

AT THE BEACH



PREPARATORY ACTIVITY

- Find a picture of the beach - either a photo from your photo album, or a scene from a tourist pamphlet. Present it to the group and discuss it together, talking about the things you can see and do at the beach. Encourage any personal recounts of things that have happened on a visit to the beach.

WORD SORTS

- Place the large beach scene on the table and encourage each child to think of verbs that go with the picture. When the suggestions have been exhausted, see if the children can add any more action words from their own vocabulary knowledge associated with trips to the beach.
 - After a reasonable vocabulary set has been listed, put out the individual pictures associated with the beach and list any further actions or activities that people do at the beach or other things that happen.
 - Read through the list of words that have been brainstormed, and sort through them to highlight all the action words that a child might do. Then make a comparison list of action words for other things that happen at the beach (for example - seagulls squawking and waves crashing).
 - When the verbs have been sorted, identify anything you might need to do that activity (for example - you need a spade for digging).
 - As the group works through the verbs, model sentences such as “I dig in the sand with my spade.”

SENTENCE ACTIVITY

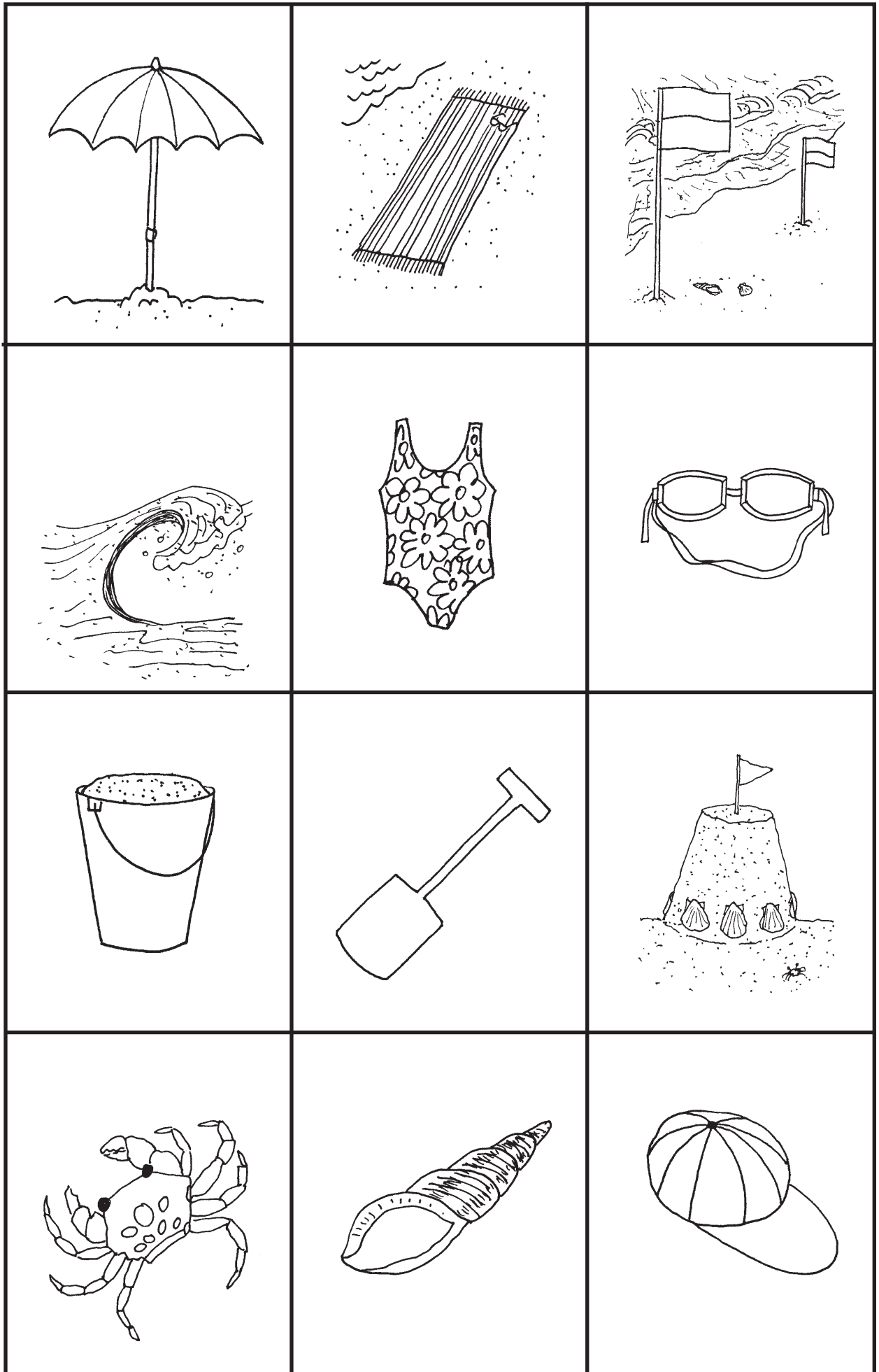
MAIN IDEA:

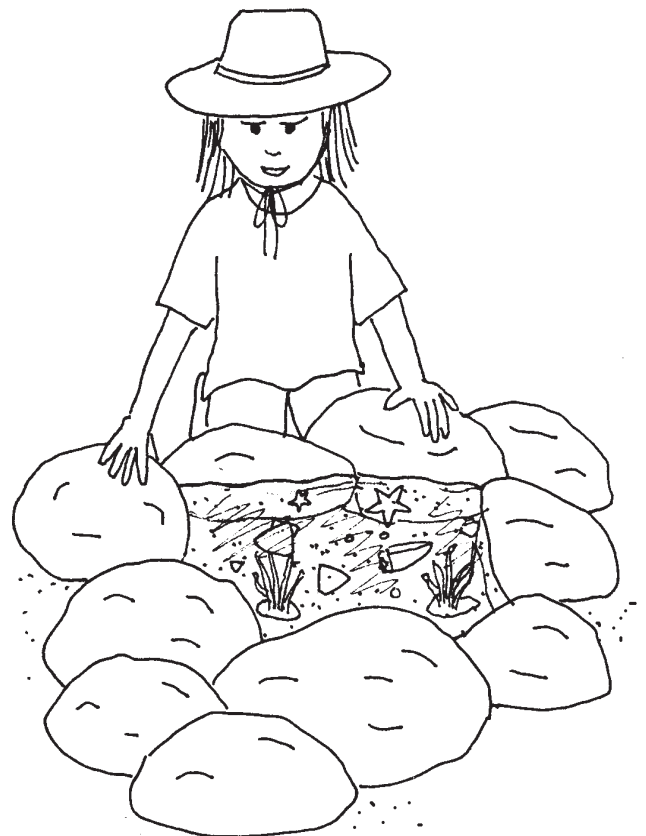
Sentences are made up of smaller units - words and you can make long sentences with lots of words, or short sentences with only a few words.

- Put out the four sequencing pictures and the small individual pictures. Choose one and review what vocabulary might be needed to make up a sentence about the picture. Talk about what will be the main word or the main idea of this sentence, and what else you might need to say in connection with that main word, concept or idea.
 - Take turns around the group giving each child a chance to make up a sentence. At the end of each sentence, the group has to count how many words there were in the sentence. (Suggestion - use real shells to help count out the number of words.) Who can make the longest and the shortest sentences?
- Read through the list of jumbled sentences that are provided in the support materials for this session, and help the children to take turns in unjumbling the words to make a proper sentence.

TEXT ACTIVITY

- Put the beach pictures into a basic sequence of activities. Then, taking ideas from the word and sentence activities above, make a story of “A day at the beach”. Use the narrative cards that have been provided to develop a simple sequence from: “*First we; And then we; Then we; In the end we*”
 - Encourage the children to develop their own particular versions, based on their favourite activities at the beach, then let them draw an appropriate illustration, brainstorm the necessary vocabulary, develop an interesting sentence and place this into the group’s story. Tap into any of the personal recounts that were shared in the preparatory activity.





day hot is the
girl swimming is a
crab on is the sand the
ship I see a
sitting is mum the under umbrella
two there flags are
catch I crab the will
bucket in starfish the my put
feed seagull don't the
splashing listen the waves to
bucket my over fell
flag top on put the
sun is shining hot the
dig hole I will big a
ice-cream she an wants
see ship the can you
striped Mother's is towel
swim out deep don't too
surfboard where my is
lifesaver here is brave the
bring my togs new did you

The day is hot.
A girl is swimming.
The crab is on the sand.
I see a ship.
Mum is sitting under the umbrella.
There are two flags.
I will catch the crab.
Put the starfish in my bucket.
Don't feed the seagull.
Listen to the waves splashing.
My bucket fell over.
Put the flag on top.
The hot sun is shining.
I will dig a big hole.
She wants an ice-cream.
Can you see the ship?
Mother's towel is striped.
Don't swim out too deep.
Where is my surfboard?
Here is the brave lifesaver.
Did you bring my new togs?

Narrative cards

First we ...

Then we ...

And then ...

In the end ...

