

# Made Out of Sand

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the text. After reading, check on predictions made at the beginning. Were your predictions correct? What have you made out of sand?

### Vocabulary

**High-frequency Words:** can, of, a, make, out, you, made

**Content Words:** cat, sand, horse, star, car, train, plane, castle

### Phonemic Awareness

Recognise and produce words that have the same medial sound: /o/

### Phonics

**Letters and Sounds:** o

**Words to Blend and Segment:** hot, hop, top, not, got

### Fluency

Students practise reading the book on their own and then orally to the teacher.



Look at all the sandcastles people have made.

## Before Reading

- Ask: Have you ever played in sand or made sandcastles? What have you made out of sand? Students look at the cover and describe what they see and predict what the title might be. Listen to the title and read it together.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about the shape that is made out of sand. Make predictions about the text.
- Talk/walk through the pictures. Discuss the different sand creation on each page. Before turning to page 16, ask: What sand castle do you think might be on the last page?

## Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss the sand creation then read the words together: *You can make a cat out of sand*. Students point to the words as they are read.
- Follow this pattern for each page. Were their predictions correct about the text and the ending?

## After reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Who do you think could make this amazing castle?
- Students find the rhyming words in the text: *car/star*; *train/plane*. Reread the text together.

## **Phonemic Awareness**

- Recognise and produce words that have the same medial sound: /o/ Check that students know how to listen for the middle sound /h/ /o/ /t/. Say the words *hot, hop, top, not, got*, slowly emphasising the /o/ sound in the middle of each. Students copy the model.
- Students listen for the /o/ sound in other words said slowly and indicate when they hear the /o/ sound, e.g. cot, rat, rot, cat, pot, pet, sat.

## **Phonics**

- Discuss the name and sound of the letter o. Write cvc words *hot, not, got, hop* and *top* on the board to practise blending and segmenting the sounds together as a group. e.g. /h/ /o/ /t/, *hot*.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *can, of, make, a, out, you* and *made*. Print the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book.
- Provide cut-up versions of the sentence, *You can make a car out of sand*, for students to glue onto a sheet and illustrate.

## **Fluency**

- Students practise reading the text on their own and then orally to the teacher. As this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader information.

## **Writing**

- Have students write a new text using the same pattern: *You can make a \_\_\_\_\_ out of sand*. They think of other things they could make out of sand, e.g. banana, truck, shark, apple, carrot, boat. Students write their text and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.