

My Shells

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Level 16

Getting ready for reading

If possible, bring some seashells to class for the children to examine. Ask questions such as: *Where did the shells come from? What lived in them? Why are they different shapes, sizes and colours?* If you have a shell with a small hole drilled in it ask: *How do you think this small hole got made in the shell?*

Talking through the book

You could say: *This book is about the shells Sam has found on his beach.* Turn through the book asking children to focus on the photographs. Discuss aspects of the photographs that are relevant to the text, for example you might look at page 4 and say: *Do you think these shells would be hard to find on the sand? What about on rocks?*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

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

Why are shells different shapes?

Why are they different colours?

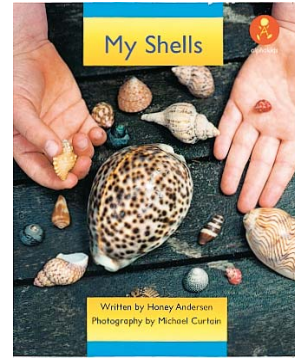
What do shellfish eat?

How did the shell on page 14 get a hole in it?

The book is called 'My Shells'. Are they really Sam's shells?

Being a code breaker

Children may like to explore the treatment of compound words found in the text: *seaweed, rainbow, shellfish, inside, outside and rock pools, sea snail.*



TEXT FEATURES

- **This book is a recount focusing on seashells.**
- **It features text written in the first person.**
- **Colour photographs provide examples of the information contained in the text.**
- **The child in the book is Sam from the 'S' alphabet book.**

Being a text user

Discuss:

What can you learn by reading this book?

Does this book help you to learn about all shells?

Being a text critic

Discuss:

What did the writer have to know about to write this book?

Why has she chosen to write the book as if Sam were speaking?

Literacy learning centres – follow-up activities

INTERACTIVE LITERACY CENTRE

Children could work in cooperative groups to further research seashells. They could use this information to make a labelled model of a beach explaining aspects of the shells found on their beach, using playdough and natural material such as sand, rocks, twigs and leaves.



WRITING CENTRE 1

Children could make a chart headed 'All you ever wanted to know about shells', using information from the book.

WRITING CENTRE 2

Children could choose a shellfish to write and draw about, using *My Shells* as a reference. They could write a factual recount, or an imaginative narrative.

BOOK BROWSING CENTRE

Provide materials for children to read and view other information about shells and other sea life such as CD-ROMs and encyclopedias.

Keeping track

Observing children as they translate information from one form (book) to another (model) provides information about the depth of their understanding of the text.

