The Sandcastle

The Sandcastle
by Jane Buxton
photographs by Mark Round

Running words: 34

Book Summary
A girl makes a sandcastle that is washed away when the tide comes in.

Building Basic Skills
High-frequency words – The, Here, is, the

Content words – Sandcastle, pail, shovel, water, sand, shell, flag, sandcastle, sea

Repeated phrase – Here is the

Phonics and phonemic awareness – S (Sandcastle), s (sand, sea, sandcastle), l (pail, shovel, shell), sh (shovel, shell)

Punctuation – periods, capital letters, exclamation point

Special Feature
Procedural text

Skills and Strategies
The Sandcastle can be used to introduce and reinforce:

- reading a variety of simple high-frequency words in context
- creating artwork or a piece of writing related to the text
- sharing ideas about the story with others in the group
- **B** writing a story that incorporates a similar model to that of the book.

Materials
- copies of words and punctuation for this book from page 89, cut and ready for use
- copies of BLM, pencil, markers
- sand tray, pails, shovels, decorations for sandcastles, water
- paper, markers, glue, sand
- T-charts labeled "s" and "sh"

Introducing the Text
Build sandcastles in a sand tray. Encourage children to talk about what they are using and doing at each stage of building. Leave the sandcastles standing to revisit later in the lesson.

Discussion Model
Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *We are going to read about a girl who makes a sandcastle at the beach. What equipment will the girl need to make her sandcastle?*

Page 3 – *Why is a pail useful when making a sandcastle?* Say the word "pail" together, listening for the final consonant sound.

Page 5 – *What is another important piece of equipment for sandcastle building? What sound can you hear at the end of "shovel"?*

Page 7 – *What is she doing with the water? Why is this a good idea?* (The sand holds its shape better when it is wet.) *What will she do next?*

Page 9 – *Is this a good place for a sandcastle? Why are there two pictures on this page?*

Pages 11 and 13 – Discuss the pictures and ask children to predict what she will do next. Look for "l" in the text.

Page 15 – *Is this a good sandcastle? What makes a good sandcastle? What would be an interesting way for this story to end?*

Page 16 – *What happened? How did the ocean reach her sandcastle?*

Reading the Text
Hand one book to each child. Together, read the title and the names of the author and photographer on the cover and title page.

Page 2 – Read the page aloud together. Ensure that all children are pointing to the words as they read them.

Page 4 – Begin reading with children, but leave them to read the end of the sentence quietly by themselves. Observe accuracy of one-to-one matching.

Pages 6–16 – Encourage children to read the remaining pages quietly to themselves. Draw their attention to the exclamation point on the last page and reread it expressively together.

Revisiting the Text
- Return to the sandcastles built earlier. Give children the opportunity to pour a pail of water over their sandcastle to observe what happens. Discuss how the girl could have saved her sandcastle from the tide.
- Scan the text for words with "s" and "sh" in them. Discuss the different sounds they make. Write the words on a t-chart. Add other "s" and "sh" words to the chart.
- Using the words and punctuation for this book from page 89, reassemble the sentences with children.

Following Up
- **B** On the BLM activity opposite, children practice writing "Here" and draw a picture of a sandcastle in the box.
- Children draw a sandcastle in the middle of a piece of paper and each of the items mentioned in the story around it. Paint the inside of the sandcastle with glue and sprinkle with sand.
- Working in pairs on a t-chart labeled "s" and "sh," children draw pictures of things beginning with these sounds in the appropriate places. Children may benefit from group brainstorming before beginning this activity.