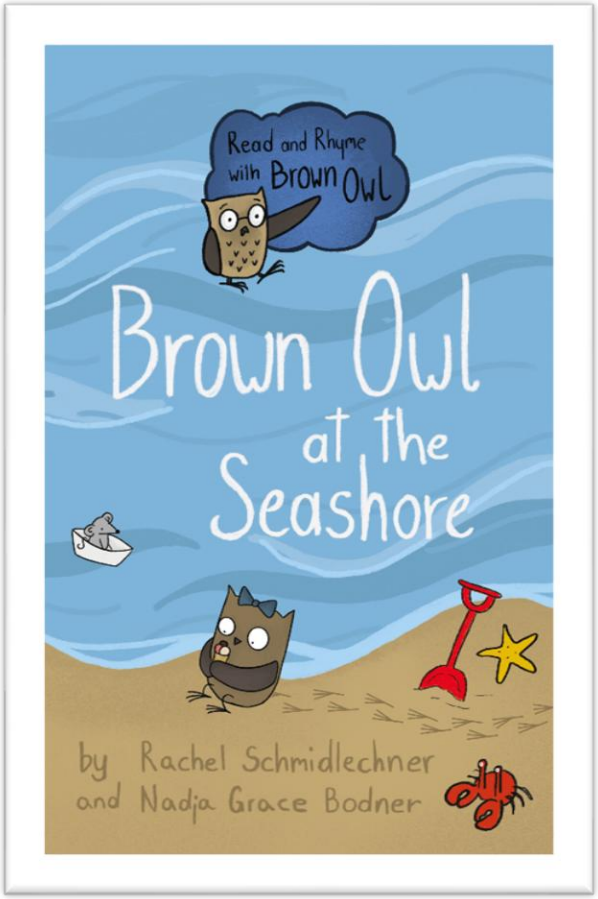
BROWN OWL AT THE SEASHORE

Teaching Tips

Teaching resources available at **www.eduki.com**

All activities are based on the book **'Brown Owl at the Seashore'**, the fourth volume in the **'Read and Rhyme with Brown Owl'** series by Rachel Schmidlechner and Nadja Grace Bodner.



ISBN: 9798567145401

Other books in the series: Brown Owl, Brown Owl at the Zoo, Brown Owl's Birthday Tea, Brown Owl and the Bee Hive, Brown Owl and the Pancake Mix, Brown Owl's Christmas in Devon

Orders and enquiries: **readandrhyme@brownowl.at**

INTRODUCING THE BOOK

- Play this video clip. What can you see? What can you hear?
  Sounds of the seaside - YouTube
- Write the word 'SUMMER' on the board and brainstorm words and activities associated with it.
- Sit in a circle with a basketful of seaside objects and cover it with a blanket. The children should feel inside and see what they can identify. Name the objects.
  (e.g. ball, shell, sun cream, sunglasses …)
- Look at the **book cover** and ask the children some questions:
  What can you see?
  Do you know any of these animals in English?
  Which animals can you see? What is in the boat?
  Do you like going to the seashore?
  What is your favourite animal?

PRE-READING ACTIVITIES

- Use the **flashcards** or **beebot cards** to pre-teach the **words beginning with the letter 's'**. These are the key words from the picture dictionary at the back of the book. There is a second set of flashcards that encompasses other key words.
- Stimulate the senses as much as possible by using a mime as you say the word. In this way they **see** the flashcard, **hear** the word and **feel** the action.

Flashcard Games

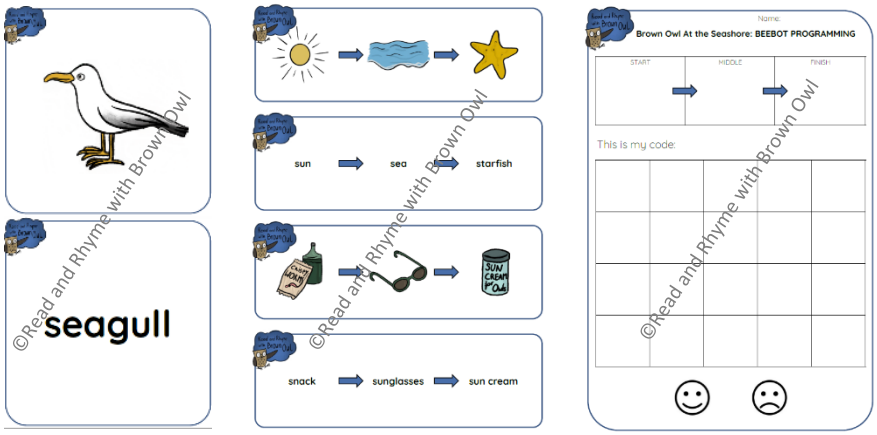
- **Rolling flashcards**: the teacher rolls the flashcards fast and the pupils try to catch a glimpse of the picture. If they cannot identify the picture, roll the cards more slowly.
- **Slow reveal**: the teacher covers the picture with a piece of paper and slowly reveals what is underneath. This really gets the pupils attention!
- **Repeat if correct**: the flashcards are all together on the board. The teacher points at one and says “I can see starfish” “I can hear the sea” If it is correct, the pupils repeat it. if it is not correct, they are silent. If the class makes a mistake, the teacher gets a point. If the class are silent, they get the point. The first to get five points wins.
- **James Bond** - place the flashcards around the room. The teacher says a word (embedded in a sentence), the pupils point at/shoot the correct picture. E.g. “I can see a starfish

  N.B. By embedding each word in a sentence, pupils learn to use the word in context and memorise a useful phrase that they can transfer to other topics.
- **What’s missing:** the pupils close their eyes, the teacher removes a flashcard, the pupils open their eyes and say which one is missing.
- Mix up the word and picture cards.
- **Repeat and remove** – the teacher says what is on the flashcard, the pupils repeat, the teacher removes the card and points at the empty space, the pupils repeat the word again. Do the same for every picture, always going back to the first empty space. It is incredible how quickly and well they can memorize the list of words!

- **Total Physical Response**: Move like a crab! Fly like a seagull! Run like Mum! Dig a sandcastle like Dad! Eat ice cream like Little Jean!

Beebot activities:

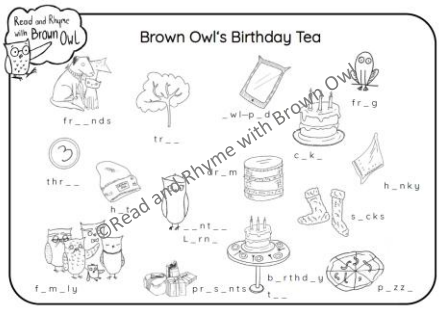
- Fill the Beebot mat with the picture cards. The pupils draw a word card and program the Beebot to the picture. Or vice versa.
- Children take a task card, plan their route between the three pictures or words, write the code down and check their route. **TIP:** the Beebot cards double up as flashcards or a giant game of pairs.

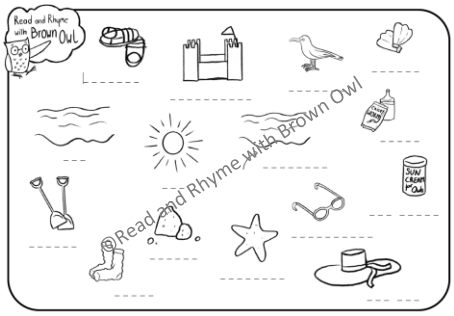


- Use the **Beebot cards** and task cards to learn and practise the **key words**
  1) teacher says the 's' word, Beebot is programmed to it
  2) teacher describes a picture, Beebot is programmed to it
  3) teacher asks a child what their favourite picture is
  4) the children work in pairs and tell their partner where to programme Beebot e.g. I can see a starfish.
  5) the children take a **task card**, plan their route, write it down on the worksheet, programme Beebot, and check their route.

Wordmats:

- Place the flashcards around the room. The pupils find them and label their wordmat.
- Use the wordmat for a colour dictation: *'Colour the starfish yellow!'*
- Differentiation 1: missing letters or missing words
- Differentiation 2: copywrite the words whilst at flashcard OR memorise the spelling and write down once at desk.





TIP: the wordmats can also be used to play bingo. The pupils place three objects (e.g. rubber, sharpener, ink cartridge) on three pictures. The teacher draws the flashcards at random. When all three words have been heard and the objects removed, the pupil shouts bingo!

Other Activities to practise the key words:

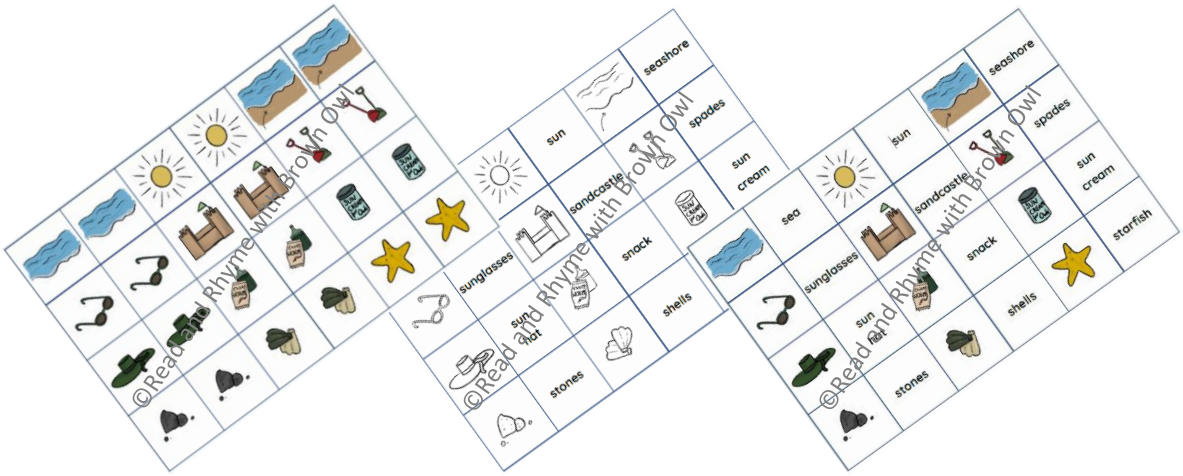
- Play a game of giant game of **pairs** with the **Beebot** cards.
- Play a game of **'I have got … ? Who has got the … ?**
  There are 24 cards in the set. Hand out all the cards to the children. The child with the first card starts by saying: *I have got the first card. Who has got Brown Owl?*
  The child with Brown Owl continues with: *I have got Brown Owl. Who has got the sun?*

And so it goes on until the last card is read out.
Once the children get the hang of the game, you can time them to see if they get faster.

- Laminate a **game of pairs** or the pupils **make their own set of cards** by colouring and cutting the worksheet

  set 1) picture – picture (non-readers)

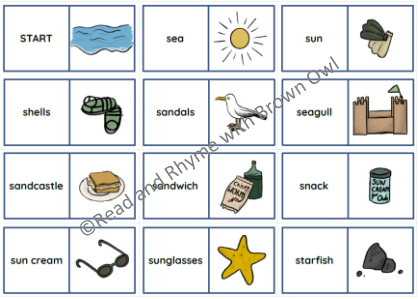
  set 2) picture – word (readers)

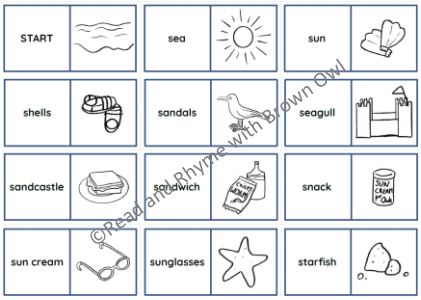


- Play a game of **human memory**. Send two pupils outside. The rest of the class are put in pairs. One pupil gets an English word, the other one thinks of an action to go with it. E.g. crab – scuttle like a crab (action)
- Children mix up and stand around the classroom or gym. The two pupils come back in the room and take it in turns to find the pairs by tapping two pupils on the shoulder and seeing if the

word and the action match. The game can also be played with the German and English word.

- Play a game of **dominoes** in pairs. Pupils can colour and make their own version.



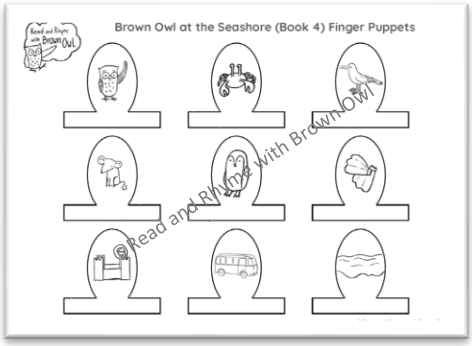


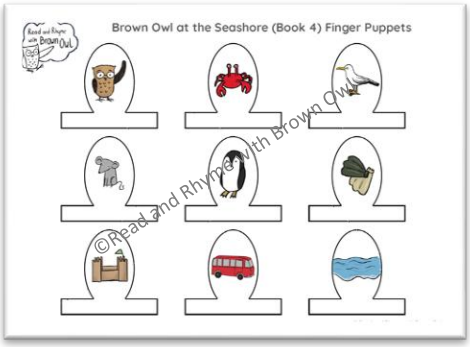
N.B. Two versions available, 's' words only or a set with other key words too.

- Play **change places**. All the children sit in the circle. The teacher chooses four or five 's' words and allocates one picture card to each child. Remove one chair. The child in the middle says: *I can see starfish!* All the starfish change places. One child doesn't get a place. Now a new child is in the middle and chooses a word: *I can see shells*! If the child in the middle says: *Seashore!* then they all change places.

Finger Puppets:

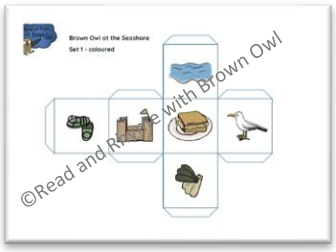
- Say a key word, pupils hold up the correct finger puppet.
- Read the story again. The pupils hold up the correct finger puppet as they hear the words in the story.

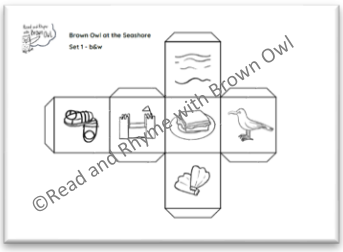


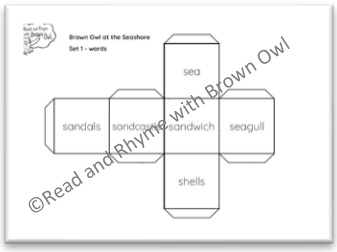


Vocabulary Dice:

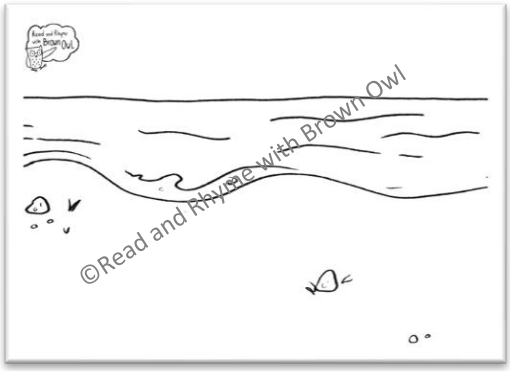
- Make your own vocabulary dice, either pictures or words. 2 sets of words available.







- Roll the dice with your partner, can you get a pair?
- Use the dice with the seaside background page. Draw what you roll and create your own seaside scene.



- Alternatively use the pre-drawn version, find what you roll and colour it in.

WHILST-READING ACTIVITIES

- Encourage the children to interact
  e.g. Can you see the seagulls? Let's fly like seagulls!
  How many crabs can you see? Let's count them!
  Let's snooze like Grampy.

- Use mimes to repeat the key words
  E.g. starfish (stretch fingers apart like five points of starfish), crabs (hold hands side by side, thumbs are pincers, fingers are legs)

- The children point at the flashcards (perhaps they are hanging around the room) as the key words come up in the story.

- Hand out flashcards and word cards and as the children hear theirs, they lay the card in the middle.

- Tell the story again, this time without the book and each child does the actions to go along with the story (total physical response)

- Each child has a copy of the book and reads along with the teacher.

- Each child has a copy of the book and the teacher misses out words for the children to fill in.
  e.g. My name is Brow n ___. I live in this ____.

- The children read the book in pairs. They take it in turns to read a sentence or page / they miss out words for each other / they read to each other.

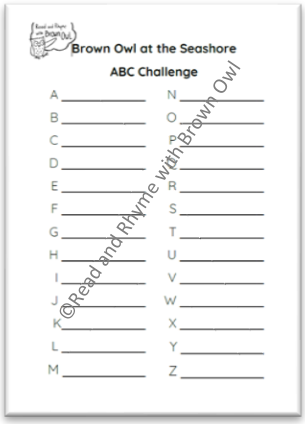
- Have reading races! Who can read the page fastest? (and correctly of course too!)

POST-READING ACTIVITIES

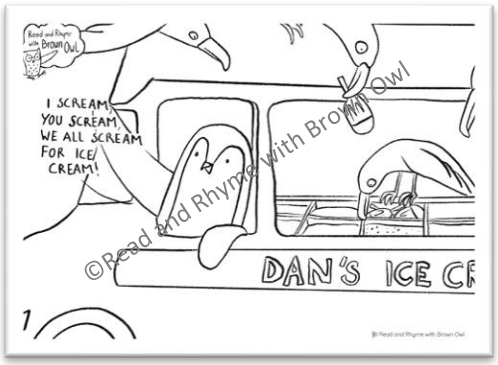
- **Does it rhyme?** The teacher says a pair of words, if they rhyme, the children stand up. if they don't rhyme, the children sit down
  E.g. overhead – bread (stand up), Fox – towel (sit down), ice cream - scream (stand up again) etc.

- Hand out one picture or word card for each child. They should find their partner.
  e.g. Hello, I've got a seagull. Hello, I've got a seagull too. Snap! Hello! I've got a sandcastle. Hello! I've got the spades. We don't go together!

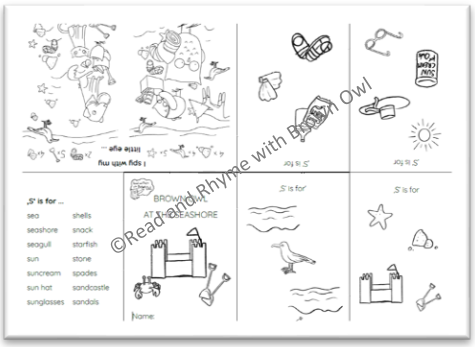
- Complete the **ABC challenge**: find words in the books for each letter of the alphabet (nouns and verbs only)



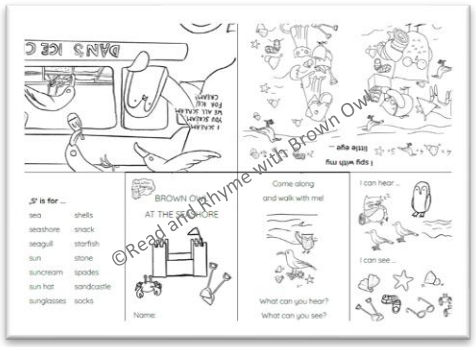
- Learn a **tongue twister!** Who can say it the fastest?



- Make a **mini book** and read to the teacher / take home to read



Non-reader version



Reader version

- Teach the **body parts**, describe an animal for the pupils to guess.
- Use the games at www.learningapps.org
  (search for Rachel Schmidlechner)
- Use the **quiz cards** to practise descriptions with body parts. Either play version 1 in groups with a quiz master and the first to guess the animal wins the card. Or use version 2 (the key words are printed on the back) and the children can test themselves.

- Use the worksheets in the workbook (see below)

WORKBOOK

The worksheets are divided up into three sections: vocabulary work, sentence work and creative work.

N.B. Worksheets can be used individually or stapled together as a workbook. Some worksheets are differentiated (Level 1, Level 2)

VOCABULARY WORK

'S' IS FOR … - reading

Level 1: Read the words at the bottom of the page.
Write the numbers next to the pictures.
Can be also used as a colour dictation or for a game of bingo (use glass nuggets as counters)
Level 2: find 10 's' words hidden in the sand.
Unjumble the words to find 8 's' words.

CIRCLE THE THINGS BEGINNING WITH AN 'S'

Find the items beginning with an 's' circle/colour them.
Can be also used as a colour dictation or for a game of bingo (use glass nuggets as counters)

WORD SEARCH - reading

Level 1: find the words in the list.
Level 2: look at the pictures, find the words.

SEASHORE WORD SEARCH - reading

Just for fun! Can you find the word ‘seashore’ 15 times in the wordsearch?

ABC CHALLENGE – reading and writing

Use the book and see how many words you can find in the alphabet. Don’t forget to look in the background too!
Encourage pupils to ask for words they do not know. What is … in English?

WORD CHALLENGE - writing

How many words can you find in the book title? Minimum 2 letter words. (e.g. eat, towel, show, lot etc.)

HOW MANY CAN YOU FIND? – observation/concentration

This hidden object picture is taken from the back of the book and is a lovely colouring activity. The children should find and colour the objects listed at the top.

The pupils could also colour the whole picture and talk about it.
E.g. Brown Owl’s towel is orange. The spades are yellow and blue …
Alternatively the teacher hangs up all the pictures and describes one of them for the pupils to guess.

RHYMING WORDS – listening and reading

Read the words in the shells. Colour the pairs that rhyme in the same colour.

To familiarise the children with the words, read them out and the children place an object (e.g. rubber) on the word that they hear.
The worksheet could also be used for a game of bingo.

SENTENCE WORK

READ, FIND AND COLOUR - reading
Read the sentences, find the objects colour them in.

LEARN A TONGUE TWISTER - speaking
The famous tongue twister *'I scream, you scream, we all scream, for ice cream!'* comes up in the book.

The children can learn the tongue twister and see who can say it the fastest.

At the bottom of the sheet, they can colour in the ice cream flavours and talk about their favourite flavours.

ICE CREAM FLAVOUR QUESTIONNAIRE – speaking
Carry out a class questionnaire to see which flavour is most popular.

BODY PARTS: Level 1 – reading and writing
Read the body parts and label the animals.

BODY PARTS: Level 2 - reading and writing
Read the description. Which animal is it?

TRUE or FALSE and HOW MANY … CAN YOU SEE? - reading

1) The children read the sentences and decide if they are true or false. If they are not sure, they can look in the book.

Extension: they correct the mistakes
e.g. The bus is ~~blue~~. red

2) Using their skills of observation, they count certain objects in the book and circle the correct number.

READ THE CLUES – reading and writing
Read the clues and guess which word is being described.
At the bottom of the worksheet the children can have a go at writing their own clues and then try them out on their friends/teacher.

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FILL IN THE GAPS – reading and writing

Level 1: There are nine words in the list for the children to insert into the sentences correctly.

Level 2: There are fifteen words in the list for the children to insert into the sentences correctly.
TIP: use the book to find the missing words!

QUIZ – reading and writing
Children use their books to answer the questions.

Level 1: There are ten questions to answer, and the first letter is given as a prompt.

Level 2: There are ten questions to answer.
Differentiation: work in pairs (easy) or don't use the book (difficult)

CREATIVE WORK

CINQUAIN POEMS – writing

Writing cinquains allows the children to play with the language and to be creative and expressive. It also generates new language, as they ask for the words that they need to personalise their cinquains.

A **cinquain** has got **11 words** in it.

The **1st line** has got **1 word** in it and is a **colour**.

The **2nd line** has got **2 words** in it and is an object or person you can **see** or **hear** at the seashore.

The **3rd line** has got **3 words** in it and describes **where** the object or person is.

The **4th line** has got **4 words** in it and describes what you can **do** with the object.

The **5th line** has got **1 word** in it and is an **adjective** to describe the object or person.

1) They look at the examples and discuss the structure.
2) They order a list of words into the table, e.g. blue is a colour, hot is an adjective.
3) They colour words that go together to make a cinquain.
4) They create their own or copy one from the table above.
5) Copy the poem onto nice paper and illustrate it for a classroom display or use Book Creator to make an online book of cinquains.

ACROSTIC POEM – writing

The children find words or short phrases from the story, which include the letters in the word seashore.

MY FAVOURITE ANIMAL – drawing and writing

The children can draw their favourite animal from the book.
Differentiation: present their favourite character (and their drawing) to the class and say why they like it.
e.g This is a seagull. I love seagulls because they are so cheeky!

LEARN A CLAPPING RHYME – speaking and drawing

This activity is based on the clapping rhyme 'A sailor went to sea, sea, sea'. Watch this link to see how it is done:
A Sailor Went to Sea - Hand Clap Warm Up Song - YouTube

I've adapted the rhyme to include Brown Owl:

Brown Owl went to sea, sea, sea,
To see what he could sea, sea, sea.
But all that he could see, see, see,
*Was **a shark in the** deep blue sea, sea, sea.*

Pupils can learn the clapping rhyme with their partner and then change the verse depending on what they want to see at the bottom of the sea.

e.g. Brown Owl went to sea, sea, sea,
The see what he could sea, sea, sea.
But all that he could see, see, see,
*Was **a starfish in the** deep blue sea, sea, sea.*

There is a picture to colour beneath the rhyme. The children can either colour, cut and stick on the given items, or come up with their own ideas, e.g. a shipwreck, an old boot, a fish etc.

HAVE FUN READING AND RHYMING WTH BROWN OWL!

Do you know the other books in the series?

www.readandrhyme.at

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