



wild dog

**Wild Dog Books
Teachers' Notes**

Endangered CloseUp

Synopsis

More and more animals are becoming endangered, from large animals like tigers and rhinoceroses to small animals like bumble-bees. These animals live in many different environments. Habitat loss, the loss of food sources, the lack of places to build nests are among the reasons that animals are becoming threatened. People are working hard to protect endangered animals with sanctuaries and breeding programs. The numbers of some endangered animals have increased from these programs, and animals are re-released into the wild.

Writing style

The *Close Up* series has been designed with the needs of very early readers and reluctant readers in mind. Text is succinct and simple, with no more than a few sentences on a page. The large format images relate directly to the text, so young readers have multiple entry points to engaging with the information. There is a brief glossary in the back of the book, which will aid young readers in developing the tools of research and analysis.

Photographic style

The *CloseUp* series uses photographs that bring the viewer close to the animal. The photographs enable the reader to get closer to the animal than he or she could in real life. These photographs also have the advantage that the image is static, giving the reader the opportunity to explore the image and look at the animal and its features in detail. The photographs are also strongly composed and clearly printed with bright strong colours to increase the appeal to visual readers.

Study notes

Themes:

- Descriptive words
- Species
- Habitats, loss of habitats
- Threats
- Breeding
- Endangered species

Curriculum link: English/Creative Arts

Before reading *Endangered CloseUp*:

- Brainstorm what students know about endangered animals.
- What is their first response when they look at the cover of the book?
- What do they think may be causing animals to become endangered?
- Ask the students if any one has ever seen endangered animals at the zoo or an aquarium or a sanctuary, and ask them about what they learnt about endangered animals on their visit.

While reading *Endangered CloseUp*:

- Ask the students to make a table of endangered animals in the book. In one column put the name of the animal and in the second column list why they are endangered and in third column write what is being done to save the animal.

After reading *Endangered CloseUp*:

- Ask the students to reflect on the words they would use to describe endangered animals and then to look at words that have been used to describe endangered animals in the book. Ask them to draw up a list of words that can be used to describe endangered animals.

Curriculum link: Science and technology:

Before reading *Endangered CloseUp*, brainstorm some of the following:

After reading the book ask the student the question:

- Why are animals endangered? What are the key reasons for animals being endangered?
- What do animals need to survive? (Food, shelter and mates.)
- Are different animals endangered for the same reason? What are causes that only endanger a single animal among the animals mentioned in this book?
- What colour are polar bears? Why might polar bears be coloured like this?
- What types of animals are endangered? Is it only big animals or is it only small animals or
- How can we protect animals that are endangered?

Curriculum Theme: Sustainability

Why are endangered animals important to the environment? How will endangered animals be affected by climate change? What is an indicator species? Ask the students to brainstorm/research reasons why animals are endangered (habitat destruction, hunting other forms of pollution) and what is being done to protect them. Get them to think about why endangered animals are important and what the world might be like without them. Ask students to create a poster outlining their findings.

Find out more

- World Wildlife Fund: <http://worldwildlife.org/>
- IUCN – International Union for the Conservation of Nature <http://www.iucn.org/>
- IUCN Red List <http://www.iucnredlist.org/amazing-species>
- IUCN ‘Love not loss’ program:
http://www.iucn.org/about/union/commissions/cec/cec_how_we_work/love_not_loss/ and <http://www.iucn.org/about/union/commissions/cec/>

- If they are available ask the students to read other books in the CloseUp series, such as *Polar Bears CloseUp* and *Rhinos CloseUp* that also deal with endangered species.

About the Author

Lorna Hendry has a Bachelor of Science (Genetics) and is a graphic designer, writer and editor and is passionate about the outdoors and the environment and about communicating with children (and adults). She is the mother of two young and energetic and curious boys, whom she took on a three-year camping around Australia.

Marketing and promotion

Endangered CloseUp is part of the *CloseUp* series, which includes *Snakes CloseUp*, *Mini-Beasts CloseUp*, *Crocs CloseUp*, *Spiders CloseUp*, *Wolves CloseUp*, *Human Body CloseUp*, *Elephants CloseUp* and *Sharks CloseUp*. The most recent additions to the series are *Penguins CloseUp* and *Polar Bears CloseUp*. Future titles in the series are planned.