



### About the Book

Text Type: Nonfiction/Informational    Page Count: 16    Word Count: 285

### Book Summary

The world is full of beaches, but they are not all alike. In *Amazing Beaches*, students will read about beautiful beaches that have special features, such as pink sand or a shore covered in smooth glass pebbles. Gorgeous photographs illustrate the information in the text, and simple world maps show the location of each highlighted beach. Each small section is only one page long, and the sentence complexity is adjusted for emergent readers.

### About the Lesson

#### Targeted Reading Strategy

- Visualize

#### Objectives

- Visualize to understand text
- Compare and contrast
- Discriminate initial consonant /g/ and /j/ sounds
- Identify initial consonant Gg
- Form and use contractions
- Identify and use color words

#### Materials

Green text indicates resources are available on the website.

- Book—*Amazing Beaches* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Colored markers or chalk
- Highlighters
- Compare and contrast, initial consonant Gg, contractions worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *from, have, some, this*
- Content words:  
Story critical: *beaches (n.), gems (n.), grains (n.), rare (adj.), shore (n.), tide (n.)*

### Before Reading

#### Build Background

- Ask students to draw a picture of a beach. Have students share and describe their picture with a partner, and invite volunteers to share their picture with the rest of the class.
- Draw a beach scene on the board. Discuss with students concrete details about beaches. Ask questions, such as: *What are beaches, what do people wear at the beach, what do people do at the beach?* As students share new details, add them to the picture on the board.

- Have students share with a partner what they would do on a beach. Invite volunteers to share their thoughts with the rest of the class, and record key words on the board above the beach scene.

### Book Walk

#### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

#### Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers often make pictures in their mind, or visualize, while they read. Point out that the images they create are built on the information in the text and their own prior knowledge. Explain to students that visualizing helps readers remember and enjoy what they are reading.
- Model visualizing using information on the cover.  
*Think-aloud: I see the title of this book is Amazing Beaches. Before I let myself focus on the picture, I close my eyes and create my own visualization for the topic. I've been to the beach before. I know a beach has sand, and waves that rush in and out, and water that gets deeper and deeper. Since I already know what a beach is, I visualize what would make an amazing beach. I see in my mind soft sand that slips through my fingers and water that is so clear you can see to the bottom. The beach I see is extremely beautiful. I visualize a beach that has people but is not too busy, with kids building sand castles and people riding surf boards. This is what I visualize when I read the words amazing beaches. My visual picture is different from the picture on the cover because it is my own.*
- Draw a picture on the board that represents your visualization from the think-aloud.
- Have students close their eyes. Read the text on page 4 aloud and have students create in their minds a picture to match the words. Ask students to open their eyes and draw a picture that shows what they visualized. Invite volunteers to share their picture with the rest of the class.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to organize information from a book is to explain how objects are alike and different. Write the words *compare* and *contrast* on the board and read them aloud. Explain that *compare* means noting how objects are similar or alike, and *contrast* means noting how objects are different.
- Draw a Venn diagram on the board. Point out that graphic organizers help students keep track of information, and explain that a Venn diagram is a special type of organizer that works well for comparing and contrasting information. Explain to students that they label each circle with one of the objects to be compared. Explain that details the two objects have in common are recorded in the middle where the circles overlap, and details that are different are listed in the appropriate outside circle.
- Label the left side of the diagram *elephants* and the right side *turtles*. Model comparing and contrasting.  
*Think-aloud: When I compare and contrast two items, I think about how they are alike and different. Let's compare elephants and turtles. What are features that an elephant and a turtle have in common? They both have four legs. I will write four legs in the middle part where the circles overlap. They both have two eyes, so I will write two eyes in the middle. How are they different? An elephant is a mammal, and turtle is a reptile. I will write mammal in the far side*

*of the left circle and reptile in the far side of the right circle to show that these details only apply to the elephant and the turtle, respectively. How else are these animals similar or different?*

- Fill in the Venn diagram while you speak.
- Have students work in groups to continue comparing and contrasting elephants and turtles. Invite volunteers to share details they discussed, and record the information in the appropriate portion of the Venn diagram. Ask students to review the comparison with a partner, and remind them to use the words *alike* or *similar*, *different* or *contrast*, and *compare*.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 10, you might say: *The grains of sand on this beach are unusual. What do you notice about them? They are black. What is a grain of sand? It is one tiny piece of sand.*
- Remind students to look at the picture and the letters with which a word begins to help decode difficult words. For example, point to the word *grains* on page 8 and say: *This word is difficult, so I will use the picture and the beginning sound of the word to help me decode it. The sentence informs me that some part of the beach is shaped like tiny stars. In the picture, I see a close-up of the sand, and each little piece of sand is shaped like a star. The word piece begins with the /p/ sound, though, and this word begins with the /g/ sound. What are pieces of sand called? I remember that small bits of sand are called grains. The word grains begins with the /g/ sound and makes sense in the sentence. The word must be grains.*
- Write the vocabulary words on the board, and read them aloud with students. Have students work in groups to search through the pictures in the book to find an example for each word. Invite students to say a word and identify the example they found from the pictures in the book, and explain their choice.
- Have students fold a piece of paper in half and write the word *beaches* on one side of the paper. On the other side, have students draw a picture that illustrates the meaning of the word. Have students repeat with the remaining vocabulary words. Have students work with a partner and use their pictures to create an oral sentence for each vocabulary word.
- Point out the glossary at the back of the book. Explain that a glossary contains a list of words and their definitions specific to the book. Invite volunteers to read the definition for a vocabulary word from the board, and discuss with students the meaning of the word. Repeat with the remaining vocabulary words.

### Set the Purpose

- Have students read to find out more about these special beaches. Remind them to visualize as they read and to compare and contrast the information in the book.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread.
- **Model visualizing.**

**Think-aloud:** *When I read about the hot-water beach on page 5, I used the words in the text to create visual images in my mind. The book informed me that visitors dig holes in the sand because warm water comes up from beneath and they want to sit in it. Using this information and my own prior knowledge about beaches, I visualized a strip of sand and water with lots of holes scattered about. Steam is rising from the holes, and boys and girls are sitting in them like they are little tubs. When I looked at the picture in the book, I saw it was similar to my visualization. A boy and girl are sitting in a ring of water, and other people are sitting in different holes in the background. It was also different from what I saw in my mind because it was a close-up of the hot water, instead of a long shot of the whole beach, with the water and sand and hot-water circles.*

- Draw a picture on the board to represent the visualization described in the think-aloud. Reinforce that visualizations will always be unique to the reader and probably different from the pictures in the book.
- Have students draw a picture to represent a visualization they made as they read. Have students share their picture with a partner, and invite volunteers to describe their picture to the rest of the class.
- Erase the information from the Venn diagram, and review with students how to use the graphic organizer to compare information. Write the words *hot-water beach* above the left circle and *glass beach* above the right circle.
- Have students work in groups to compare and contrast the two beaches. Call on each group to share how the beaches are similar or different, and record the information in the Venn diagram using key words.
- **Check for understanding:** Have students read to the end of page 11. Have students draw one more picture to represent a new visualization they made.
- Draw a new Venn diagram on the board, and label the left circle *bowling-ball beach* and the right circle *pink-sand beach*. Have students work with a partner to compare and contrast the two beaches. Discuss with the class details that describe how the beaches are similar and how they are different. Invite volunteers to come to the board and record a detail in the appropriate section of the Venn diagram, using key words or pictures.
- Have students read the remainder of the book. Remind them to visualize as they read and to compare new beaches to the ones they read about earlier.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- **Think-aloud:** *On page 14, I read about the 75-mile beach in Australia. I read that it was so long, airplanes used it as a runway. Also, the water at this beach was full of sharks. When I thought about this unusual information, I created a funny visualization. I saw a long beach full of airplanes, taking off and landing. The water crashing into the sandy beach was choppy, with numerous shark fins circling around. I hope the beach doesn't really look like that! That was the picture I saw in my mind, though. After looking at the picture in the book, I was relieved to see the beach looked like a normal beach, just very long and straight. Any sharks were hidden in the water. The visual pictures we make in our mind are imaginary and don't always match the real pictures. We need to be aware of the potential differences between what we create and see in our mind, and the reality of places and events.*
- Read page 15 aloud to students and have them draw a picture of what they visualized as they listened to the words. Ask students to review all the pictures they drew of visualizations. Have students work with a partner to choose their favorite picture, and have their partner guess what page the chosen visual image connects with.
- Have students discuss with a partner how visualizing helped them remember and enjoy the book.

### Reflect on the Comprehension Skill

- **Discussion:** Review the two Venn diagrams on the board comparing different beaches. Draw a new Venn diagram, and label it with two different beaches from the book. Have students work with a partner to compare and contrast the new beaches. Invite volunteers to come to the board and record a detail in the appropriate section of the Venn diagram, using key words or pictures.

- Discuss with students how they could use the Venn diagrams to compare and contrast more than one beach. Ask students to work with a partner to find a trait all the beaches have in common, and invite a volunteer to share the information with the rest of the class. Guide students in making other comparisons, such as finding details that two beaches share and the others do not or discovering beaches that have everything in common except one feature. Have students discuss with a partner how this sorting of information helps them to better remember the details from the book.
- **Independent practice:** Introduce, explain, and have students complete the **compare-and-contrast worksheet**. Ask students to compare two beaches that they didn't compare during the lesson. Have them work in pairs to check their work.
- **Enduring understanding:** In this book, you learned about unique beaches from around the world. Why do these beaches stand out as special? Which ones would you like to visit, and why?

### Build Skills

#### Phonological Awareness: Initial consonant /g/ and /j/ sounds

- Say the word *grains* aloud to students, emphasizing the initial /g/ sound. Have students say the word aloud and then say the /g/ sound.
- Have students work in groups to think of other words that begin with the same sound. Invite volunteers to share a word with the rest of the class.
- Say the word *gem* aloud to students, emphasizing the initial /j/ sound. Have students say the word aloud and then say the /j/ sound.
- Have students discuss with a partner the difference in sound between the two words, *grain* and *gem*. Invite volunteers to share their comparison with the rest of the class.
- **Check for understanding:** Say the following words one at a time, and have students clap their desk if the word begins with the /g/ sound and stomp their feet if it begins with the /j/ sound: *good, giraffe, give, gypsy, glue, and gold*.

#### Phonics: Initial consonant Gg

- Write the words *grains* and *gem* on the board and say them aloud with students.
- Have students say the /g/ sound aloud. Then, run your finger under the letters in the first word as students say the whole word aloud. Ask students to identify which letter represents the /g/ sound in the word *grains*.
- Have students say the /j/ sound aloud. Then, run your finger under the letters in the second word as students say the whole word aloud. Ask students to identify which letter represents the /j/ sound in the word *gem*.
- Explain to students that the letter *Gg* can make two sounds. Most often, the consonant *Gg* makes the /g/ sound, but sometimes it makes the /j/ sound. Explain that the sound used depends on the word.
- Ask students to work with a partner and find words that begin with the consonant *Gg* in their book. Have them circle words that begin with the /g/ sound and underline words that begin with the /j/ sound. Invite volunteers to share a word they found with the rest of the class and specify the beginning sound.
- Have students practice writing the letter *Gg* on a separate piece of paper while alternately saying the /g/ sound and the /j/ sound.
- **Check for understanding:** Write the following words that begin with the initial consonant *Gg* on the board, leaving off the initial consonant: *girl, gym, goal, grab, and genie*. Say each word, one at a time, and have volunteers come to the board and add the initial *Gg* to each word while other students trace the letter in the air. Have students discuss with a partner which words begin with the /g/ sound and which begin with the /j/ sound. Invite volunteers to come to the board and circle the words that begin with the /g/ sound and underline the words that begin with the /j/ sound.



- **Independent practice:** Introduce, explain, and have students complete the **initial consonant Gg worksheet**. If time allows, discuss their answers.

### Grammar and Mechanics: **Contractions**

- Have students read the last sentence on page 8 aloud. Ask students to point to the word *they're*. Write *they're* on the board.
- Explain to students that *they're* is a contraction and is made by joining together the words *they* and *are*. Write the words *they* and *are* on the board beneath the word *they're*. Have students read the sentence from page 8 again, this time substituting the words *they* and *are* for the word *they're*. Ask students to give a thumbs-up signal if the sentence still makes sense.
- Explain to students that a *contraction* is a word formed by *joining two words and connecting them with an apostrophe*.
- Write an apostrophe symbol on the board, and have students point to the apostrophe in *they're*. Point out that the apostrophe shows where a letter has been left out. Explain to students that in contractions one letter is always left out when the two words are combined. Ask students to identify which letter has been left out of the contraction *they're*.
- Write the following contractions on the board: *didn't*, *that's*, and *can't*. Have students work with a partner to determine the two words that form each contraction, and have each student write the words on a separate sheet of paper. Point to the contractions on the board and have students call out the two words that are joined to create the contraction.
- Write the words *she* and *is* on the board and read them aloud with students. Have students work in groups to discuss how they would join these words to make a contraction, and ask students to write the contraction on their separate sheet of paper. Write the contraction *she's* on the board, and have students correct their written contraction if necessary.
- **Check for understanding:** Have students work with a partner to find and highlight all the contractions in the book. Have students write somewhere on the page the two original words that were joined to form the contraction. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if the word is a contraction.
- **Independent practice:** Introduce, explain, and have students complete the **contractions worksheet**. If time allows, discuss their answers.

### Word Work: **Color words**

- Have students turn to page 11 and identify the color of the sand on this beach. Then, ask students to point to the word *pink* on the page. Have them share with a partner how they know that the word is *pink*.
- Remind students that *pink* is a color word. Review with students that *color words* are words that *identify colors*. Have students look through the book and count the number of color words they find (thirteen, including section titles and *whitest*).
- Have students discuss with a partner the colors they see in the pictures. Call on random students to share a color, and record it on the board using a marker or chalk of the same color.
- Read a color word from the board and have students repeat. Brainstorm with students to generate a list of objects of that color. Record the names of the objects beneath the appropriate color word. Repeat this process with the other color words on the board.
- **Check for understanding:** Have students work with a partner to choose four color words from the board and create oral sentences for each one. Ask students to draw a picture for one of the sentences they made and color it with the color described in the sentence. Invite volunteers to share their picture with the class.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the connections they made to the book with someone at home.

### Extend the Reading

#### Informational Writing Connection

Have students choose a location they think is amazing (not a beach). Ask them to draw a picture of their chosen spot with as much detail as they can remember. Then, have students write one sentence identifying their location, two sentences describing it, and one sentence explaining why their place is amazing.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

#### Social Studies Connection

Provide a blank world map to students. Have students work in groups to mark on the map the location of each beach from the book. Allow them to color their map. Assign each group one location from the map and have them research the area surrounding the beach. Ask groups to find information on the state (where applicable), country, and continent of the beach. Then, have students learn about the language and customs of that region. Have groups create a poster that displays the information they gathered and present it to the class.

#### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- consistently use the strategy of visualizing to understand text during discussion
- accurately compare and contrast information from the book during discussion and on a worksheet
- consistently discriminate initial consonant /g/ sound and /j/ sound during discussion
- accurately write the letter symbol that represents the /g/ sound and /j/ sound during discussion and on a worksheet
- correctly form and use contractions during discussion and on a worksheet
- accurately use color words during discussion and in oral sentences

#### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)