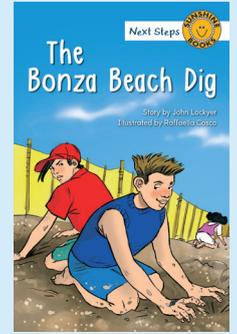


The Bonza Beach Dig

T-shirts, movie tickets, book vouchers, boat rides to Gannet Point and The Doughnut, computer games, surfing lessons, fishing trips – these were prizes to be won at the Bonza Beach Dig. Team Turbo joined in the fun and caught a thief, too.



Reading strategy

Rereading

- To read unknown words
- To ensure the text makes sense
- To ensure the text sounds right
- To ensure understanding

Comprehension focus

- Identifying the main idea

Fluency focus

- Reading with a loud, clear voice

Genre focus

- Information narrative

Day 1: Before reading

- Introduce *The Bonza Beach Dig* by looking at the title, cover illustration and blurb.
- Have students predict what will happen in the story on sticky notes, then share their predictions. Ask: What makes you think that? Help students to justify their predictions.

During reading

- Introduce the strategy of rereading. Read Chapter 1 aloud and stop at appropriate places to reread parts of the text. Ask: Why did I do this? Explain that rereading is a strategy they should use when they are having difficulty reading a text.
- Reread page 1 with students. Focus on the word pointed. We talked about the word pointed. If you didn't know what it meant, what word(s) on this page would give you a clue? (He pointed at his computer.) Model how the reader can skip over an unknown word, then reread and try the word again, checking to make sure. The illustration can help, too.
- Read page 2 to find the word fundraiser. Ask what clues students find in the paragraph that tells them what fundraiser might mean.
- Choral read Chapter 1 with students and allow them time to practise the rereading strategy.
- Repeat the process with Chapter 2.

After reading

- Introduce the term "main idea" and jointly identify the main idea for Chapter 1. Ask students if they can identify the main idea for Chapter 2.
- Read and discuss the task.

- Explain the layout of Worksheet A, then read the chapter headings together. Allow students to draw the main ideas on Worksheet A for Chapters 1 and 2.
- Have students share their “main idea” drawings for Chapters 1 and 2.

Fluency focus

Read the *Thank-you Speech* or *I Dig Rap* with students. Discuss how a reader uses his/her voice when reading to an audience. Have students read the *Thank-you Speech*. They practise reading with a loud, clear voice.

Vocabulary and spelling activities

Goals

To develop understanding about:

- adding -ing to verbs
- forming adverbs by adding -ly to the base word
- the scr- three-letter blend
- the ou/ow vowel sound
- compound words

Activity 1 Adding -ing to verbs

Find verbs (action words) ending with -ing in the text and record them on a sheet with the heading “-ing verbs”. Orally put them in sentences to model their tense, e.g. I am playing. Explain that we use this tense in speech and writing when the action is ongoing. Have students think of other examples, e.g. *going*. They identify the base word in each verb and note if it has been changed before the -ing is added, e.g. doubling the last letter as in *swimming*, dropping the e as in *taking*. Have students copy the list and underline the -ing. Jointly construct rules about adding -ing to verbs. Classify the list according to the rules.

Activity 2 Forming adverbs by adding -ly to the base words

Find the following adverbs in the text and the Thank-you Speech and read the sentences in which they are written – *suddenly*, *weirdly*, *especially*. Model how -ly is added to the base word to form an adverb. Explain that an adverb adds information to a verb, e.g. *runs quickly*. Allow students to add further examples to the list. Model how adding an adverb to a sentence gives it more meaning.

Activity 3 The scr- three-letter blend

Write the word *scream* on the board and ask: What sound do you hear at the beginning of the word? Students identify the letters that represent the scr- sound, then brainstorm a list of other words with the same sound/letter blend, e.g. *screen*, *scratched*. Have students copy the list of words and underline the letter pattern that makes the scr- sound.

Activity 4 The ou/ow vowel sound

Record the following words on the board – *found, pounced, now, cow, towel*. Ask: What sound can you hear in each word? What letter(s) represent the sound in each word? Underline and identify the letter patterns that make the ou/ow vowel sound. Ask students to record the words and find another word with the matching letter pattern, e.g. *found/pound, cow/how*. Make class lists of words with the ou/ow vowel sound and display them. All words must have the same vowel sound as *cow* or *found*. Other words have the same pattern of ou or ow but they sound different, e.g. *though, low*.

Activity 5 Compound words

Ask students to define the term “compound words”, then model how two words have been joined together without a hyphen to make one word, e.g. *dough + nut = doughnut*. Ask students to find five compound words in the book and share what two words make up each. They list their words in alphabetical order, e.g. *afternoon, lifeguard, noticeboard, sandcastle, sunblock*. Jointly construct and record an alphabetised list of all their compound words. Have students record the list.

Day 2: Before reading

- Review the strategy of rereading and discuss the importance of and reasons for rereading words, phrases, sentences and paragraphs.
- Reread the list of predictions recorded on Day 1, then have students summarise the story so far. Provide positive feedback.

During reading

- Repeat the approach used in Day 1. Stop and reread difficult words, e.g. *lifeguards* (page 17). Have students look for clues for the word. Do the same for *loudspeaker* (page 18).
- Choral read Chapter 3 together. Repeat the process for Chapter 4.

After reading

- Review and model how to identify and record the main idea for Chapter 3.
- Allow students to complete and share their drawings of the main ideas for Chapters 3 and 4 on Worksheet A.

The rap: rhythm, rhyme and repetition

Goals

- To provide a forum for meaningful reading practice
- To use rhythm, rhyme and repetition and shared reading experiences to build students’ confidence
- To further develop students’ ability to read keywords automatically

Activity 1 Introduce the rap

Read the rap with students. Volunteers read the rap independently.

Activity 2 Perform the rap

Encourage students to perform word or sound percussion in time with the rhythm of the rap. Pairs of students perform the rap with one student chanting a repetitive phrase or sound quietly in the background while the other student reads the rap.

Activity 3 Identify rhyme

Analyse each verse and the refrain to identify the pattern that has been used. Note any deviations and discuss. Identify the words at the end of the second and last lines of each verse. Identify the words that rhyme and the words that don't. Brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

Activity 4 Identify rhythm and repetition

Identify the way that syllables work to establish a rhythm. Notice that most words have only one syllable. Identify the repetitive elements of the rap. Have students work in pairs to create a new verse using the same repetitive pattern. They share their new verses with the group.

Activity 5 Create a new rap

Have students work together to write a new rap about the Bonza Beach Dig using the same rhyming pattern and rhythm.

Day 3: Before reading

- Review the strategies introduced on Day 1, reminding students of the reasons for rereading.
- Ask students to jointly recall the main ideas for Chapters 1–4 using the work they have completed on Worksheet A.

During reading

- Read Chapter 5 to students, asking them to note difficult words and where they would reread from.
- Choral read Chapter 5 together.

After reading

- Allow students to complete and share their main idea drawings for Chapter 5 on Worksheet A. Work with students to orally identify the main idea for the whole text.
- Record suggestions and read them together.

Write an information narrative

Goals

- To read and write an information narrative about an exciting experience
- To identify and talk about an information narrative text

An information narrative describes an experience in the writer's life. It is always in the first person. The title of the narrative tells us what it will be about. It includes interesting details and time-order words to describe the event as well as mentioning particular people or places. Sad, funny or amazing details help the reader to imagine what it would have been like to be there.

- Ask: What do you know about information narratives? Discuss responses. Have students read the *Thank-you Speech*, then return to the group. Have students talk about the *Thank-you Speech*.
- Complete the analysis on Worksheet B together.
- Ask: What is the information narrative telling us about? What is the purpose of the heading? What makes it an information narrative? What details and parts give interesting details about particular people? What information is conveyed?
- Students think of an experience that is important to them – a situation that was exciting or perhaps a bit frightening.
- They include what, when, how and who information. They write at least four paragraphs and give their narrative a heading.
- Students write their narrative on a device or paper.
- Once the narratives are completed, identify the features of a collection of stories, e.g. fairy tales. Assign a responsibility to each student – working on the front cover, back cover, title page, contents page and writing a blurb.
- Have students work co-operatively to bind their narratives and publish a group collection.
- Talk to students about how we read information narratives and the purpose of the features.
- To conclude the study, listen to students read their information narratives. Listen for keywords and phrases when they are sharing.

The Bonza Beach Dig

Worksheet A Identifying the Main Idea

Name: _____ Date: _____

Draw a picture about the main idea for each chapter of the book.

Chapter 1	Chapter 2
Chapter 3	Chapter 4
Chapter 5	

Write a short sentence about the main idea of one chapter.

The Bonza Beach Dig

Worksheet B Writing an information narrative

Name: _____ Date: _____

Analyse the "Thank-you Speech" information narrative. When did the experience happen?

List the people who Jake thanks.

Find three different sentence beginnings.

Find four verbs (action words).

Find a sentence with the word "bonza" in it.

Read the concluding sentence and write a different one below.

What were the three main things that the thank-you speech told us?

Write your information narrative on paper or a device.