



Running words: 184

## Book Summary

This book describes how three children take part in a swimming lesson. One of the children named Eddie doesn't listen to the coach. He soon gets discouraged and thinks that he'll never learn how to swim. Luckily, one of the other children gives Eddie some advice that might just work.

## Themes

Overcoming obstacles, Character education, Leisure and recreation

## Features of the Book

- The information contained in illustrations
- Content words for discussion: *breath, coach, freestyle, patient, straight, swam, swim*
- Phonics and phonemic awareness: onomatopoeia i.e. *splash*

## Strategies

*Wait for It!* introduces and reinforces the following strategies:

- making connections
- making inferences
- recognising cause and effect
- compare and contrast

## Materials

- copies of the BM, pencils

# Wait for It!

by Bill Nagelkerke

## Introducing the Text

Begin by asking the students if they have ever had any swimming lessons. Ask:

- *Who taught the swimming lesson? What did they teach you to do?* (Answers will vary.)

## Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*breath, coach, freestyle, patient, straight, swam, swim*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the illustrations and text to determine the strategies of making connections, making inferences, recognising cause and effect and comparing and contrasting as you work through the book.

## Cover

Together, read the book's title and the name of the author. Point to the illustration and ask:

- *If the book is called "Wait for It!", who do you think the coach might be saying that to? (the swimmers, particularly the two children on the left)*

Encourage the students to look for clues in the illustration. Help the students to understand that the boy next to the coach has his goggles on and is ready to jump into the pool and that the other two swimmers would have to wait while he did that for safety reasons. We know that the two children on the left are not ready because they don't have their goggles on yet. Together, read aloud the preview question on the back cover: *Will Eddie learn to be patient?* Ask the students what the word *patient* means (able to put up with problems and delays without getting angry or upset).

## Title Page

Point to the illustration of the boy at

the side of the pool. Ask:

- *Why might Eddie have gone to the side of the pool? Look how he is breathing hard. What does that tell us? (He is swimming too fast because he is not patient and has run out of breath.)*

Encourage the students to draw on their personal experiences and talk about times that they have got tired when they were swimming or got impatient.

## Page 2

Read the text with the students. Talk about the words "JUMP" and "SPLASH" and ask why the author has put these words in capital letters (because the coach shouted the word "JUMP" and the splash when Lukas jumped in would have made a loud noise too). Briefly touch on the fact that coach has a prosthetic leg. Some students may know someone with a prosthetic limb or have seen someone with one. Now say:

- *Who do you think will jump in the pool next? Let's read on to find out.*

## Page 3

Read the text together to confirm the students' predictions (Milly jumped in next as she was next in line). Look at the illustration. Talk about Eddie and how he looks as if he is about to jump in the pool. Ask:

- *Do you think the coach would tell Eddie to jump when Milly is still jumping into the pool, or would still tell him to wait? (She would tell him to wait.)*

## Page 4

Have the students look at the facial expressions of the four people in the illustration. Ask:

- *Why would everyone except Eddie have a horrified or startled look on their faces? (It is dangerous to jump in and almost land on Milly.)*

Read the text with the students.

## Page 5

Point to the illustration and say how

## Wait for It!

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it looks as if the children are waiting for their next instruction or listening to the coach. Read the text together with the students. Now take some time to explain to the students that we can make inferences when we read text, which is like reading between the lines. We can make connections and draw conclusions about the text's meaning and purpose based on what we know from our personal experiences. For instance, ask:

- *Why would the coach say to the three children to swim slowly and in a straight line?*
- *What would happen if the children swam fast, for instance?*

Remind the students that we have to infer the reason why because the author has not stated it. Answers will vary, but may include that the swimmer might go off course and end up swimming at an angle if they swam fast.

### Pages 6!7

Look at Eddie's expression in the illustration on page 6. Encourage the children to predict if Eddie will swim slowly or fast. Read the text on page 6 together. Then look at the illustration on page 7 to confirm the students' predictions. Ask:

- *What clues in the illustration tell us that Eddie is swimming fast?* (the coach's expression, the amount of splashing that he is making compared with the children swimming on page 6 and the fact that he is swimming at an angle means he has lost control of his swimming technique).

Together, read the text on page 7.

### Pages 8!9

Look at the illustration on page 8 of Eddie resting beside the pool and breathing heavily. Read the text with the students to confirm why he is doing that. Ask:

- *How might Eddie be feeling right now?* (discouraged, tired)

Turn to page 9 and see if the

students' predictions are correct. Read the text with the students. Then ask:

- *Why is Milly's advice to Eddie good?* (Eddie will learn to swim better if he listens to the coach and slows his swimming down.)

### Page 10

Read the text with the students. Have the students compare and contrast Eddie's behaviour with how he acted on page 10 with how he acted on pages 4 and 7. You could write their answers on chart paper or on the board.

### Page 11

Look at the illustration and have the students point out the clues that show us Eddie is doing well, listening and being patient (the coach is making a thumbs-up sign and the two other children are cheering him on with their hands up.) Together, read the text.

### Page 12

Look at the illustration. Ask the students what Eddie might be doing (trying to walk off while his photograph is being taken). Ask:

- *What do you think the coach would say to Eddie?* ("Wait for it!")

Read the text together and enjoy the ending.

### Revisiting the Text

- Encourage the students to recognise the cause and effect on page 4. Explain that a cause is why something happens and an effect is what happens as a result. For example, when Eddie jumps into the pool (cause), the result is Milly almost gets hurt and the coach gets annoyed (effect).
- The word "SPLASH" is an example as onomatopoeia, which is when a word sounds like the thing it describes. Other onomatopoeic words include *buzz*, *sizzle*, *pop* and *splat*. Have the students make a list of onomatopoeic words. Use

the internet to help.

### Following Up

- Thinking about Milly's advice to Eddie, have the students write down their advice to Eddie. Encourage the students to think of advice that their parents and teacher give as some possible examples.
- Give the students copies of the BM for this title.