

Level 3 Pre-visit Activities

Activity: **Read Aloud** - Wild, M. & Brooks, R. (2011). *The dream of the thylacine*.

Students listen to a read-aloud of 'The dream of the thylacine' and brainstorm their ideas about what the author is trying to tell the reader. What emotions does this text evoke? What is it about the book they liked or disliked?

Ask students to focus on the strong use of adjectives in this text and create a word wall of their findings.

Analyse the illustrations in the text. Do these help you understand the author's message?

In groups of two or three, students research the Tasmanian tiger and present their findings to the class using technology (PowerPoint, Storyboard, Movie Maker)

Questions such as the following could be their focus:

- What is a Thylacine?
- What did it look like?
- What did it eat?
- Where did it live?
- Why did it become extinct?

The following websites may be useful as a starting point for investigation.

<http://gonnafly.hubpages.com/hub/TasmanianTiger>

<http://australianmuseum.net.au/the-thylacine>

A mounted Tasmanian tiger is on display in a glass case at the Ballarat Wildlife Park.

Domain: English, Science and Information and Communications technology

AusVELS Link: Discipline based learning, Interdisciplinary learning and Interdisciplinary learning - Biological Sciences

Dimension: Reading and viewing, Writing, Speaking and listening

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)([ACELA1478](#))
- Identify the features of online texts that enhance navigation ([ACELA1790](#))
- Develop criteria for establishing personal preferences for literature ([ACELT1598](#))
- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative([ACELT1599](#))
- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ([ACELT1600](#))
- Identify the audience and purpose of imaginative, informative and persuasive texts ([ACELY1678](#))
- analysing the way illustrations help to construct meaning and interpreting different types of illustrations and graphics ([ACELY1679](#))
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements([ACELY1685](#))

Cross-Curriculum Priorities: Sustainability

Resources:

- N.B. Further activities using this book can be found at the link in “Additional links to lesson plans and activities” (*The dream of the thylacine* - Teachers Notes).
- Text - Wild, M. & Brooks, R. (2011). *The dream of the thylacine*. Crows Nest, Australia: Allen & Unwin

Level 3 Excursion Activities

Activity: Park Walk - Students are given the Activity Sheet ([Appendix 3.1](#)) to complete as they navigate around the Park.

A worksheet is supplied with the answers to aid in assessment ([Appendix 3.2](#))

Domain: Science

AusVELS Link: Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple ([AC SIS060](#))

Cross-Curriculum Priorities: Sustainability

All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

Resources:

- Appendix 3.1 and 3.2
- Pencils
- Map of the Ballarat Wildlife Park

Level 3 Post Excursion Activities

Activity: Students participate in Ranger Rodgers' Endangered Species Quest

[.http://rangerrodgersendangeredspecies.weebly.com/introduction.html](http://rangerrodgersendangeredspecies.weebly.com/introduction.html)

Working in teams of 4-5, students create an inspiring and eye catching campaign promoting the protection of your endangered Australian animal- which you will be assigned. Ranger Roger leads students through ranger quests as a team allowing them to learn all about endangered Australian wildlife and how to create a campaign to protect a specific species.

Domain: Information and Communications Technology

As students work towards the achievement of Level 4 standards in Information and Communications Technology (ICT), they develop skills in using ICT for problem solving, expressing ideas, and presenting information to different audiences. Working in all areas of the curriculum, students explore a range of ICT tools (for example, basic editing tools such as word processing) and simple techniques for visualising thinking.

Domain: Civics and Citizenship

Students learn about the different types of groups in the community and their functions, for example, school groups and local volunteer groups such as charitable and environmental organisations. From their research, they develop knowledge about their community and environment, and a sense that individuals' contributions can care for and improve the environment, their own lives and the lives of others.

AusVELS Link: Physical, Social and Personal Learning

Resources:

