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| About this Resource:*This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** |
| Read Aloud:The Seashore Book <http://achievethecore.org/page/2575/the-seashore> | **Synopsis of Text:**A young boy, who has never seen the sea, asks his mother to describe it. As the poem progresses, the author uses descriptive words, similes, and other figurative language to make the experience come alive. The young boy comes to realize he can return to the beach anytime through his imagination.  |
| Related Text 1:Going to the Beach![https://digital.readworks.org/article/Going-to-the-Beach!/c2263a52-50cf-478d-ba3a-eee53cc796ed#!articleTab:content/](https://digital.readworks.org/article/Going-to-the-Beach%21/c2263a52-50cf-478d-ba3a-eee53cc796ed#!articleTab:content/) | **Synopsis, highlighting related learning:**This short informational text describes things at the beach, the setting of the poem in the read-aloud text, including sand, seashells, and ocean water, and what you can do with these things. |
| Related Text 2:Amazing Beaches<https://www.raz-plus.com/books/leveled-books/book/?id=1952&lang=English> | **Synopsis, highlighting related learning:**This book describes different kinds of beaches around the world. Students learn about special features of beaches and also that beaches are not all alike.  |
| Related Text 3:Beaches and Dunes<https://www.dkfindout.com/uk/earth/coasts/beaches-and-dunes/> | **Synopsis, highlighting related learning:**This text explains what a beach is and how they are made. It describes how they can be reshaped by waves and wind. It includes photographs of different kinds of beaches, with captions describing each beach. |

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| **Optional Supporting Resources** |
| Seashore Life: Tide Pools at Leo Carillio State Park<https://www.youtube.com/watch?v=iiPv4gVlJeI> | **Description/rationale for inclusion:**This video shows the wildlife found as the tide moves out along California’s coast. It features animals like starfish, sea anemones, and crabs. The sounds of the waves and the animals will help students experience what it is like at a beach. |
| Seashore Science<https://www.scholastic.com/teachers/articles/teaching-content/seashore-science/> | **Description/rationale for inclusion:**This website has a variety of science activities related to sand and beaches. Each activity includes a fact about seashores, allowing students to continue to build knowledge about beaches as they experience each activity. |
| **Writing/Culminating Tasks** |
| Text Type 1: Narrative | **Description of task:**Imagine you are on a trip to the beach. Draw and write a story about someone’s trip to the beach. Include the sequence of events that takes place using transition words to show the order of events. Be sure to:* Describe what the character sees and does at the beach
* Provide an ending for your story
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| Text Type 2: Opinion | **Description of task:**Think about what you have learned about the beach. Would you like to go to the beach? Write sentences stating your opinion about why you do or do not want to go to the beach using all that you have learned. Include at least one reason for your opinion and provide a conclusion. |
| Task Type 3: Research | **Description of task:**You have been learning about different kinds of beaches, but did you know that it’s important we protect beaches and keep them healthy? Visit the following websites to research how to protect beaches: <https://www.epa.gov/beaches/act-protect-beaches> and <http://www.oceandefenderhawaii.com/kids/>. Then, create a poster about how we can protect beaches. Be sure to:* Include a title
* Give details from your research about how to protect beaches and keep them healthy
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