as *splash* (page 12), *washed* (page 18), and *crashed* (page 20) affect the reader, and have connections to the sea?
- Have the students:
 - write what will happen next in the story.
 - research a seashore and create a fact booklet about one of its features (e.g., tidal pool animals, tides, sea shells, etc.).
 - work in groups to build a sandcastle at the sand table. Take digital photographs of the castle, load them onto the computer and have students write about their structure.
 - create a beach scene using a variety of materials.

Assessment Note

How do the students solve difficult text?

Are the students:

- reading expressively?
- in control of high-frequency words?
- reading at an appropriate rate?

Assessment Note

Do the students:

- explain their visualizations?
- identify main ideas?
- infer using prior knowledge and text clues?
- identify how choice of words and illustrations affect mood and atmosphere?

Assessment Note

Do the students:

- identify the /sh/ phoneme and recognize its primary spelling pattern?
- use a range of strategies to write unfamiliar words?
- identify and record important information?
- clearly explain the parts of a castle?



Buildings – Guided/Group Reading Notes

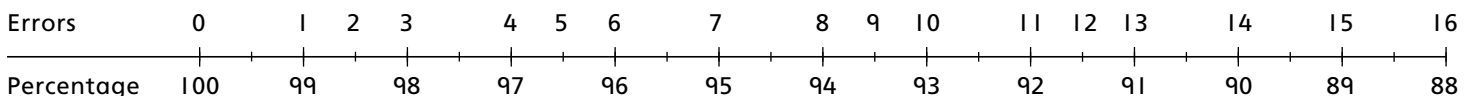
Sandcastle

Level L (Fiction)
Running Words: 139

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
4	Max and Jet were at the beach. They were with Max's mom and his little sister, Molly. "Look at that sandcastle over by the rocks," said Max. "Race you there!" Max and Jet ran off to explore.				
5	They stared at the sandcastle. It was amazing! A paper flag flapped from one of the towers. The walls were decorated with coloured shells and seaweed. There was an empty moat.				
6	"Wow!" exclaimed Max. "I wonder who built it." Jet looked up and down the beach. "They're not here now," he grinned. "Let's take a look inside." Jet took hold of his watch. "Wait! Someone might see us," said Max.				
7	Max and Jet hid behind a large rock. They turned the dials on their watches and . . .				
8	Micro Max and Jet peeked out from their hiding place. "OK," said Jet. "Run for it."				
Percent Accuracy: _____ S.C. Ratio: 1: _____		Total			





The Snow Den

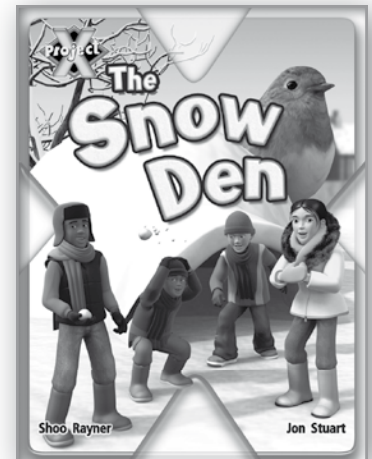
BY SHOO RAYNER

About this book

Max, Kat, Leo, and Jet build a micro-igloo and have fun safely sliding on the icy pond.

Reading Level: L (Fiction)

Word Count: 600+



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
was, want, with, went	<ul style="list-style-type: none">• reading silently• adjusting rate• using illustrations, context, and prior experience to make meaning and solve new words• reading through words• attempting unknown word using word chunks	<ul style="list-style-type: none">• making connections• retelling• visualizing• inferring• identifying main idea



Before reading

- Ask the students to talk about past experiences playing in snow or sliding on ice. What was it like?
- Display the book cover and talk about what they see. Then read the title. What is a snow den? What might it be like inside a snow den?
- Without letting the students see the text, read pages 2 and 3. Make a point of using your voice to represent the dialogue between characters. Can the students differentiate between Max and Jet?
- Continue to read pages 4 and 5 without showing the pictures. Have the students sketch what they visualize based on what you have read and what they know about the characters. Why don't all the students' pictures look the same?

Assessment Note

Do the students:

- respond with relevant connections and observations?
- create visualizations based on evidence?
- understand why each person's visualization is unique and reflects different prior knowledge?



Buildings – Guided/Group Reading Notes



During reading

- Review ways to solve new words, including: using illustrations, context, and prior knowledge; reading through words (beyond the first letter); and, attempting unknown words using word chunks.
- Ask the students to read the entire book silently. Listen to individual students read quietly and assess their control of the reading process in this book.
- As they finish reading, ask students to sketch something they visualized as they read. Have them write words around the drawing to indicate sounds, smells, tastes, and textures.



After reading

- Have the students share the mental images they formed while reading, and the words or ideas supporting their images. (**visualizing, metacognition**)
- Ask the students:
 - What are the main ideas in the story? (**identifying main idea**)
 - Would they like to be able to shrink when they play with their own friends? What would they be able to do if they were tiny? (**visualizing, applying information**)
 - What dangers could face tiny people in the snow? (**activating prior knowledge, synthesizing**)
- Have the students retell the story using pages 22 and 23. (**retelling**)

Additional activities

- **Word Study:** Introduce the term *onomatopoeia* and have the students find some examples in the text. For example: *Brrrr* (page 6), *WHOOSH* (page 7), *THUMP* (page 16), *whizzed* (page 17). Have the students say each word and note its sound. Point out that the author has formatted some words in upper case. Why? What is the effect of onomatopoeia? Use the Internet to find other examples of onomatopoeia.
- Have the students:
 - reread the story with a partner.
 - create a story about an adventure in the micro-den and publish the story as a comic or small book.
 - make a micro-den or igloo using modelling clay.
 - research real igloos. Where and how were they made? Have students write an explanation or create a labelled diagram.
 - research strong shapes for buildings (e.g., domes, arches, and triangles).
 - plan and undertake an in-class investigation into the strength of different thicknesses of ice.

Assessment Note

How do the students solve difficult text?

Are the students:

- reading in an expressive manner?
- in control of high-frequency words?
- reading at an appropriate rate?

Assessment Note

Do the students:

- explain their visualizations?
- identify the main ideas in the story?
- synthesize using prior knowledge and text information?
- include all elements of an effective retell?

Assessment Note

Do the students:

- effectively use their voices to represent onomatopoeic words?
- write a text that is organized and supported by illustrations?
- use a range of strategies to write unfamiliar words?
- share researched information in an organized and accessible manner?



Cool Buildings

BY MICK GOWAR

About this book

This non-fiction text describes buildings of different and unusual shapes, sizes, designs, and ages. It includes information about why each building is considered special.

Reading Level: L (Non-Fiction)

Word Count: 800+ (includes headings, labels, captions, and speech bubbles)



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
you, this, out, there, has, than	<ul style="list-style-type: none"> demonstrating phrased and expressive reading using illustrations, context, and prior experience to make meaning and solve new words reading silently attempting unknown word using word chunks using table of contents, index, labels, and other non-fiction features 	<ul style="list-style-type: none"> making connections retelling visualizing inferring asking and answering questions determining important information using text form and pattern to help make meaning



Before reading

- Ask the students if they have ever seen a really special building. What made it special?
- Take a picture walk through the first few pages of the book. Ask the students to talk about what they see.
- Turn back to the table of contents and ensure that everyone knows that this book does not have to be read in a linear fashion. Which sections sound the most interesting to them?
- Ask the students to find the entry associated with page 24. Turn to that page and explore how the glossary and index support the text.



During reading

- Tell the students that you want to learn about very large buildings. Model referring to the “Size” section on the contents

Assessment Note

Do the students:

- respond with relevant connections and observations?
- demonstrate understanding of the purposes of a table of contents, glossary, and index?



Buildings – Guided/Group Reading Notes

page, finding page 4, and scanning the two-page spread. Model the thought processes you use as you read the text, including the information in the inset box. End by raising additional questions such as: Why do people want to build the tallest building?

- Ask the students to follow the same process while they independently read pages 6 and 7. Have them share additional questions that occurred to them while reading.
- Direct the students to find information about a building that is made of ice. In which section might it be located? How will they find the right spot to read? Remind them to make use of the table of contents, glossary, and index.
- Ask students to read the rest of the text silently. Have one student at a time read quietly to you and assess their control of the reading process.



After reading

- Have the students share how they located the segment about the ice hotel. (**metacognition**)
- Have the students each share one fact they found interesting in the text. (**literal recall**)
- Ask students to refer to the book while retelling the main parts of the text. What needs to be included? What can be left out? (**retelling, determining important information**)
- Discuss why the library in Alexandria has letters from every language in the world carved on its wall. (**drawing conclusions**)
- Have students turn to pages 22 and 23 and answer Jet's question. (**evaluating, personal response**)

Additional activities

- **Word Study:** Review the meaning of the term *syllable*. Have each student identify the number of syllables in his or her first name. Direct them to make a four-column chart to sort words according to number of syllables. Have the students label the columns 1 to 4 and search the text for at least three words for each column. Direct them to divide the words into syllables. What do they notice about the vowel sounds in each syllable? Tell the students that, when writing longer words, they can figure them out syllable by syllable, making sure each part has a vowel.
- Have the students work cooperatively to create a book of local "cool buildings." It should include a table of contents, descriptions of the buildings, and an index.
- Provide the students with a range of building materials and have them build structures of different shapes and sizes.
- Have the students use a world map to find the locations of the "cool buildings" described in this text.

Assessment Note

Do the students:

- use appropriate strategies to solve new words?
- read high-frequency words with ease?
- read the text at an appropriate rate?

Assessment Note

Do the students:

- use the table of contents and index to find specific topics?
- answer questions and draw conclusions based on information in the text as well as prior knowledge?
- identify important information and retell the key elements of the text?

Assessment Note

Do the students:

- identify syllables and understand that each syllable has one vowel sound?
- work cooperatively to create an organized book and presentation?