



# Level 26

## Book d



Level	26
Word Count	767
Text Type	Factual Recount
High-Frequency	been
Word/s Introduced	



MACMILLAN

The Extraordinary  
House

Blood, Dung, and  
Clothes

Captain Gallant

Tsunami Survival  
Stories

Tiddalick, the  
Greedy Frog

Athletics

The Phantom  
Robber Mystery

Dino Info

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to critical analysis  
(text critic or analyser)*

## BEFORE READING

Have the students read the title and the name of the author on the front cover. Ask the students – *Do you know what tsunami means? What does the word survival suggest?*

## DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

**Pages 2–3** *On which date did the major tsunami occur in the Indian Ocean? Name some countries that were affected.*

**Pages 4–7** *Where was baby Tsunami born? How did his family survive the tsunami?*

**Pages 8–11** *How did Ari survive the tsunami? What did he eat and drink during the 15 days at sea? How was he rescued?*

**Pages 12–15** *What is the major occupation of the Morgan people? How did the Morgan people survive the tsunami?*

**Pages 16–17** *Why did many animals survive the tsunami?*

**Pages 18–21** *Where were the dolphins trapped? Why did the people think it was important to rescue the dolphins?*

**Page 22** *What is a satellite picture? What do the satellite pictures show?*

## AFTER READING

Ask the students to work with a partner. Have them each reread aloud one of the tsunami stories. Have the students focus particularly on where the story occurred and how the people or animals survived. Ask the students to practise the pronunciation of the place names they read.

## CODE BREAKER



### Developing Specific Skills

Use a dictionary to find the meaning of *tsunami* and the word's country of origin.

List all the words in the text that are connected to the sea, for example – *ocean, bay, wave, tide*. Arrange the words in alphabetical order.

## TEXT USER



Ask the students – *How did you feel when you read these tsunami stories? What can we learn from the lives and stories of these people? Do you know any survival stories about people who live in our country?*

# MEANING MAKER



Ask the students – *What do all of these stories have in common? How would our country be affected if a tsunami occurred here? What would be the hardest thing about surviving a tsunami?*

# TEXT CRITIC



Ask the students – *Why do you think the author has written survival stories? Do you think these stories explain the full impact of the tsunami on the countries surrounding the Indian Ocean? Explain your answer.*

**26d Tsunami Survival Stories**    **Name** \_\_\_\_\_

Make a list of the names of the people who feature in these survival stories. The first two have been done for you.

Namita Roy

\_\_\_\_\_

Lakshmi Roy

\_\_\_\_\_

Choose one of these people and write a letter to them. Ask them questions about what has happened to them since the tsunami. What is their life like now? Do they have somewhere to live? How was their family affected?

Dear \_\_\_\_\_ ,

---

---

---

---

---

---

---

---

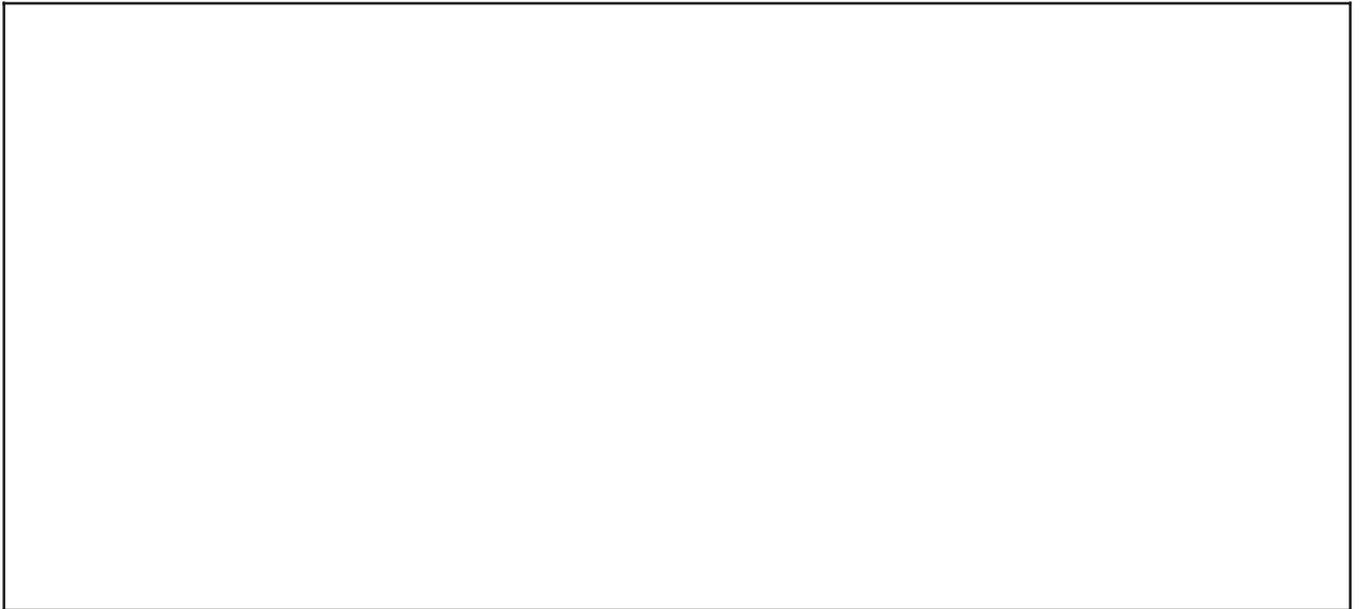
Yours sincerely,

\_\_\_\_\_

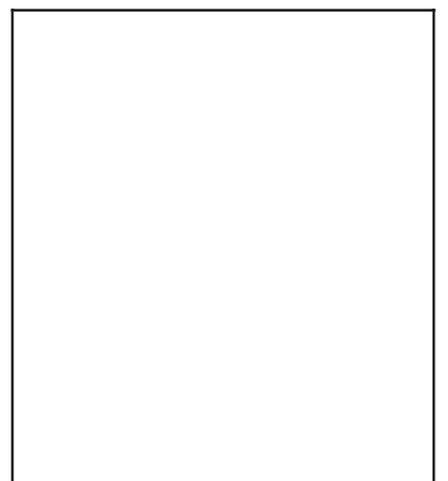
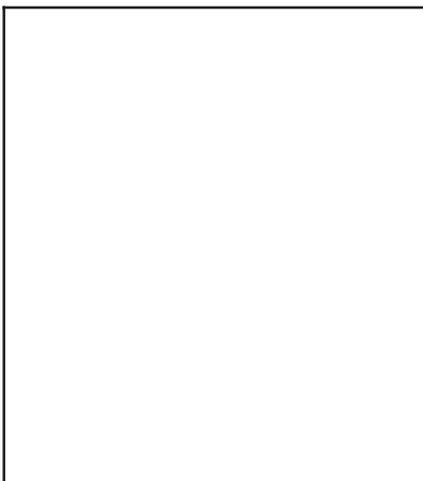
**26d Tsunami Survival Stories**    **Name** \_\_\_\_\_

On each double page of the book you will see a symbol of the tsunami. Check the meaning of *symbol* in the glossary of the book.

Design your own symbol for the word *tsunami*.



Now design symbols for –



## 26d Tsunami Survival Stories Name \_\_\_\_\_

Use books, encyclopedias, or the Internet to research one of the following topics –

1. Other tsunamis that have occurred
  - Include the location, date and any survival stories
  
2. The effects of earthquakes when they occur on the land
  - Include places that experience earthquakes often
  - Do earthquakes occur near where you live?
  
3. The rescue and rebuilding that has continued since the tsunami of December 26, 2004
  - Include how our country has assisted the affected areas
  - Other survival stories
  
4. Choose one of the countries or islands from the book *Tsunami Survival Stories*.
  - Include a map showing where the country is located
  - The population before and after the tsunami
  - The main occupation of the people who live there
  - The climate of the country
  - Other interesting facts