



HarperCollinsChildren'sBooks
presents

The SAND DOG SARAH LEAN

Character Profile

“That belongs to me!’ a voice called out from behind me.

Beth Saunders was about my height, with short brown hair, and she threw herself at the desk, claspng the passport in both hands. ‘I didn’t want to tell my parents I’d lost it. I’ve been coming in every five minutes hoping somebody would hand it in.” (p53)

Task: Choose one of the characters from story and create a character profile for them. Use information from the text and your own imagination to create the profile.

Ideas to think about:

- What does he/she look like?
- What does he/she do?
- What is his/her personality like?
- What are his/her favourite foods or hobbies?
- What are the things that he/she doesn’t like?
- What family does he/she have?

Create your character profile on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*

Understand what they read by:

- *Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence*

Picture:	Name:
	Age:
	Personality:
Physical description:	
Likes:	Dislikes:



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Film Storyboard

"It might seem to you that all of us in this story were there at the beginning and there at the end. But my story wasn't the beginning or the end. We are all part of a much bigger story, of monsters and wars, of brave hearts and warriors and triumph, of belonging to each other, but one day some of us met, and it was only while we were together that we could see we needed each other for the battles we had to face." (p256)

Task: Imagine you are planning on turning the written story into a film and you need to plan the scenes. Use the storyboard sheet to show all or part of the story *The Sand Dog*. Either draw or make notes in each section.

Ideas to include:

- Think about how many boxes there are on the storyboard – this is how many parts you need to split the story into.
- Make notes on the key events from the story – you can always add parts you have forgotten to the beginning or ending later.

Show the story of *The Sand Dog* using the storyboard on the next page.

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Understand what they read by:

- *Identifying how language, structure and presentation contribute to meaning*

Film storyboard:



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Letter from Grandfather

“Uncle told me that Grandfather hadn’t left his home country because he was unhappy there or because anything had been wrong, but simply because he’d always loved the sea, and as a young man he’d found his heart’s content, here on the island surrounded by the sea. He visited his home country whenever he wanted: his family, his friends, the places he loved. But the warm currents always carried him back here.” (p237)

Task: Imagine you are Azi’s Grandfather. Write a letter to Azi apologising for your behaviour and telling him everything about your past and his past.

Use information from the story and your own imagination.

Ideas to include:

- What are you writing to say?
- Why do you need to say that?
- How might things work out in the future?
- How much detail will you include in explaining yourself?

Write your letter on the next page.

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- *Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
- *Asking questions to improve their understanding*

Write your letter here:

Address:

Dearest Azi,

I'm sorry...

Yours,

Grandfather



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Turtle Poster

“Two men and a lady had arrived, all wearing yellow turtle-conservation T-shirts and caps. ‘And don’t let the dog in either; it might dig up the nests.’

Beth looked flustered but I didn’t want to go back without something that told me I was getting nearer to finding Grandfather.

‘I just wanted to see them,’ I said. ‘I wouldn’t do anything to hurt the turtles and either would Sandy. And I know where there’s another nest,’ I said, stalling.” (p151)

Task: Make a poster to instruct people not to go near the turtle nesting site.

Use information from the story and your own imagination.

Ideas to include:

- A strong headline
- Information about what to do and what not to do around the nests
- Information about why people must stay away from turtle nests
- Pictures relevant to the topic

Make your poster on the next page.

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- *Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*
- *Identifying how language, structure and presentation contribute to meaning*

Design your poster here:



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Azi's Diary

"The last island visit was more important than ever. Beth and I thought and thought about how we might choose one, while I was still wondering what it might have to do with Beth's passport. In the meantime, I'd collected Grandfather's sock from his cottage and given it to Sandy to sniff to see if he could follow the scent in case it could help us. We couldn't be sure exactly if Sandy would be able to do it and we knew he wouldn't be able to sniff Grandfather out from here, but we wouldn't know if we didn't try." (p180-181)

Task: Imagine you are Azi. Choose any point in the story and write a diary entry to recall what has happened so far.

Use information from the story and your own imagination.

Ideas to include:

- How do you feel?
- What has been happening?
- What is the plan moving forwards?
- How are you getting on with the other characters?

Write your diary on the next page.

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- *Identifying how language, structure and presentation contribute to meaning*

Write your diary here:

Wednesday 6



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In the News

"Nick's company worked on building a turtle-watch station and I saw it turn from a vision to a plan and something real. They built the hut on the edge of the sea and the edge of the land, on the rocks at the cove, at the place I first saw Sandy. And then, one day at the end of the summer, Nick came to show me around now it was completed." (p247)

Task: Write a newspaper article about Papadopolos Property Developers. You could write a 'concerned residents' article about the demolition of the old cottages to make way for new buildings, or you could write an 'environmental heroes' article about the turtle-conservation building.

You can use ideas from the story and your own imagination to write your newspaper article.

Ideas to include:

- A catchy article heading
- Who was involved in the event?
- What happened that was interesting?
- Why did that happen?
- Where did it all start?
- When did it happen?
- Quotes from witnesses
- A picture with a caption

Write your newspaper article on the next page.

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Understand what they read by:

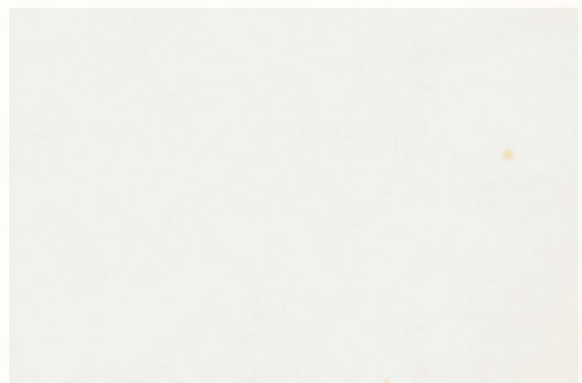
- *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*

Write your article here:

#74

August 2018

The DAILY NEWS





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Make a Map

"I live on a small island in the Mediterranean. My home used to be with Grandfather in a little fisherman's cottage but now I'm in a flat with Uncle above his restaurant at the back of the beach. My open bedroom window is like an ear to the sounds of the water, and it was one Friday night that I heard the rhythm of the tide change." (p2)

Task: Use information from the story as well as your own imagination to draw a birds'-eye-view map of the islands. As you look for clues in the story think about the level of detail Sarah Lean has used to help you imagine these places.

Ideas to include:

- Azi and Grandfather's fisherman's cottage
- Uncle's restaurant and flat
- The cove where the turtle nest is
- Twenty-four islands in total
- Chelona
- Thyra
- Dog island

Draw your birds'-eye-view map on the next page.

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Make a map:





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Tourist Leaflet

"The shape of Chelona island grew before our eyes, as if we had stayed still the whole time and it had floated towards us. Grandfather had once told me about the colony of nesting turtles that laid their eggs there, and about the people who protected them so the turtles could nest in peace. Sometimes people visited Chelona for the beaches and the water sports and diving, but every other year there were special trips to see the turtles hatching at night." (p141)

Task: Create a leaflet to promote the Mediterranean islands as a tourist destination that would appeal to children and adults who might want to visit the islands for a holiday. Think about what might make the visit fun and engaging for them. Use information from the story as well as your own imagination. You may also like to research similar places to get ideas.

Ideas to include:

- A catchy title and appealing headings
- Clear, easy-to-read information
- Images with captions
- Information about what people can do on the islands
- Information about what facilities are available
- A description of how beautiful the islands are

Create your leaflet on the next page.

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- *Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
- *Asking questions to improve their understanding*

CROSS-CURRICULAR LINKS: Geography

Tourist leaflet:



fold

fold



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Turtle Fact File

“The nesting site wasn’t signposted, but I knew the lie of Chelona from maps and stories Grandfather had told me. From higher up on a sun-baked hill looking out to sea it didn’t take me long to work out on which currents the turtles might have come. We walked for half an hour, Beth sheltering under the shade of a tree whenever we came across one, until finally we came to a quiet cove away from the tourist beaches, fenced off and with signs saying to keep out.” (p149)

Task: Research and create a fact file about turtles.

You can use information from the story as well as research from the Internet to find out as much you can about turtles. Use the information you discover to create a fact file that could teach others about turtles.

Ideas to include:

- In which countries do turtles live?
- What do they eat?
- How long do they live?
- Are they endangered? If so, why?
- How can they be protected?
- How do they behave?
- Where do they nest?
- What are their nests like?
- Do they swim long distances?

Write your fact file on the next page.

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- *Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
- *Asking questions to improve their understanding*

Write your fact file here:

Main title and introduction:

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:



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Quiz

Test your knowledge of the story. See how many quiz questions you can answer correctly. Use the book to help you find the answers.

Questions	Your answers
1. Who is Maria?	
2. Why did Azi think Grandfather had gone to London?	
3. Whose passport did Azi find?	
4. How many photographs does Azi have taken in the photo booth?	
5. What colour was the front door to Grandfather's cottage?	
6. Which island do Azi and Beth visit first?	

7. What was the lost-property office in Chelona like?	
8. Why does Azi call the dog "Sandy"?	
9. Who is Nick?	
10. What is Grandfather's name?	
11. Why is Azi desperate to find Grandfather before Nick can?	
12. Who were Sandy's real owners?	
13. Why was Azi plucked from the sea as a baby?	

CURRICULUM OBJECTIVES:

Understand what they read by:

- *Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*
- *Asking questions to improve their understanding*
- *Summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*



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Word Search

Task: Can you find all of the words below from the book in the word search?
The words can go up, down, left, right or diagonal.

M	E	D	I	T	E	R	R	A	N	E	A	N	F	H
C	A	J	G	T	I	E	H	F	E	S	G	F	R	A
P	H	U	M	O	N	S	T	E	R	S	D	I	C	L
A	K	E	S	D	R	T	H	Y	R	A	Q	S	P	I
S	V	H	L	X	O	A	W	N	C	N	B	H	A	M
S	I	T	E	O	E	U	U	D	V	D	M	E	L	E
P	U	F	P	F	N	R	P	N	L	Y	C	R	M	D
O	G	Y	T	O	S	A	Z	I	C	X	R	M	B	A
R	Q	G	U	T	Y	N	B	F	A	L	K	A	U	E
T	W	V	R	U	C	T	Z	D	W	J	E	N	K	Q
L	B	E	T	H	S	A	U	N	D	E	R	S	Z	O
X	J	H	L	Z	H	N	V	Q	I	A	T	J	N	B
M	W	R	E	I	S	Y	N	E	S	T	I	N	G	P
G	R	A	N	D	F	A	T	H	E	R	M	Y	A	D
B	N	Z	K	X	L	O	C	I	S	L	A	N	D	S

CHELONA

BETH SAUNDERS

SANDY

PASSPORT

FISHERMAN

RESTAURANT

HALIMEDA

ISLANDS

GRANDFATHER

AZI

TURTLE

THYRA

UNCLE

MEDITERRANEAN

NESTING

MONSTER

Answers.

M	E	D	I	T	E	R	R	A	N	E	A	N	F	H
C	A	J	G	T	I	E	H	F	E	S	G	F	R	A
P	H	U	M	O	N	S	T	E	R	S	D	I	C	L
A	K	E	S	D	R	T	H	Y	R	A	Q	S	P	I
S	V	H	L	X	O	A	W	N	C	N	B	H	A	M
S	I	T	E	O	E	U	U	D	V	D	M	E	L	E
P	U	F	P	F	N	R	P	N	L	Y	C	R	M	D
O	G	Y	T	O	S	A	Z	I	C	X	R	M	B	A
R	Q	G	U	T	Y	N	B	F	A	L	K	A	U	E
T	W	V	R	U	C	T	Z	D	W	J	E	N	K	Q
L	B	E	T	H	S	A	U	N	D	E	R	S	Z	O
X	J	H	L	Z	H	N	V	Q	I	A	T	J	N	B
M	W	R	E	I	S	Y	N	E	S	T	I	N	G	P
G	R	A	N	D	F	A	T	H	E	R	M	Y	A	D
B	N	Z	K	X	L	O	C	I	S	L	A	N	D	S