

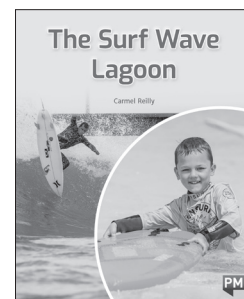
# The Surf Wave Lagoon

PM Level 17

Turquoise

**Text Type** Description

**Running Words** 411



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand what surfing is and know some of the key terms, such as *surfboard*.
- Students should also know what to expect in a description and how to use the contents and glossary.

### Orientation to the Text

- A visit to the surf wave lagoon can be fun for beginners and expert surfers alike. The wave machine makes both high and fast and small and slow waves to suit every ability, and patrons and spectators can picnic in the grounds or shop at the cafe.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

anyone, far, high, hours, know, lessons, often, own, practise, through, wave, while

#### Content Words

beginners, cafe, festival, lagoon, machine, rent, surfboards, surfers, wetsuit

### Decoding

- Draw students' attention to compound words, such as *outdoor* and *surfboard*, as you encounter them. Discuss how the two smaller words contribute to the meaning of the longer word.
- Remind students to go back and re-read, paying attention to whether what they read looks right when they misread a word or words.
- Look at the word *beginners* on page 7 together. Ask, *Where might you break this word to make it easier to read?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Talk about what a lagoon is and how a surf wave lagoon is different from a natural lagoon.
- Point out the word *surf* on page 2. Ask, *What words can you find on pages 2 and 3 that have this word as the base? How is the meaning of each of the words similar? How are the meanings different?*

- Ask students to find the bolded word on page 2. Ask, *Why is this word in bold?* Show students how to find the word in the glossary, and look up other glossary words as students come across them.
- Continue to page 5. Review the chapter heading on page 2 and discuss what the main idea of the chapter was. Ask, *What are the main things we learned about surf wave lagoons in this chapter?*
- Read the chapter heading on page 6 together. Ask, *What information do you think will be in this chapter?* Read pages 6–7 and ask students to summarise the information in their own words.
- Point out the word *beginners* on page 10. Ask, *What is the base of this word? What other words do you know with the same base?*
- Read pages 12–13 together. Ask, *What is the main thing the author wanted us to know about watching family and friends at the surf wave lagoon?*
- Continue to page 15. Ask, *Overall, what are the main things that you have learned about surf wave lagoons? What else did you find out?*

### Comprehension

- Why is the surf wave lagoon good for beginners? (*Literal*)
- Why do you think people need surfing lessons? (*Inferential*)
- Would you like to try surfing at the surf wave lagoon? Why or why not? (*Applied Knowledge*)

### Follow-up Activities

- Write the word *surf* towards the left side of a large piece of paper. As a group, think of all the suffixes you could add to *surf* to make new words and list them to the right of *surf*. Introduce this as a word family where all the words have a meaning that is related to the base. Make another word family chart with a base from the text, such as *ride* or *watch*.
- Talk with students about what an adjective is and discuss why they are important in a description. Allocate one or two pages from the text to pairs of students and ask them to find all the describing words. Have each pair join up with another pair to check they have found all the adjectives, before asking them to contribute to a master list.
- Watch some online videos about surfing or of surfing competitions together. Talk about what it takes to be a good surfer and why people enjoy surfing.

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## Learning Intentions

- We are learning to summarise what we read.
- We are learning to read longer words.

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## Success Criteria

- I can find the main idea and identify some details for each chapter in the book.
- I can find the base of words such as *surfing*, *surfer* and *surfboard*.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up