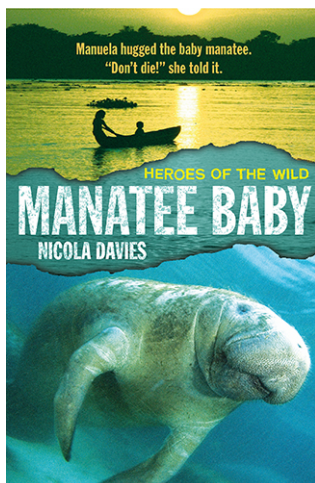


WALKER BOOKS TEACHER RESOURCES



HEROES OF THE WILD SERIES BY NICOLA DAVIES

MANATEE BABY

9781406340884
Paperback £5.99
eBook available

Keep a reading log so you can record thoughts and ideas and viewpoints as they develop and change during the course of the story. This can include:

- **Predictions**
- **Plot development** – summarising each chapter
- **Character studies** – deduction and making inferences and refining opinions as the story progresses
- **Author techniques** – style analysis: form, language, imagery, foreshadowing, motifs, themes, viewpoint, tone.
- **Vocabulary** – clarifying unfamiliar words and extending personal vocabulary.

When considering discussion points, try out your ideas with a response partner before entering into whole class discussion.

FIRST IMPRESSIONS

Discussion points

(Prediction and inference)

Make a note of your opinions.

- Look at the title only – don't peep at the blurb! What is a manatee? What do you think this book will be about?
- Does your view change on reading the blurb?
- What genre of book do you think this might be?
- Who do you think the target audience for this book is?
- Think, pair, share: discuss possible ways that the plot might develop, map these out quickly and share with the class.
Consider:
 - Will Manuela succeed?
 - What will make it difficult to return a baby animal to the wild?
- Think, pair, share: describe the design of the cover of the book to each other. Discuss the different features and evaluate the overall effect.
- On a piece of paper measuring the same dimensions as the book cover, create your own design to fit the title.

CHAPTER 1

Author technique (p.5)

- Locate the similes on the first page. Describe to your partner what you visualise when you read them.
- What extra information do the images give?

Vocabulary

- Scan the text on page 7 to find the word, '*machete*'.
- Can you work out what it means from the context?
- Look it up in the dictionary to confirm that you are correct.
- Why do you think they have a machete in their dugout canoe?
- Scan the same page for the word, '*coriander*'.
- What is coriander?

Reflect and discuss (p.8)

(Literal comprehension, inference, making connections)

- What have you learned about Manuela so far?
- Why is Manuela not at school?
- What would you like to do most if you didn't have to go to school?

Writing activity

- Go outside and sit very quietly. Just listen and look.
- List the different sounds you hear and the colours you notice.
- Use your observations to write a short poem.
Remember, it doesn't have to rhyme, but rhythm and choice of words are important.
Swap with a writing partner and see if there are any alterations you can make to improve your poem.
- Share your poems with each other.

Reflect and discuss (p.12)

(Personal response, inference, evaluation, prediction)

- How do you feel at the end of the chapter?
- What are your thoughts about the whole episode?
- What do you think will happen next?

CHAPTER 2

Reflect and discuss (p.13)

(Inference)

- Why do you think that Manuela finds killing a manatee different from killing a big fish?

Author technique (p.14)

- Re-read the description of the baby manatee. Pick out all the details that make it more vivid. Classify them according to the senses they appeal to: sight/smell/hearing/touch/taste.

Reflect and discuss (p.15)

- What is your opinion of people who keep wild animals as pets?
- What is the difference between a *domesticated* and a *wild* animal?
- What are the pros and cons of keeping wild animals?
- Why do you think people want to keep wild animals?

Artistic challenge

- Using either a paper or an electronic storyboard, create a cartoon of the story about manatees that Manuela's grandfather, Mauricio, had told her.
- Look at pictures of manatees and ceiba trees first!
- You might want to add details that are not mentioned in the story.

Reflect and discuss (p.17)

(Prediction)

- Do you think that Manuela will be able to keep her promise?

CHAPTER 3

Role on the wall (p.19)

- Draw around someone to represent Manuela and attach the cut-out to the wall.
- Using post-its, write down words and phrases that tell you about her and stick on the figure: known facts can be written around the silhouette, and thoughts, feelings, attitudes and motivation on the inside.
- Add to your observations as you read through the book and find out more about her.

Reflect and discuss (p.21)

- How are girls expected to behave in your society?
- In what ways do you think it might be similar/different in the Amazon?
- Do you think boys and girls should behave differently?

Research

- Find out about activities in which people with different disabilities excel.
- Present your findings to the class.

Drama (p24 - 25)

(Inference)

- Work in groups of 4
- Using 4 name cards: *Manuela*, *Silvio*, *Libia* and *Gomez*, select one each and prepare your thoughts about that character.
- Create a freeze frame of the scene and, when the teacher touches you, say what is going through the mind of your character at this point.

Reflect and discuss

(Prediction)

- What do you think Libia plans to do?

CHAPTER 4

Reflect and discuss (p.26)

- Should opportunities be the same for both sexes? Why/why not?
- Think of examples where there is inequality of opportunity.

Vocabulary

- Scan the text on page 27 to find the word, '*eccentric*'.
- Can you work out what it means from the context?
- Look it up in the dictionary to confirm that you are correct.
- Compose a sentence, using the word.

Creative Challenge (p.28)

- What other ways can you devise to use sticks that are decorative and/or useful?

Reflect and discuss (p.28)

(Inference)

- Why do you think that Gomez has a generator and electric light?
- What do you visualise when you read: '*afraid of the power of the river further out*'?

Author technique (p.29)

- Scan for 'sound' words which are onomatopoeic. Compose a list of other onomatopoeic words which could be used for frogs or insects. Working collaboratively, create a rain forest chant.
- Are there other sound elements that you would like to weave into your composition? Decide how to notate so that you can remember your composition in order to perform your sound poem.

Research

Fauna Fact File (p.32)

- Make a list of the different creatures that are mentioned in the book and create fact files for each one.
- Think about the headings you need: e.g. animal type; appearance; habitat; diet; behaviour; interesting facts.

Maths challenge (p.32)

- Measure out 2.5 metres. What other animals do you know of that are approximately that length?

Reflect and discuss (p.32)

(Inference)

- What do you think Granny Raffy will say to the girls?

CHAPTER 5

Writing activity (p.35)

- Collect the adjectives used to describe Granny Raffy. Find synonyms for them and write a brief description using a selection of these.

Research (p.35)

Fauna Fact File

- Add: *sloth*, *macaw*.

Reflect and discuss (p.38 and p.40-41)

(Inference, analysis)

- What does Granny Raffy mean by: 'I don't think you know what you've started!' ?
- What implications are there?
- What do we learn about Manuela's character when she is left with Airuwe?

CHAPTER 6

Author technique (p.43)

- Find the simile on this page. Why does it work so well?

Drama (p.43)

- Choose someone to come to the front and move across the room in a certain manner.
- In pairs, create a simile to capture the way they are moving.

Readers' Theatre (p.43 – 46)

- In groups of four, prepare a Readers' Theatre presentation for pages 43 – 46.
- Think about and make performance notes on:
 - Who will read each section
 - What the dialogue should sound like
 - What the punctuation is telling you about how to read the extract
 - Concentrate on fluency, timing, expression, intonation and phrasing, so that you clearly convey the characters' qualities.

Reflect and discuss (p.45, p.50)

(Inference, deduction, prediction)

- What is the most hurtful thing that Silvio says?
- What do you think of the way Granny Raffy handles the situation?
- What questions does Granny Raffy ask the girls?
- Why do you think Raffy threatens to take the manatee to Gomez herself if they don't think of a plan?
- What plan do you think they might come up with?

CHAPTER 7

Reflect and discuss (p. 56)

(Inference, deduction, evaluation, prediction)

- Consider the girls' plan. Evaluate it and decide whether they have prioritised the order correctly.
- How do you rate the girls' chances of success?

Drama (p.57)

Hot seating

- Prepare probing questions about behaviour and motivation for the character of Raffy and possible answers to the questions which might be asked.
 - Hotseating prompts! Hotseating: beliefs and motivation prompts
 - 1. Who ...? 1. Why did you ...?
 - 2. Where ...? 2. What do you think about ...?
 - 3. When ...? 3. Isn't it true that?
 - 4. Why ...? 4. Are you happy with ...?
 - 5. What ...? 5. What makes you ...?
 - 6. How ...? 6. Why did you react ...?
- Take it in turns to be on the hot seat to answer the questions. Try to give extended answers which explain your thinking.

CHAPTER 8

Writing activity (p.58-59)

- List all of the problems and how the girls deal with them. You could do this in the form of a diagram.

Drama Hot seating

- Working in pairs, select a character:
 - Silvio
 - Manuela
- Prepare probing questions about behaviour and motivation for the other character and possible answers to the questions which might be asked of your character.
 - Hotseating prompts! Hotseating: beliefs and motivation prompts
 - 7. Who ...? 1. Why did you ...?
 - 8. Where ...? 2. What do you think about ...?
 - 9. When ...? 3. Isn't it true that?
 - 10. Why ...? 4. Are you happy with ...?
 - 11. What ...? 5. What makes you ...?
 - 12. How ...? 6. Why did you react ...?
- Take it in turns to be on the hot seat to answer the questions.

Artistic challenge

- Make your own teaching tool by creating a rainforest pole and models.
- Make sure you include:
 - Gamitana
 - Pacu
 - Caiman
 - Dolphin
 - Turtle
 - Hoatzun
 - Tapir

Reflect and discuss (p.65 and 67)

(Inference, making connections, prediction)

- What do you think Libia means by:
'You know what, Frog...You're much nicer now that you're a manatee mamma!' ?
- How do you think the girls might be able to make the people agree not to hunt manatees?

CHAPTER 9

Author technique and writing activity (p.69)

- Pick out all the words which describe the rain and group them as follows:
 - Adjectives
 - Verbs
 - Adverbs
- Using some of these, and adding some of your own choice, create a rain calligram. You could do this by hand or by using ICT.
A calligram creates a visual image related to the meanings of the words through the design and layout of the letters.
- Practise and perform your calligram. You may want to work in groups.

Author technique

- Re-read page 70 and pick out the foreshadowing text (words which suggest something is going to happen).
- Look at page 74. Why do you think the author decided to have a break in the text at this point?

Role on the wall

- Draw an outline of Silvio. Write down the thoughts that are in his head at different points in the story. Write the different feelings he has around his heart. Use a thesaurus to help you to choose words which will convey exactly what you think.

CHAPTER 10

Vocabulary (p.77)

- Scan for the words beginning with *sub...* and *sur...*
- Use the dictionary to find other words beginning with *sub...* and *sur...*
- What do these morphemes mean?
- Make a sentence with as many of these words in as possible which still makes sense!

Reflect and discuss (p.78)

(Inference and analysis)

- Are actions always justified if you did *'what you thought was right'* ?
- Discuss this at home and try to come up with examples to support your opinion. You may have to do extra research! Then hold a class discussion.
- Make sure everyone is clear about the rules for discussion.

- Why was the Meet the Manatee Day so successful?

Drama (p.81)

Readers' Theatre

- In groups of four, prepare a performance from '*When Gomez arrived ...*' to the end of the chapter.

Reflect and discuss (p.82)

(Inference, prediction)

- Why do you think Manuela is apprehensive about Gomez seeing the scar on Airuwe's back?

CHAPTER 11

Design technology and artistic challenge

Either:

- Create a small thatched roof and models to hang beneath it of:
 - Fish
 - Turtles
 - Caimans
 - Pink dolphins

Or:

- Create puppets for plays about animals
- Write a short play using the information you have collected in your fact files.
- Think about how to incorporate it into an interesting storyline or poem.

Reflect and discuss (p.88)

(Inference, deduction, analysis, problem solving)

- Why is it so difficult to tick off number four on the action plan?
- What might be the best ways of achieving this?

CHAPTER 12

Writing Activity

- Write a description of the morning's journey from the point of view of Airuwe.
- Read these to each other and see if you want to add or amend anything in your writing.

Reflect and discuss (p.93)

- What is meant by the word '*home*'?

EPILOGUE

Reflect and discuss (p.95-99)

(Inference, deduction)

- What is your opinion of the way Gomez referred to Airuwe as '*my property*'?
- What did you think of Manuela's reaction to Gomez's cruel act?
- Why was it important for Silvio to gauge everyone's opinion before taking action against Gomez?
- Why do you think the villagers warned Gomez before the police came?
- Why are Libia and the others still performing puppet shows years later?

Author technique (p.98-99)

- Scan the end of the epilogue to find the paragraph describing the afternoon. What senses does the author draw on to convey the atmosphere?
- Why do you think the author chose the word '*kissed*' on page 99?
- What simile does she use on the final page? Why is this so fitting?

THE FACT IS

Knowledge challenge

Either:

- After careful re-reading of THE FACT IS, work in groups to devise a multiple choice quiz on manatees. Remember, to make people really think, you need to have one answer that is close to the true answer.

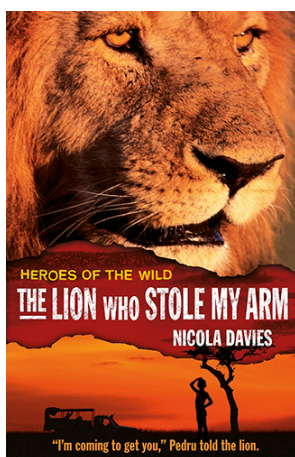
Or:

- Design an eye-catching infographic, detailing the information you have discovered.

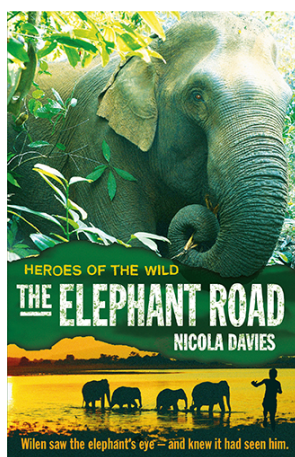
Charity Challenge

- Organise fund-raising event/s to support the organisations, such as Natutama, who are working to help keep manatees in the Amazon.

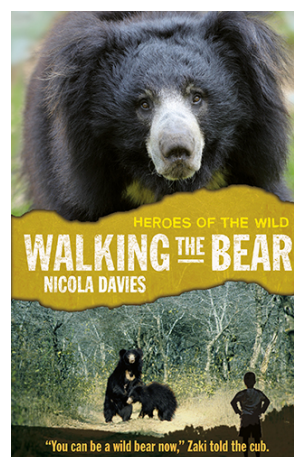
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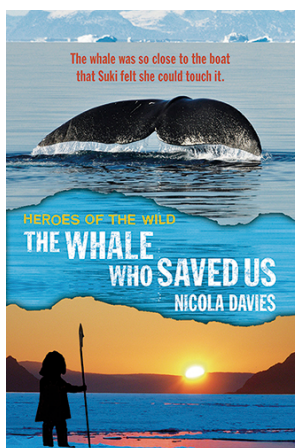
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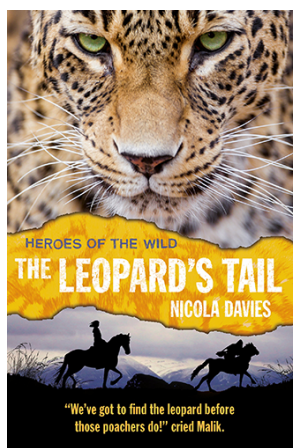
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