

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 208

Book Summary

Explore the amazing art of sand sculpting in *Statues in the Sand*. Follow along with sand sculptors as they create animals, famous figures, and even entire cities completely out of sand. Students will enjoy detailed photographs of the sculpting process in addition to up-close images of these extraordinary pieces of art.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand text
- Identify the main idea and details
- Discriminate initial and final consonant *st*-blends
- Identify initial and final consonant *st*-blends
- Identify inflectional ending *-ing*
- Identify high-frequency words *make*, *their*, and *they*

Materials

Green text indicates resources are available on the website.

- Book—*Statues in the Sand* (copy for each student)
- Chalkboard or dry-erase board
- Pictures of statues made from various materials
- Dictionary
- Main idea and details, initial and final consonant *st*-blends, inflectional ending *-ing* 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

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *make*, *their*, *they*
- Content words:
 Story critical: ***amazing*** (*adj.*), ***carve*** (*v.*), ***contests*** (*n.*), ***sand castles*** (*n.*),
sculptors (*n.*), ***statues*** (*n.*)

Before Reading

Build Background

- Explain to students that a statue is a three-dimensional piece of art. Point out that artists can use many different types of materials to make statues, such as wood, stone, or metal. Ask students what other kinds of materials could be used to build a statue. Provide pictures or examples of statues, each made of different materials.

- Ask students if they have ever created a statue and if so, what kinds of materials they used. Ask students if they have ever tried to build a statue out of sand. Invite students to share their experiences with the class.
- Explain to students that they will be reading about artists who create amazing statues made of sand.

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 and author's name).

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember what they are reading is to stop now and then to summarize, or review in their mind, the details of what is happening in the book.
- Model how to summarize.
Think-Aloud: As I read this book, I am going to stop every now and then to remind myself what I have learned so far about building statues in the sand. Doing this helps me remember what I am reading and makes me think about new information. When I finish reading the book, I should be able to tell, in my own words, the information about sand statues that I have read about.
- Have students turn to the table of contents. Read the section headings together. Explain to students that you will be showing them how to stop and summarize what they have read as a strategy for understanding and remembering the information in the book. Point out that being aware of the different sections in the book will make it easier to summarize what they have learned.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain or review that many books are about one topic. Explain that it is easy to know what this book is about because the topic is the title (*Statues in the Sand*). Remind students that a main idea is the general topic of a book or the subject of a section of the book. The details are the extra facts or descriptions that give the reader more information about the main idea.
- Have students look at the table of contents. Explain that each section in this book contains different information about building sand statues. Point out that the section heading and the first sentence in the section usually give a hint about the main idea of the section. Explain that the other sentences in the section usually provide details that relate to the main idea.
- Provide a simple model for identifying main idea and details. Draw a sample two-column chart on the board. Write the heading *Animals* above the left column and the heading *Details* above the right column.
- Model identifying the main idea and supporting details.
Think-aloud: The topic, or main idea, of my chart is Animals. (Write the name of an animal, such as a turtle, in the first column, and write a detail about turtles in the second column, such as a physical trait, a personal experience with a turtle, and so on.) The detail I listed helps you to know a little bit more about turtles and helps you form a more complete picture in your mind if you were to read the chart and did not know much about turtles.
- As a group, add other animals to the list. Have students provide details about each animal and perhaps include some unusual facts. Explain to students that after they read the book, they will make a similar chart that includes the main idea and details from each section of the book.

Introduce the Vocabulary


- Write the following content vocabulary words on the board: *amazing*, *sculptors*, and *contests*.
- Point out that these three words can be found in the text and that knowing what they mean will help students understand what they are reading. Divide students into pairs and give each set of students three pieces of blank paper. Have students label each page with a content vocabulary word. Invite them to draw and write what they know about each word and to create a definition using their prior knowledge.
- Model how students can use a dictionary to find the meaning of a word. Have them locate the word *amazing* in the dictionary. Invite a volunteer to read the definition aloud.
- Show students the glossary on page 16. Have them locate the word *amazing* in the glossary. Have students compare the dictionary definition with the glossary definition. Ask them to compare these definitions to the definition they created on the basis of their prior knowledge.
- Ask students to locate the word *amazing* on page 6 and read the sentence containing the word aloud. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out how statues are made from sand. Remind them to pause after each section to identify the main idea and summarize in their mind what they have read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 5 and then stop to think about what they have learned so far. Encourage students who finish before others to reread the text.
 - Model identifying the main idea and details.
Think-aloud: *After I read the section titled "Introduction," I learned that sand sculptors are people who create art out of sand (main idea). I learned that sand sculptors get paid to play in the sand (detail).*
 - Have students read to the end of page 7 and then stop to think about what they have learned so far. Encourage students who finish before others to reread the text.
 - Explain to students that it will help them remember information they read in nonfiction books if they can organize the key facts on a graphic organizer. Give students a copy of the [main-idea-and-details worksheet](#). Explain that as they read, they can list the main idea of each section in the first column and details about the main idea in the second column. When they have completed the chart, they will have a summary of the key information in the book. Say: *After I read the section "Sand Sculptors," I learned that sand sculptors make statues of sand. I will write this information in the first column of the worksheet. I also learned that sand statues take days to build and can last for months. I will write this information in the second column of the worksheet because this information contains details that support the main idea.*
 - **Check for understanding:** Have students read the section "What Sand Sculptors Do." Invite students to record the main idea of this section in the first column of the worksheet and the supporting details in the second column. Have students share their responses with the class.
 - Invite students to work with a partner to summarize what they have read so far. Remind students that a summary only contains the most important details from the text. Encourage students to use their main-idea-and-details worksheet for support.
 - Have students read the remainder of the book. Remind them to pause after they read each section to summarize what they have read so far.
-  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

- Remind students that a summary is a brief overview of only the most important information in a book or a section of a book. Summarize the section “Amazing Sand Statues.”
Think-aloud: A summary of the section “Amazing Sand Statues” might be: Sand statues can come in all different shapes and forms. Some sand statues look like animals while others look like famous people or even entire cities.
- Have students summarize the book from the beginning to a partner. Listen for whether they include all events in the correct order. Encourage students to use content vocabulary in their summary.

Reflect on the Comprehension Skill

- **Discussion:** Discuss how using a graphic organizer is a helpful tool to track the main ideas and supporting details in the text. Ask students how identifying the main ideas and supporting details helped them to create a summary of the text.
- **Independent practice:** Have students complete the main-idea-and-details worksheet for the section “Amazing Sand Statues.” If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned how sand statues are made and the different forms they can take. How is sand sculpting similar to other art forms such as drawing or painting? How is it different?

Build Skills

Phonological Awareness: Initial and final consonant st-blends

- Say the word *stand* aloud to students, emphasizing the initial /st/ sound. Have students say the word aloud and then say the /st/ sound.
- Say the word *first* aloud to students, emphasizing the final /st/ sound. Have students say the word aloud and then say the /st/ sound.
- Read page 6 aloud to students. Have them raise their hand when they hear a word that begins with the /st/ sound (*statues*).
- Read page 7 aloud to students. Have them raise their hand when they hear a word that ends with the /st/ sound (*last*).
- **Check for understanding:** Say the following words one at a time. Have students give a thumbs-up signal if the word begins with the /st/ sound and a thumbs-down signal if the word ends with the /st/ sound: *first, stop, stamp, most, fast, stand, stuck, must, burst, stack, nest*.

Phonics: Initial and final consonant st-blends

- Write the words *start* and *last* on the board and say them aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which two letters represent the /st/ sound at the beginning of the word *start* and at the end of *last*.
- Have students practice writing the consonant st-blend on a separate sheet of paper while saying the /st/ sound.
- Write the following words that begin or end with the consonant st-blend on the board, leaving off the initial or final blend: *cast, stack, stick, nest, most, still, rest, stomp*. Say each word, one at a time, and have volunteers come to the board and add the consonant st-blend.



Check for understanding: Invite students to work with a partner to reread page 8. Have students circle one word with the initial consonant *st*-blend (*statues*) and one word with the final consonant *st*-blend (*first*).

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

Grammar and Mechanics: **Inflectional ending -ing**

- Write the following sentence on the board: *Sand sculptors like playing in the sand.*
- Circle the word *playing*. Explain to students that *-ing* is an example of an *inflectional ending*. An inflectional ending is added to the end of a base word. Point out to students that the base word of *playing* is *play*. Invite a volunteer to underline the base word of *playing*.
- Create two columns on the board. Label the columns *Base Word* and *-ing*. Model adding the inflectional ending *-ing* to the following words: *build, learn, stand, shake, strike*. Point out to students that with words that end with a silent e, such as *shake* and *strike*, they must first drop the silent e and then add the inflectional ending *-ing*.
- Have students turn to page 6 and read the first sentence aloud. Write the word *amazing* on the board. Circle the inflectional ending *-ing* and ask a volunteer to identify the base word of *amazing* (*amaze*). Remind students that sometimes the silent e is dropped from a word in order to add the inflectional ending. Read the second sentence on page 6 aloud to students and write the word *interesting* on the board. Circle the inflectional ending *-ing* and ask a volunteer to identify the base word (*interest*).



Check for understanding: Have students turn to page 11 and locate the word *carving*. Have students write the base word of *carving* in the margin of the page.

- **Independent practice:** Introduce, explain and have students complete the **inflectional ending -ing worksheet**. If time allows, discuss their answers.

Word Work: **High-frequency words make, their, they**

- Explain to students that they are going to learn several words that they will often see in books as they read. Write the words *make, their, and they* on the board and read each word aloud. Have students read the words aloud with you.
- Ask students to write the word *make* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter as you say the letter name with students.
- Read the first sentence on page 6 aloud to students. Point to the word *make*. Have students read the sentence aloud as a class. Invite students to turn to a partner and use the word *make* in a complete sentence.
- Point to the word *their* on the board. Ask students to write the word *their* on the top of their desk with their finger as you spell the word aloud. Have them say the word *their* aloud.
- Read the first sentence on page 7 aloud to students. Point to the word *their*. Have students read the sentence aloud as a class. Explain to students that the word *their* in this sentence refers to the people making the sand statues. Invite students to turn to a partner and use the word *their* in a sentence.
- Point to the word *they* on the board. Ask students to write the word *they* on the top of their desk with their finger as you spell the word aloud. Have them say the word *they* aloud.
- Read the second sentence on page 6 aloud to students. Point to the word *they*. Have students read the sentence aloud. Ask students who the word *they* refers to in this sentence (*the sand sculptors*). Invite students to turn to a partner and use the word *they* in a sentence.



Check for understanding: Have students reread the text with a partner and circle the high-frequency words *make*, *their*, and *they*.

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 identify the main idea and supporting details for each section of the text with someone at home.

Extend the Reading

Informational Writing and Art Connection

Invite students to imagine they are a sand sculptor. Have students brainstorm to produce ideas about what kind of sand statue they would create: an animal, a person, a city, an imaginary creature, and so on. Have students write or dictate a paragraph about their sculpture. Encourage students to include the “how-to” details in their writing on the basis of information from the text. Have students include an illustration of their sand statue. Invite students to share their writing and illustration with the class. Display students’ writing and illustrations throughout the classroom and point out the diversity among students’ creations.

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

Social Studies Connection

Discuss the use of sand to create pieces of art. Explain to students that artwork can be made of all different kinds of materials, some of which can be very unusual. Ask students what types of unusual materials they have used in their own art or have seen used in pieces of art. Record this information on the board. Invite the art teacher or artists from the community to come to the classroom and demonstrate the use of unusual materials to create various forms of art. Have students prepare questions prior to the visit to ask the artist. Ask students how the art forms demonstrated are similar to sand statues from the book and how they are different.

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 summarizing to understand text during discussion
- accurately identify the main ideas and details of the text during discussion and on a worksheet
- correctly discriminate initial and final consonant *st*-blends during discussion
- accurately identify initial and final consonant *st*-blends in the text and on a worksheet
- correctly understand and use the inflectional ending *-ing* during discussion and on a worksheet
- consistently identify and use high-frequency words *make*, *their*, and *they*

Comprehension Checks

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