

Focus Question:

How do you use your senses when you go places?

Book Summary

Text Type: Nonfiction/Descriptive

Imagine the sound of the waves crashing on shore, the warm ocean breeze, and the sand beneath your toes. In *Imagine the Beach*, students are invited to use their imagination and senses to take a trip to the beach in their mind's eye. Colorful photographs support students' learning as they practice visualizing and classifying information.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Classify information
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant /s/ sound
- ☐ Identify initial consonant Ss
- ☐ Identify and use interrogative sentences
- ☐ Identify and use the high-frequency words *can*, *what*, and *you*

Materials

- ☐ Book: *Imagine the Beach* (copy for each student)
- ☐ Classify information, initial consonant Ss, interrogative sentences worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

- **High-frequency words:** *can*, *what*, *you*
- **Words to Know**
Story critical: *crashing* (adj.), *dive* (v.), *imagine* (v.), *rough* (adj.), *salty* (adj.), *sense* (n.)
- **Academic vocabulary:** *show* (v.)

Guiding the Reading

Before Reading

Build Background

Write the words *Five Senses* on the board and read them aloud to students. Invite volunteers to name the five senses (sight, touch, taste, smell, and hearing) and list them on the board to create a five-column chart. Have students work in small groups to use their senses to make observations about the classroom. Invite students to share their discussions and record the information in the correct column on the chart.

Introduce the Book

- Give students their copy of *Imagine the Beach*. 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, illustrator's name).

Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the pictures in a book can also provide information to add to visualizations. Have students close their eyes as you read page 4 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the book.

Introduce the Comprehension Skill:

Classify information

- Explain to students that oftentimes information found in nonfiction stories can be placed into groups, or categories. Placing information into groups is called *classifying information*. When readers notice these categories while reading, it will help them remember and understand the story. Point out that as they read, students should pause

Guiding the Reading (cont.)

to consider how the author classifies information about things at the beach.

- Guide students back to the *Five Senses* chart on the board. Point out that each sense represents a different group or category. Explain that their observations of the classroom can be placed in one of the five categories. Have students suggest examples that can be placed in more than one category. For example, a pencil can be touched and can be seen. Invite students to suggest additional observations of the classroom and have volunteers determine in which category this information should be recorded.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students, and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about the beach. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What does it mean to imagine something?* (level 1) page 4
- *What can you smell at the beach?* (level 1) page 5
- *What senses do you use when eating ice cream at the beach?* (level 1) page 9
- *Which senses do you use to imagine the beach?* (level 2) multiple pages
- *How do your senses help you to imagine the beach?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information. Have students work in small groups

to review the photograph on page 5. Ask students: *Why do you think the author chose this photograph to show the salty air? What information does this photograph give you about the beach?* Have students review other photographs in the story and discuss in small groups why the author chose each one.

Skill Review

- Model for students how you create visual images on the basis of your prior knowledge and experience. Remind students that their visualizations do not need to look like the pictures in the book. Have students turn to a partner and discuss why pausing to visualize is important and why their visualizations will look different from the pictures in the book. Have students share their discussions with the class.
- Direct students to stop at several points during reading to draw a representation of what they visualize. Invite volunteers to share their pictures.
- Model classifying information.
Think-aloud: The story is providing me with information about the beach. I learned that there are many things to observe at the beach, such as crashing waves, salty air, and yummy ice cream. I know that I can use my five senses when making observations and that I can use these senses as categories, or groups. For example, the crashing waves would be placed in the category of things that can be heard at the beach while the ice cream should be placed in the group of things that can be tasted at the beach.
- Have students work in small groups to think of other things that can be observed at the beach. Invite them to consider in which category each observation should be placed. Invite volunteers to share their discussions with the class and record this information on the board.
- Model how to complete the [classify information worksheet](#).

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.

Skill Review

Graphic Organizer: Classify information

Review the classify information worksheet that students completed. Have students share their work in groups. Invite students to share their findings with the class.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. An example: *When you go places, you can use your senses by considering what you can see, hear, taste, smell, and touch.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant /s/ sound

- Say the word *sea* aloud to students, emphasizing the consonant /s/ sound. Have students say the word aloud and then say the consonant /s/ sound. Have students practice saying the /s/ sound to a partner.
- Read page 5 aloud and have students stand up and sit down when they hear a word containing the initial consonant /s/ sound.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the consonant /s/ sound: *sock, sing, beach, sun, wave, sap, snore, air.*

Phonics: Initial consonant Ss

- Write the word *sand* on the board and read it aloud with students.
- Have students say the consonant /s/ sound aloud. Then, run your finger under the letters in the word *sand* as students say the whole word aloud. Ask students to identify which letter represents the consonant /s/ sound in the word *sand*.
- Have students practice writing the consonant Ss on a separate piece of paper or dry-erase board while saying the /s/ sound.
- **Check for understanding:** Write the following words on the board, leaving out the initial consonant Ss: *sit, sun, sip, still, sat, snap, and stop.* Invite volunteers to come to the board and add the initial consonant Ss and read each word aloud.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Ss worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics:

Interrogative sentences

- Write the following sentences on the board: *Close your eyes. Can you imagine the beach in your mind?* Read the sentences aloud to students and have them identify which sentence asks a question. Circle the question mark at the end of the sentence and ask a volunteer to name this punctuation mark. Explain to students that sentences that ask a question always end with a question mark. Have students use their pointer finger to make a question mark in the air.
- Have students work with a partner to create interrogative sentences about the beach. Invite volunteers to share their sentences and record them on the board without the correct punctuation. Then have students come the board and add a question mark to each sentence.
- **Check for understanding:** Have students review the story with a partner to identify and circle all of the question marks. Review students' findings as a class. Discuss with students why it is important to signal a sentence that asks a question with a question mark.
- **Independent practice:** Introduce, explain, and have students complete the [interrogative sentences worksheet](#). If time allows, discuss their answers.

Word Work:

High-frequency words *can, what, you*

- Write the words *can, what, and you* on the board and read them aloud with students. Explain to students that they will often see these words in stories they read and they should memorize them so they can decode them right away.
- Spell each word aloud while students write letters in the air and then in the palm of their hand.
- Have students work with a partner to create oral sentences using the words *can, what, and you.* Call on students to share their sentences with the class and have students give a thumbs-up signal if the words are used correctly.
- **Check for understanding:** Invite students review the story independently and have them highlight each occurrence of the words *can, what, and you.* Review student's work together as a class.

Connections

- See the back of the book for cross-curricular extension ideas.