



Royal Flying Doctor Service



EMERGENCY ECHO

George Ivanoff

> Comprehension Activities

Royal Flying Doctor Service Tasmania
Building 90 Launceston Airport
305 Evandale Road Western Junction TAS 7212
PO Box 140, Evandale TAS 7212
P: 03 6391 0512
E: Jocelyn.McLean@rfdstas.org.au
W: www.flyingdoctor4education.org.au

Prepared by Jocelyn McLean
RFDS Education Officer

RFDS

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VOCABULARY ACTIVITIES >

1. Use a dictionary to find the meaning of the following words:

Appendix _____

Appendicitis _____

Appendectomy _____

Peritonitis _____

Paracetamol _____

2. Match the following words to their meanings:

Nausea > > giving the worrying impression that something bad is going to happen.

Traumatic > > a hot spring that intermittently sends up fountainlike jets of water and steam into the air.

Ominous > > sickness at the stomach, especially when accompanied by a loathing for food and an involuntary impulse to vomit.

Geyser > > deeply disturbing or distressing.

Rupture > > break or burst suddenly.

3. Use a thesaurus to find 3 words with the same meaning

Awkwardly _____

Disapprovingly _____

Hesitantly _____

Ravenous _____

Ashen _____

Threadbare _____

Acute _____

Tantalising _____

4. Use the Phonetic Alphabet to decode or code the words and write their meaning.

Romeo / Uniform / Mike / Mike / Alpha / Golf / Echo _____

Golf / Lima / India / Mike / Papa / Sierra / Echo _____

_____ reverberated

Golf / Romeo / India / Echo / Foxtrot _____

5. Illustrate the following to show their meaning

Stethoscope	Tarmac	Pendulum	Paramedic

6. Find the following terms in the text and write what you think the author meant by them.

ASAP (p42) _____

ankle-biter (p48) _____

looking pretty dicey _____

Jiffy (p91) _____

throat was like sandpaper (p118) _____

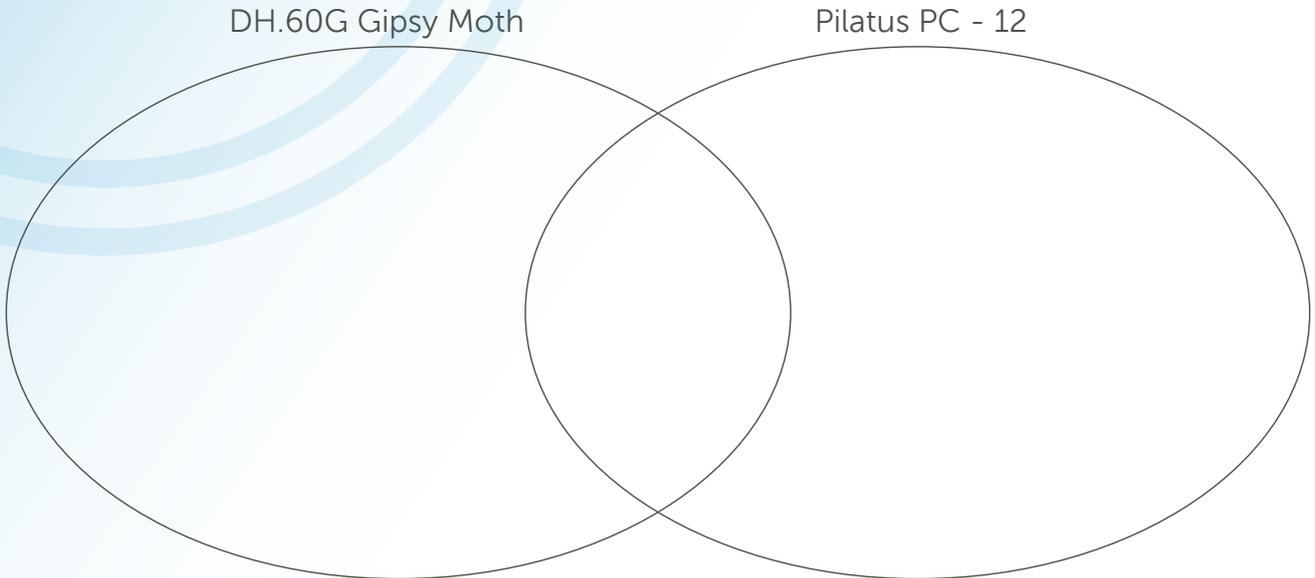
a floodgate suddenly opened (p130) _____

bottled-up grief (p130) _____

HIGHER ORDER ACTIVITIES >

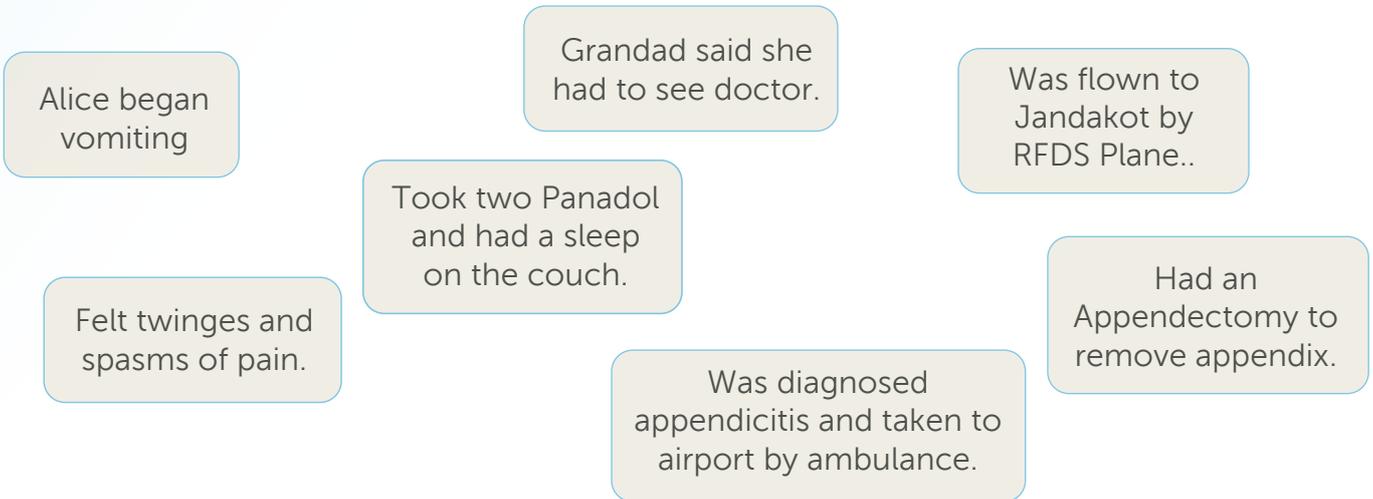
COMPARE AND CONTRAST

Use the Venn Diagram below to show how the two planes in the story were the same and different.



SEQUENCING

Draw arrows to show the sequence of the story.



SUMMARY

In your words write a paragraph to tell me what you think the story was mainly about. Explain your thinking.

COMPREHENSION TEXT >

Tom Gleeson lay on the couch moaning. His face was red and sweaty but he shivered as if he were cold. He clutched at his stomach and watched as his dad spoke on the two-way radio that was set up in the corner of the lounge room.

Outside the wind howled and the rain beat down on the tin roof. The storm sounded furious, as if it were attacking their farmhouse. It was late afternoon, but the view through the window looked like a grim evening.

‘I reckon it’s his appendix,’ said Mr Gleeson. **‘Over.’**

‘Given the symptoms...likely...’ The crackly voice broke through the hissing static in little bursts. **‘You’ve described...he’s in severe pain...his appendix might have ruptured...’**

‘That’s bad, isn’t it?’ Mr Gleeson was a large man, tall and broad, with a leathery sun-weathered face and a deep gravelly voice. He was the sort of outback man who was never rattled by anything, capable of dealing with whatever the harsh land threw at him. But, right now, his voice rose a little. **‘What do I do? Over.’**

‘Needs to go to hospital...operation...’ came the broken response. **‘Can’t fly in this weather...need to wait until the storm is over...’** The voice disappeared completely for a few seconds, then returned. **‘For the time being, try to keep the boy comfortable. If you’ve got any pain killers, you can give him some...cold compress for the fever...lying down...radio again when we can send a plane...’** And then there was static.

‘Hello,’ said Mr Gleeson. **‘Hello! Flying Doctor Service! Can you hear me? Over.’**

Static

‘Gleeson Farm to Royal Flying Doctor Service. Can you hear me? Over.’

Static.

Mr Gleeson put down the microphone and turned to his son. Tom saw his own fear reflected in his father’s eyes.

‘You heard what the man said.’ Mr Gleeson nodded to the radio, making an effort to keep his voice sounding normal. **‘Lie down and take it easy. And they’ll send a plane as soon as the storm breaks. I’m gonna see if I can find your mum’s headache tablets. They said you could have some.’**

Tom waited with mounting fear as his dad went to rummage in the bathroom cabinet. From his position on the couch he heard things being dropped and his dad swearing.

Tom wished that his mum was there with him. He missed her. He knew there would be nothing she could really do to make things better, but he wanted her there anyway.

Before long, Mr Gleeson returned with a couple of tablets and a glass of water. Tom choked them down.

And then came the worst part of the whole experience – waiting!

He lay on the couch, shifting from one position to another. It hurt to move, but he just couldn’t get comfortable. The medicine his dad had given him didn’t seem to do anything. And, as the afternoon wore on, the pain in his stomach seemed to get worse. It was all he could focus on.

Mr Gleeson paced the length of the lounge room, stopping every now and then to gaze out the window. The intensity of his stare as he looked at the storm made Tom think he

was trying to will the weather to improve. Tom drifted in and out of a fevered sleep, his mother's face floating through his dreams.

Eventually the rain lessened and the wind eased. And the radio burst into life.

'Royal Flying Doctor Service base to Gleeson Farm. Royal Flying Doctor Service base to Gleeson Farm. Come in, please. Over.'

Mr Gleeson leapt across the room and grabbed the radio mic. Tom tried to sit up but slumped back down, clutching his stomach and groaning.

'This is Gleeson Farm, reading you loud and clear. Over.' The relief in his dad's voice was obvious.

'The storm has cleared up our way,' said the man on the radio. **'Should be clearing down your way by now, as well. We've got a plane fuelled up and about to take off. We've checked out the maps. Given how isolated you are and the seriousness of the situation, we're hoping to land on the stretch of road coming in to your farm. Is this doable? Over.'**

'Yeah, I reckon so,' answered Mr Gleeson. **'It's a good long road. Over.'**

'We need you to go and check on the condition of it after the storm. To make sure it's safe. We're going to assume it's all okay, but if it isn't you'll have to let us know. If there are any problems with the road, we'll try radioing your neighbouring farms to see if there's a better option. But that will add time. And it would be better for the patient if we could come straight to you. Over.'

COMPREHENSION QUESTIONS >

Reading the Text	Reading Between the Lines	Reading Beyond the Text
<p style="text-align: center;">Finding the Main Idea</p> <p>1. What is this section of the chapter mainly about?</p> <p>A. The raging storm. B. Tom's illness. C. Tom's father was worried. D. Tom was in a serious situation.</p>	<p style="text-align: center;">Comparing and Contrasting</p> <p>2. How are Tom and his father similar?</p> <p>A. They were both large and broad with a leathery sun weathered face. B. They were both ill. C. They were both scared. D. All of the above.</p>	<p style="text-align: center;">Distinguishing Fact from Opinion</p> <p>3. Which of the following is an opinion?</p> <p>A. Tom's face was red; he was shivery and was in severe pain. B. Tom needed to go to the hospital for an operation. C. The plane couldn't fly because of the storm. D. This was the worst storm of the season.</p>
<p style="text-align: center;">Recalling Facts and Details</p> <p>4. What were the instructions given by the doctor for Tom's treatment?</p> <p>A. He will need an operation. B. Painkillers and rest. C. A cold compress for the fever. D. All of the above.</p>	<p style="text-align: center;">Making Predictions</p> <p>5. What might happen if the storm doesn't ease in time?</p> <p>A. Tom will most likely get better on his own. B. Mr Gleeson will drive Tom to the hospital. C. Tom's condition will continue to get worse and it might threaten his life. D. The farm will flood.</p>	<p style="text-align: center;">Identifying Author's Purpose</p> <p>6. The Author probably wrote this to:</p> <p>A. Inform us of the symptoms of Appendicitis and to teach us how to treat it. B. Help us to understand some of the challenges faced by those living in the outback why the RFDS is important. C. To persuade us that it is dangerous to live in the outback. D. To describe the symptoms of Appendicitis.</p>
<p style="text-align: center;">Understanding Sequence</p> <p>7. Which two things had to happen before the RFD plane could land?</p> <p>A. Tom got sick & Tom's operation. B. The storm had to ease & the runway needed to be checked. C. The runway needed to be checked & Mr Gleeson had to ring the neighbours. D. Tom's father had to ring the RFDS & Tom's mother had to arrive.</p>	<p style="text-align: center;">Finding Word Meaning in Context</p> <p>8. In this text the word comfortable means:</p> <p>A. Lying down B. Relaxed C. Pain free D. Well fed</p>	<p style="text-align: center;">Interpreting Figurative Language</p> <p>9. The words attacking their farmhouse mean:</p> <p>A. The wind was throwing things at the farmhouse attacking it. B. The storm was so fierce it felt as if it were battering the farmhouse. C. All of the lightning was hitting the farmhouse. D. The storm was happening just above them leaving the rest of the countryside untouched.</p>
<p style="text-align: center;">Recognising Cause and Effect</p> <p>10. Mr Gleeson was worried because</p> <p>A. The radio had a lot of static. B. The storm might damage the farm. C. Tom's mother wasn't home. D. Tom had a serious illness.</p>	<p style="text-align: center;">Drawing Conclusions and Making Inferences</p> <p>11. Tom was probably waiting for the plane because:</p> <p>A. He was so seriously ill. B. His father's truck was broken. C. Tom gets car sick. D. Tom lives a long way from medical help.</p>	<p style="text-align: center;">Distinguishing Real from Make Believe</p> <p>12. Which of these could not really happen:</p> <p>A. Appendicitis can cause severe pain and make you dangerously ill. B. A plane can come to your house to pick you up and take you to hospital. C. It is not safe for a plane to fly through a furious storm. D. None of the above.</p>



CHARACTER DESCRIPTIONS >

Use the descriptions of the characters in the book to draw a picture of how you think they look.

GRANDAD

Grandad was a funny old man. He was her dad's dad. He was 65 and had thinning grey hair and a short, neatly trimmed beard. It looked odd to Alice, how his beard was darker than his hair.

Grandad always wore boring clothes. Today he had a drab dark grey shirt with grey cargo pants. Does he wear clothes to match the colour of his hair?

Thought Alice. She almost laughed when she noticed he was wearing sandals with pink socks.

BEN

She was pretty good at cricket, but she was no match for Ben. He lived and breathed the sport.

She stared up into his dark eyes. What colour were they? They were dark. Darker than his brown skin.

He was tall for his thirteen years, and stick-figure thin, with an explosion of wavy black hair.

I know that your hair is black,

MR GLEESON

Mr Gleeson was a large man, tall and broad, with a leathery sun-weathered face and a deep gravelly voice. He was the sort of outback man who was never rattled by anything.

Tom watched as his dad got his hat, boots and coat and headed for the door. Tom thought he looked like a proper bushman in that outfit.



CHARACTER INTERVIEWS > GRANDAD

Use the information in the story to answer the questions as you think Grandad would answer them. Some of the answers will be obvious; some of them you will need to infer what Grandad might have been thinking or feeling at the time.

Can you briefly tell us about the events of that day? _____

You seemed to have an idea of what the problem was right from the start. Can you tell us how you knew?

What was it like flying with the Royal Flying Doctor Service again? _____

Your family has recently suffered a tragedy. Has this experience helped your family's recovery in any way?

How do you think life will be different for your family in the future? _____

CHARACTER INTERVIEWS > ALICE

Write 5 questions that allow Alice to explain what happened to her, how she was feeling throughout her ordeal. Use the information in the text to answer the questions. (This activity could be done in pairs and the interview role played for the class).

1. _____

2. _____

3. _____

4. _____

5. _____

ALICE AND GRANDAD'S RELATIONSHIP >

How do you think Alice felt about Grandad **before** her illness?

How do you think Alice felt about Grandad **after** her illness?

Find three pieces of evidence from the text that support your thinking.

1. _____

2. _____

3. _____

Find three pieces of evidence from the text that support your thinking.

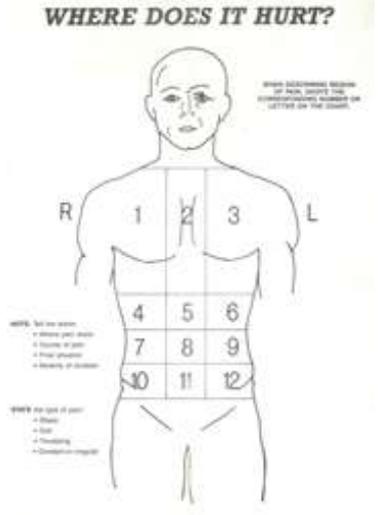
1. _____

2. _____

3. _____

Are there any parts of their relationship that you think were the same before and after?

PATIENT RECORD >

Patient Name:	Date Of Birth:
Gender:	Next of Kin:
ILLNESS / INJURY HISTORY	
	<p>History (What happened, when did it start)</p> <hr/> <hr/> <hr/> <p>Symptoms (Where does it hurt, describe the pain, when does it hurt more/less, is it getting better/worse)</p> <hr/> <hr/> <hr/>
First Aid Treatment (What have you done to fix it so far)	
Treatment	
Outcome of Treatment	
Discharge / Future Instructions	

MAPPING AND MEASUREMENT ACTIVITY >

> Open Google Maps and locate Mt Magnet.

> Use the map to help you answer the following Questions.

(If you right click there is a measuring distance tool that may help you answer the questions.)

1. To get Alice to hospital in Perth, the RFDS plane travelled from the base in Meekatharra to Mt Magnet, where they picked her up. They then flew to Jandakot Airport in Perth where they landed. After they dropped Alice off they might have flown back to the Base in Meekatharra. Calculate the total distance the plane flew in order to help Alice.

Meekatharra to Mt Magnet

_____km

Mt Magnet to Jandakot

_____km

Jandakot to Meekatharra

_____km



2. How far did Alice travel by Ambulance to receive treatment?
3. How long would it have taken Alice to receive treatment if the RFDS didn't exist and she had to go to Perth by Ambulance? Would she have made the two hour treatment window for a burst appendix?
4. The RFDS helps 2 people every 15 minutes throughout Australia. How many people do they help in a day?

RFDS



> Emergency Echo

> Fast Flight

> Medical Mission

> Remote Rescue

> Look into the sky Yr 2 Unit Plan

> Look into the sky Yr 3 Unit Plan

> Look into the sky Yr 6 Unit Plan



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