



Living room beach

Evan Croker

Focus phonics

ar written as a as in last, plaster, cast, past

ear written as eer as in peered, cheer

Tricky words

again, anything, could, friends, laughed, nowhere, should, their, there, thought, two, where, work, would

Book summary

Kenzo and Arata are looking forward to summery days at the beach, but Arata breaks his leg and their plans are ruined. Kenzo comes up with the idea of building a beach in their tenth floor flat. This goes well until the paddling pool bursts.

Learning intention

Phonics: To decode words with the focus phonemes of /ar/ spelt a and /ear/ spelt eer, to work on this group of grapheme-phoneme correspondences that feature in the book and to extend to other known words containing them.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover and read the title together. Ask: Who has a beach experience they would like to share? What do you take to the beach? What could the title mean? Would you find a beach in a living room? What do you see in the picture? (These boys are Arata and Kenzo. Arata has his leg in a cast. Kenzo is pretending to surf.) Compare the title page picture with the front cover. Do you see beach equipment? What do you think will be the setting

for the story? (a living room or a beach?) Who wrote the story? (Evan Croker) Have you read any other stories by Evan and what did you think of them? (He has also written *In the loop*, *Pie in the sky*, *Ducks in a row* in the Reading Road series.) Do you think this is a fiction or non-fiction text and why? Read the blurb on the back cover. Notice the illustrations of beach equipment. Invite students to share any prior knowledge of the topic of the book, and make predictions about what might happen in the story. Keep a note of predictions and return to them later. Flip through the book to get a sense of the contents.

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /ar/ written as a and /ear/ written as eer. Locate these words in the text. Think of and record other words that rhyme with last, e.g. fast, mast, vast.

Vocabulary check:

balcony p 2 outside area that sticks out from an upper level of a building

cast p 8 shape made of plaster to hold broken bones in place

Morphology: internet p 17 a global network of linked computers. The prefix inter- means among, between, reciprocal or mutual. The word internet originated in the 1970s.

Etymology: basement p 14 lowest floor of a building which can be below or partly below ground level. 1730 from "base" verb and "ment" suffix.

Tricky word practice: Display the tricky words *nowhere* and *laughed*. Ask: What are the tricky parts of these words?

nowhere – the tricky part is ere which says /air/.

laughed – the tricky parts are au which says /ar/ and gh which says /ff/.

Practise reading and spelling these words.

During reading

Read the story: This book may not fit into a single reading session. The end of Chapter 2, p 13 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. On p 2, ask: Where do the boys live? (10th floor in a block of flats) How can you tell they are excited? (arms waving in the air in the picture) What are they excited about? (summer holidays coming up) What do they want to do over summer? (go to the beach and surf) On p 4, ask: Why didn't they take the lift up to the 10th floor after school? (it was too slow to arrive) Students carry on with the reading in a natural speaking pace with minimal sounding out. Pay attention to punctuation, changing the tone for each character.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then summarise the main ideas to report back on it.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially words with the focus phonemes of /ar/ written as a and /ear/ written as eer.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 5, ask: What's a Wave Rider? (surf or boogie board) On p 6, why are the boys rushing? (to meet Dad at 4 pm) How did Arata break his leg? (he slipped and skidded down the concrete steps as he was passing Kenzo five steps at a time) On p 9, what bad news did Arata get? (he would be in a plaster for six weeks) Why did Arata wail when he heard that? (it meant he couldn't go to the beach in the summer holidays) What can you say about Arata and Kenzo so far?

After reading

Apply learning: Discuss the story. What rules did the nurse tell Arata to follow? (keep his leg up and not get the cast wet) What can you say about the idea Kenzo had of bringing the beach to the living room for Arata? What was your favourite part of the story?

Comprehension: Review the predictions made earlier. Were they correct? Were there any surprises? Encourage students to retell events in the right order, chapter by chapter. Discuss the questions on the inside back cover.

On p 2, what is concrete? (hard cement that footpaths can be made of) On p 23, what does "commentate" mean? (talking about what is happening in the moment) Find words that are in the past tense and say what verb is their base word, e.g. sulked p 12 from sulk; grabbed p 5 from grab; laughed p 23 from laugh; ran p 4 from run. Continue on with the following ones: stank p 2, spun p 6, replied p 12, laid p 14.

Look for words ending in er that sounds like /u/, e.g. summer, hotter, water. Practise saying these words with the schwa sound on the end.

Fluency: Choose a passage from the book and model how to read it fluently with appropriate attention to punctuation when reading, pausing and changing tone as appropriate. Students read the same passage, copying your reading. Students choose another brief passage and read it fluently/with expression to their partner and then swap over. Read parts of the text together (choral-read) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 12)

Summer was getting hotter by the day. "There must be a way to get there," Arata said to Kenzo.

"Where?" said Kenzo.

"The beach!" said Arata.

"But the wheelchair won't fit in Dad's car," Kenzo replied.

"There are big cabs that have extra room for wheelchairs," said Arata.

"That would cost too much. And what would you do when you got there?" Kenzo asked.

"I would paddle," Arata said.

"The nurse said you had to keep off your leg and keep the plaster dry. And what if you got sand down the cast? It would itch like anything," Kenzo said.

Arata sulked.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/ar/ spelt a. /ear/ spelt eer.

Read and write words and sentences.

Vocabulary.

Definitions.

Worksheet 2: Comprehension

Answer questions about the story.

Verbs.

Synonyms.

Joining sentences.

Worksheet 3: Geography

Read about beaches.

Use an atlas.

Design a travel poster.

Write a persuasive piece of writing.

Worksheet 4: Maths

Design a living room using a grid and plan.