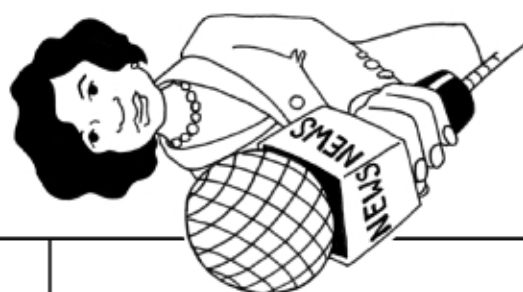


NAME \_\_\_\_\_

# Survival!

**Directions:** Use text information about the event, the illustrations, and your own personal experiences and knowledge to tell what the survivors might be seeing, feeling, and thinking as they fight for survival.



Survivor Point of View	Thinking				
	Feeling				
	Seeing				
Survivor(s)					
Situation					

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JDE 7614283

## Survival!

LEXILE™ 860

### → FOCUS STRATEGIES

→ **Metacognitive Skill**  
*Making Connections to Prior Knowledge*

As they read, good readers make connections between what they already know about a topic and new information in the text. This helps them be active readers and increases their understanding of the text. Students need to be shown the cognitively active processes, such as connecting to prior knowledge, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how you relate information in the book to your knowledge and experience.

→ **Comprehension Skill**  
*Identify and Evaluate Point of View*

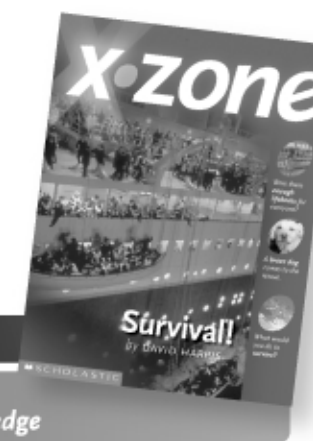
To be critical readers students need to identify the point of view of the author and the author's purpose for writing the text, particularly for nonfiction. If they know why the author wrote the text, they are in a better position to assess the information the author provides in order to determine its accuracy and validity. In fiction, and in factual recounts like *Survival!*, students can also identify the point of view of characters. In this book, the illustrations are deliberately done from the point of view of the survivors. Students can make connections to their own knowledge and experience and combine this with text information and visual information to determine the point of view of the survivors and thus better understand the courage and determination of these people.

→ **Vocabulary Skill**  
*Adverbs*

Students need to understand how adverbs add to the information in a recount by providing details about when something happens, where it happens, and in what manner it happens. In a recount such as *Survival!*, adverbs can make the information seem more vivid and intriguing.

Focus Vocabulary Skill: Adverbs

Adverbs of place	Adverbs of time	Adverbs expressing how and in what way
off p 5	ever p 3	extraordinary p 3
lower 5	eventually 9, 12, 22	slightly 6
everywhere 26	gradually 12	especially 6
inside 12	finally 14, 18	desperately 9
back 14	quickly 12, 16	frantically 8
nearby 18	then 18	safely 8
		violently 20
		particularly 24
		heavily 26



# X-zone

SURVIVAL!

### → SUMMARY

*Survival!* recounts survival stories of people caught in both natural and man-made disasters. An avalanche buries a popular ski lodge but some manage to make it out alive. A plane crashes into a frozen mountain and the survivors team up to help each other. Other survival stories include the story of the *Titanic*, an account of a woman caught in a landmine explosion in a war-torn country, and the 9/11 attacks on the United States.

### → OUTCOMES

Students will:

- Understand that reading is an active process requiring the reader to make connections between prior knowledge and new information.
- Identify and evaluate point of view.
- Understand that adverbs clarify how, when and where.

### → ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can identify and evaluate point of view of characters. Note whether they can independently apply the strategy as they read the rest of the book.
- Note whether students can make connections between what they know from books, movies, and the media about survival and the information in the book. Note whether they can connect personal knowledge and experience to evaluating the points of view of the survivors.
- Note whether students can recognise adverbs and understand how they clarify information in a text.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

## Before Reading

### → Preview the Book

#### Build Background

- If possible, find a newspaper article about a rescue situation. Some good examples are lost hikers, skiers caught in an avalanche, or fishermen stranded at sea. Read the article and discuss how and why this event might have happened.
- Pair students and give them a survival situation: *lost on a mountain hike, stranded in a car during a snowstorm, lost at sea, etc.* Have the pairs discuss what they would do to survive. Encourage them to think about how they would feel in such a situation.
- Have the pairs share their survival situation and their ideas for survival.

#### Apply Metacognitive Strategies

- Have students preview the cover and title and make connections between the book and their build background discussion.
- Have students look at the table of contents and tell what they expect to read about in this book. Have them make connections between the chapter heads and books or articles they have read about survival situations.
- Model making connections prior knowledge.  
**Think-Aloud:** If I think about what I already know as I read, I will be able to better understand new information that I find out from the book. I have seen the film *Titanic*, and I have read books about this disaster and attempts to find the sunken ship. I can draw on what I already know about the *Titanic* to help me read this new information.
- Preview the book with students, looking at the chapter headings, sidebars, photos and artwork, and help them make further connections between personal knowledge and the book.

#### Preview Text Features

- Point out the captions and discuss their purpose.
- Point out information that helps students visualise the text, for example, the diagram on page 5.
- Call attention to the way many of the illustrations have been done to give the reader a look at the events through the eyes of the people involved.

### → Introduce the Focus Vocabulary Skill: Adverbs

- Point out the word **desperately** on page 9. Explain that recognising that a word has a suffix and then finding the root word can help them read difficult words. Tell students that the root word is **desperate**. Explain that often the suffix **-ly** creates an adverb that works with a verb to tell how or in what way. In this case, it goes with the verb *hoped*. Ask students what the word means in the context of this sentence.

### → Set the Purpose

Teacher Tip: This lesson pertains to pages 2–15 of *Survival!*

#### Identify and Evaluate Point of View

- Tell students that they will be reading pages 2–15 silently. Explain that they should be thinking about the characters' point of view in the situations and how they might be feeling.

#### Making Connections to Prior Knowledge

- Remind students to be active readers by connecting personal knowledge to what they read.

#### Word Skills

- Remind students to be aware of the words the author uses to provide details about how, where, and when things happened.

## During Reading

### → Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your/their questions. Briefly discuss feedback before providing another prompt and having them continue reading.

Pages 2–5: Ask students what they know about the *Titanic*. Then have them read to find out new information. Have students briefly share what they find out.

Pages 6–9: Ask students to remember what they have heard or read about people who have survived a disaster. Have them look at the illustration on page 7 and tell what they think the man on the ship and the boy looking up at him might be thinking. Then have them read to find out how the Goldsmiths survived the sinking of the *Titanic*.

Pages 10–11: Have students recall air disasters they have heard or read about. Then have them read to find out what happened in the Andes Mountains.

Pages 12–15: Have students look at the illustration on page 13 and discuss whose point of view the illustration depicts. Ask students to think how they might feel in such a situation. Then have them read to find out what happens to the people who survived the crash.

- Have students reread pages 2–15, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that contains a difficult word or that they have questions about.

## After Reading

### → Reflect on Reading Strategies

- Discuss with students whether making connections to what they already knew helped them better understand the text and better understand the experiences of the survivors.
- Ask them to share strategies they used when their reading didn't make sense. Ask what difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

### → Introduce the Focus Comprehension Skill: Identify and Evaluate Point of View

#### Model

- Explain that to read a text critically, students need to determine why the author wrote the text and what his/her point of view is. They also need to be able to determine how the characters in a fiction story are feeling about a situation. In this factual recount, based on actual events, it helps to better appreciate the experiences of the survivors if the reader can understand their point of view.
- **Think-Aloud:** I ask myself as I'm reading: Why is the author writing this? What does he want me to understand about the topic? I think this author wants me to put myself in the place of the survivors and understand their point of view in order to appreciate their courage and determination to survive. The artist has worked with this point of view to create illustrations that seem as if I'm looking through the eyes of the survivors. This helps me understand better what they might be thinking, seeing, and hearing.

#### Guided Practice

- Give students a copy of the graphic organiser. Guide students to discuss the events described on pages 6–9. Have them put themselves in the place of the father looking down at his family as they are lowered into the boat. Ask them to describe how he might be feeling. Then have the students put themselves in the place of the boy. Have them record the point of view on the chart. Next, look at the illustration on page 8 of the mighty *Titanic* sinking forever into the black ocean. Discuss how the people viewing the scene might have felt and what they might have seen or heard at the time. Have students record the point of view on the chart.

### → Independent Practice

- Have students complete the graphic organiser independently and record the points of view of the survivors of the Andes air crash. When they have finished, have them share their worksheets and evaluate their work.

### → Vocabulary Skill: Adverbs

- Have students find the word **lower** on page 5 and read the sentence. Ask what the word **lower** tells them. Explain that many adverbs tell where. Point out the word **off**, which is also an adverb that can explain where.
- Have students find the word **barely**, also on page 5. Ask what information this word provides in the sentence. Explain that some adverbs provide information about time and tell when or how long.
- Point out the words **finally**, **desperately**, and **eventually** on page 9. Have students decide which of these words tells how and which words tell when. Ask how these words contribute to their understanding of the events being described on this page.

### → Apply the Lesson

- Have students read the rest of the book independently. They can:
  - Use the graphic organiser to record the points of view of other survivors they read about.
  - Look for other adverbs and think how the words contribute to their understanding of the text.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.