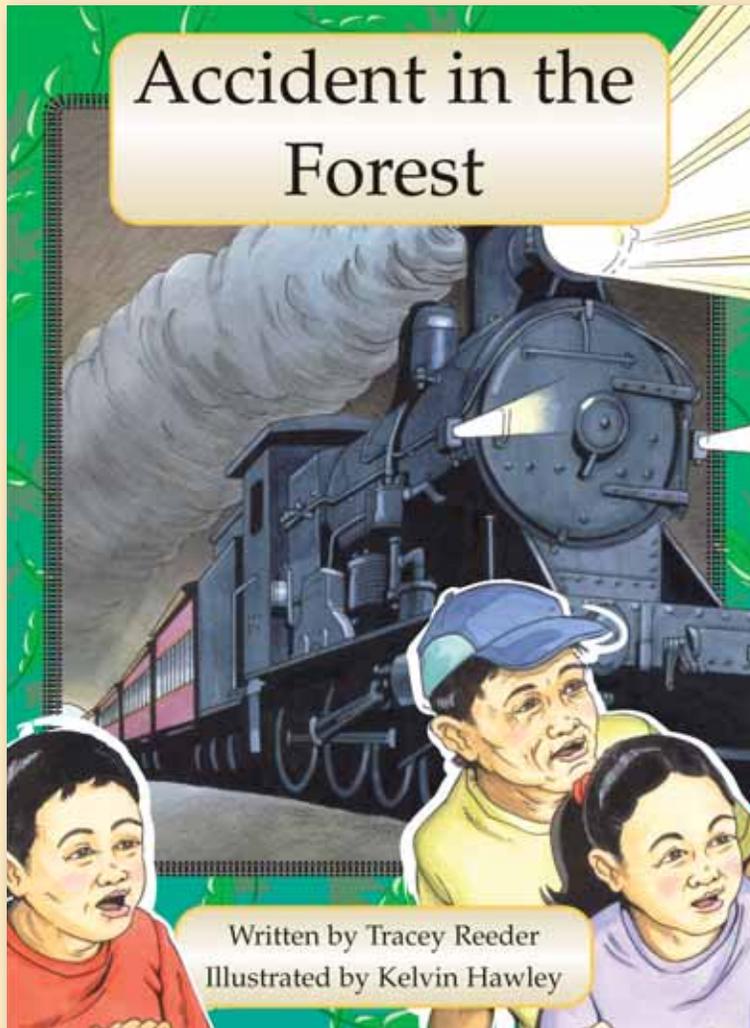




Level 27

Book e



Level	27
Word Count	845
Text Type	Narrative (Realistic Fiction)
High-Frequency	end, follow
Word/s Introduced	

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 names of the author and illustrator on the front cover. Ask the students – *What do you think this story will be about? What is a forest? What are some other words for forest?*

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 *Why does Grandfather Hu know so much about the railway? What does the pipe do?*

Pages 4–5 *Why did the driver give a safety talk?*

Pages 6–7 *Why is the tunnel low?*

Pages 8–9 *What happened in the tunnel? Why did the tunnel fill with smoke?*

Pages 10–11 *How did Hu know where to find a torch? How did the children feel?*

Pages 12–13 *What was causing people to cough?*

Pages 14–17 *What scared Chen as they walked through the tunnel?*

Pages 18–19 *How were the passengers able to get help?*

Pages 20–21 *What did Hu remind the people to do when the rain started?*

Pages 22–24 *How long did it take for the helicopter to arrive? What did they do to the driver? How did Ling feel at the end of the story?*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Ask the students to focus on the names of people and places throughout the story and to make a list of all the words they find that begin with a capital letter.

CODE BREAKER



Developing Specific Skills

Word building – *train, drain, gain*, etc. Find other words in the story with this pattern.

Revise with the students the use of capital letters in the text. Read page 2 with the students and discuss the use of capital letters at the beginning of sentences, and for names of people and things.

TEXT USER



Ask the students – *Who was the hero of this story?* Have them explain their answers.

Ask – *How do you think you would have reacted if you were on the train?* Have the students explain their answers.

Ask – *Have you ever been involved in an accident like this?* Invite the students to share their experiences with the other students.

MEANING MAKER



Ask the students – *Do you remember the name of the train?* The title of this book can have two meanings. Ask the students what they think the meanings are. (*Forest* refers to the place of the accident and the name of the train.)

Ask the students – *What do you think caused the accident?* Discuss their responses.

TEXT CRITIC



This story includes some descriptions of how people are feeling. Ask the students – *Do you think the author has described the emotions (feelings) well? Do the illustrations also express people's feelings? Discuss two illustrations that support your ideas.*

See the BLM.

27e Accident in the Forest **Name** _____

The characters are the people (or sometimes animals or things) in a story. Write the names of the main characters in the story *Accident in the Forest*.

How would you describe Grandfather Hu? Write down as many words as you can to describe him.

This story includes some descriptions of how people are feeling. When authors write about their characters' feelings they want the reader to feel these emotions, too, so that they are interested in the story. Write down words from the story *Accident in the Forest* that describe the characters' feelings. For example –

On page 2 Hu was *smiling*.

Write some further examples on the back of this sheet.

27e Accident in the Forest **Name** _____

At the beginning of the story the driver gives the passengers a safety talk. Make a list of the things you think the driver told the passengers.

When people travel on planes the attendants give a safety talk before the plane takes off. Find out what the passengers are told on a plane. You could find out by –

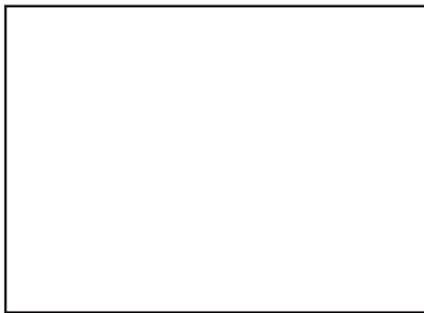
- Talking to people who have travelled on planes
- Researching on the Internet
- Contacting an airline to find out. Perhaps you could e-mail them.

Write what you have found out. Use the back of this sheet if you need to.

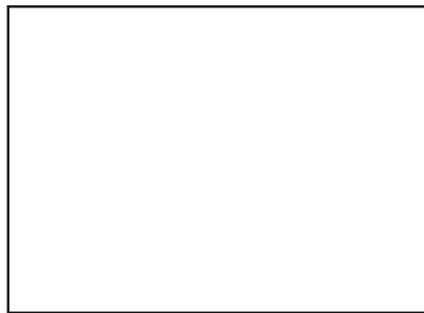
27e Accident in the Forest **Name** _____

Story Map

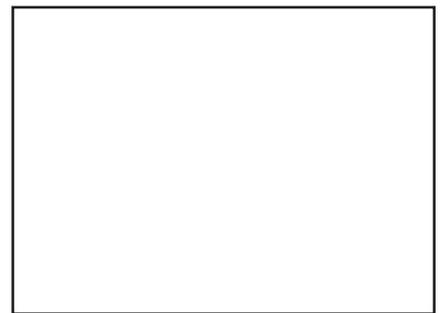
A story map shows the main events that happen in a story.
Draw pictures in the boxes below to show the main events in the story *Accident in the Forest*.



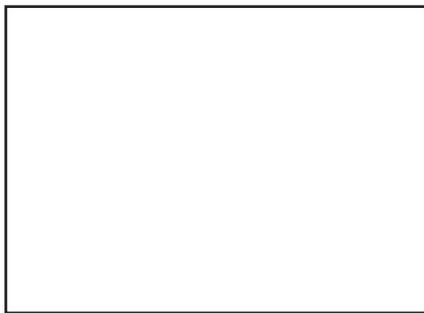
Before the trip



On the train



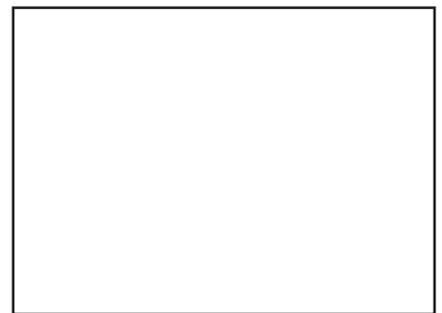
The accident



In the tunnel



Calling for help



The rescue

On a separate sheet of paper, make another story map to plan what happens to Hu, Chen, Ling, and the driver the next day.

Imagine telling this part of the story from Chen or Ling's point of view. That means that they tell the story. Then write your story on the back of this sheet.