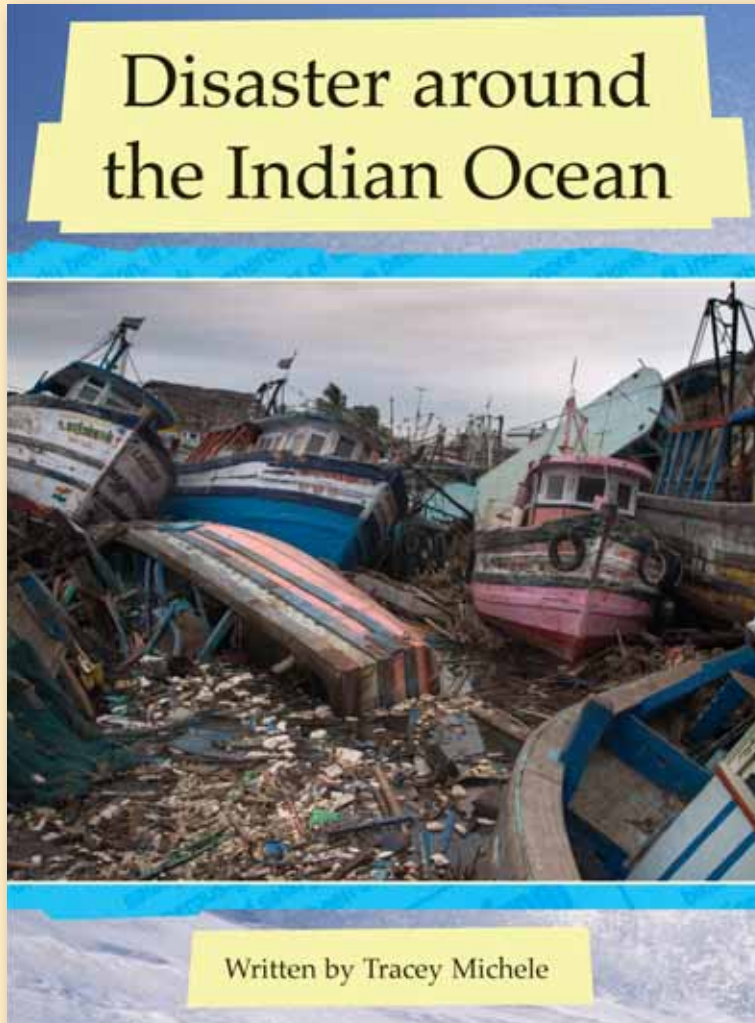




# Level 30

## Book f



Level	30
Word Count	990
Text Type	Information Report
High-Frequency Word/s Introduced	or, than



MACMILLAN

Lost in English

Sadako and the  
Thousand Cranes

Lost in Space

The History of  
Bread

Cole, the Outback  
Giant

Disaster around the  
Indian Ocean

Window to the Past

Food Chains  
and Webs

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 – *What disaster is this story about? What are some of the countries which surround the Indian Ocean? Does any part of the coast of our country reach the Indian Ocean?* Check a map with the students to locate the Indian Ocean and the countries around it.

## 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** *What was the great disaster that caused so many people to die?*

**Pages 4–5** *What two natural disasters combined to cause the destruction? On which date did this occur? Name three countries affected.*

**Pages 6–7** *What is a tsunami? How fast can a tsunami travel?*

**Pages 8–9** *What can cause earthquakes? How many tectonic plates are there?*

**Pages 10–11** *Which tectonic plates moved on December 26, 2004?*

**Pages 12–13** *What is the Richter scale? How strong was the December 26 earthquake?*

**Pages 14–15** *Where is the Pacific Tsunami Warning Center located?*

**Pages 16–17** *Why did so many people die when the tsunami struck?*

**Pages 18–20** *How long can the effects of a tsunami last? How did other countries respond to the disaster?*

**Pages 21–22** *How has the earthquake changed Earth? How do scientists know about these changes?*

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## AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Ask the students to note the names of countries, islands, cities, and towns as they read. Remind the students to read the captions and labels as well as the main text. Have the students locate all these places on a map.

## CODE BREAKER



### Developing Specific Skills

Add these words to spelling lists – *earthquake, tsunami, tectonic, satellite*

Have the students practise the pronunciation of these words with a partner, practise the spelling, and write them into sentences.

## TEXT USER



Ask the students – *If there was a strong earthquake and tsunami in the Pacific Ocean, which areas of our country would be affected? Use a map to find your answer. Have there ever been earthquakes recorded where you live? If so, when was the last earthquake and what did it measure on the Richter scale? How could you find out this information?*

## MEANING MAKER

The effects of a tsunami can last for years. Ask the students – *What are some of the long-term effects of a tsunami? What have scientists learned from the December 26 disaster?*

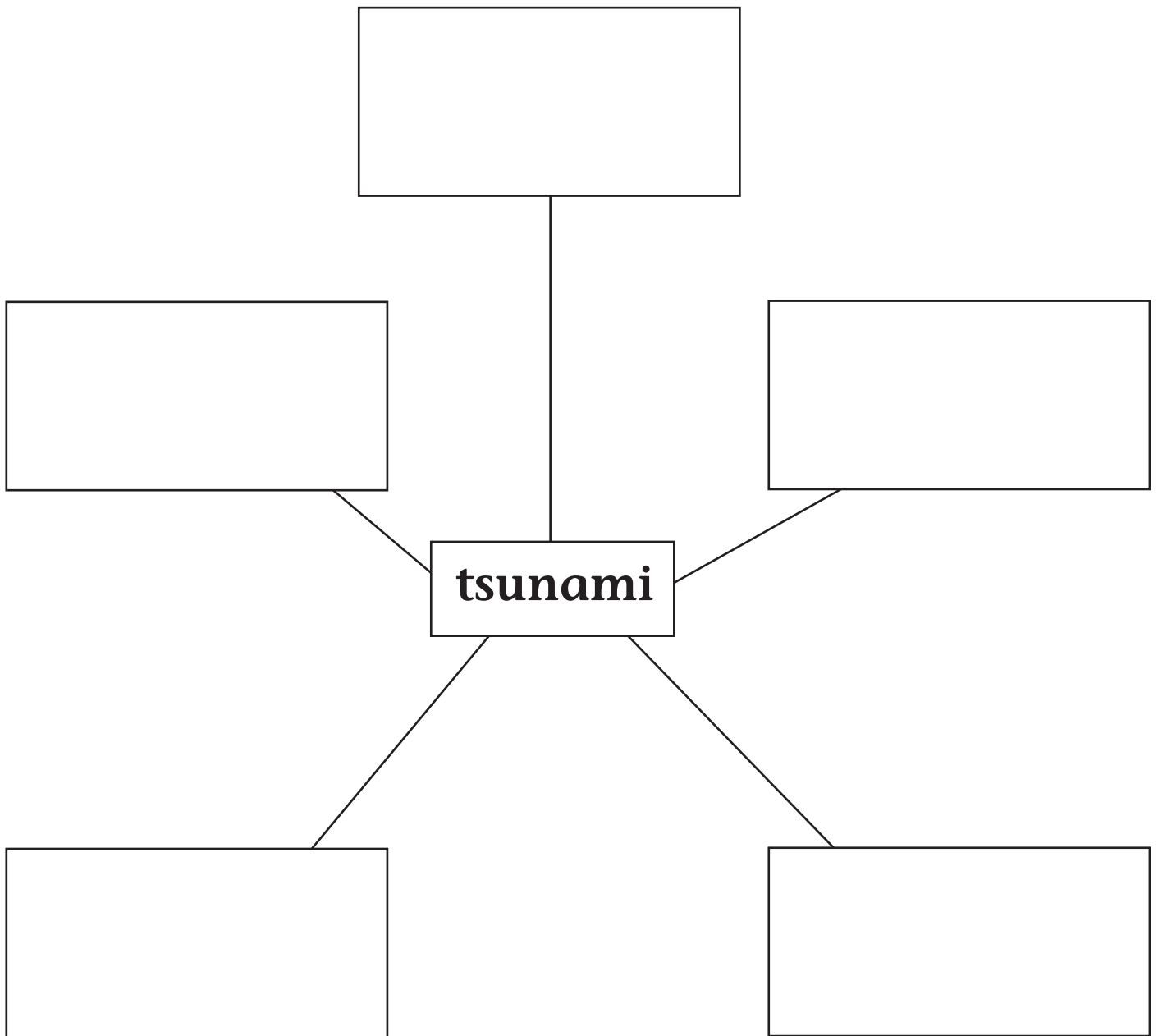
## TEXT CRITIC

Look carefully at the photographs included in this book. Images can create a very powerful impression – sometimes more than the words. Ask the students to choose one photograph from the book and write all the words and ideas that this photograph suggests to them. Ask them to look carefully at the people. *What are they experiencing and feeling at the time the photograph was taken?*

# 30f Disaster around the Indian Ocean

Name \_\_\_\_\_

Write five facts that you have learned about tsunami from the book *Disaster around the Indian Ocean*. Write your facts in the form of a fact web.

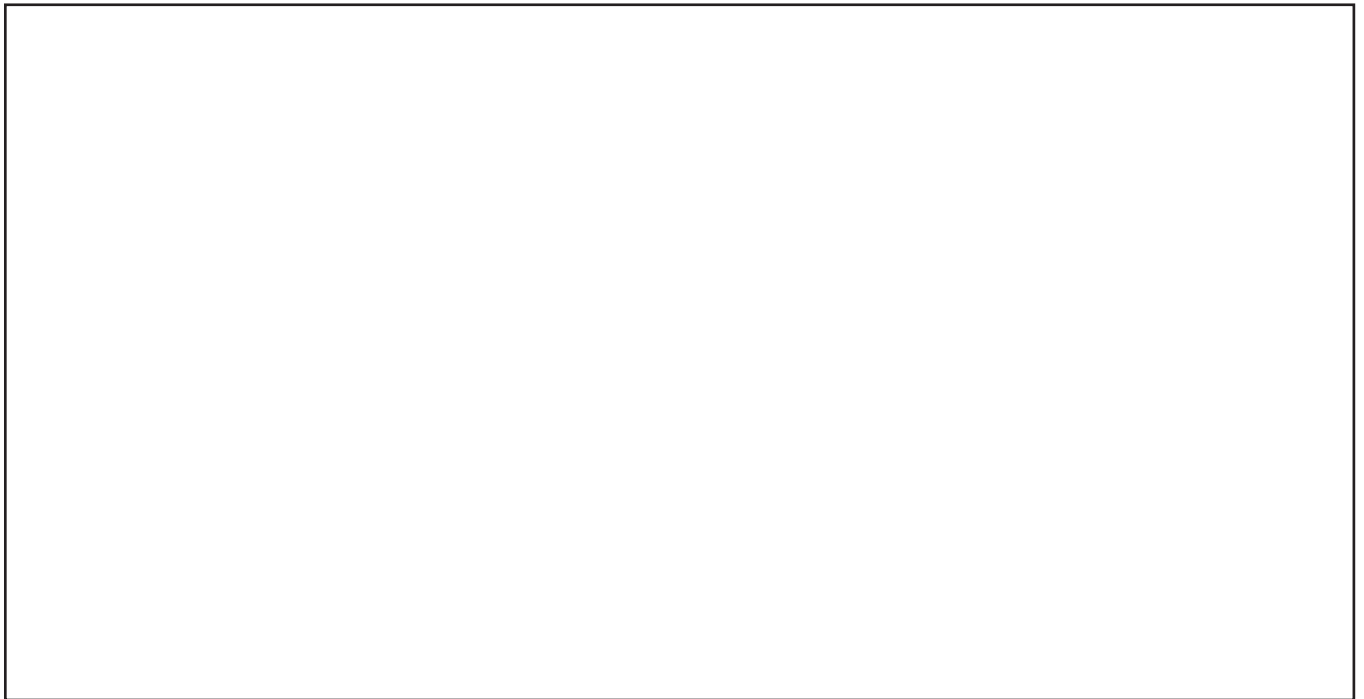


# 30f Disaster around the Indian Ocean

Name \_\_\_\_\_

## Research Activities

Use an encyclopedia, books, or the Internet to find out about tectonic plates. Draw a map of the world showing where the tectonic plates are located.



Use an encyclopedia, books, or the Internet to find out about the Richter scale. Write four main points about the Richter scale.

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# 30f Disaster around the Indian Ocean

Name \_\_\_\_\_

Do you remember December 26, 2004? Do you remember hearing about the earthquake and tsunami? What did you feel when you heard about the disaster? Where were you at the time? (It was one day after Christmas – perhaps you were on a holiday.) Did you talk to your family about what was happening? Did you see photographs and video clips on television.

Write about or draw your memories of that day. Try to remember your feelings in particular.

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