Springboard

Connect

26a A Crazy Day at the Museum

26b Jiro Ono – Sushi Master

26c Extinct and Almost Extinct

26d Dynamic Dinosaurs!

26e What Jack Did Next

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Extinct and Almost Extinct





Written by Greg Pyers

Word Count	783
Text Type	Information Report
High-Frequency Word Focus	large
Content Words	endangered, extinct, habitat, predators, reserves, species
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	modal verbs; tenses; suffixes *ing*, *s*, *ed*

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For teachers' inspection ONLY

GETTING STARTED

Activating prior knowledge: Ask students what *extinct* means. Ask them if they know of any animals that have become extinct or are in danger of becoming extinct. Have them discuss reasons why animal numbers dwindle.

Book introduction and prediction: Using the interactive digital book, or the printed version, read the title to students. Ask them why they think there is an egg next to each bird in the photograph on the cover. Ask students to flick through the book or the screens, looking at the photographs, maps, and layout. Have them use the graphics and structure to suggest the text type and to predict what the book may be about. Read the entries on the contents page to confirm their predictions. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that as well as reading about endangered animals, they will talk about modal verbs, tenses, paragraphs, and the suffixes *ing*, *ed*, and *s*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals, and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. How did the last great auks die? How have people tried to save the spotted kiwi and St Lucia parrot? If animals haven't been seen for more than 20 years, do you think they are extinct? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Ask students if they prefer reading factual or fictional texts about animals. Encourage them to give reasons for their preferences.

Language

If you are using the interactive digital book, invite students to take turns to operate it for the following activities.

Language for interaction: Explain that we use modal verbs along with the main verbs to express how certain or probable it is that something will happen. Encourage students to use modal verbs to express their personal opinions about endangered animals.

Text structure and organisation: Use pages 14 and 18 to discuss why authors sometimes use different tenses in one passage of text. Use page 12 to recall the reasons for, and the purpose of, paragraphs. Have students identify the main idea and supporting details in each paragraph.

Expressing and developing ideas: Focusing on page 10, ask students to find nouns to which the suffix *s* has been added. Have them recall the rule that enabled this to be done. On page 16, draw attention to the words *lived*, *covered*, *caused*, *started*, and *killed*. Ask which rules for making plurals were applied to these words. Point out the words *breeding* and *dying* on page 18. Ask students what different rules applied to these words when the suffix *ing* was added.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

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Extinct and Almost Extinct

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Extinct and Endangered

When a species goes extinct, it no longer exists. This book tells how people made some species go extinct. It tells about some species that are in danger of going extinct. These are **endangered species**.



The golden toad species is extinct.



The little spotted kiwi was in danger of going extinct.

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Locations of Extinct and Endangered Species



Key

- Iceland
- New Zealand
- Pacific Ocean and Indian Ocean
- Australia
- Wyoming
- Cape Verde islands
- Tahiti

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Easy Prey

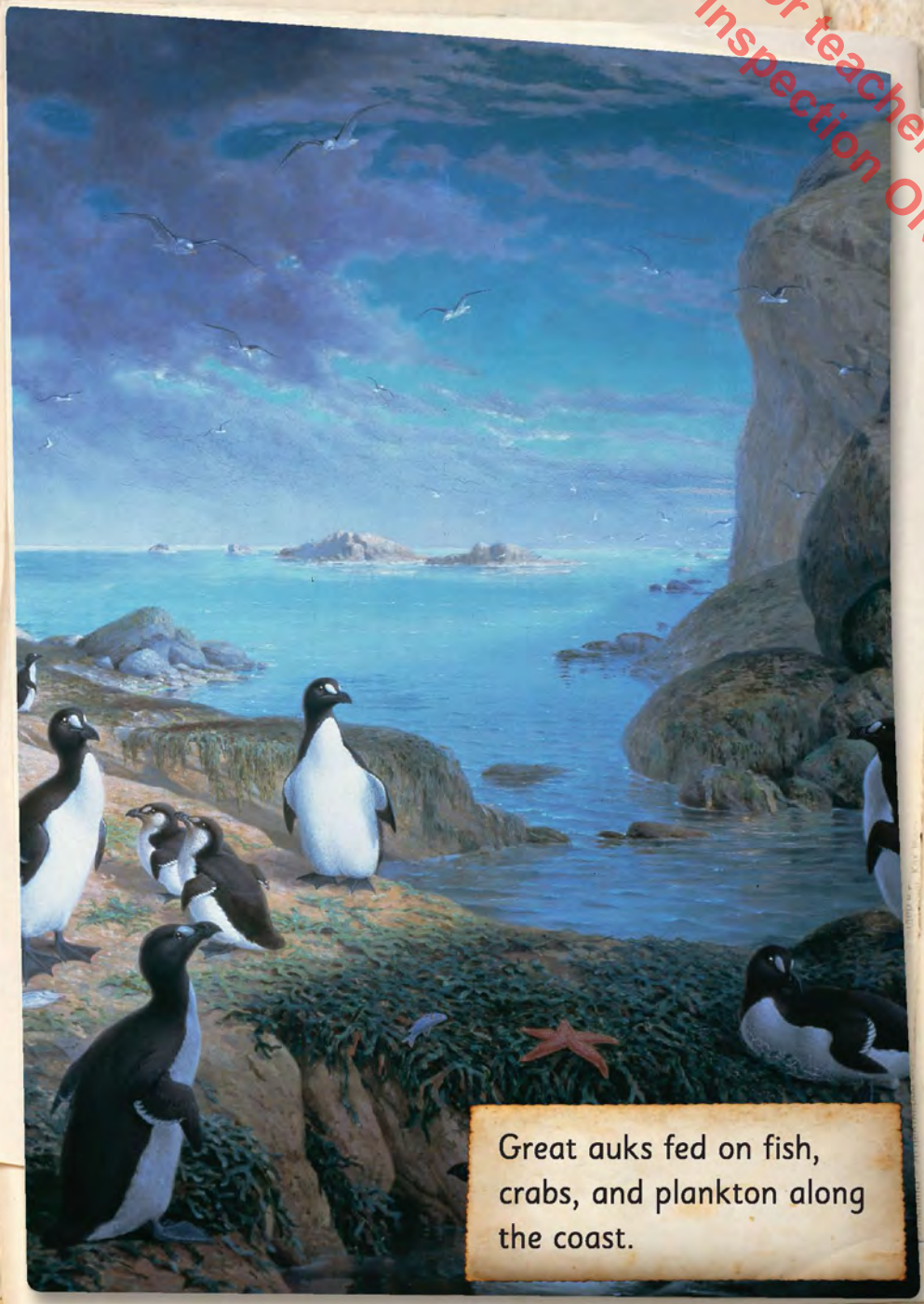
Great Auks

Great auks were large seabirds. They were good swimmers. They lived in the north Atlantic Ocean. They ate fish and nested on rocky islands.

Sailors started killing great auks in large numbers for their meat. Soon, only a few were left. They lived on a tiny island near Iceland. In 1844, sailors killed the last two great auks on the island. They were killed to make museum specimens.



A great auk looked similar to a penguin.



Great auks fed on fish, crabs, and plankton along the coast.

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Little Spotted Kiwi

Little spotted kiwi are flightless birds. They have large feet. They use them to scratch the soil for worms and insects. These birds once lived in forests all across New Zealand. Then, settlers introduced dogs, stoats, and cats to New Zealand. These animals catch and eat other animals. They are **predators**.

The predators killed most of the little spotted kiwi. So, people sent a few birds to Kapiti Island. There are no predators there. About 1,500 little spotted kiwi are alive today. They live on a few different islands. They are no longer an endangered species.



Little spotted kiwi being released into the wild on a pest-free island in 2009

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A little spotted kiwi forages for food at night.