

Surf Rescue

GOALS

Comprehension

Connect to prior knowledge: What do you know about Surf Rescue?
Have you seen them at a beach? How do they help?

Vocabulary

High-frequency Words: are, at, the, they, what, for, have

Content Words: surf, rescue, keep, safe, beach, flags, signs, boards, boats, buggies, tools, us, these

Phonemic Awareness

Recognise and produce words that end with the same sound: /f/

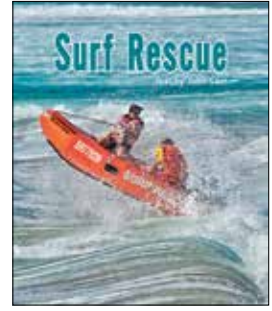
Phonics

Letters and Sounds: f, ff

Words to Blend and Segment: if, off, puff, huff, tiff

Fluency

Practise rereading the text orally with a partner.



Surf rescue keeps us safe at the beach.

Before Reading

- Ask: What do you know about surf rescue? Have you seen them at a beach? How do they help?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to students and then read it together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what students see in the picture. Have they seen one of these before? Where? What is it for?
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask students what they think might be on that page.

Reading the Text

- Read the cover and the title page together. On page 2 discuss what is happening in the picture. Look for the relevant words, e.g. /k/ *keep*; /s/ *safe*; /b/ *beach*. Read the words together, with students pointing to the words as they are read.
- Follow this pattern for each page discussing what the different parts of surf rescue are for before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. How does it sum up the text? Look at page 2. Ask: How is it a good beginning of the text? Do you notice anything? (The words are the same.) Would you like to work for surf rescue when you are older? Why?
- Have students take another look at the pictures. With help, they read words that are in the photos, e.g. *Surf Rescue SR7792N* (cover), *LIFEGUARD* (page 1), *Surf Rescue* (page 5).
- Students make a T-chart to summarise the things surf rescue do and have. The two headings can be – They have/They do.

Phonemic Awareness

- Recognise and produce words that end with the same sound: /f/ Emphasise the /f/ sound on the end of spoken words for students to listen to and notice, e.g. *if, off, puff, huff, tiff*. Students repeat after you. Ask them to think of more, e.g. surf, safe, laugh, knife, tough.

Phonics

- Write the cvc words *if, off, puff, huff, tiff* on the board to practise blending and segmenting the sounds together as a group, e.g. /p/ /u/ /ff/. Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *have, at, for, they, the, what*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture from the text. They write a matching sentence. e.g. *Surf rescue have _____* .

Fluency

- Students practise rereading the text orally with a partner.

Writing

- Have students write a new text about surf rescue, e.g. *I want to keep safe at the beach*. They write the text and illustrate it.
- Students make a sign for the surf rescue team to use at the beach to help keep people safe. (zebra, shark, horse, lion, lamb) They write the text and illustrate it.

Home/School Link

Take the book home and any related activity done in class to share with family.