



**Before Reading**

**Motivation / Purpose**

The purpose of the text is to entertain the reader with a story about ten children who are learning to ride a surfboard. Jake gets into difficulty in the water, and his

**Vocabulary**

ambulance, cramped, currents, paddled, powerful, roared, searching, struck, surface, surfing, tumbling

Write two words on the board with the long *e* sound - one is spelt correctly and the other is spelt incorrectly. Students must decide which word is correct.

**High Frequency Words**

before, board, brother, catch, down, easy, light, other, pulled, stand, things, thinking, through, turned, wasn't, water, wrong

Write some high frequency words on the board with all the vowels missing. Ask students to fill in the blanks.

Place the high frequency word cards face up on the table. Say a sentence with one or two of the high frequency words missing. Ask students to repeat the sentences, inserting the correct word/s in the gap/s.

**During Reading**

**Vocabulary in Context**

Discuss the meaning of each vocabulary word. Group words according to their endings (e.g. paddled, frowned, disappeared; roaring, ripping, rising). Note the *-ed* endings represent past tense verbs, while the *-ing* endings represent present tense verbs.

**Checking for Meaning**

**Literal:**  
 Why are Jake and Holly going to Venus Bay? (They are going to try to surf.)  
 Who is able to stand up on the board first? (Jake is able to stand and ride the board first.)  
 How does Holly help Jake get to shore safely? (She carries him against her hip and slowly swims towards the shore.)  
**Inferential:** What is 'the side' of Jake that Holly doesn't like? When Holly finally reaches Jake, why does she turn him face up?

**Text Type**

- Draw students' attention to the:
  - title
  - illustrations.

Ask, "What type of book is this?" (Narrative). How do you know? What do you think might happen at Venus Bay?

**Visual Literacy**

Browse the front cover and ask students where this book is set. How can students tell? What are the two characters doing? Have students comment on the appearance of the girl in the foreground. Does she look happy, sad, worried? Have students give reasons for their comments.

**Background Knowledge**

Discuss activities centred around the water (e.g. surfing, swimming, collecting shells, building sandcastles). Which of these activities do you think will be the focus of this text?

Discuss safety aspects of playing near water. Refer to protecting your skin from the sun, swimming between the flags and swimming in patrolled areas.

**Phonological Awareness**

Ensure students know the following phonological patterns:

- 'ea' for long e: weak (p.5), reached (p.11), beach (p.14), beneath (p.15), reached (p.16)
- 'ee' = long e: seen (p.5), deep (p.11), see (p.14)
- 'e\_e' for long e: this (p.10)
- 'y' for long e: Hollist (p.4), famit (p.4), eas (p.5), carr:t (p.18), really (p.22)

**Response:**

How have both characters changed from the beginning of the text to the end?

Do you think Jake will feel the same way about Holly from now on?

**Grammatical Patterns**

Ensure students understand the following components of a narrative:

- Orientation - introduces the main characters and the setting: (p.4)
- Complication - the sequence of events develops a problem for one or more of the characters: Jake falls off his surfboard and gets caught in the crosscurrent. (pp.5-19)
- Resolution - the problem is solved and things return to normal: Dad helps Holly rescue Jake. (pp.20-22)
- Coda - makes explicit how the characters have changed and what has been learned from the experience: (pp.23-24)
- Use of particular nouns to refer to particular people, places and things: Venus Bay (p.4), board (p.7), I have (p.8), currents (p.10), surface (p.11), shore (p.16), ambulance (p.21)
- Use of adjectives to describe nouns: two, powerful (p.10), third (p.16), strong (p.19)
- Use of time connectives to sequence events through time: Soon after Jake entered the water (p.7), When he fell off his board (p.10), At last (p.12), It was a long time before (p.13)

- Use of adverbs and adverbial phrases to locate particular events: in the back seat of the car (p.4), on the next wave (p.9), dawn through the water (p.13), against her hip (p.16)
- Use of past tense action verbs to indicate the actions: entered (p.7), paddled (p.8), reached (p.10), spotted (p.16), rested (p.20)
- Use of saying and thinking verbs: decided (p.5), yelled (p.8), realised (p.11), cried (p.14), knew (p.18), said (p.24)

**Fluency / Punctuation Patterns**

These punctuation patterns occur in the text:

- Use of a dash to create a pause in the sentence: But there was another problem - he wanted to take a breath. (p.12)
- Use of repetition to create the feeling that Jake was sinking to a great depth: Down, down ... (p.11)
- Use of an exclamation mark to express the emotion of the speaker or situation: "Give up, Holly!" (p.8), "Dad!"

- Use of a comma to separate independent clauses, or a dependent and independent clause or clauses: Holly sat in the back seat of the car, thinking about her brother Jake, as Dad drove the family to Venus Bay. (p.4)

**Critical Literacy**

Why do you think the author has chosen a girl as the rescuer in this story? Do you think the author is stereotyping girls and boys when the boy is able to learn to surf faster than the girl? Why do you think the author has written this text?

**Linking Visual and Written**

Ask students to comment on how Holly's facial expressions reveal how she is feeling throughout the story. Compare her facial expressions with Jake's.

Look at the illustration of Holly and Jake on page 5. What do students think Jake is doing? When else do people hold up their finger like this? How is Holly reacting to what Jake is saying?

Compare these early illustrations of Holly and Jake with how they appear on pages 17, 18-19 and 21.

