

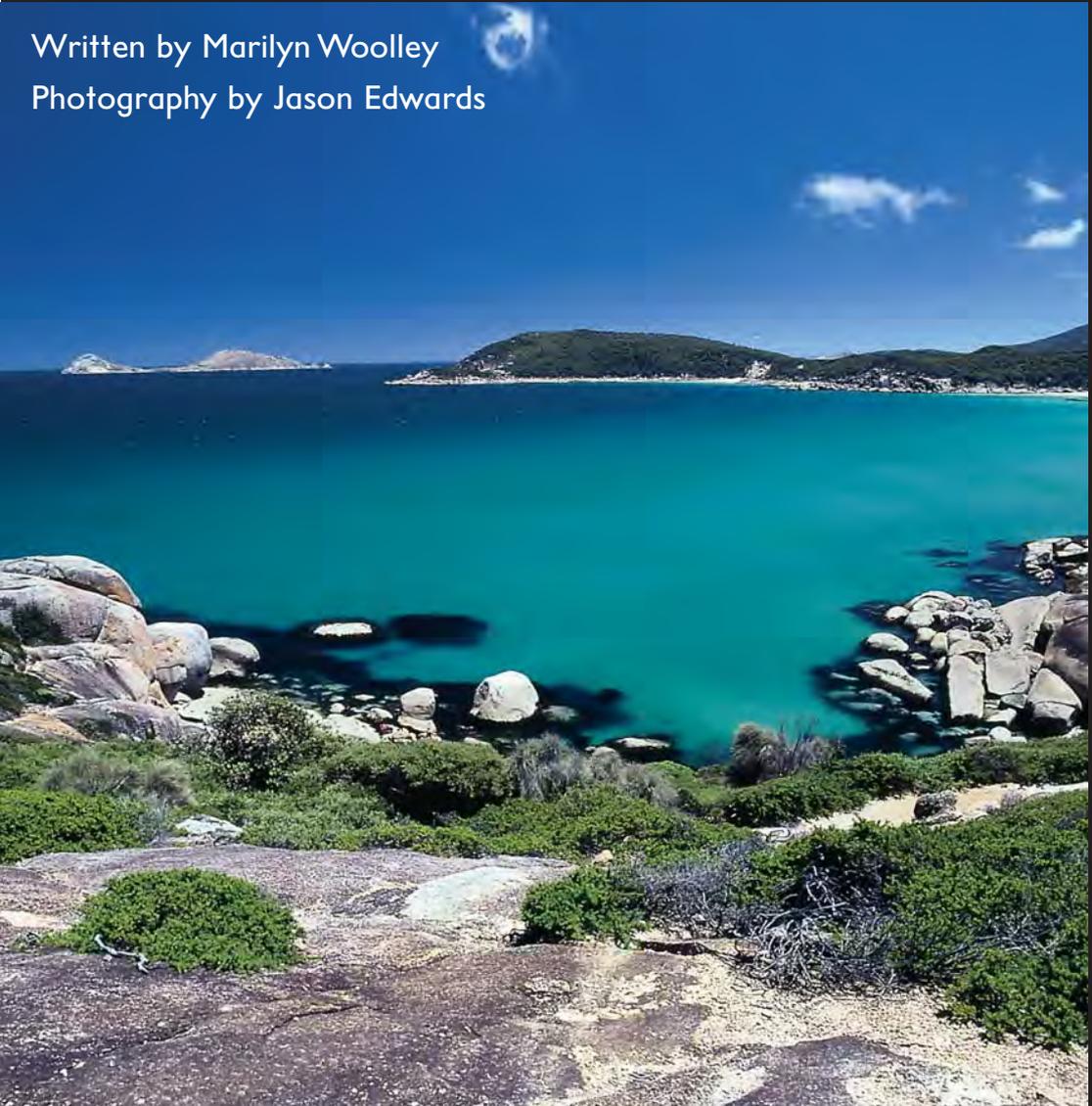
Teacher Edition

Coastlines



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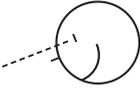
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- Contents page is provided
- Headings in different colour
- Technical language

Vocabulary

coastlines, bays, sheltered, mudflats, lagoons, marshes, cliffs, rocky shelves, dunes

Setting the context

Draw up a chart prior to the lesson. Ask the children to tell you what they know about coastlines. Record these ideas in the first column. Ask children to raise questions about coastlines. Record these in the second column. Leave the last column blank.

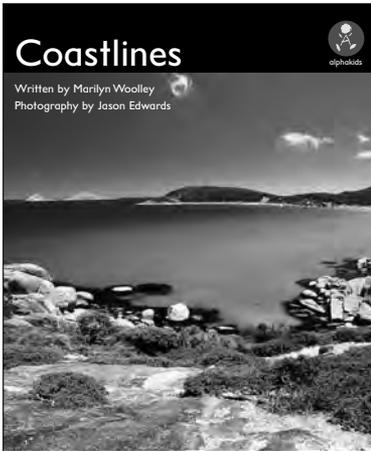
Background information

Coastlines are usually shaped by the action of wind and water (waves, rain) on the land. The type of rock a coastline is made from also affects its shape. Sandstone is soft and breaks off under the action of wind and water, forming cliffs. Other rock is harder and wears away to make rock shelves.

Introducing the book

Ask: *What is this book called? 'Coastlines' tells us about different types of coastlines. What photographs do you think we will see in this book? What information will the book tell us?*

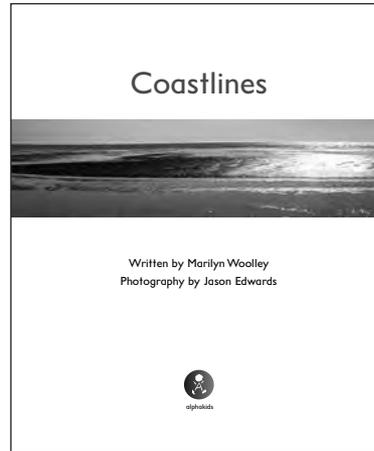
What we know about coastlines	What we want to know about coastlines	What we have learned about coastlines



Front cover

What is this a photograph of? How would you describe this coastline?

Draw out that the coastline has rocks and sand.



Title page

What is this coastline like? How is it different to the coastline shown on the cover?



Talkthrough

Look at the photographs of different coastlines.

What are these coastlines like? How are they the same?

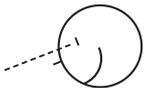
How are they different?

Discuss the contents page.

How is a contents page organised? What is it for? What will we find on page 10?

Read through the headings.

Point out that a contents page helps you to choose where to start reading a book, and that you don't have to read from the front to the back.



Observe and support

Can the child explain the purpose of a table of contents?

What is this page called? What is it for? Can you tell me where I would find the text about rocky shelves?



Contents

Introduction 4

Long sandy beaches 6

Sheltered bays 8

Mudflats 10

Lagoons and marshes 11

Tall cliffs and rocks 12

Rocky shelves 14

Conclusion 16



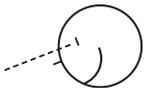
Talkthrough

Discuss the coastlines shown.

What is the same about all of the coastlines we have seen so far?

Draw out that coastlines are where the land meets the sea.

This is the introduction. What do you think it will tell us?



Observe and support

Does the child understand the technical language used in the book?

What is a coastline? How did you work that out? How will you remember what it means?

Introduction

Most of the world is covered with sea water. The rest of the world is covered with land.

Coastlines are where the sea meets the land.





Talkthrough

Look at the photographs on pages 6–7.

What is this coastline like?

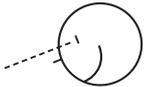
Point out the big wave and sand dunes.

How do you think this coastline has been formed?

Draw out that the wind and waves move the sand around.

Contrast this with the sheltered bays on pages 8 and 9.

What are these coastlines like? They are called bays. They are sheltered from the waves and wind.



Observe and support

Does the child check a range of information on the page to assist with problem solving?

I noticed that you looked at the photograph as you were working that out. What did you notice that helped to work out that sentence?

Long sandy beaches

Some coastlines have long sandy beaches with big waves crashing onto them.



The waves push sand and small pieces of rock onto these beaches. The wind blows the sand into high sand dunes.



Sheltered bays

Some parts of the coastline have a round shape. They are called bays.



Bays are sheltered from the ocean and the winds. The waves and the sand dunes are smaller.





Talkthrough

Look at page 10.

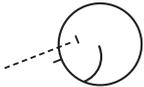
What does the land look like in this photograph? This coastline is called a mudflat. How do you think the mud got to this part of the coast?

Point out the lagoon on page 11 and read the text.

How do lagoons and marshes form?

Look at the cliffs and rocks on pages 12 and 13.

How do you think these coastlines were formed? What would the weather be like there? Can you see where the waves have made shapes in the rocks?



Observe and support

Can the child use phonic understanding to work out new words such as 'lagoon'?

Can you break up the word? What might that part say? What sound do you think the word will start with/finish with?

Mudflats

Some coastlines are covered with mud. Rivers bring this mud to the coastline.



Lagoons and marshes

Some coastlines have lagoons or marshes. Lagoons or marshes happen when sandbanks stop rivers from flowing into the sea.



Tall cliffs and rocks

Some coastlines have tall cliffs and rocks.



These coastlines have big waves and strong winds. Waves crash against the cliffs and can make shapes in the rock.





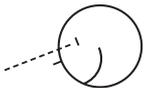
Talkthrough

Point out the rocky shelves shown in the photographs on pages 14–15.

What are these coastlines like? These rocky shelves are made when the rock is very hard. It is not easily worn away by the wind and the waves.

Turn to the conclusion on page 16.

What are the two main reasons why coastlines change shape?



Observe and support

Can the child interpret the text?

What would you expect to see if you went to see a coastline?

Rocky shelves

Some coastlines have low rocky shelves.

These rocky shelves are made from very hard rock.



Conclusion

Coastlines have different shapes.
Waves and wind change the shape
of coastlines.

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Coastlines

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What is a coastline?

What different types of coastlines are there?

Why are coastlines different in different places?

Do coastlines stay the same or change? What makes them change?

Being a code breaker

Children may like to explore the following language feature:

- Spelling options for the long /o/ sound as in 'coast': flowing, blows, ocean.

Being a text user

Refer to the chart made in the 'Setting the context' section on page 1. Complete the last column of the chart. Consider the first two columns. Challenge any information on the chart that conflicts with the information in the book.

We said....The book said.... Which is right? How can we find out?

Consider any questions that have not been addressed in the book.

How can we find answers to these questions? Did this book tell us everything we wanted to know?

Being a text critic

What did the author need to know about to write this book? How might she have found out the information she used?

Why do you think the author wrote a book about coastlines for children? Would all children like to read such a book?

Responding to text

 Children could work in small groups to make a collage of an island that has all of the different coastlines mentioned in the book. Provide a large sheet of paper, glue, sand, cardboard, dirt, leaves and twigs, coloured paper and other collage materials.

 Children could make an illustrated geography dictionary in which a range of landforms are defined and illustrated e.g., 'A coastline is.... A mudflat is.... A mountain is....'. Or children could find pictures of different landforms in magazines and travel brochures to make charts showing a range of coastlines and other landforms.

 Children could list all compound words from the book on a chart. This list could be extended as the children find other compound words in familiar texts.

Writing links

Shared writing

Brainstorm and list a range of words that describe coastlines with the children. Using some of the words, model how to write an introduction for a report about coastlines.

Independent writing

Have the children write a simple report about a coastline they have visited. Alternatively provide pictures of coastlines for children to write reports.

Assessment

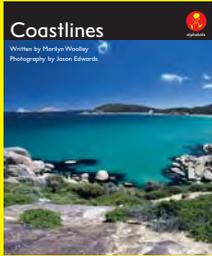
Can the child:

- Use photographs to explain the meaning of the technical words used in the book?
- Explain what a coastline is and how it is formed?

 whole text activity

 sentence activity

 word activity



Teacher Edition

Topic: Physical phenomena

Curriculum link: Science

Text type: Report

Reading level: 15

Word count: 175

Vocabulary: coastlines, bays, sheltered, mudflats, lagoons, marshes, cliffs, rocky shelves, dunes

Possible literacy focus

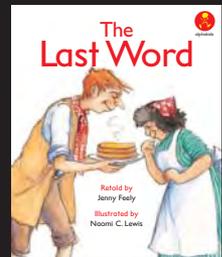
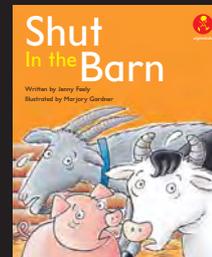
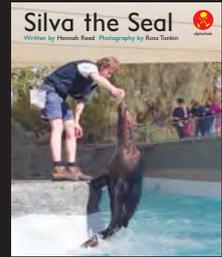
Using photographs to understand technical language.

Understanding the text at a literal and inferential level to explain what coastlines are and how they are formed.

Summary

This book is a report that focuses on the features of a range of coastlines.

Other books at this level



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