

# Living with Salties

by Pat Quinn

## Summary

This report looks at the conservation of saltwater crocodiles (salties) in northern Australia. It provides historical and factual information and explains the ways in which people and crocodiles have learned to live in the same environment.

## Features of the Text

- Report
- Photographs and map
- Fact boxes
- Specialized vocabulary – *salties*, *prey*, *habitat*
- Legend
- Comparison chart

## Purpose

*Living with Salties* can be used to introduce and reinforce the following skills:

- S** making inferences;
- S** summarizing and synthesizing information;
- S** studying cause and effect;
- S** identifying the main ideas in a nonfiction text;
- S** finding information in written and visual text.

## The Guided Reading Lesson

- S** Making inferences
- S** Summarizing and synthesizing information

## Introducing the text

Look at the cover of the book and discuss the students' knowledge of crocodiles.

- *Where do crocodiles live?*
- *What do you think a saltie is?*
- *What kind of habitat might a saltie live in?*

## Following Up

The students can:

- use the blackline master on page 75 to complete the comparison chart
- design an advertisement for a crocodile farm, using information from the text
- write a newspaper article about a saltwater crocodile attack on a person who was swimming, fishing, or walking near the crocodile's nest.

## Reading and discussing the text

Ask the students to read page 2.

- *What other wild animals live near people?*
- *How do you think people keep themselves safe from wild animals?*

The students can now read to the end of page 5. When they have finished reading, ask them to share an interesting fact that they have learned about saltwater crocodiles.

Write the following questions on the board:

1. Why is a freshwater crocodile less dangerous than a saltwater crocodile?
2. Why do some Aborigines believe it's bad luck to hunt old crocodiles?

Ask the students to think about these questions as they read pages 6 and 7, then discuss their answers.

The students can now read to the end of page 9.

- *How did the new law affect people?*

Ask the students to read pages 10 to 13. When they have finished reading, discuss how the conservation of salties helps people and crocodiles to stay safe.

Read the comparison chart on page 14 together.

- *What other ideas or facts could you add to this chart?*

Ask the students to read page 15 and encourage them to share their opinion about the last line: "After all – the crocodiles were there first!"

