

BEACH SPORTS CAR

DARLENE OXENHAM

ILLUSTRATIONS BY SALLY MORGAN AND TRACEY GIBBS

WAARDA SERIES EDITOR: SALLY MORGAN

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THEMES: Indigenous, Family and Home Stories, Adventure, Multicultural, Environment

YEAR LEVEL: Y1, Y2, Y3, Y4, Y5

CROSS-CURRICULUM PRIORITY: OI.Indigenous

ABOUT THE BOOK

When Annie's dad promises her a beach sports car she imagines a bright red hotrod with racing car stripes. All her school friends will be so jealous! But it will take a lot of work to turn Dad's battered old bomb into the car of Annie's dreams. Then again, hard work can sometimes make the rewards seem so much sweeter.

Beach Sports Car is about using your imagination to make everything old, new again. It also portrays strong family relationships. Beach Sports Car is told in the first person, from the point of view of Annie, a young girl. Broken into short chapters, the writing pulls the reader through the book with dynamic descriptions and lively dialogue, and a good dose of suspense.

ABOUT THE AUTHOR

Darlene Oxenham is a Malgana woman from Shark Bay on the coast of Western Australia. 'My story was inspired by my time living in Useless Loop. I loved growing up in Useless Loop, and also in Carnavon. 'When I was young I liked to collect shells from the beach, swim, collect oysters from the rocks, fish, play with my dog Patches and play badminton. I also loved to read The Secret Seven and The Famous Five books. I felt happiest when at the beach with my family, and riding in my pop's watertruck in Useless Loop.'

STUDY NOTES

Pre-reading

Look at the book and think about the impression it gives you before reading.

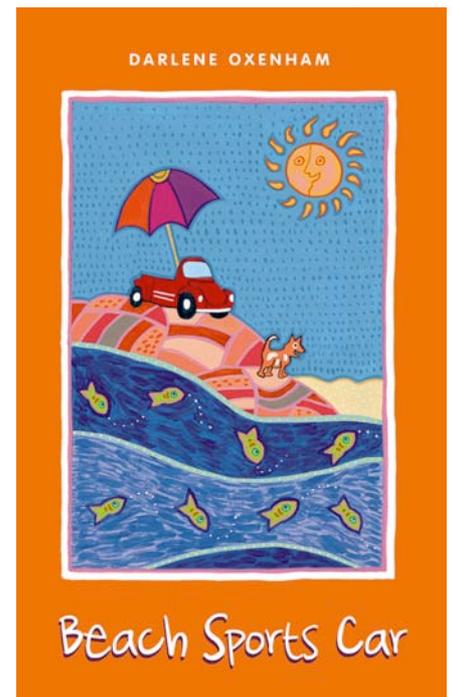
- Based on the cover, what do you expect the book to be about?
- Write, draw or tell your own story, 'Beach Sports Car', using just the title and cover illustration as your start point.
- Read the back cover blurb. Does this change your ideas about the book?
- Does the blurb make you want to read the book? Why/ why not?

After reading

Structure and presentation

After reading the story, look again at the cover illustration.

- Which elements of the story are illustrated on the cover? Why do you think the illustrator chose to paint those elements?
- Write an alternative blurb for the story.
- How important are the internal illustrations to your understanding of the story? Draw your own pictures (not necessarily based on those in the book) of Annie, Patches, Dad, Red or the Beach Sports Car.



- This is a short chapter book. Why do you think the story is divided into chapters? How do the chapters generally begin and end?

Expectation

When Annie's Dad says they're getting a Beach Sports Car, Annie imagines what it will be like. When she first sees the car she is very disappointed.

- Have you ever imagined something that then turned out to be completely different from what you expected? How did you feel? What did you do?
- Have you ever worried about something that then turned out to be much better than you expected? How did you feel? What did you do?
- Make a list of things you are looking forward to — your birthday, a holiday, a special visitor or treat, etc. Write down the best case and the worst case, e.g. birthday: best case — party, cake and presents; worst case: no one remembers it's your birthday.
- Make a list of things you are not looking forward to. Write down the worst case and the best case for each event.
- How do your expectations affect the way you respond to things?

Special Projects

Annie and her Dad fix the Beach Sports Car together, turning it from a pile of junk into something wonderful.

- Have you ever fixed or made something big with your parents or another adult? Think of a project you would like to do with one of your parents or another adult. Write down all the steps involved from start to finish. What steps could you do yourself and what parts would you need help with?

Cars:

- Have you ever looked at the engine of a car? Ask someone who knows — a parent, teacher or mechanic — to show you the different parts of an engine and explain how it works.
- Cars are all around us now, but when was the car first invented? How did people travel long distances before cars? How have cars changed? What will cars be like in the future?
- Imagine you own a special car. What does it look like? What special features does it have? What do you call it? Where will you take it? Draw a picture of your car. Build a model of your car. Write a story about the making of your car. Write a story about an adventure in your car.

Place

Annie's family lives in a caravan at Useless Loop.

- Is Useless Loop a real place? Can you find it on a map? What do you think it would be like to live there?
- Look at an atlas and see what other unusual place names you can find. Can you locate Dead Cow Lagoon, Monster Mount, Terrible Creek or Vampire Gorge?
- How do places get their names? Does the name of a place change the way you think/ feel about it?
- What is the name of the suburb or town you live in or near? How did it get that name?
- If you could change the name, what would you choose? Why?
- Do you live in a house, an apartment, a caravan, a boat? Do you share a room or have your own? What might it be like to live in a different kind of place? If you could live anywhere, where would you live? How do you imagine your life would be different?

Indigenous Story-telling

- Are Indigenous stories different to other kinds of stories you've read? In what ways are they different? In what ways are they similar?
- Invite a local Indigenous spokesperson to come and talk to the class about their people's storytelling and culture.
- Arrange for a language lesson in the Indigenous language of your local area.

Resources

There are substantial resources for exploring Aboriginal perspectives across the curriculum available at:

- <http://www.det.wa.edu.au/education/abled/apac/lessons/index.html> [extensive resource for lesson plans on a variety of topics]
- <http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/crosscurriculum/aboriginal/index.htm> [NSW resources to incorporate Aboriginal perspectives into classroom]
- <http://education.qld.gov.au/schools/indigenous/> [Queensland resources for incorporating Aboriginal perspectives].

