



CATCH A FISH

In chapter one, Josh caught a variety of fish.
Read the descriptions below and match the fish with its name and picture.

Barramundi Fingermark Jewfish Mangrove Jack



Also called a golden snapper or spotted scale sea perch, this fish derives its name from the distinctive "thumb print" black spot found near its tail when just landed. This spot will fade as the fish dies as will its magnificent copper colouring. It is one of the best eating fish to come from the estuaries and offers a dogged hard fight to the boat.

As the name applies these fish are found in all of our tropical coastal tidal mangrove estuaries, salt water creeks, rockbars and mangrove beach areas. It is an explosive and powerful fish that ranges from burnt orange, to copper, to bronze and dark reddish-brown in colour.

This silvery blue or grey, and sometimes they have a large black blotch at the upper part of the pectoral fin base. The fins are grey or brown. These fish also known as Mulloway, live in coastal environments, including the lower reaches of rivers, estuaries, rocky reefs and ocean beaches.

The name for this fish was used by the Aborigines and means river fish with large scales. The body is elongated, long concave forehead, big mouth with beautiful pinkish-color eyes which glow in the dark. The tail is round and a lateral line running horizontally across the body.



UNDERSTANDING WHAT YOU READ – CHAPTER ONE

1. What made Josh feel sleepy?
2. What present did Josh receive for Christmas?
3. How many fish did Josh catch?
4. How many years has Josh been keeping a fishing log?
5. Which word in the chapter means:-
 - a bar or lever fitted to the head of a rudder, for turning the rudder to steer a boat.
 - any small boat that is rowed, sailed, or driven by a motor.
6. What had stopped Joanne and Josh from venturing outside?
7. What did Joanne do instead of fishing?
8. How did Josh know they were nearing the marina?
9. What did Joanne do before making her way back to the house?
10. On average how many people live in each household in Wooloo?





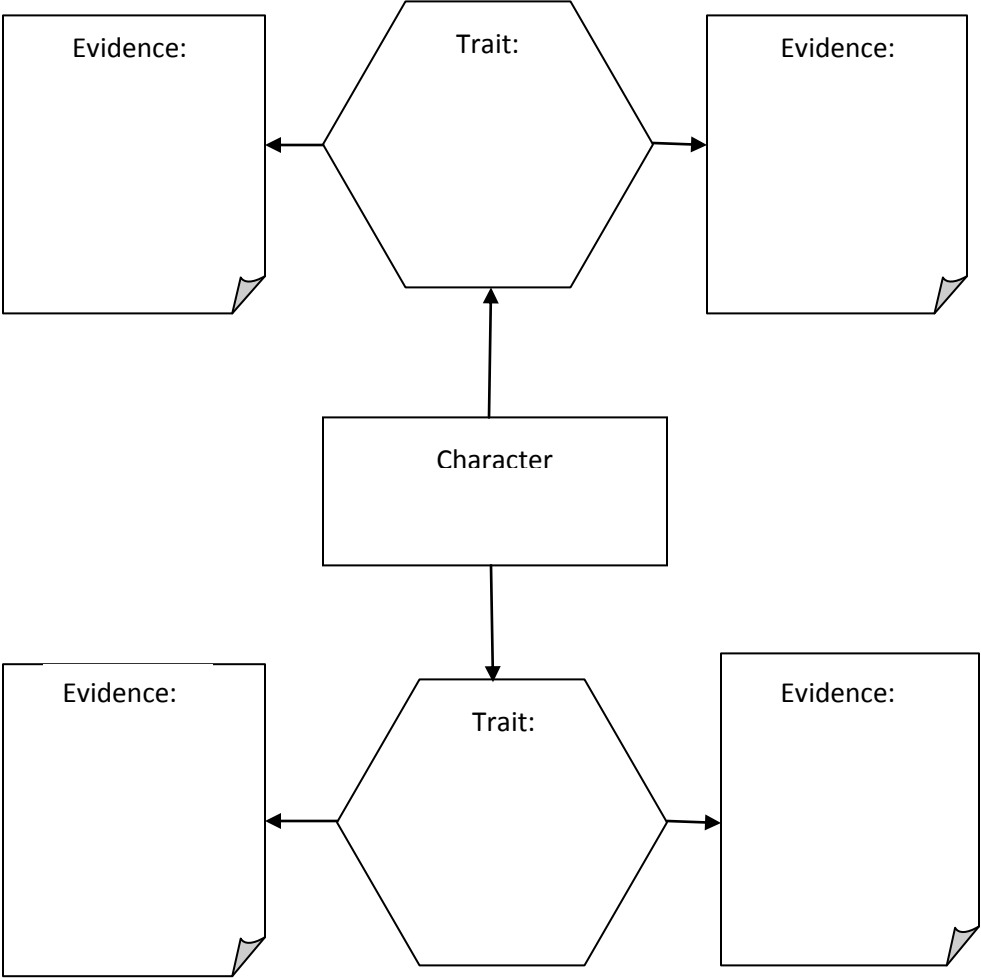
FISHING SAFETY

When going fishing Josh and Joanne make sure they follow some safety tips. Some of the words in the following tips have been blown away. Can you fill in the blanks?

- Care for your own _____ and never take undue risks when _____ - even when fighting fish or trying to retrieve tackle. _____ enter the water to retrieve lost tackle or snagged fish. If the location looks dangerous, _____ fish there.
- _____ a lifejacket or buoyancy vest: when boat fishing or when fishing in hazardous locations such as rock platforms or those located near areas of _____ moving water always wear a _____. It may also be appropriate to wear non-slip _____.
- If someone _____ into the water: do not jump in after them instead look for a life buoy or something that _____ and throw it to the person in the _____. Alert emergency services by dialling 112 from a mobile _____ or _____ from a landline.
- Observe first, fish later: always check _____ and water conditions before you _____ fishing.
- Inform others of your fishing plans: always let friends or family _____ where you are going and when you will be _____.

CHARACTER MAP

Write the name of a character in the central rectangle. Write character traits in each hexagon. Write supporting details in each of the squares



*Check your answers by visiting <http://www.dpi.nsw.gov.au/fisheries/recreational/saltwater/safety>



UNDERSTANDING WHAT YOU READ – CHAPTER TWO

1. What term / word is used for a crocodile in the second paragraph?
2. What was Josh hoping to catch in his pots?
3. Where do mud crabs like to hide?
4. Why did Josh return the female crabs?
5. How did Josh know he had caught a male crab (Buck)?
6. Where in Wooloo does Paolo live?
7. When is the best time to go prawning?
8. How many kilograms of prawns did Paolo net?
9. What sign alerted Josh that a crocodile was present?
10. Which word in the text means:-
 - to lie in or be exposed to a pleasant warmth
 - a specialized threadlike part of a plant that attaches it to a support, by twining or adhering



FISHING GEAR

Here is a list of Josh's fishing gear. However many of the letters have been washed away. Fill in the blanks to complete the list.

_ R _ B _ P _ T

FIL _ E _ ING _ NI _ E

_ OO _ S

L _ NDI _ G NE _

LI _ E

_ URE

P _ IE _ S

_ RA _ N N _ T

R _ _ L

RO _

_ A _ K _ E

TA _ _ LE _ _ X

YA _ BI _ _ UMP





A BIT CRABBY

Crabs have a soft inner layer and a hard outer layer. Animals with this type of body are also known as crustaceans. Crustaceans are also known as decapods. Decapods are 10-footed animals. Other decapods are lobsters and shrimp.

Use the descriptions below to label the parts of the crab on the diagram below.

Abdomen – small and tightly held against the underside of the body
The sexes can be distinguished easily by the width and shape of the abdominal flap. In the male it is slender and triangular in shape, while in the female it is wider, broad and round.

Antenna - the long segmented appendages located behind the eyestalks. These allow the crab to interact with its environment by touch.

Carapace - the main part of the body where the shell is hard.

Chela - the two claws/pinchers on the cheliped are used to grasp or hold something.

Chelipeds - the front two legs of the crab closest to its head.

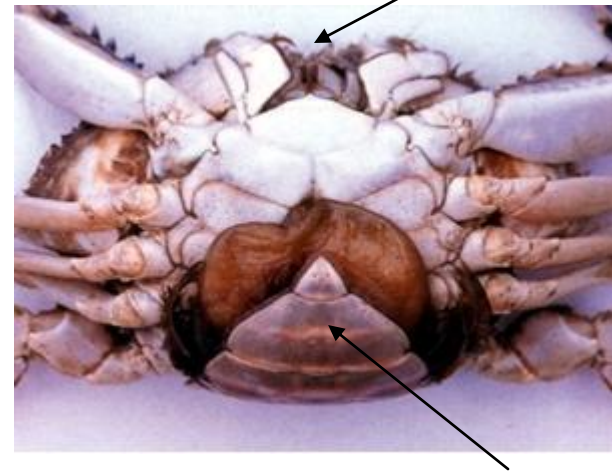
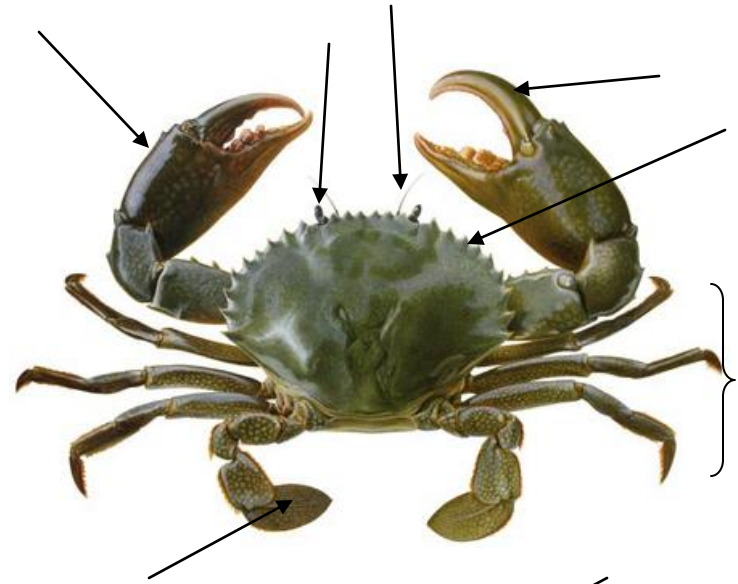
Eyes - protrude from the front of the carapace on the ends of short stalks.

Frontal Spines – the nine spines on each side of the eyes.

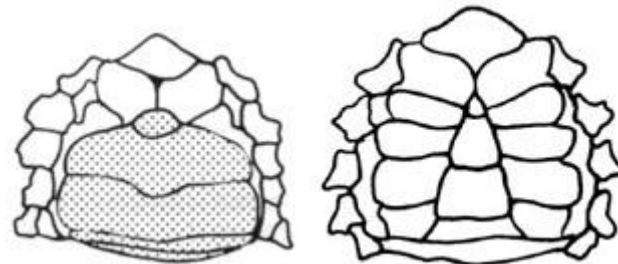
Mouthparts - a series of pairs of short legs, specialized to manipulate and chew food.

Swimming Pads – these two hind legs are flattened for swimming.

Walking Legs – three pairs used for walking.



MALE or FEMALE – identify which one is which!





UNDERSTANDING WHAT YOU READ – CHAPTER THREE

1. Give two reasons the croc may have acted aggressively.
2. What did Josh's dad suggest he would do to warn people about the croc sighting?
3. What parts of a croc are visible when it's lurking beneath the surface?
4. What did Josh and Joanne have to do before going on their adventure?
5. How did Josh and Joanne's mum describe the weather?
6. What is Flash Flooding?
7. What did the thirteen year olds use to help them cross the creek?
8. Why should you never cross a flooded creek?
9. Where did they leave their bikes?
10. Which word in the text means:-
 - The young of a parent
 - A wide range



FLASH WORDS

The words highlighted in the Flash Flooding passage below can be substituted for a word in the box. Find the correct synonym and rewrite the passage using the new words. Does it still make sense? Be careful there are some antonyms in the box as well.

When an enormous amount of rainfall falls in an area in a short period of time, the drainage systems and waterways are often unable to cope. This flash flooding occurs with little or no warning and can pose a threat to animals and humans. This rapid flooding can reach its peak volume in minutes and often carries debris along in its way. What makes flash flooding dangerous is the sudden nature and fast moving water. People tend to underestimate the dangers of flash floods and can be swept off roads and trapped in cars when trying to cross flooded areas. It is often difficult to provide effective warning, but here are a few safety tips:

- Keep an eye on the water levels in creeks and drains.
- Move to higher ground if flash flooding occurs.
- Never drive or walk through flooded areas.
- Listen to warnings and follow directions given, eg, Road Closed



WORD BOX

abrupt, deprive, excessive, hazard, incapable, lowest point maximum, misjudge, region, rubbish, slow, small, supply, traverse, understand



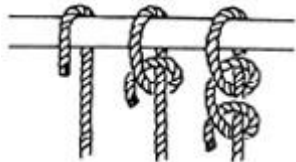
IN A KNOT

During their adventures Josh and Joanne have to use a variety of knots. Have a go at trying to tie these knots.

Two Half Hitches

This reliable knot is quickly tied and is the hitch most often used in mooring. To tie:

1. Pass the end of a rope around a post or other object.
2. Wrap the short end of rope under and over the long part of rope, pushing the end down through the loop. This is a half hitch.
3. Repeat on the long rope, below first half hitch, and draw tight.



Bowline

This knot does not jam or slip when tied properly. To tie:

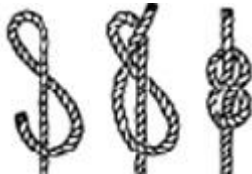
1. Make the overhand loop with the end held toward you, then pass the end through the loop.
2. Now, pass the end up behind the standing part, then down through the loop again.
3. Draw tight.



Figure Eight

This knot is ideal for keeping the end of a rope from running out of a tackle or pulley. To tie:

1. Make an underhand loop, bringing the end around and over the standing part.
2. Pass the rope end under then up through the loop.
3. Draw tight.



Square Knot

This knot is used at sea for reefing and furling sails. To tie:

1. Pass the left end of the rope over and under the right end.
2. Curve what is now the left end toward the right, and cross what is now the right end over and under the left.
3. Draw tight.



Clove Hitch

This knot is a general utility hitch for when you need a quick, simple method of fastening a rope around a post. To tie:

1. Make a turn with the rope around the object and over itself.
2. Take a second turn with the rope around the object.
3. Pull the end up under the second turn so it is between the rope and the object; tighten by pulling on both ends.





UNDERSTANDING WHAT YOU READ – CHAPTER FOUR

1. What injuries did Joanne sustain in her fall?
2. What did the twinss’ mum insist they take with them on the trip?
3. What is another word used in the text for ‘storm’?
4. Why were Joanne and Josh’s parents so pleaded to see them?
5. What type of weather patterns are associated with the wet season?
6. If the ‘big town’ is 42 kilometres from Wooloo, how much further did Mrs Bodman have to travel to reach town after dropping the children at the waterhole?
7. What is a boulder?
8. What had been rigged up over a branch at the waterhole?
9. What made the rocks slipperey?
10. What could have happenned if the teenager had hit his head on the way down?

STORY MAP

Complete this story map to outline what happened in this chapter.

Setting (where and when):

Major Characters:
Minor Characters:

Plot / Problem::

Event 1:

Event 2:

Outcome:

Outcome:





SAFETY SLOGANS

The saying or slogan “Look before you leap” applies to the accident that happened at the waterhole in Chapter Four. Here are some more safety slogans but they have been mixed up. Can you unjumble them so they make sense?



- ✓ safe sorry. than Better to be to be
- ✓ accident Chance makers. takers are
- ✓ Be hurt. Accidents alert!
- ✓ A hospital slip, spill, a trip. a
- ✓ much can Ignoring a warning cause mourning.
- ✓ The way. is safe way the right
- ✓ always water doesn't run deep, before look you leap. Still
- ✓ by being safe today! Have day another
- ✓ from safety Get smart - use the start.
- ✓ by safety Don't learn accident.
- ✓ Safety us first last. makes
- ✓ instead Prepare and prevent of repent. repair and
- ✓ ABC...Safety is as simple as Careful. Always Be

UNDERSTANDING WHAT YOU READ – CHAPTER FIVE

1. Why did Joanne and her friend have to run back to the road?
2. What name is given to those who work with the ambulance service?
3. What did the teenage boy break in the fall at the waterhole?
4. Which organisation issues up-to-date weather forecasts and warnings?
5. Mr Bodman is a member of what volunteer organisation?
6. What was causing the rough conditions?
7. What was one of the signs that the fisherman had had a rough trip?
8. What was the name of the category two cyclone?
9. What type of weather did it bring?
10. Which word in the text means:-
 - Gloomy and quiet
 - To change direction, shift or turn





CALLING 000

When dialling triple zero (112 from a mobile) for an ambulance it is helpful to be ready to answer the following questions. Do not hang up. Follow the instructions offered by the emergency services call taker as the ambulance responds. These will help the patient and the ambulance paramedics.

Write the responses you think Joanne would have given after the accident at the waterhole.(You can make up some of the answers)

Q: What is the exact location of the emergency?

A: _____

Q: What is the phone number you are calling from?

A: _____

Q: What is the problem, what exactly happened?

A: _____

Q: How many people are hurt?

A: _____

Q: How old is the person?

A: _____

Q: Is the person conscious (awake)? Is the person breathing?

A: _____

CYCLONE CATEGORIES

Cyclones are categorized according to their strength. There are five categories. In the table below write the correct information for each of the categories.

Category	Wind Gusts	Ocean Swells	Damage
1			
2			
3			
4			
5			

- Up to 125km/hr **Gales**
- 225 -279 km/hr **Very Destructive**
- 170 – 224 km/hr **Very Destructive**
- Winds above 280km/hr **Very Destructive**
- 126 -169 km/hr **Destructive**

- 1.2 – 1.6m
- 3.8 – 5.4m
- More than 5.4m
- 1.7 – 2.5m
- 2.6 – 3.7m

- Almost total destruction and extremely dangerous. Houses flattened, cars over turned.
- Significant Damage. Minor house damage. Severe damage to signs and trees. Heavy damage to crops
- Structural damage. House roofs and most likely power failures.
- Significant roofing and structural damage. Airborne debris, widespread power failure.
- Slight damage. Trees and farmland damaged.