

# AUSTRALIA READS

## TEACHERS' NOTES

### INTRODUCING THE AUSTRALIA READS SPECIAL EDITIONS

Young readers and teens are going to absolutely adore our Australia Reads Special Editions!



Published for Australian Reading Hour 2021 to celebrate the wonder and magic of reading, these books have been specially written and illustrated by some of Australia's most admired (and generous) authors: the award-winning team of Ursula Dubosarsky and Andrew Joyner, the dynamic duo of Professor Lisa Harvey-Smith and First Dog on the Moon, AFL kids series writers Nicole Hayes and Adrian Beck, plus acclaimed YA rom-com writer Jenna Guillaume.

There's fun for every student who loves reading, and for every student who doesn't... yet!

### Key Curriculum Areas

Learning areas: English

General capabilities:

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)

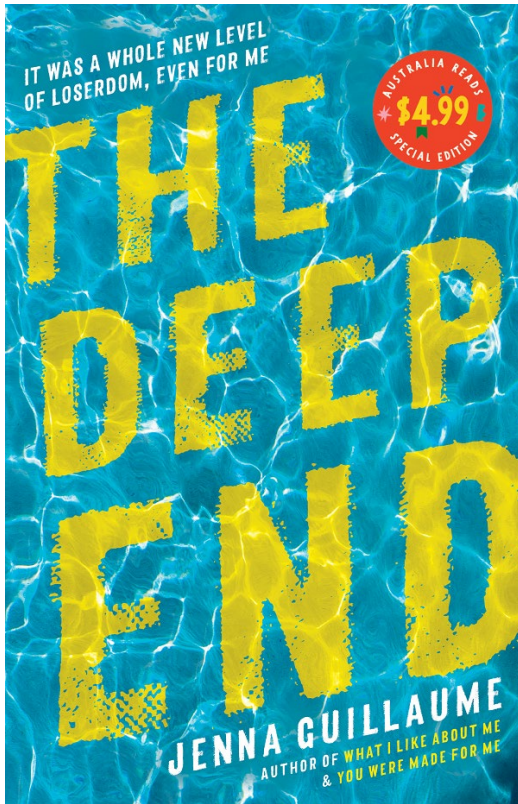
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)

Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

# THE DEEP END

By Jenna Guillaume

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## Synopsis

**A new novella by acclaimed YA author of *What I Like About Me* and *You Were Made For Me*.**

When Rosie humiliates herself in front of the whole school at the swimming carnival, she vows she'll never step foot in the water again.

Well, until Jake Tran, the best swimmer (and hottest boy) in her year, says he will give her swimming lessons. Against all the voices in her head screaming that it's a bad idea, she takes him up on his offer.

As the pair bond over failed freestyles and parental pressures, they learn more from each other than they ever could have anticipated.

**An Australia Reads exclusive story.**

**Recommended Ages:** 12-15 | **For Years:** Seven - Nine

**Themes:** Family | Friendship | Belonging | Humour

**Jenna Guillaume** is a journalist and the author of young adult rom-coms *What I Like About Me* and *You Were Made for Me*. Formerly features editor of *Girlfriend* magazine and editor-at-large for *BuzzFeed Australia*, Jenna now writes for publications such as *BuzzFeed*, *Junkee*, *Sydney Morning Herald*, *The Age*, *ABC Everyday*, and *MTV News* about very important things like pop culture, identity, feminism, social media and her fave OTPs.

Jenna appears regularly as a moderator and panellist at festivals, and also works as a social media consultant with brands such as Netflix and Amazon Prime.

In her downtime, Jenna can be found cuddling her dogs, reading fanfic, and spending way too much time on Twitter.



<https://jennaguillaume.com/>

# THE DEEP END

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### Suggested Activities

- Ask students to write a review about *The Deep End*, or to make a podcast recording recounting the story. This might also work as an oral presentation to the class supported by a Prezi or a PowerPoint presentation.
- Ask students whom of all the characters would they want for a friend? Why? What would they do or talk about together?
- Ask students to keep a diary as if they were a character in *The Deep End*. Write down key events that happen during the story and reflect on how they affected the character and why.
- Ask students to write a short story featuring a chosen character from *The Deep End* and themselves as a character. How would they work together? Would they be friends or enemies? What adventures would they have?
- Ask students to make a book trailer for *The Deep End*. Reference for teachers <https://englishteaching101.com/book-trailer-project/>
- Ask students to write a brief prediction or even a synopsis of where they think the next book in this series might begin. Which characters might be important to the plot line? How do they predict the series might end?
- Ask students to write a 3-minute skit script enacting a pivotal moment between characters in *The Deep End*.

### ***Letter from a character***

Ask students to choose a character from *The Deep End*. Imagining they are that chosen character and they are in their situation, take this opportunity to express thoughts and feelings about events in *The Deep End*.

### ***6 Word Story***

Using only six words, sum up *The Deep End* and its story line. You may choose to do this from the point of view of one of the characters.

# THE DEEP END

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### Suggested Activities continued...

#### ***Character Voki***

Choose two characters from *The Deep End* and create talking avatars for them using Voki.com. Go to <https://www.voki.com/> and log-in or create a Voki account. (Note: If you are not logged in, you will not be able to embed your Voki in your blog/keynote.)

Choose two characters from the book. Create a Voki for those characters. You're writing the speech in first person as if the character is talking about himself/herself. Include the following details in your speech: Three text details that describe their behaviours, how they feel, what they might be thinking about one another/their situation, their appearance, etc.

Due to the word count limitations in each Voki, you may need to do a few Vokis for your characters to complete the speech requirements.

#### ***Thinking about the characters***

Go to <http://oneword.com/> and after reading the instructions, click 'go'.

You will have ONE minute. With the word that appears at the top of the screen, choose to do one of the following: Write a piece of dialogue between two characters using the word provided OR Write as much as you can about a character using the word provided.

Do NOT submit your writing. Instead, highlight what you have written, copy and paste OR take a screenshot of the page. Paste this into a page in your Digital Scrapbook. Don't forget to copy in the URL and date your work.

#### ***Hot Seat Activity***

This activity asks students to inhabit the skin of a particular character. There are many variations on this teaching strategy: students can interview each other in groups, one student can be interviewed by a 'studio audience' or interested student journalists can prepare questions for their classmates.

This strategy aims to immerse students in the worlds of the characters and encourage them to see 'through their eyes'. Students gain an understanding of the complexity of characters, with plenty of classroom discussion about why a character would (or wouldn't) do or say something, helping students to understand the importance of 'real' characters in narrative.

# THE DEEP END

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### Suggested Activities continued...

#### ***Variations on Hot Seat Activity:***

Put a number of students in the hot seat as one character.

Put students in the hot seat as a character and ask them questions to do with real life.

Ask hot seat students about their memories.

Ask hot seat students to tell 'two truths and a lie'.

Put students on the spot with no preparation time.

Allow students time to prepare their questions and answers.

Write a letter to another character 'in character'.

Write a letter home 'in character'.

#### ***While Reading***

There are numerous approaches to novel study that are based around group reading, independent reading, literature circles and teachers reading aloud. Whichever method you choose (or methods, as multiple approaches are often an effective way to cater for varying academic needs in the classroom), using a double-entry or dialectical journal is a worthwhile skill for students to grasp.

To create a double-entry journal (DEJ), students divide a page into two columns: one being 'Quote from the Text', the other 'My Thinking'. Depending on the focus you choose to adopt for your class/student (and using multiple foci is possible), the DEJ is a solid summative assessment piece that displays the thinking of each student in relation to the chosen passages. Encourage accurate recording, use of quotation marks and inclusion of page numbers.

#### ***Sample Foci:***

***Recording unfamiliar words:*** By recording words that students have not encountered often enough to remember their definition, students can be encouraged to develop the strategy of finding the meanings of words in context. Although this is a simple strategy, it forms a basic skill that equips students for future reading and thinking.



# THE DEEP END

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### Suggested Activities continued...

#### **More Sample Foci:**

**Recording interesting phrases/passages:** In the first column, students are asked to write down words, clauses, sentences or passages they find interesting, powerful, humorous etc. In the second column they detail why they chose that particular passage and their thoughts on it.

**Prediction:** Students are asked to make predictions about characters and plot etc. based on their reading. Ask them to justify their thinking by explaining why they think something is going to happen in the way they have predicted.

**Visualising:** Students record the parts of the text that inspire them to visualise. They explain what they find easy to visualise by quoting lines from the text that describe what they're experiencing. They can also move beyond visualising to include the other senses, recording lines that encourage them to imagine smelling, tasting, touching and hearing.

Reading with a focus, a pen in hand and a journal open for use is purposeful reading. Students are engaged with their reading and not passive. Students are teaching themselves the art of note-taking; something which we expect students to be able to do, but don't often actually train them to do.

#### **Making Connections**

Using a DEJ to make connections uses some tried and true teaching strategies. There are a number of connections students can make simply by recording the passage or the quote from the text and using the grid below (it could be a good idea to make a classroom poster for reference).

Connection	Example
Text to Self	<i>'This reminds of a time when I ...'</i>
Text to World	<i>'This reminds me of Hollywood/Alaska/Chinese acrobats ...'</i>
Text to Text	<i>'I remember a character reacting like this before' ...</i> activates prior knowledge
See <a href="http://www.busyteacherscafe.com/literacy/comprehension_strategies.html">http://www.busyteacherscafe.com/literacy/comprehension_strategies.html</a> For complimentary references and downloads	

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#### ***Character Mapping***

Character maps provide students with visual portrayals of the characters they meet in *The Deep End*. They provide key information for character analysis and comparison.

Sample Character Maps can be found here:

<https://www.literacyleader.com/sites/default/files/Character%20Graphic%20Organizers.pdf>

When creating a character map, students should begin by placing the character's name in the centre of the map. Students can then identify a character trait or quality to place in the oval on each branch of the map. Each character trait or quality must be supported with evidence from the novel.

Examples of the evidence that supports each trait or quality form the sub-branches of each branch of the character map. This evidence is placed in the circles that branch out from each oval.

#### ***Sociogram***

A sociogram takes character maps one step further and shows the relationships between characters. As students read the novel and encounter new characters, they create a box for each one. In each character box, students name and describe in point form what they know about the character. They then use arrows between the boxes to highlight and describe the relationships between characters.

Again, this becomes part of the process of reading and responding to the novel. As they read, students will become more aware of character development and how the characters are interrelated. At the end of the novel, they will have a complete overview of all characters. A sample Sociogram can be seen here [https://www.researchgate.net/figure/Sociogram-of-character-book-ties-within-10-comic-books-of-the-Marvel-Universe\\_fig2\\_342860839](https://www.researchgate.net/figure/Sociogram-of-character-book-ties-within-10-comic-books-of-the-Marvel-Universe_fig2_342860839)

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### Suggested Activities continued...

#### **Assessment**

##### **Digital Scrapbook/Writers Notebook**

This will lead students to reflect on and respond to *The Deep End* by creating a digital scrapbook/writers notebook. Students view a sample electronic scrapbook and use the project rubric to evaluate it, becoming familiar with the project requirements in the process. They use an online tool to evaluate resources on a topic related to a piece of literature and post their evaluations for class reference.

Students then use online resources to capture “scraps” of information about their assigned topic and create a scrapbook using Keynote/PowerPoint, Prezi, iMovie/Windows Movie Maker or Animoto, making sure to cite all their sources.

They share their online scrapbook with the class, defending their choice of scrapbook entries: why is the entry important to the understanding of the text?

Source URL - Outline/further resources: <http://www.readwritethink.org/classroom-resources/lesson-plans/literaryscrapbooks-online-electronic-787.html?tab=4#tabs>

##### **Digital Scrapbook Instructions**

Choose one of the following applications to create your digital scrapbook; Pages, Keynote or Word.

- Name your Digital Scrapbook *The Deep End* Novel Study
- Your name/Term/Start date
- Save this to your desktop, you will be working on this throughout the Term as you read
- As you follow the directions that will be given to you over the duration of the Term, remember to cut and paste all URL's of all sites you use to research, create pieces, and access/find images/music/film links into your Digital Scrapbook

Before Reading: In your Digital Scrapbook, write a few paragraphs predicting what you think the novel is about, based solely on your reading of the synopsis.



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## A note on reading from the author

*'Reading offers an escape like no other. Immersing myself in different lives and worlds is one of my favourite things to do. When I was at uni, I'd get long summer breaks and I'd walk to the library every week, borrow a huge stack of books, lug them home, and then make my way through the books as I lay in the sun. It was honestly a dream life. Books are essential. They're fun and beautiful and thought-provoking and life-changing. Reading makes you a better person.'*

**Jenna Guillaume**

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## Suggested Further Reading

[YOU WERE MADE FOR ME](#) by Jenna Guillaume, published by Pan Macmillan Australia, 2020.

[WHAT I LIKE ABOUT ME](#) by Jenna Guillaume, published by Pan Macmillan Australia, 2019.

[THE GREATEST HIT](#) by Will Kostakis, published by Hachette Australia, 2020.

[ZAC & MIA](#) by A. J. Betts, published by Text Publishing, 2013.

[BEGIN, END, BEGIN: A #LOVEOZYA ANTHOLOGY](#) by Amie Kaufman, Melissa Keil, Will Kostakis, Ellie Marney, Jaclyn Moriarty, Michael Pryor, Alice Pung, Gabrielle Tozer, Lili Wilkinson. Edited by Danielle Binks, published by Harper Collins Publishers Australia, 2017.

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## Get involved with Australian Reading Hour!

#AustraliaReads #StoriesThatMatter #MoreBooksMoreOften #AustralianReadingHour

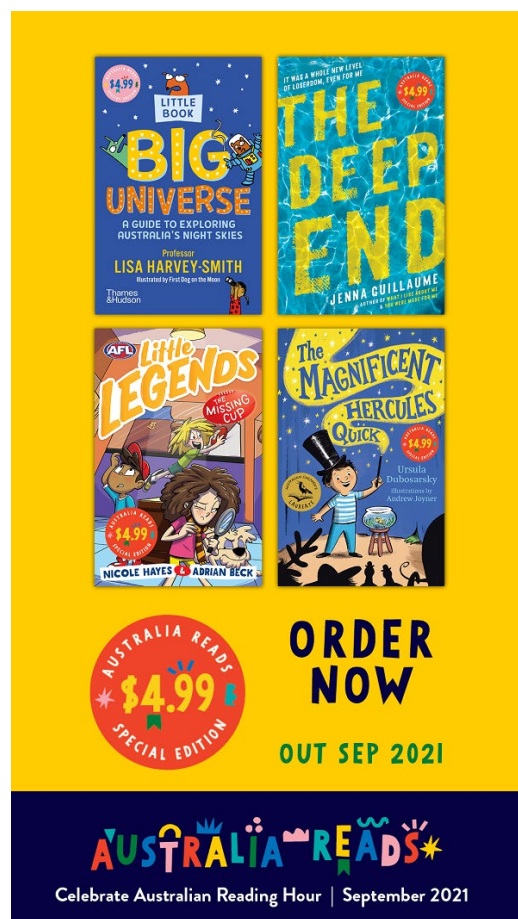
Australian Reading Hour celebrates **Stories that Matter** on Tuesday 14 September 2021 with activities in schools, libraries and bookshops featuring some of Australia's best-loved authors and illustrators.

- Sign your school up for one of our virtual events:  
<https://australiareads.org.au/events/>
- Encourage students to start a book club with some friends or classmates.
- Create your very own Australia Reads logo: <https://australiareads.org.au/custom/>
- Plan an event: <https://australiareads.org.au/australian-reading-hour/>
- Follow along and join in @australiareads on Facebook, Instagram and Twitter.

## Order Australia Reads Special Editions for School

These Australia Reads Special Editions have been created to help make good books readily accessible for young people and are available from your usual school suppliers.

For Primary Schools	
Title:	The Magnificent Hercules
Creators:	Ursula Dubosarsky & Andrew Joyner
ISBN:	9781761065712
Publishers:	Allen & Unwin
Format:	96 pages   B format   Paperback
RRP:	\$4.99
Category:	Fiction, Adventure, Humour
For Primary Schools	
Title:	AFL Little Legends: The Missing Cup
Creators:	Nicole Hayes & Adrian Beck
ISBN:	9781760509828
Publishers:	Hardie Grant Children's Publishing
Format:	96 pages   B format   Paperback
RRP:	\$4.99
Category:	Fiction, Humour, AFL, Sport, Mystery
For Primary Schools	
Title:	Little Book Big Universe
Author:	Professor Lisa-Harvey Smith
Illustrator:	First Dog on the Moon
ISBN:	9781760762292
Publishers:	Thames & Hudson Australia
Format:	96 pages   B format   Paperback
RRP:	\$4.99
Category:	Non-Fiction, STEM, Science, Natural History
For Secondary Schools	
Title:	The Deep End
Author:	Jenna Guillaume
ISBN:	9781760987305
Publishers:	Pan Macmillan Australia
Format:	96 pages   B format   Paperback
RRP:	\$4.99
Category:	Young Adult, Teenage, Relationships



At Australia Reads we're passionate about getting more Australians to read more books, more often.

Discover 300 ambassadors available for school visits and events, plus downloadable learning activities and more at [australiareads.org.au](http://australiareads.org.au)

With special thanks to the wonderful teams at Allen & Unwin, Hardie Grant Children's Publishing, Pan Macmillan Australia and Thames & Hudson who have made the publication of these four fabulous books possible!

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STORIES THAT MATTER

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