



Ty's Travels: Beach Day!

By Kelly Starling Lyons

GRL I

ABOUT THE BOOK:

On a warm, sunny day, Ty and Daddy head outside to play. They use their imaginations to turn the sandbox into a beach. They wiggle their toes in the sand, dig for shells, and build a sandcastle. Then Jazz comes over from next door, bringing his beach ball with him. Ty and Jazz have a great time playing in the sun, and Dad supplies the ice pops to help everyone cool off. They have a great beach day together!

DISCUSSION QUESTIONS:

1. Why do Ty and Daddy decide to go to the beach? What do they wear to go there? What do they bring with them? Why do they make those choices? *Common Core State Standards (Reading: Literature): RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.7, RL.1.7, RL.2.7, RL.3.7*
2. Where is the beach in this story? What things do Ty and Daddy see when they go outside? What things does Ty see in his imagination? What are some clues in the pictures that help you tell the difference between what Ty really sees and what he imagines? *Common Core State Standards (Reading: Literature): RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.7, RL.1.7, RL.2.7, RL.3.7*
3. On page 22, what does Jazz have to do before he can go to Ty's house? Why does Jazz have to do that? What does "back in a flash" mean? What other words could the author have used instead that would have meant almost the same thing as "back in a flash"? *Common Core State Standards (Reading: Literature): RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.4, RL.1.4, RL.2.4, RL.3.4*
4. What was the best thing Ty saw at the beach? Why was that the best thing? If you went to a beach, what is the thing you would most like to see there? Why? *Common Core State Standards (Reading: Literature): RL.K.1, RL.1.1, RL.2.1, RL.3.1*

Common Core State Standards (Speaking and Listening) that discussions might also address: SL.K.1.a-b, SL.1.1.a-c, SL.2.1.a-c, SL.3.1.a-d, SL.K.6, SL.1.6, SL.2.6, SL.3.6

EXTENSION ACTIVITIES:

Animals at the Beach: Seagulls and crabs are two animals that live at the beach. Ty spots both of them on Beach Day. Choose one of these animals or pick another animal that lives at the beach and draw a picture of it. Then write or dictate a few sentences that describe this animal, including what it looks like and how it moves. Then share your picture and writing so others can learn more about animals at the beach. *Common Core State Standards (Writing): W.K.2, W.1.2, W.2.2, W.3.2, W.K.8, W.1.8, W.2.8, W.3.8*

Seashells and Sandcastles: Ty finds *seashells* and builds a *sandcastle* at the beach. Look through the book to find other words that name things you can find at a beach. Make a list of all the words you find. Add other beach words that you might already know. Then use your list to write or dictate a description of a beach. How is your description the same as the beach in this story? How is it different? *Common Core State Standards (Language): L.K.6, L.1.6, L.2.6, L.3.6; Common Core State Standards (Writing): W.K.2, W.1.2, W.2.2, W.3.2, W.K.8, W.1.8, W.2.8, W.3.8*

Beach Day Beach Buddies: Draw a picture of you and a friend having fun at a beach. Then write or dictate a story about spending a day at the beach with your friend. You might want to share your drawing and your story with your friend. Then you can both imagine having a beach day together. *Common Core State Standards (Writing): W.K.3, W.1.3, W.2.3, W.3.3*

Joining in the Fun: Do you think you would have had fun with Ty, Jazz, and Daddy on Beach Day? Why do you think so? What clues from the story help you answer this question? Write or dictate how you would feel about joining the characters for Beach Day if you could. Make sure to explain why you feel the way you do. *Common Core State Standards (Writing): W.K.1, W.1.1, W.2.1, W.3.1*

Common Core State Standards (Writing) that writing activities might also address: W.K.5, W.1.5, W.2.5, W.3.5, W.K. 6, W.1.6, W.2.6, W.3.6

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