



# Marks in the Sand

by Marilyn Woolley

## Overview

*Use this book to help children observe the similarities and differences in the physical characteristics of living things.*

### Literacy Focus *Word Count: 121 words*

**High Frequency Words**  
*has, in, is, made, the, these, who*

**Content Words**  
*tide, sand, gull, webbed, snake, turtle, flippers, penguin, seal, tail*

**Decoding Skills**

- **Initial Consonants:** *t, g, s, (tide, tail, turtle, gone, gull, sand, seal)*

- **Initial Consonant Blends:** *sn (snake)*
- **Word Endings:** *-s (marks, flippers)*

**Print Conventions**

- **Punctuation:** Question marks, periods

**Comprehension/Thinking Skills**

- Observing details in illustrations

- Drawing conclusions
- Comparing and contrasting

**Writing/Speaking and Listening**

- Writing content words
- Making up animal riddles

**Observe/Assess**  
 See Oral Reading Records in the Assessment Handbook.

### Science Focus

**Content and Thinking Skills**

- Observing animal tracks
- Drawing conclusions about animal tracks
- Comparing similarities and differences in living things
- Using charts to compare animals

**Background Information**

The ability to see similarities and differences is essential in classifying living things. The opportunity to compare prints in the sand and guess how they were made encourages children to observe and draw conclusions about what they see. It also helps them to compare physical characteristics of animals.

**Correlation to National Standards**

**Life Science**

- Characteristics of Organisms
- Organisms and Environments

**Science as Inquiry**

*See Standards Chart on page 204.*

## Literacy Focus

### Set the Scene

Show children a picture of a sandy beach. Discuss what it is like to walk in sand and how it is possible to leave footprints in the sand. Ask:

*What did the marks look like?*

*Why do the marks stay in the sand?*

### Read and Discuss

#### Cover and Title Page

Show children the book. Point out the title and the name of the author. Ask what they think this book will be about. Make a list of the things that could make marks in the sand.

#### Page 2

Discuss the photograph. Encourage children to respond to the question. Throughout the discussion, introduce unfamiliar content words.

#### Page 3

Read the text. Focus attention on the marks in the sand the gull has made and discuss how the feet match the print.

#### Pages 4–12

Continue to read the text, using the same strategies as outlined above.

### Respond

- Invite children to draw pictures of the animals featured in the text. Have them write the animal's name underneath its picture.
- Children will enjoy practicing decoding skills by writing words with *sn*, *t*, *g*, and *s*, in a sand tray, using fingers, sticks, and other items.



### Writing Words

Activity Master, page 104

Have the children read through the text and select the correct word from the Word Bank to complete each sentence. Encourage them to use the text for support.



### Meeting Individual Needs

For specific teaching strategies for meeting individual needs, see pages 198–203.

## Science Focus

### Science Concept

Differences and similarities in the physical characteristics of animals can be observed.

### Activities

#### Categories

Post large sheets of paper with the following headings: *Webbed Feet*, *Long Body*, *Small Tail*, *Flippers*. List the animals suggested by the children, remembering that many animals will fit more than one list.

#### Animal Sort

Ask children to collect pictures of animals. Make these pictures into cards. Have the children

sort the animals into groups, asking them to give the reasons behind their groupings.

#### Animal Tracking

If possible, take a walk to a park or a forest preserve. Look for animal tracks and guess what animal made the tracks. When back in the classroom, use resources in the school library to confirm children's guesses.

#### What Am I?

Ask children to come up with their own versions of *What Am I?* riddles. These could be published and made into a book for everyone to share.

For example:

*I live on the ice and snow.*

*I eat fish and seals that I catch with my paws.*

*I am covered with white fur that keeps me warm.*

*What am I?*

*A polar bear.*



### Making Marks

Activity Master, page 105

Ask children to write the appropriate animal on the line beneath the "marks in the sand" on the Activity Master, page 105.

Name \_\_\_\_\_

## Marks in the Sand

Use the words from the Word Bank to complete each sentence.

### Word Bank

is      tail      in      has      made      seal      the      these

1. The sand \_\_\_\_\_ still wet.
2. Who \_\_\_\_\_ these marks in the sand?
3. A seagull \_\_\_\_\_ webbed feet.
4. A seagull made these marks in \_\_\_\_\_ sand.
5. Who made \_\_\_\_\_ marks in the sand?
6. A seal made these marks \_\_\_\_\_ the sand.
7. A \_\_\_\_\_ has flippers and a small \_\_\_\_\_ .

Name \_\_\_\_\_

## Marks in the Sand

Look at the pictures. Write who made each mark in the sand.

### Word Bank

gull

turtle

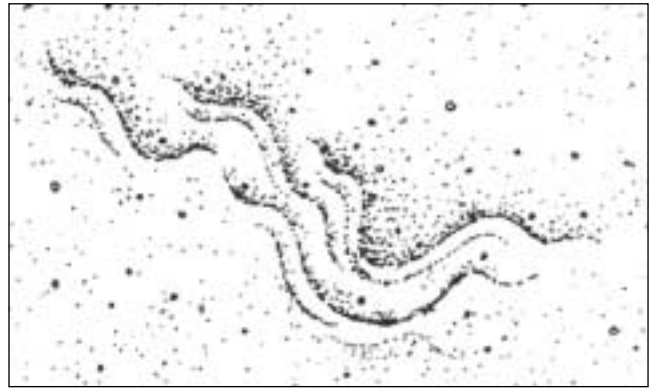
person

snake



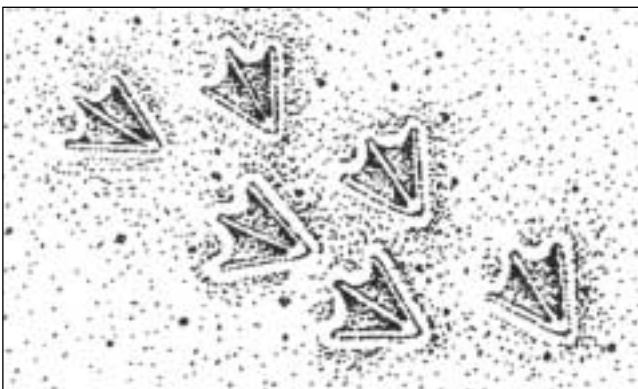
Who made these marks in the sand?

\_\_\_\_\_



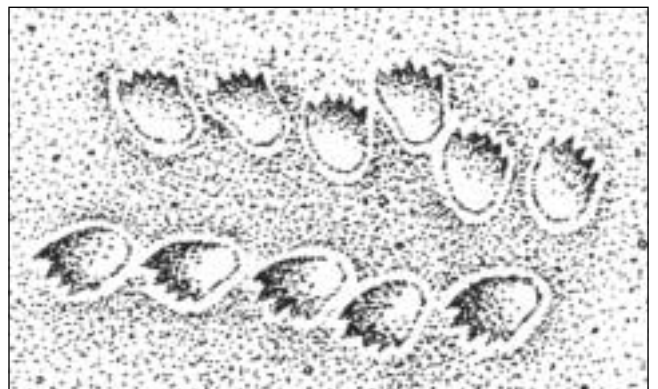
Who made these marks in the sand?

\_\_\_\_\_



Who made these marks in the sand?

\_\_\_\_\_



Who made these marks in the sand?

\_\_\_\_\_