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Introduction and Sample Lesson Plans

Introduction

This literature unit has been designed to supplement teachers with ideas for use with the novel *The Lake of Tears* (Deltora Quest series) by Emily Rodda. It is aimed at upper primary school students. The following sample lesson plans suggest ideas for a ten-week whole class study. Photocopying a work package for each student is a good way to study the book.

Sample Lesson Plans

Week 1

- ⌘ Introduce the book using some or all of the ideas listed in 'Suggestions for Using the Unit Activities' ('Before the Book').
- ⌘ Introduce the package you may have pre-made for each student.
- ⌘ Read Section 1 of the book (Chapters One and Two).
- ⌘ The students summarise what has been read (orally or in written form).
- ⌘ The students complete the quiz for Section 1.
- ⌘ The students do some vocabulary work using words from the vocabulary list. The children can either write dictionary meanings, write their own meanings based on what was read, or include each word in a meaningful sentence.
- ⌘ The students complete 'Matchstick Questions'.
- ⌘ The students complete 'Build a Bridge'.

Week 2

- ⌘ Read Section 2 of the book (Chapters Three and Four).
- ⌘ The students summarise what has been read (orally or in written form).
- ⌘ The students complete the quiz for Section 2.
- ⌘ The students do some vocabulary work using words from the vocabulary list.
- ⌘ The students complete 'Picture This'.
- ⌘ The students complete 'News Flash!'.

Week 3

- ⌘ Read Section 3 of the book (Chapters Five and Six).
- ⌘ The students summarise what has been read (orally or in written form).
- ⌘ The students complete the quiz for Section 3.
- ⌘ The students do some vocabulary work using words from the vocabulary list.
- ⌘ The students complete 'Compare Lief and Jasmine'.
- ⌘ The students complete 'Sweetplum recipe'.



Introduction and Sample Lesson Plans *(cont.)*

Week 4

- ⌘ Read Section 4 of the book (Chapters Seven and Eight).
- ⌘ The students summarise what has been read (orally or in written form).
- ⌘ The students complete the quiz for Section 4.
- ⌘ The students do some vocabulary work using words from the vocabulary list.
- ⌘ The students complete 'Before and After'.
- ⌘ The students complete 'Translate This'.

Week 5

- ⌘ Read Section 5 of the book (Chapters Nine and Ten).
- ⌘ The students summarise what has been read (orally or in written form).
- ⌘ The students complete the quiz for Section 5.
- ⌘ The students do some vocabulary work using words from the vocabulary list.
- ⌘ The students complete 'Character Profile - Manus'.
- ⌘ The students complete 'Thought Pattern For Manus'.

Week 6

- ⌘ Read Section 6 of the book (Chapters Eleven and Twelve).
- ⌘ The students summarise what has been read (orally or in written form).
- ⌘ The students complete the quiz for Section 6.
- ⌘ The students do some vocabulary work using words from the vocabulary list.
- ⌘ The students complete 'A Letter From Lief'.
- ⌘ The students complete 'Time For Music'.

Week 7

- ⌘ Read Section 7 of the book (Chapters Thirteen and Fourteen).
- ⌘ The students summarise what has been read (orally or in written form).
- ⌘ The students complete the quiz for Section 7.
- ⌘ The students do some vocabulary work using words from the vocabulary list.
- ⌘ The students complete 'Picture This!'
- ⌘ The students complete 'Conversation Script'.



Suggestions for Using the Unit Activities

Use some or all of the following suggestions to supplement your own ideas when studying *The Lake of Tears*.

Before the Book

- ☞ Organise student copies of some or all of the worksheets into a work package.
- ☞ Set up a display to suit the book, e.g. a map of the land. This display can be 3-D using a variety of materials, or painted on a window.
- ☞ When programming, consider:
 - themes such as friendships, teamwork etc.
 - topics such as survival, heroes, fantasy etc.
 - linking the novel to your spelling and writing activities
- ☞ Study gemstones and invasions and battles.
- ☞ Discuss friendships, survival, heroism and fantasy with the children.
- ☞ Read about the author ('Getting to Know the Book and the Author').

During the Book

- ☞ Use the student work packages.
- ☞ Include related themes and topics in your teaching.
- ☞ Have the children write chapter summaries or alternatively, keep a diary from Lief's point of view.
- ☞ Have the children create a palace entirely out of newspaper to suit the criteria and measurements that you give.
- ☞ Have the children illustrate different parts of the story.
- ☞ Have the children create clay models of each character.
- ☞ Have the children create a large map of the land.

After the Book

- ☞ Have the students write a book review or create a book poster for the novel.
- ☞ Have the students write their own fantasy story. Discuss the elements of fantasy first.



Vocabulary Lists

The following words could be useful for learning to spell or for defining.

Section One: Chapters One and Two

striding	foolish	lurked	ragged	risk
stronghold	increase	vanity	doomed	perish
talents	topaz	unruly	territory	stubborn
expression	tone	careless	approach	avoid
retort	chasm	eerie	swoop	barred
loincloth	bewitched	rasp	deceive	restrain
pity	beggar	companion	permit	rhyme

Section Two: Chapters Three and Four

captive	spite	talon	seize	triumphant
plunge	clad	halt	exchange	craned
snigger	gnaw	cringe	resist	sprawl
ravenous	mercy	persuade	rouse	inquiring
eager	clutched	debt	perched	loathe
protest	grove	cluster	lush	troop
cloak	canopy	despair	fortune	escorting

Section Three: Chapters Five and Six

doubt	sling	ordeal	gratitude	delay
pursue	remained	obstacle	abrupt	slender
swerve	scent	falter	peer	overwhelming
disturb	parched	inspect	enchanted	unconscious
recipe	forge	bidding	laden	fragrant
strode	quicksand	urgent	treacherous	floundering
surge	grateful	linger	nestled	suspicion

Section Four: Chapters Seven and Eight

especially	mantelpiece	daisies	embroidery	ordinary
relieved	securely	vital	clasp	nudge
cower	illusion	hideous	mime	delicious
frantic	concentrate	strength	beckon	astonishment
possessions	armour	neglect	lumbering	satisfaction
mouldy	frayed	recent	churn	cottage
thistles	defiant	moat	mottled	section



Quiz: Chapters One & Two

1. Why didn't Jasmine want to travel north to the Lake of Tears? _____

2. Why didn't Barda and Lief want to make a wide circle around Thaegan's territory?

3. Describe Lief, Barda and Jasmine's first obstacle. _____

4. Why does the giant have to guard the bridge? _____

5. How long does the giant have to guard the bridge? _____

6. Explain how Jasmine answered her question. _____

7. Why couldn't Lief and Barda follow Jasmine onto the bridge after she answered her question? _____

8. What was Barda's question? _____

9. Why did Lief feel confident about his question? _____

10. What did Lief add on to his answer at the last moment? _____

11. Why was Lief's answer incorrect? _____

12. Why was the question unfair? _____
