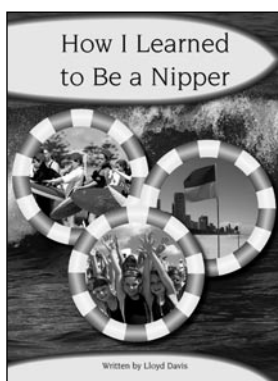


How I Learned to Be a Nipper

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



HOW I LEARNED TO BE A NIPPER

Lower level fact

Text type: Procedural recount

Reading age 9.2

Word count 1,520

Before Reading

Activate prior knowledge by asking students if they have been to the beach and swum between the flags. *What do the flags represent? Guide students to understand that this is a supervised swimming area. What do we call the lifeguards on duty in these areas? Do you think they have received special training for this role? Make students aware that surf lifesavers are volunteers. Build knowledge, if necessary, of what a surf lifesaver is.*

Ask students if they know what the term *nipper* refers to. Invite discussion and explain that a nipper is a junior surf lifesaver. Discuss the double meaning of the word nipper. Guide

students to know that a nipper is a term used to refer to a young child, but it is also a person or thing that nips, e.g. a crab. Do you think this is an appropriate term for a junior surf lifesaver?

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. Why do you think these images have been chosen for the cover?

Read the blurb. What additional information does this give you? What do you expect to find inside this book? Guide the discussion to build understandings that Kim is recounting the events in this book.

Who is Kim? Is Kim a boy or girl? How old do you think he is?

What kind of person do you expect Kim may be?

What do you expect to learn about Kim?

What kinds of skills and procedures do you expect to read about?

CONTENTS PAGE

Open the book. Tell me what you know about this page. Discuss features of the contents page. Where would I go to read about first aid? Students should quickly respond with the page

number. Repeat for other pages. Encourage quick responses. Discuss the ways an information text differs from a story.

What else might be in an information book? Discuss the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary gives meanings for new words about the topic, and the index gives page numbers to help the reader locate particular things in the book.

Discuss the term *introduction*. *What does this mean?* Guide students to understand that an introduction provides general information about the topic, which can build readers' knowledge. *Do you think this might be a useful place to start?*

INTRODUCTION

During Reading

What do you notice first about this page? Guide students to information contained in the illustrations. *Read the captions. What do you notice about the people in the photos?* Students should notice the bathing caps. *What is significant about these caps? Why do you think the caps match?*

What do you notice about the text on these pages? Students should notice the bold text on *patrol* and *procedures*, and suggest that these words are located in the glossary. Direct students to the glossary and ask students to read these aloud. Clarify these meanings.

Read the introduction and be ready to explain the difference between lifesavers and lifeguards.

After Reading

Explain the difference between a lifesaver and a lifeguard. How many days each week do

lifesavers' patrol? Why don't they patrol seven days a week?

What did you learn about Kim? How old was he when he became a nipper?

Is it easy to be a nipper? Direct students to page 5, paragraph 1 to check if needed.

What is the most important thing about being a nipper?

Do nippers patrol the beach? Why not? Discuss students' inferences.

What do nippers learn to do? Why are these things important? Explain.

How do you think Kim feels about being a nipper? Explain.

Would you like to be a nipper? Why or why not?

HOW I LEARNED TO BE SAFE IN THE SURF

During Reading

Tell me what you see on this page. Discuss the photographs and read the captions.

Look at the photo on page 6. What kind of rescue may have occurred? Invite inferences. *Tell me what you understand about swimming in the sea. How is it different to swimming in a pool? Why is it important for nippers to develop a good swimming technique?* Guide students to infer that learning to be safe in the sea means developing a good, strong technique.

Read page 6 and be ready to chat about what the term Respecting the Sea means. Read and discuss.

Revisit the text to deepen understandings of what nippers learn about understanding the sea. *What kinds of dangers exist in the sea?* Discuss the terms *controlled* and *rip currents*.

Read pages 7 to 13 and jot down some notes about what Kim learned during his swimming lessons.

After Reading

What does Kim suggest is the major part of the procedure for learning to be safe in the surf? Revisit the last sentence on page 7 to check if needed.

Who helped to refine Kim's swimming technique? Direct students to the caption to check if needed.

What important skill did Kim learn on page 8? Why is treading water a great skill to have? Direct students to the top of page 8 to check if needed. What is the technique for treading water?

What other strokes did Kim learn? Which stroke does Kim suggest is the most important?

Ask for a volunteer to explain the procedure for crawl. Use the pictures to remind you of the procedure. Support by probing for clarification and elaboration when necessary.

Read and discuss the Surf Safety Rules on page 14.

WHAT I LEARNED ABOUT FIRST AID

During Reading

Describe what you notice about this photograph. Who do you think these children might be? What do you think may have happened to them?

Describe the first aid you think would have been administered to these boys.

What do you notice about the print on this page? Students should identify the bold text. Where should you go to help you understand this term? Quickly check the meaning of this

term in the glossary.

As you read this page, jot down what CPR stands for and what it means.

Be thinking about some of the first aid that may be administered at the beach. Write down a few ideas ready for discussion.

After Reading

What are chest compressions? When might you need to apply chest compressions? What important technique are chest compressions a part of? Guide students to discuss CPR.

What do the letters CPR stand for?

What do you think cardiopulmonary means? Write this word on the board. Explain that *cardio* means heart and *pulmonary* means related to the lungs.

What organs are not working if someone needs cardiopulmonary resuscitation?

What do you think the word resuscitation means?

Guide students to understand that CPR revives or brings back to life the heart and lungs. What would happen if the person did not receive CPR?

HOW I LEARNED TO IDENTIFY A RESCUE SITUATION

During Reading

Look at the photograph on page 17. What is shown within the circle? Students should identify this as a rip. What does this mean? Are we likely to find out more about rips when we read this section?

Turn to pages 18 and 19. Look closely at the illustrations. What do the signs warn swimmers of on page 18? Read the heading and look closely at the diagram on page 19. Chat to a

partner about what you think this diagram tells you. Where does a rip drag you? If you get caught in a rip, can you get out? How? Invite discussion and share students' understandings.

Read pages 16 to 19. Jot down what you learn about rip currents and how to identify them.

As you read pages 20 and 21, note the four signs of swimmers in distress.

After Reading

Discuss students' understandings about rip currents. Probe for clarification and elaboration where needed. Encourage students to refer to the text to substantiate their understandings.

How can you identify a rip current? Invite responses.

What is meant by debris?

Are there always signs of a rip? Direct students to page 18 to check if needed.

Without understanding rip currents, do you think people would struggle to get to shore? Explain.

How could you get out of a rip? Revisit page 19 to give you ideas.

What are the four signs of swimmers in trouble?

What is meant by an emergency rescue? What do you think this might involve?

Do you think it can be difficult for lifesavers to identify people in distress? Explain.

What should you do if you experience difficulty in the surf? Where is the safest place to swim at the beach?

CODE BREAKER

Nipper is a word with a double meaning. It can mean a young child and also a person or thing that nips. There are many words with double meanings. When we are reading we use the words around the word to work out which meaning applies.

What are the double meanings of these words:

- fan
- bank
- bark
- dress
- bright
- brush

Encourage students to share their understandings of the double meanings and place the words in sentences to demonstrate the two different meanings. Ask students to think of more words that have double meanings. Discuss.

MEANING MAKER

Work with a partner to write an interview. One person will be Kim and the other will be the interviewer. Write the questions and answers together. Think about the things you would like to know about Kim and about being a nipper. This will give you a guide to writing your questions.

To answer the questions, use what you know of Kim to come up with responses that you think Kim might say.

When you are working on your questions and answers, try to think of how you can link your ideas to make the interview sound like a real conversation. Interviews are better to watch

and listen to if they sound like two people chatting rather than twenty questions.

◆ TEXT USER

This book follows a logical order and this makes it easy for the reader to follow.

Other things in this book that help the reader build understandings are the photographs, diagrams, labels, and captions. These give the reader lots of information about the text.

Reread the captions in this book. The captions are one sentence long and give information about the photograph which also links to the writing on that page. Choose some photos from the book and write new captions for them. Remember that the caption must match the photograph and make sense, and also support the writing.

● TEXT CRITIC

This book is different from some other information books. Because it is a recount, the reader is getting the information from someone sharing their personal experiences. This is different from reading a book or article, or viewing a documentary that does not rely on someone's encounters. Though Kim doesn't make his opinions known, the reader may infer how Kim feels about being a nipper, and this can influence the mood of the book and the readers' perceptions.

When we view a documentary in which the narrator presents the information, we know that the ideas presented may be the opinions of that person. Therefore we must think, "Is this really the way it is, or is it just this person's understanding?"

Do you think this book could be a strategy to interest young people in becoming nippers?

USING MULTIPLE INTELLIGENCES

In groups of 4 to 6, plan a campaign to encourage people to swim between the flags.

Create: Write a short song, jingle, rhyme, or chant to encourage people to swim between the flags. Add actions. Record it onto a tape. (P, V, M, B)

Design: Cool new swimwear for the lifesavers and cool new flags for the beach. (S, B)

Imagine: Think up some imaginative ways to attract people to this part of the beach (e.g, massage tent, complimentary icy cups, etc). (P, V, B, S)

Make: Posters to advertise safe swimming. Think of a catchy slogan. (P, V, S)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

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



How I Learned to Be a Nipper

Name _____

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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How I Learned to Be a Nipper

Name _____

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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How I Learned to Be a Nipper

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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How I Learned to Be a Nipper

Name _____

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?



How I Learned to Be a Nipper

Name _____

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?



How I Learned to Be a Nipper

Name _____

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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