

# Curriculum Links

## Subject Areas/Strands

### English

#### *Language*

- **(Texts)** Students experiment with interrelating ideas and information when writing about familiar topics within a small range of text types.
- **(Contextual Understanding)** Students recognise that certain text types and features are associated with particular purposes and audiences.
- **(Linguistic Structures and Features)** Students control most basic features of written language and experiment with some organisational and linguistic features of different text types.
- **(Strategies)** Students experiment with strategies for planning, reviewing and proofreading own writing.

#### *Literature*

- **(Texts)** Students interpret and discuss some relationships between ideas, information and events in written texts with familiar content and a small range of unfamiliar words and linguistic structures and features.
- **(Contextual Understanding)** Students identify simple symbolic meanings and stereotypes in texts and discuss their purpose and meaning.
- **(Linguistic structures and features)** Students identify and use the linguistic structures and features characteristic of a range of text types to construct meaning.
- **(Strategies)** Students integrate a variety of strategies for interpreting written and visual texts. With teacher guidance, students use several strategies for identifying resources and finding information in texts.

#### *Literacy*

- **(Texts)** Students interact for specific purposes with people in the classroom and the school community using a small range of text types.
- **(Strategies)** Students reflect on their own approach to communication and the ways in which others interact.

# Teachers' Notes

The *Extreme Survival Stories Book* was designed to provide high interest language activities. The book aims to encourage interest in reluctant readers through providing literature and activities based upon real life stories of human endurance and survival.

This book may be used in a number of ways:

- As a general library resource.
- As a home or supplementary reader.
- In small group reading circles.
- As a tool for the individual tutoring of students at educational risk.

## The Stories:

The *Extreme Survival Stories* provide high interest topics for upper primary/lower secondary students. The vocabulary and syntax in the book is relatively simple so as not to discourage these readers. The “Words You Will Need” section at the beginning of each chapter provides some of the more difficult words within the piece. Talking through this vocabulary before reading, will give students confidence in approaching the text and in particular these words as they encounter them.

## The Activities:

The activities are structured to provide comprehension, vocabulary, grammar and open ended language based tasks. There are approximately five activities designed to relate to each one of the corresponding stories.

**Each topic can be extended within the classroom. Some possible extension ideas for *Extreme Survival Stories* are:**

## Story 1: The Grizzly Crawl

- Read *The Deliverance of Dancing Bears*, Elizabeth Stanley, 2003. (Can be read within one session.) Discuss with the students. Students retell the story through writing or a series of drawings.

## Story 2: Dangers in the Deep

- Discuss the term, “living fossils” with students, referring to animals that are virtually unchanged since prehistoric times. Ask students what animals they know of that would fit this description. Students use the Internet to research the frilled shark and choose four more examples of “living fossils” to report back to the class about.

## Useful Websites:

- ▶ <http://nwcreation.net/fossilsliving.html>
- ▶ [http://en.wikipedia.org/wiki/Living\\_fossil](http://en.wikipedia.org/wiki/Living_fossil)
- ▶ <https://www.australiangeographic.com.au/topics/wildlife/2018/03/australias-living-fossils/>.

## Story 3: Cutting the Friendship

- Students research and write an account of the first time Everest was conquered by Edmund Hillary and Tenzing Norgay.

## Useful Websites:

- ▶ <http://teacher.scholastic.com/activities/hillary>

# The Grizzly Crawl



© Image courtesy of MSI

## Words You Will Need

- *supplies*
- *tough*
- *bloodied*
- *panicked*
- *scalp*
- *hostile*
- *remedies*
- *gaping*

One of the most remarkable survival stories of all time is that of the amazing life of Hugh Glass. Hugh Glass is thought to have been born some time around 1783 in Pennsylvania. From an early age Glass had to look after himself and learned how to be tough. As a young man he went to sea to make a living but was caught by pirates around 1816. He was forced to become a pirate himself until he managed to escape by jumping off a boat, swimming to shore and making his way inland. Glass had no weapons, no food or supplies and no map. He made his way north, surviving as best as he could until he was captured by the Pawnee Native Americans.

Activity 1

# The Grizzly Crawl

Read *The Grizzly Crawl* (Page 8) and answer the questions below.

1. What was the profession of Hugh Glass?

\_\_\_\_\_

2. Circle: How long did the two trappers stay with Glass after the attack?

- a) a week    b) a few hours    c) a few days

3. Circle: The grizzly bear had:

- a) one cub    b) more than one    c) we are not told



4. What other animal is mentioned in the passage?

\_\_\_\_\_

5. In what year was Hugh Glass attacked by the bear?

\_\_\_\_\_

6. Approximately how long did it take Glass to get back to town?

\_\_\_\_\_

7. What helped Glass survive?

\_\_\_\_\_

8. Why do you think the two other trappers left Glass?

\_\_\_\_\_

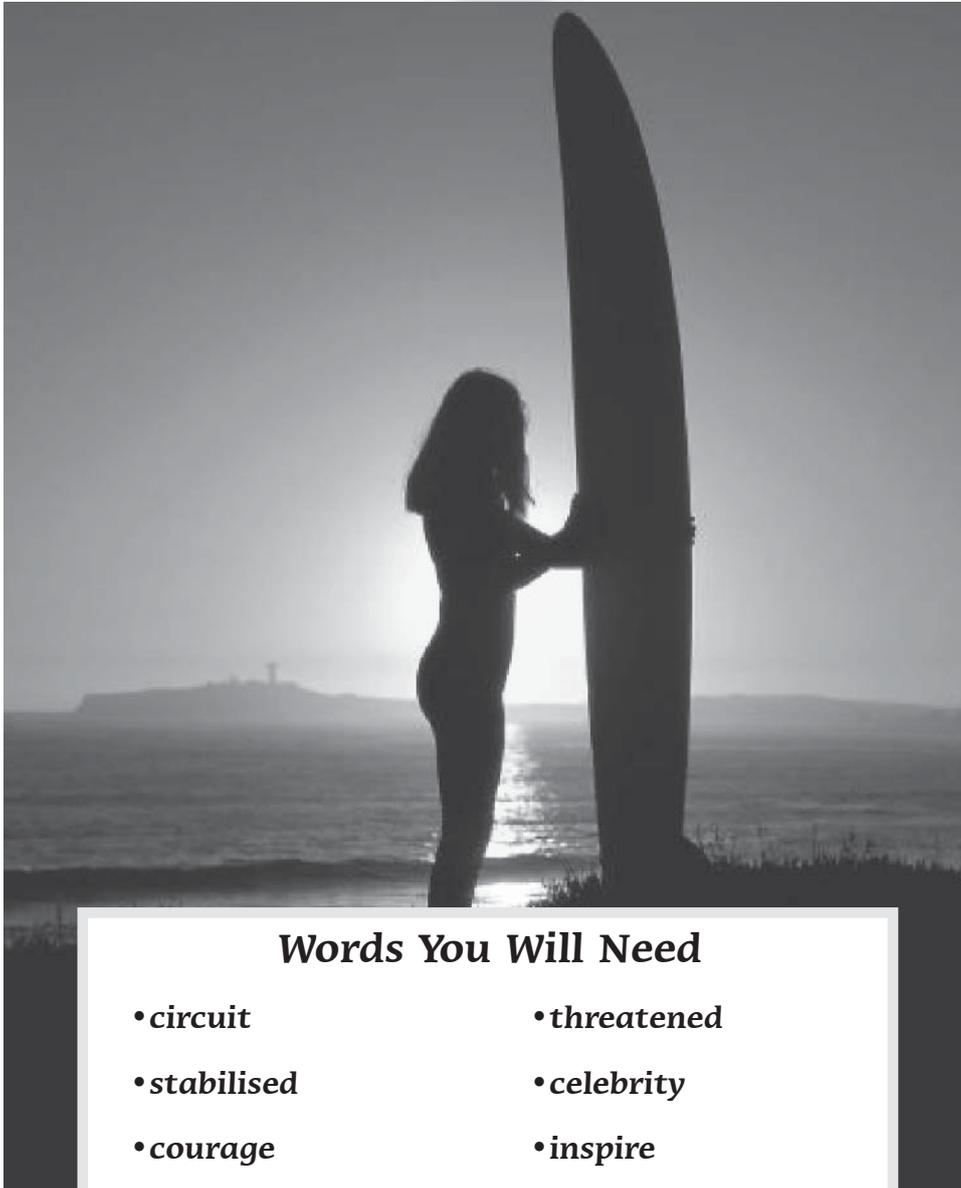
\_\_\_\_\_

9. Can you imagine the same story happening today? Why/ Why not?

\_\_\_\_\_



# A Great White Strikes Again



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## Words You Will Need

- **circuit**
- **stabilised**
- **courage**
- **professional**
- **threatened**
- **celebrity**
- **inspire**

Bethany Hamilton entered her first surfing competition when she was only 11 and by the age of 13 she was already well known on the surfing circuit. In October, 2003, however, her promising career was threatened when she was attacked by a tiger shark measuring nearly four metres.

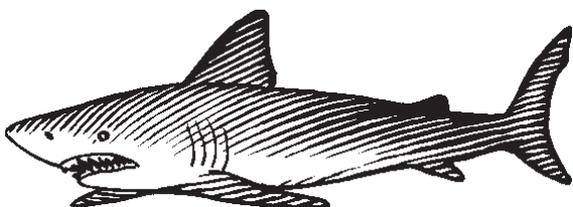
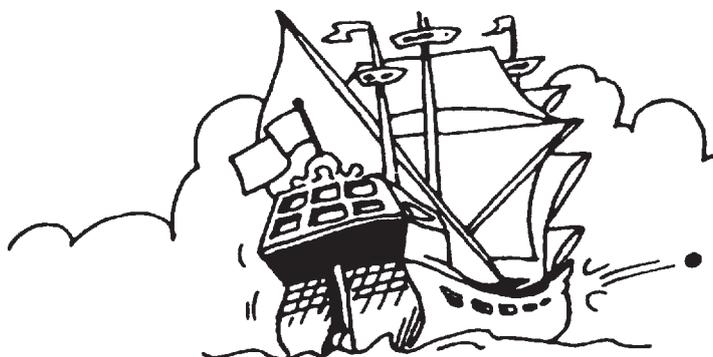
Activity 7

# Word Page

|    |   |  |  |  |  |   |   |   |  |   |  |   |  |  |  |  |  |
|----|---|--|--|--|--|---|---|---|--|---|--|---|--|--|--|--|--|
|    | 1 |  |  |  |  |   |   | 2 |  |   |  |   |  |  |  |  |  |
|    |   |  |  |  |  |   | 3 |   |  |   |  | 4 |  |  |  |  |  |
| 5  |   |  |  |  |  | 6 |   |   |  |   |  |   |  |  |  |  |  |
|    |   |  |  |  |  |   |   |   |  | 7 |  |   |  |  |  |  |  |
|    |   |  |  |  |  |   |   |   |  |   |  |   |  |  |  |  |  |
| 8  |   |  |  |  |  |   |   |   |  |   |  |   |  |  |  |  |  |
|    |   |  |  |  |  |   |   | 9 |  |   |  |   |  |  |  |  |  |
| 10 |   |  |  |  |  |   |   |   |  |   |  |   |  |  |  |  |  |

**Across**

- 1. type of fish
- 3. ship
- 5. large mollusc
- 7. to pierce or wound
- 8. to press or squeeze
- 9. to come near or nearer to
- 10. worn around the waist



**Down**

- 1. go below the surface of the water
- 2. a place for sick or injured people
- 4. to take into the stomach
- 6. to get away

Activity 8

# Shark Facts



Use the Internet or the library to research different types of shark.

- ▶ <https://sharkfactsforkids.weebly.com/types-of-sharks.html>
- ▶ <https://kidskonnnect.com/animals/shark/>
- ▶ [www.enchantedlearning.com/subjects/sharks/](http://www.enchantedlearning.com/subjects/sharks/)
- ▶ [www.kidzone.ws/sharks/facts8.htm](http://www.kidzone.ws/sharks/facts8.htm)

1. Fill in the fact boxes below from 1 to 4.

2. Brainstorm some ideas for Facts 5 and 6.

Suggestions: • *smallest shark* • *least scary shark* • *most eaten shark*  
• *deepest ocean shark* • *most common shark*

**FACT 1**

**Longest Shark**

The longest shark is the \_\_\_\_\_

\_\_\_\_\_

It measures \_\_\_\_\_

**FACT 2**

**Fastest Shark**

The fastest shark is the \_\_\_\_\_

It can swim at speeds of \_\_\_\_\_

**FACT 3**

**Most Dangerous Shark to Humans**

The most dangerous shark is the \_\_\_\_\_ shark

It has been responsible for \_\_\_\_\_

**FACT 4**

**Strangest Shark**

The strangest shark is the \_\_\_\_\_

It looks like \_\_\_\_\_

**FACT 5**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**FACT 6**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_