

Tracking Predators and Prey

Literacy Level 30 • Maths Level 3–4 • Statistics

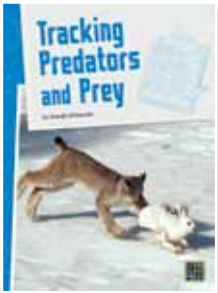
Wise Up!



Inquiry Learning
for Years 6 and Up

Inquire to Learn!

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There are many ways in which *Tracking Predators and Prey* can be used as a base for Inquiry Learning. This is just one suggestion.

Literacy Achievement Objectives:

- Understand that texts are shaped for different purposes.
- Evaluate the usefulness of a text.

Specific Literacy Learning Outcomes:

- Recognize that *Tracking Predators and Prey* is an expository text.
- Judge whether the text does what it sets out to do.

Numeracy Achievement Objective:

Communicate findings, using data displays.

Specific Numeracy Learning Outcome:

Solve problems by analyzing information on graphs.

Cross-Curricular and Topic Links:

ecosystems and environment, population, consumers and predators

Additional Science Outcomes:

- Identify ways in which scientists work together and provide evidence to support their ideas.
- Explain how living things respond to environmental changes, both natural and human-induced.
- Show results of scientific survey in a quadrat.
- Understand the effect of the introduction of new predators on an animal population.

Session 1: Using the Big Book, share-read *Tracking Predators and Prey*, stopping at natural points for discussion. Draw on the students' prior knowledge of both graphs and the lynx/snowshoe hare pattern.

Session 2: Using the Big Book, work through the Literacy Focus questions. Guide the students towards achieving the literacy learning outcomes.

Literacy Focus:

1. *Author's Purpose:* Ask: Why do you think the author wrote this book? [Answers will vary, but should include reference to explaining types of graphs and usefulness of graphs.]
2. *Visual Literacy:* Ask: Do the illustrations help you to understand the graphs? Do they help to explain what the author is saying? Why/why not?
3. *Review:* Ask: Do you think the author has achieved her purpose? Why/why not?

Session 3: Using the Small Books, have the students reread *Tracking Predators and Prey*. Model answering the Wise Up! on page 6. In their maths groups, have the students answer the Wise Up! questions on pages 3, 11, 13, 15, 21, and 23. Help individual groups as necessary.

Session 4: Divide the class into small groups to complete the challenges on pages 4 and 9.

Inquiry Learning Extension:

1. Have the students work in pairs to complete the challenge on page 24.
2. As a class, or in small groups, students could study the effect of the arrival of humans and other predators on one or more of New Zealand's native animals – e.g. moa, kiwi, tuatara.