

# The Bonza Beach Dig

T-shirts, film tickets, book vouchers, boat rides to Gannet Point and The Donut, computer games, surfing lessons, fishing trips – these are prizes to be won at the Bonza Beach Dig. Team Turbo join in the fun. And by the end of the day, even Doris the dog has won a prize.



## Reading strategy

### Rereading

- Prompt students to reread if the text sounds wrong
- Think about the meaning of the whole sentence
- Come back to the challenging part and work it out by using decoding knowledge
- To ensure text now makes sense and sounds right

### 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 could use when they are finding reading and understanding a text challenging.
- Reread page 6 with students. Focus on the word *fundraiser*. Ask: If you don't know what it means, what can you do? Read the whole sentence to find evidence to clarify meaning, consult a dictionary.
- Read page 8 to find the words *safety flags*. Ask: What evidence is there in the paragraph that tells us what *safety flags* might mean?
- Read Chapter 1 together 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.
- 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 *Thank-you Speech* or *I Dig Rap* with students. Discuss how a reader uses their voice when reading to an audience. Have students read *Thank-you Speech*. They practise reading with a loud, clear voice.

## Vocabulary and spelling activities

You can substitute these suggested activities with ones that specifically address any gaps in student knowledge that you become aware of:

- adding -ing to verbs
- forming adverbs by adding -ly to the base word
- variant graphemes for /ow/
- 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 *arriving*. 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 *Thank-you Speech* and read the sentences in which they are written: *suddenly, oddly, especially, finally*. Model how -ly is added to the base word to form an adverb. Explain that an adverb adds information to a verb, e.g. *jumps suddenly*. Allow students to add further examples to the list. Model how adding an adverb to a sentence gives it more detail.

### Activity 3 Variant graphemes for /ow/

Record the following words on the board: *found, pounce, now, cow, towel*. Ask: What sound can you hear in each word? How is the sound spelt in each word? Underline and identify the letters that make the /ow/ vowel sound. Ask students to record the words and think of another word with each of the grapheme-phoneme correspondences, e.g. *sound, how*. Make class lists of words with the /ow/ vowel sound, grouping them according to how the sound is spelt.

### Activity 4 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. *every + one = everyone*. 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, lifesaver, noticeboard, sandcastle, sunblock*. Jointly construct and record an alphabetised list of all their compound words. Have students record the list. They discuss the meaning of the compound words.

## 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 challenging words, e.g. *lifesavers* (page 17). Use students' phonics knowledge to decode it, e.g. life/sav/ers. Point out the schwa sound on the end. Reread the sentence to clarify meaning. Do the same for *loudspeaker* (page 18).
- Work through Chapters 3 and 4 together using this approach.

## 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 important words 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 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 the opening of Chapter 5, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Ask students to note challenging words and where they would reread from.

## 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 *Thank-you Speech*, then return to the group. Have students talk about *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 important words and phrases when they are sharing.

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## 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.

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## 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.