

Wildlife Compendium of the World

AUTHOR/ILLUSTRATOR
TANIA MCCARTNEY

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RECOMMENDED FOR: Mid to Upper Primary



SYNOPSIS

Meet a slug that resembles a banana and a fuzzball mammal with 90 strands of hair per follicle. Marvel at an ant that burns like fire, a pig-beaver-hippo-cow-camel hybrid that eats its own poop and a creature with the shortest lifespan on Earth (five minutes!). Discover that a group of bears is called a sloth and a baby lizard is called a hatchling.

From amphibians and reptiles to monotremes and pilosa, discover our world of enchanting fauna in this stunning illustrated book.

ABOUT THE CREATOR

Tania McCartney is a book creator. She has made over 60 books for children and adults, and has illustrated, edited and designed many of them too. Her works have shortlisted and won an array of awards, and have reached the hands of children in more than 20 countries around the globe. A children's literacy ambassador and the founder of *Kids' Book Review* and *The Happy Book* podcast, Tania is also the author/illustrator of the Plume travel series and *I Heart the World*. She has lived in London, Paris and Beijing, and now writes and draws from her studio in Canberra.

THEMES

- Animals
 - Breaking down animals into six basic types and learning the traits specific to each
 - Discovering the geographical locations of particular animals
 - Learning the scientific names and details of animals.
- Conservation
 - Considering the rights of animals and threats to their survival
 - Thinking about the relationship between people and animals, and understanding their place in the world
 - Learning the different levels of conservation status and considering our responsibilities.
- Environment
 - Understanding different types of environment
 - Learning what environments particular animals need to survive
 - Discovering the difference between habitats, biomes, ecosystems and environments, and how particular features determine the types of animals that live in each one.

STUDY NOTES**BEFORE READING**

- Describe the environment around your home:
 - What are some of the plants, shelters, water and food sources?
 - What is the climate like?
- What are some of the animals that you've seen living in or around your house? What do you notice about where they choose to live?
- What contribution do these animals make to the environment you share?

AFTER READING

- What does 'conservation status' mean?
 - Which animals in the book are classified as 'CR' (critically endangered) and what does this mean for them?
- What responsibilities do humans have towards animals on the planet? Do you think we are doing a good job?
- What are some of the factors that make an environment suitable (or unsuitable) for an animal to survive in?
- Are animals the most important living thing on the planet? Give reasons for your answer.

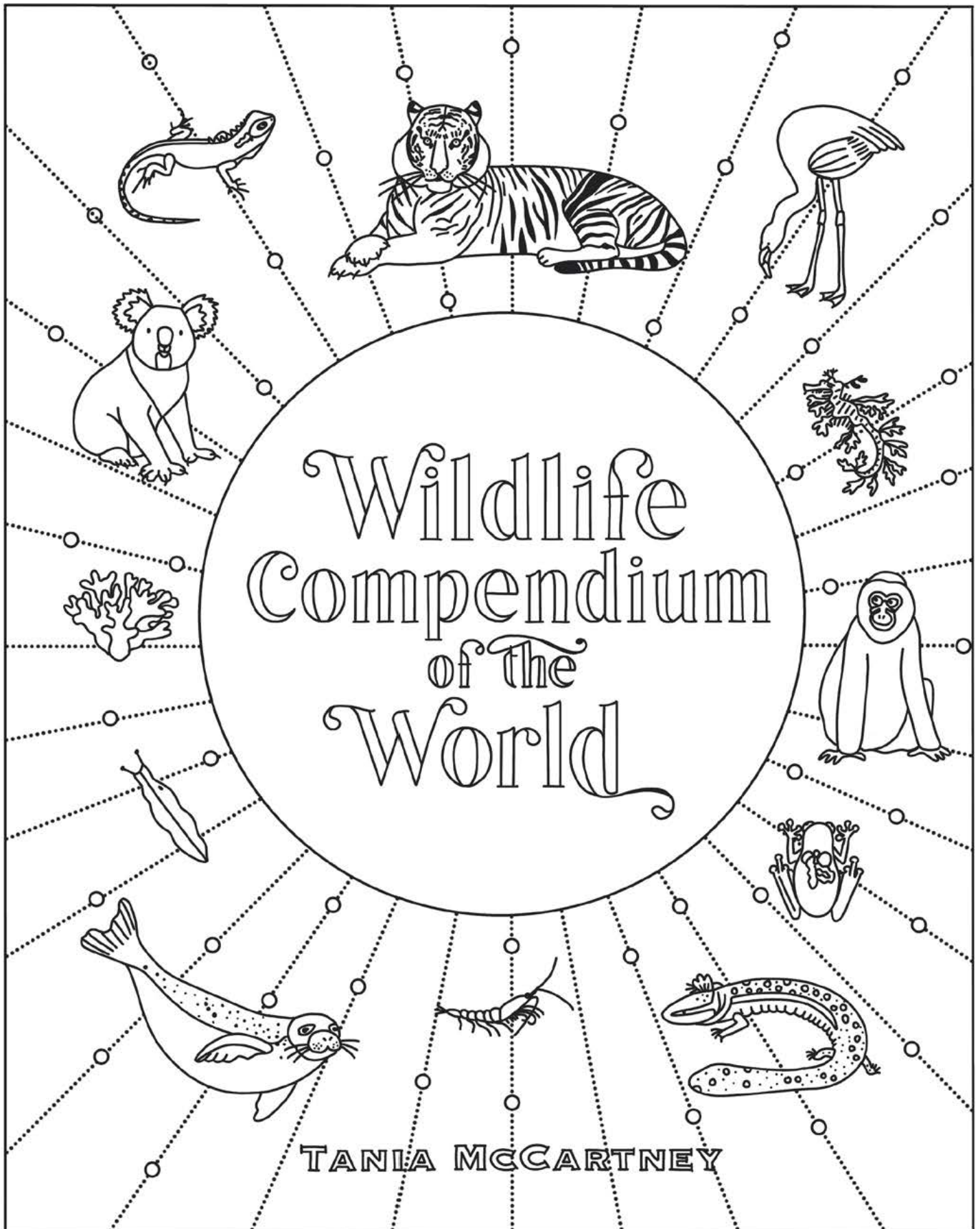
DISCUSSION QUESTIONS AND ACTIVITIES

- Choose one of the animals listed in the book that you would like to learn more about and deliver an oral presentation to the class. You should include at least three additional pieces of information that are not included in the book.
- Make a list of the animals you see around your home in one evening and write a description of them in the format used in the book, including the same information provided in the book.
- Using the information provided in the book, as well as your own knowledge or research, write a diary entry that details a day in the life of one of the animals.
- On p 84, Tania McCartney writes that even though the effects of climate change are rapid and alarming, 'we can help animal habitat loss by thinking green'. What are some of the ways she suggests we do this? Design a campaign that encourages your school to get involved in a conservation project—come up with a slogan that will draw people's attention to your cause.
- What can we do to help to look after animals across the world?
 - One of the things we can do is to write a letter to our local member of parliament that expresses our concerns about the world and encourage them to take action. Find out who your local member is and write them a letter that shares your ideas about protecting the animals in your local area.
- Discuss the different ways we can use writing to share information, persuade others and entertain. Why are fiction stories important in encouraging people to care about animals? Write a picture book about one of the animals in the book, using the facts provided as inspiration.
- Scientists say that Earth is experiencing the worst mass extinction since the disappearance of the dinosaurs 65 million years ago—do you feel worried about this? Write a short reflection on the way these messages make you feel and what you hope changes in the future. Write a short message of hope that future-you can open.
- Design a quiz-style board game based on the book, using the facts and details provided as the basis. You might like to use one of the illustrations in the book as visual inspiration.
- Design a travel brochure for one of the countries listed in the book to prepare people for the animals they might encounter there.
 - What can they expect to see?
 - What safety precautions do they need to know?
 - What steps can they take to ensure that they protect the environment?
- Take a look at some citizen science projects. What does it mean to be a citizen scientist? Choose one of the projects and make a plan to get your classroom or school involved. How will you promote the project and encourage people to join in? What will the outcome be?
- Ask students to visit the Australian Antarctic Program website. Using the Antarctic Animals page, students need to choose which animal, bird, fish, mammal or organism they might like to research. Students are then to create a

presentation on their chosen subject, sharing important information about their subject such as habitat, life cycle, position in food chain, breeding cycles, migration cycle and its relevance in the Antarctic ecosystem. Students should also list dangers to the health of their chosen subject and preservation ideas. This can be a poster, a series of illustrations, collages of images students have cut and pasted to a poster, a written journal or a podcast.

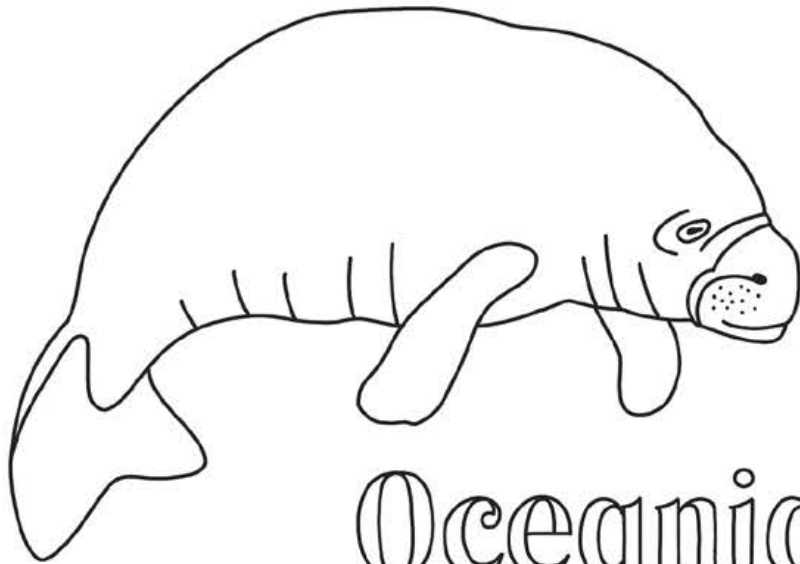
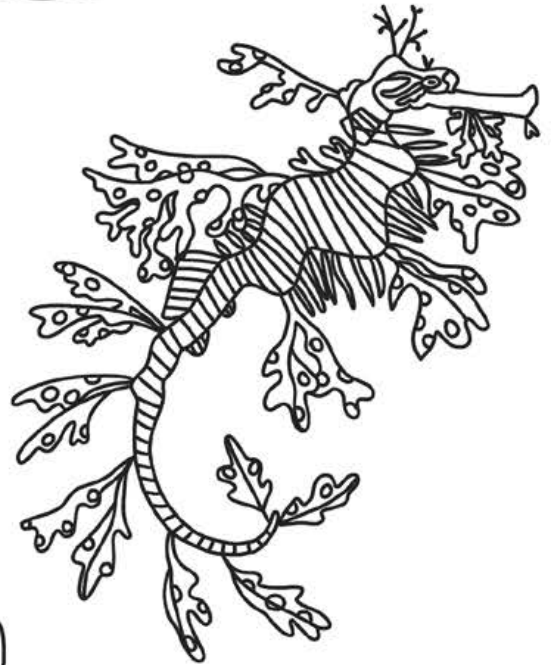
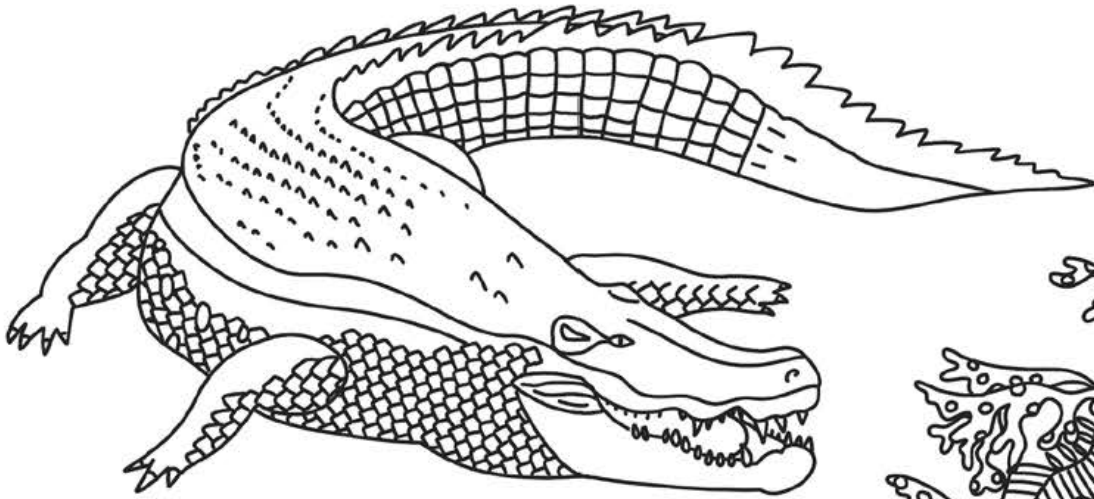
- Watch the Wild Classroom video on the importance of bison in their ecosystem and have a discussion afterwards. Are you surprised by what you learnt? In groups, choose one of the animals in the book and discuss their importance to the ecosystem they're a part of. Use a simple storyboard template to plan a short film showing what you've learned.
- How would someone in the future know what environments animals from today needed to survive? Create a sample box that gives evidence of the environment around you—you might include samples, photos or diagrams.

AUTHOR OF NOTES
BEC KAVANAGH



Hardie Grant

EXPLORE



Oceania

