

How I Learned to Be a Nipper

Name _____

| Chapter | Statement | True or False (circle one) |
|--|---|--|
| Introduction | Lifesavers are on patrol seven days a week. Lifesavers are paid to watch the beaches. Nippers patrol the beach. | True/False True/False True/False |
| How I Learned to Be Safe in the Surf | The sea can be controlled. Rip currents are dangerous. Lifesavers rescue swimmers in trouble. A good swimming technique is important if you are a nipper. A rookie is an experienced nipper. | True/False True/False True/False True/False True/False |
| What I Learned about First Aid | CPR can save someone's life. Proper First Aid is taught through a course. | True/False True/False |
| How I Learned to Identify a Rescue Situation | A rip current forces water towards the shore. Eighty per cent of rescues are rip rescues. Rip currents do not pull people under the water. There may be no signs of a rip current. An emergency rescue is not urgent. Good swimmers don't get into trouble in the surf. If you get into trouble, you should raise one hand to show that you need help. | True/False True/False True/False True/False True/False True/False True/False |



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Multiple Intelligences (intrapersonal, logical-mathematical)

Becoming a nipper is exciting, but also lots of hard work. Complete the LDI (L = Like, D = Dislike, I = Interesting) to see how suited you are to being a nipper.

| Like What I'd like about being a nipper | Dislike What I'd dislike about being a nipper | Interesting What I'd find interesting about being a nipper |
|---|---|--|
| | | |



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Surf Safety Rules

| Rule | What might happen if you don't follow each rule? |
|--|--|
| Never swim alone. | |
| Always swim or surf at places patrolled by surf lifesavers or lifeguards. | |
| Never swim directly after a meal. | |
| Always swim between the red and yellow flags. They mark the safest area to swim. | |
| Never run and dive in the water. Even if you have checked before, conditions can change. | |
| Always read and obey the rules. | |
| And if you do get into trouble in the water, don't panic. Raise your arm for help, float, and wait for assistance. | |



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Name _____

Write the number of syllables in these words from the book:

lifesaver _____

sea _____

coach _____

nipper _____

swimming _____

float _____

beach _____

technique _____

rescue _____

lifeguards _____

procedure _____

rip _____

surf _____

rookie _____

patrol _____

Find words from the book with:

one syllable: _____ , _____

two syllables: _____ , _____

three syllables: _____ , _____

Write the abbreviations for these:

cardiopulmonary resuscitation: _____

very important person: _____

rest in peace: _____

Australian & New Zealand Army Corps _____



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1. Does the title of the book tell you what it is about? Why or why not?

2. Did the title, cover illustration, and blurb make you want to read this book? Give reasons.

3. What will you remember about this book?

4. Can you relate to this story? Explain.

5. What was the most interesting part of this book? Give reasons.

6. Did you find the glossary helpful in understanding new words?

7. What sorts of things does a reader need to know in order to find things quickly in a book like this?

8. How did this book help you to learn more about your world ?

9. List some things you know that you didn't know before you read this book.

10. Who do you think would enjoy a book like this? Why?



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This book is a recount. The reader views the nipper experience through Kim's eyes.

1. Do you think Kim enjoyed learning to be a nipper? Explain.

2. Which words from the book tell you that Kim enjoyed being a nipper? Find examples.

3. Do you think that Kim would be a good teacher? Explain.

4. How would this book be different if Kim didn't enjoy his nipper experience? Explain.

5. How would this book be different if Kim were a girl?

6. Do you think Kim will become a lifesaver when he is old enough? Why or why not?

7. Has Kim made you interested in becoming a nipper?

8. If Kim shared negative experiences of being a nipper, do you think it would turn others off the idea?



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This type of text has many features that help readers understand the topic and also navigate around the book easily. Draw a line from the feature on the left and match it to its role on the right.

| | |
|-----------------------------|---|
| Table of Contents | Indicates words in the glossary |
| Blurb | Words to show the parts of a diagram |
| Index | A few words or a sentence about the picture |
| Glossary | Helps us to build a picture of what something looks like |
| Diagrams | Lists things in the book in alphabetical order and gives page numbers |
| Labels | Shows an image larger so that the reader can see greater detail |
| Bolded print | Explains new or unusual words from the book |
| Photographs & illustrations | Two or three sentences that tell what the book is about |
| Close Ups | Lists the main topics in the book and their page numbers |
| Captions | A drawing showing the general outline of an object |



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Notes



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