

Handle with Care

Title	Genre	Summary	Aspects of theme explored
Saving the Pink Lady's Slipper	Narrative	A group of children convince a company to redesign a new mall.	<ul style="list-style-type: none"> protecting habitats influencing development working together to bring about change
Making It Last	Explanation	Find out how museums conserve different objects.	<ul style="list-style-type: none"> preserving valuable objects the value of cultural and historical objects
Smuggler Watch	Report/persuasive text	This report alerts readers to the global problem of animal smuggling.	<ul style="list-style-type: none"> the conservation of endangered species poaching the impacts of smuggling
Saving Power	Persuasive Text	This article examines the ways we use and waste power.	<ul style="list-style-type: none"> non-renewable resources the sources of power energy conservation ways to save power
The Giant Panda	Report	This report looks at what can be done to help save giant pandas.	<ul style="list-style-type: none"> vanishing habitats deforestation and conservation illegal hunting

Suggestions for using *Handle with Care*

Guided reading

See the following lesson plans.

Theme studies

This book could be used as part of a theme study that examines how human activities affect plants, animals and the environment.

- Introduce the theme and look at the contents page with the students. Discuss the different genres. Ask the students to read the item summaries and discuss the way each piece relates to the main theme. The students could choose one of the items to begin the theme study.
- Use the whole book or items from it in your content-area teaching.
- Use the issues raised in the collection to conduct a debate. The students can choose the topic they are most concerned about and work in teams to research and then argue why their topic should have the highest priority.

- Use the Find Out More section as a springboard for further independent research.

Text comparisons

Use the reports 'Smuggler Watch' and 'The Giant Panda' to examine how loss of habitat contributes to animals becoming endangered. The students can analyse how human activity threatens habitat.

Shared reading

Page 23 of 'Saving Power' is suitable to enlarge for shared reading.

Independent reading

'Saving the Pink Lady's Slipper' can be used for independent reading for pleasure or as an introduction to a study of conservation.

Saving the Pink Lady's Slipper

A group of children convince a company to champion an environmental cause.

Features of the text

- Narrative
- Persuasive text
- Newspaper report
- Environmental and problem-solving themes
- Factual information in a fictional text

Purpose

'Saving the Pink Lady's Slipper' can be used to introduce and reinforce the following skills:

- analysing the use of multiple text forms to tell a story;
- determining the author's purpose;
- forming and justifying opinions about characters' actions.

Introducing the text

Select one or more of these discussion starters:

- What environmental issues are you concerned about? Why are they important to you?
- Why would someone want to save rare plants?
- How can you persuade someone to take action on an issue?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read page 2. What do you find out about Jackson and Choe? How do you know?
- Why do you think the author wrote this story?
- How are the letter and the newspaper report effective ways to finish the story?

Following up

The students can:

- research the Pink Lady's Slipper orchid to verify the facts in the story
- write some dialogue that shows the characters' personalities
- write a letter persuading a company to support a cause they believe in.

Making It Last

This text explores how museums conserve objects.

Features of the text

- Explanation with procedural text
- Text organisers such as numbered lists and bullet points
- Labelled diagrams
- Specialised vocabulary

Purpose

'Making It Last' can be used to introduce and reinforce the following skills:

- exploring strategies to understand specialised vocabulary;
- analysing the language of procedural text;
- asking questions to deepen understanding of a specialised subject.
- synthesising information from text and visual sources;

Introducing the text

Select one or more of these discussion starters:

- What is the purpose of a museum? Do you think we should have them? Why/why not?
- Why should we look after old and valuable objects?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read pages 10 and 11. Discuss how you could find out the meanings of 'deteriorate' and 'binder.'
- What questions do you hope the text will answer about Mark's job?
- What language does the author use to reinforce the steps in preserving photographs? (first, next, finally)
- How do the photos and the text work together to explain the conservation process?

Following up

The students can:

- make a flowchart showing the steps of conserving an old photograph
- conduct research about the most valuable pieces in their local museum
- write a job description for a museum conservator.

Smuggler Watch

This report alerts readers to the global problem of wildlife smuggling.

Features of the text

- Close-up photographs
- Persuasive language and explicit descriptions
- Investigative research
- Cause and effect

Purpose

'Smuggler Watch' can be used to introduce and reinforce the following skills:

- evaluating information to form an opinion;
- using the context to understand specialised vocabulary;
- identifying persuasive language.

Introducing the text

Select one or more of these discussion starters:

- *Why do animals become endangered?*

- *What endangered animals have been killed for their fur or body parts?*
- *What is smuggling? Why is it illegal?*

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read pages 16 and 17. Why is there a market for these smuggled animals?*
- *Read pages 18 and 19. What strategies can you use to figure out the meaning of 'quarantine'?*
- *Read the rest of the text. What encourages smugglers to take risks?*
- *How can we stop animal smuggling?*
- *What kind of language does the author use to express her opinion of smuggling?*
- *What could make her argument even stronger?*

Following up

The students can:

- design an airport poster warning people against smuggling
- write definitions for *smuggler*, *black market*, *exotic*, *customs* and *endangered*, then include these words in a paragraph that calls for an end to smuggling
- interview local pet store owners about their attitudes towards smuggling.

Saving Power

This article examines the sources of power, how it's used and why it should be conserved.

Features of the text

- Graph
- Pie charts
- Persuasive language
- Specialised vocabulary

Purpose

'Saving Power' can be used to introduce and reinforce the following skills:

- asking questions to deepen understanding of a specialised subject;
- finding and extracting information;
- using base words to analyse longer words;
- analysing the use of persuasive language.

Introducing the text

Select one or more of these discussion starters:

- *What things in your home use power?*
- *How do we waste power?*
- *Where does our power come from?*
- *Why should we be concerned with saving power?*

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read page 22. Which two sentences tell us why we should save power?*
- *How would the prefix 'non' change the meaning of 'renewable'?*
- *What language does the author use to convey her opinion on the subject? ("We need to act smart and stop wasting energy – now!")*
- *What questions do you have about conserving power?*
- *Do you have any other questions for the author?*

Following up

The students can:

- generate a list of words based on 'new' and discuss how their meaning changes
- plan an electricity-free day for their family
- write to local power companies requesting posters or brochures that they can post around the school giving power-saving tips.

The Giant Panda

This report discusses why the giant panda is endangered.

Features of the text

- Report
- Subheadings
- Conservation theme

Purpose

'The Giant Panda' can be used to introduce and reinforce the following skills:

- analysing text structure to make predictions;
- exploring cause and effect;
- forming opinions based on evidence from the text;
- using the text as a model for writing.

Introducing the text

Select one or more of these discussion starters:

- What does conservation mean?
- What prior knowledge do you have about why giant pandas became endangered?
- How might we help endangered animals?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Skim through the text. How do the subheadings help you to predict the content of the story?
- Read to the end of page 29. What might happen if more land is used for crops in China?
- Discuss the following question using evidence from the text to support your position: What is the greatest threat to the panda's survival?
- Do you think enough is being done to save the giant panda? Why/why not?

Following up

The students can:

- create a poster to encourage the conservation of the giant panda's habitat
- make a cause-and-effect flowchart showing why giant pandas became endangered
- research another endangered animal and write a report using this text as a model.

