

*A Standards-Aligned  
Discussion/Activity Guide for Grades  
PK-3rd grade*

# Today Is a Beach Day!

*ISBN-10: 0807593966  
ISBN-13: 978-0807593967*

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Written by Nancy Viau

Illustrated by Charlie Alder

Published by Albert Whitman & Company

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*Hooray, it's a beach day! Come along as this family builds sandcastles, plays in the waves, and hunts for seashells. This lively rhyming read-aloud tale will have everyone clamoring for a day at the beach.*

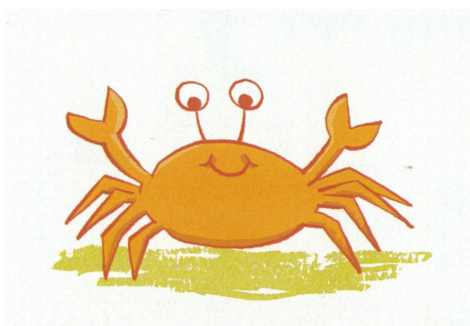
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Guide Created by  
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## Table of Contents

Pre-reading Discussion .....	3
Cause & Effect .....	4-5
The Rhyming Domino Game.....	6
Rhyming Domino Game Pieces.....	7-8
Picto-Puzzle .....	9
Picto-Puzzle Answers.....	10
Ocean in a Bottle.....	11
Wave Research.....	12
Common Core State Standards:	
• English Language Arts Standards » Reading: Literature .....	13
• English Language Arts Standards » Foundational Skills .....	13-14
• English Language Arts Standards » Writing .....	14
• English Language Arts Standards » Speaking & Listening .....	14-15
Next Generation Science Standards:	
• 4-PS4-1 Waves and Their Applications in Technologies for Information Transfer ....	15
• Developing and Using Models .....	15
• PS4.A: Wave Properties .....	15



## Pre-reading Discussion

### Consider the front cover of the book:

- What are the people on the cover doing?
  - Describe the clothing they are wearing. Why aren't they wearing coats and long sleeve jackets?
  - How are they feeling? How do you know?
  - The title of the book is *Today Is a Beach Day!* Notice the objects featured in the illustration. Tell how each item is used during day at the beach.
  - Have you ever spent a day at the beach? If so, describe your experience.
  - Predict what this story is going to be about.
- 

### Meet the author–Nancy Viau:

- On her website, Nancy says that she was considered to be a “delightful” and “curious” child. Discuss what it means to be delightful and curious. Consider how being delightful and curious has helped Nancy to become an author for children.
- On her website, Nancy has posted an image of a story about a making a snowman she wrote when she was young. She explains that the story possibly inspired her picture book, *First Snow*. What about you? Have you written any stories that might become a book someday? If so, explain your answer.
- Learn more about Nancy, her books, and her childhood experiences by accessing her website at [www.nancyviau.com](http://www.nancyviau.com).



### Meet the illustrator–Charlie Alder:

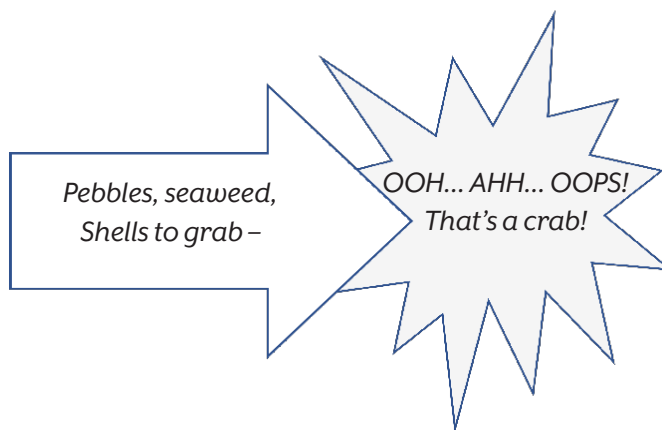
- The word “whimsical” means playful, amusing and curious. Study the illustrations on the front and back covers of the book. Identify ways that the characters featured are playful, amusing, and curious.
- Discuss how Charlie’s use of bright colors help to establish a playful mood.
- Authors use words to tell stories. Illustrators tell stories with pictures. After studying the action and characters depicted on the front cover, what is the story Charlie is telling in the illustration?
- Charlie’s website is filled with illustrations she has created for other books and creative projects. Access [www.charliealder.com](http://www.charliealder.com) to enjoy them.



## Cause &amp; Effect

*Pebbles, seaweed, Shells to grab –  
OOH... AHH... OOPS! That's a crab!*

- Observe the spread featuring the children digging in the sand and finding seashells. Describe the mood in the scene. How are the children feeling?
- Describe results of the children's exploration in the sand brought about. Identify the surprise they discovered while doing so.
- Explain the cause and effect of this scene. What happened first? And, then what?




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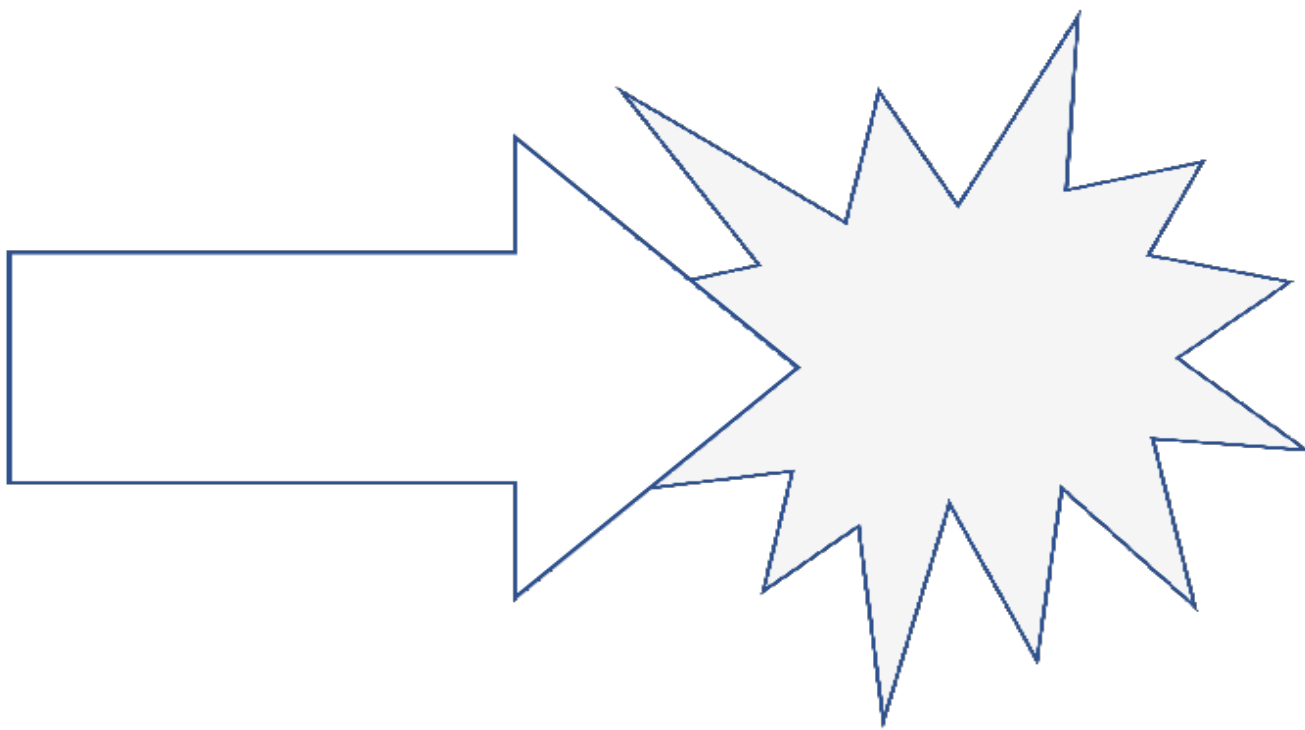
*Sneaking tastes with hasty licks–  
PLIP! PLOP! DROP! One quick fix!*

- Observe the spread featuring the two girls holding ice cream cones. Describe the action taking place in the illustration.
- Explain why one girl is tasting the other's ice cream cone. What result is caused by this action?
- Tell how the girls resolved the problem. Discuss the cause and effect of the situation.



## Cause &amp; Effect – Your Turn

*Choose a spread in the book. Analyze the cause and effect taking place in the scene. Use the graphic organizer below to describe the cause and effect taking place in the illustrations. Write a short explanation of your observations in the spaces provided below. Share your work with the class.*



## The Rhyming Domino Game

**Objective:** To recognize and produce rhyming words.

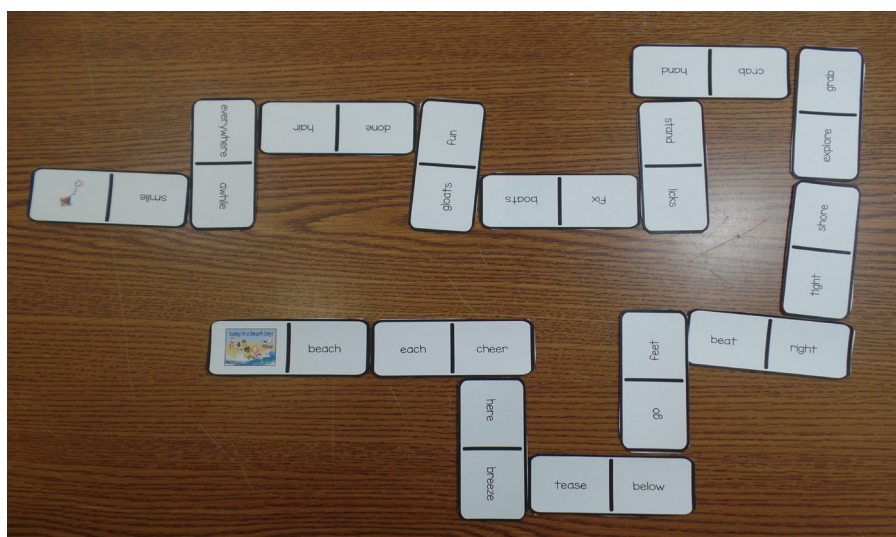
**Materials:**

- *Today Is a Beach Day!*, the book
- Rhyming Domino Game Pieces (Guide, pgs. 7-8)
- Cardstock
- Scissors
- Paper
- Pencil
- Markers



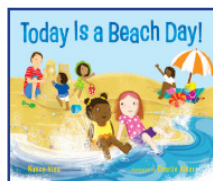
**Procedure:**

- Print Rhyming Domino Game Pieces on cardstock.
- Use scissors to trim around the borders of the game pieces.
- Start with the domino featuring the cover of *Today Is a Beach Day!* Note that the word printed on the right side of this domino reads “beach.” Sort through dominoes to discover a word that rhymes with “beach.” Place the rhyming word next to its rhyming word partner.
- Continue matching all of the rhyming words in this fashion.
- Instruct students to look through *Today Is a Beach Day!* to locate each matching pair of rhyming words.
- Encourage students to use paper, pencil, and markers to write and illustrate the matching pairs. Share their work with the group.





## Rhyming Domino Game Pieces



beach

each

cheer

here

breeze

tease

below

go

feet

beat

right

tight

shore

explore

grab



crab

hand

stand

licks

fix

boats

gloats

fun

done

hair

everywhere

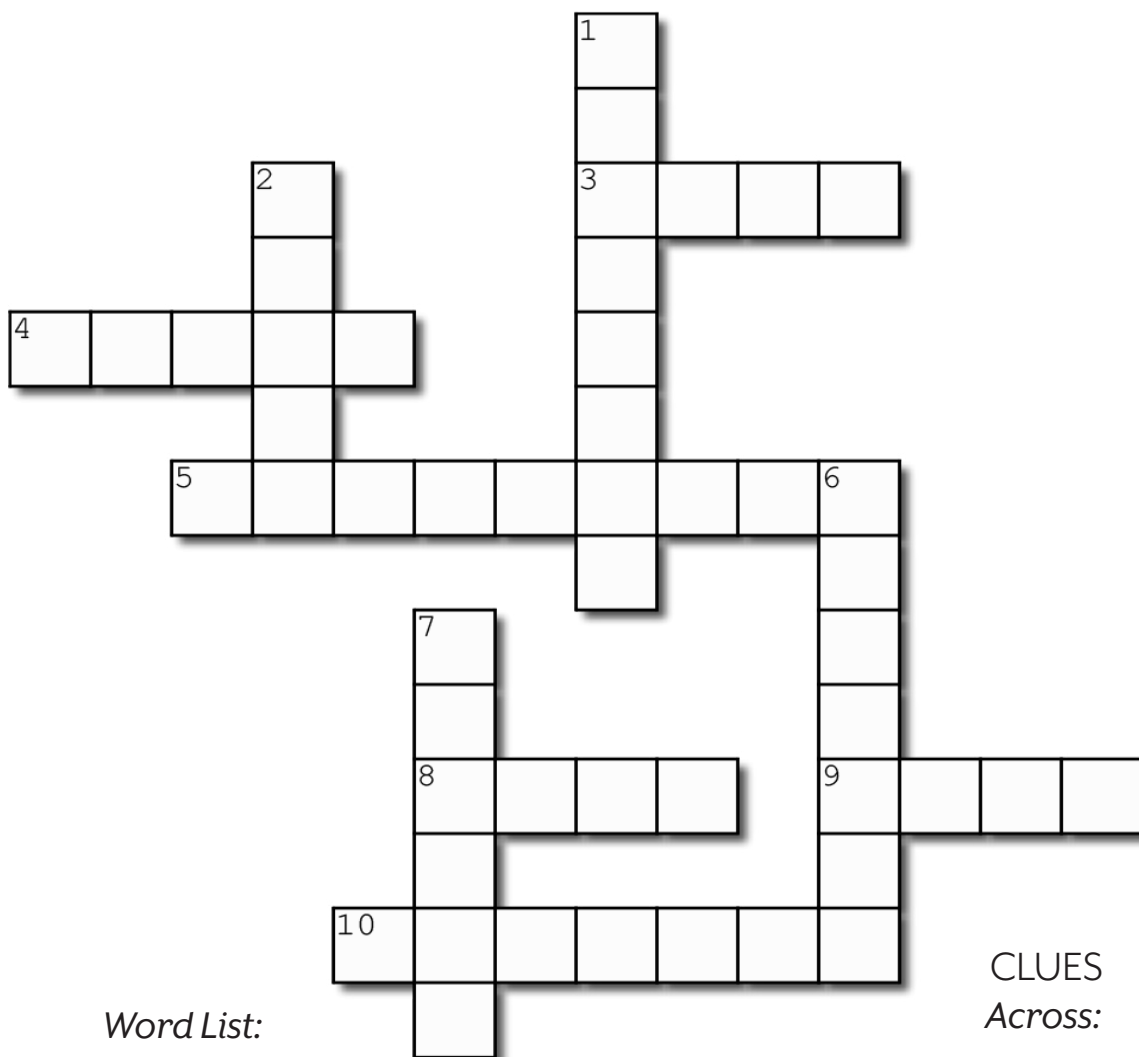
awhile

smile





## Picto-Puzzle

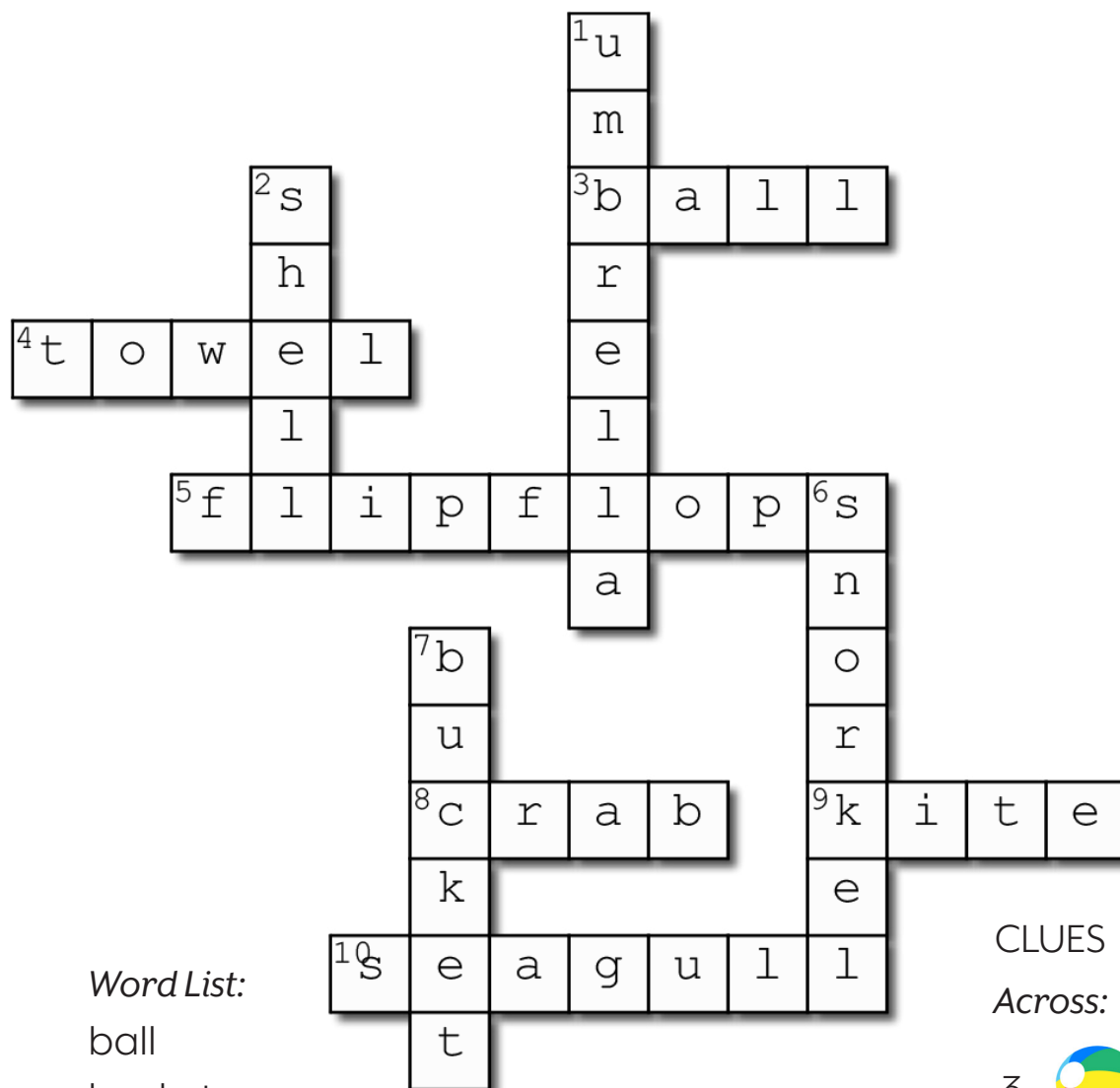
*Word List:*

ball  
 bucket  
 crab  
 flipflops  
 kite  
 seagull  
 shell  
 snorkel  
 towel  
 umbrella

CLUES  
Across:

*Down:*

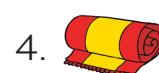
## Picto-Puzzle Answers

*Word List:*

ball  
bucket  
crab  
flipflops  
kite  
seagull  
shell  
snorkel  
towel  
umbrella

## CLUES

## Across:



## Down:



## Ocean in a Bottle

**Objective:** To develop a model of waves to describe patterns using applicable terminology.

**Materials:**

- A clear plastic bottle
- Water
- Cooking oil
- Blue food coloring

**Procedure:**

- Fill bottle half way with water.
- Add drops of blue food coloring to the water.
- Fill the remainder of the bottle with oil.
- Secure lid tightly.
- Allow water and oil to separate.
- Gently move bottle side to side to create waves in the bottle.
- Closely observe the wave motion. Enjoy!



## Wave Research

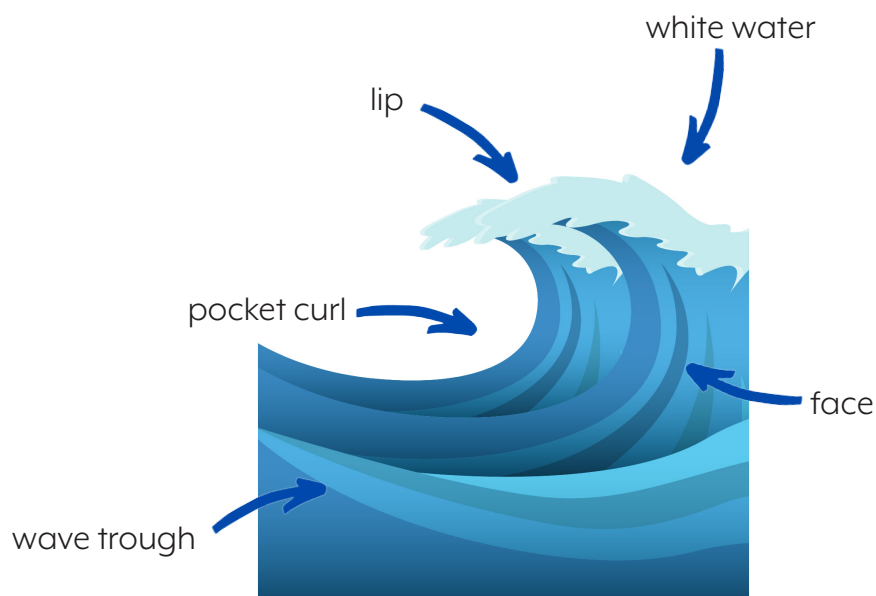
**Objective:** To develop a model of waves to describe patterns using applicable terminology.

**Materials:**

- Ocean in a Bottle (Guide, pg. 11)
- Research materials
- Paper
- Pencil
- Markers

**Procedure:**

- Observe the motion of the waves as they move about in the Ocean in a Bottle. Notice that, according to the velocity of motion, the waves transfer in regular patterns.
- Using the graphic below as reference, attempt to identify aspects of the waves moving in the bottle.
- Discover movement patterns in the wave motion. Analyze how different rates of movements create various types of waves.
- Using online and/or offline references, conduct research on wave patterns. Create a poster identifying and defining each aspect of wave motion. Share your work with the class.



*Online references to consider:*

Surfing 101: How to Read a Wave - BookSurfCamps.com

<https://www.booksurfcamps.com/news/how-to-read-waves>

Waves Breaking Through The Rocks · Free Stock Video

<https://www.pexels.com/video/waves-breaking-through-the-rocks-1409881>



## Common Core State Standards Alignment

		Discussion	Compare & Contrast	Dominoes	Picto-Puzzle	Ocean in a Bottle	Wave Research
<b>English Language Arts Standards » Reading: Literature</b>							
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	•	•	•	•		
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	•	•	•	•		
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story	•	•				
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	•	•	•	•		
CCSS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	•	•				
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	•	•	•	•	•	•
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	•	•	•	•		
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	•	•				
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	•	•	•	•		
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	•	•				
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	•	•				
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	•	•	•	•		
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	•	•				
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	•	•				
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	•	•	•	•		
CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)		•				
<b>English Language Arts Standards » Foundational Skills</b>							
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	•	•	•	•		
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	•	•	•	•		•
CCSS.ELA-Literacy.RF.K.2.a	Recognize and produce rhyming words.			•			
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•	•	•	•
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.	•	•	•	•		





		Discussion	Compare & Contrast	Dominoes	Picto-Puzzle	Ocean in a Bottle	Wave Research
<b>English Language Arts Standards » Foundational Skills</b>							
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•	•		•
<b>English Language Arts Standards » Writing</b>							
CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		•				•
CCSS.ELA-Literacy.W.K.1	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		•				
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		•				•
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		•				
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		•				•
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		•				
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		•				•
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		•				
<b>English Language Arts Standards » Speaking &amp; Listening</b>							
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•	•	•
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•				
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•	•	•	•
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	•	•			•	•
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		•				•
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•	•	•	•
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•	•	•
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•				



		Discussion	Compare & Contrast	Dominoes	Picto-Puzzle	Ocean in a Bottle	Wave Research
<b>English Language Arts Standards » Speaking &amp; Listening</b>							
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		•				•
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•	•	•
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•	•				
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	•	•	•	•	•	•

## Next Generation Science Standards

		Discussion	Compare & Contrast	Dominoes	Picto-Puzzle	Ocean in a Bottle	Wave Research
<b>4-PS4-1 Waves and Their Applications in Technologies for Information Transfer</b>							
	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.					•	•
Developing and Using Models							
	Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.					•	•
<b>Scientific Knowledge is Based on Empirical Evidence</b>							
	Science findings are based on recognizing patterns					•	•
PS4.A: Wave Properties							
	Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach					•	•
	Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).					•	•

