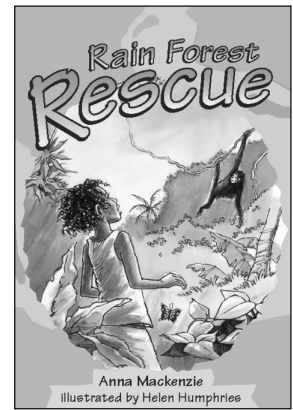


# Rain Forest Rescue

by **Anna Mackenzie**

illustrated by **Helen Humphries**



## Book Summary

Lying around in the sticky heat is no fun for Sara, but then she encounters an injured orangutan and its baby. Set in an orangutan rehabilitation centre in Indonesia, this narrative explores environmental issues in a rain forest setting.

## Features of the Book

- Fiction
- Exotic setting
- Realistic characters
- Character change over time
- Theme of conservation

## Purpose

*Rain Forest Rescue* can be used to introduce and reinforce the following skills and understandings:

- S** making inferences;
- S** visualising;
- S** examining the way people can work together to rebuild damaged ecosystems and save species;
- S** explaining how many species have become extinct because of the actions of people;
- S** understanding the way every ecosystem supports a unique collection of living things.

## Investigation Tools

- What's the Background? – Orangutans, page 29
- Looking Closer – Kalimantan, pages 30–31
- Making Connections – Tigers in Danger, page 32

## The Guided Reading Lesson

- S** Making inferences
- S** Examining the way people can work together to rebuild damaged ecosystems and save species

## Introducing the text

Explain to the students that this story is about a girl who has moved to Indonesia with her mother who works at the Orangutan Rehabilitation Centre. Find Indonesia on a world map and discuss what it might be like.

Tell the students that they will practise using the strategies of visualising and making inferences to help them make meaning from the text.

Discuss the front cover, the blurb on the back cover, and the table of contents with the students.

- *What can we infer about the setting?* (tropical rain forest)

## Reading and discussing the text

Tell the students that good readers make inferences by using the information and adding their own knowledge to read “between the lines.”

Ask the students to read the first chapter silently, thinking about what they are inferring from the setting and the characters. Discuss some examples from the story, modelling your thinking if necessary. Examples could include:

- *What does the author tell us in the first paragraph on page 3 that helps us to make inferences about the setting? (Sara couldn't imagine snow; the fan; she felt sticky and uncomfortable. We can infer that Sara is in a very hot, humid climate, in a building with no air conditioning.)*
- *What do you learn about Sara and her mother? What is their relationship like?*
- *On page 8, using what we know about Sara, what can you infer from the words “Sara frowned”?*
- *On page 10, Sara shrugged and her mum’s “forehead creased in concern.” What more can you infer about Sara and her mum? (Sara is bored or unhappy, and her mother worries about her.)*

The students can now read the rest of the book independently. Encourage them to find clues that lead them to information that is not explicitly expressed.

- *There are some messages that the author wants the readers to have, but she doesn't always give them directly. What can you infer these messages might be? (Logging, burning, and poaching in the rain forest is endangering species; animals taken care of in the shelter need to be able to survive in the wild without humans; when people learn more about endangered species, they are more likely to want to save them.)*


Direct the students to page 29.

- *Why are orangutans endangered? Why do you think some people care about this and some do not? What do you think about this and similar situations? (see page 32)*

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### **S** Visualising

 The students can reread page 5 and practise visualising using sight, smell, touch, and hearing. They can use the blackline master to record how the author creates a scene. Pages 12 and 13 offer rich language for this exercise.

### **S** Examining the way people can work together to rebuild damaged ecosystems and save species

The students can work in pairs to make comparisons between saving orangutans and other endangered species. They can record their findings using a Venn diagram.