

Simpson, K. & Swan, O. (2024). *How to move a zoo: the incredible true story*

An historical narrative. It is based on a true story. It may not be exactly accurate, but it is loosely based on facts. It tells the story of how Jessie the elephant was moved to her new home at Taronga Zoo.

Target:

English textual concepts: authority, character, genre

Suggested teaching sequence:

This teaching sequence is not suggested as a stand-alone activity; it should be built into a cohesive unit of work, perhaps incorporating other texts that amplify the common English textual concept(s).

Day	Teaching focus	Activity
Monday	Activating background knowledge/ orientation to text	- Activate background knowledge about Taronga Zoo. Begin with a class discussion: <i>Who has been to Taronga Zoo in Sydney? What do you remember?</i> ‘Well, Taronga Zoo was not always located on this lovely spot on Sydney Harbour. Before 1916 - a long time before your grandparents and great grandparents were born - Taronga Zoo was located at a place called Billy Goat Swamp at Moore Park, along with the racecourse and cricket grounds. But it outgrew this location, and the government decided to build a new, more spacious zoo at Mossman, on Sydney Harbour, where it is today. This story is about how the elephants relocated to their new home at Taronga Zoo. The animals were moved across the harbour, some even by barge, including the elephants!’
ACE9EFLE01	Introductory Creative Arts activities	- Before we begin, let’s learn a favourite counting song and make up some actions together: Play School - Noni - Five Grey Elephants ’ (often, children keep the beat by walking their fingers up one arm but any actions they come up with will do). Clever children pretended to be elephants as they acted out the song. You could make use masks for assembly or a school concert: One elephant went balancing - St Philips Marsh Nursery School .
AC9MUFE01 AC9MUFC01	Review/ discuss cover	- Look at the cover of the text together. Key discussion questions: <i>What do you see on the harbour? Would you see these today?</i> Look at photos of the Harbour shores today using Google Earth, and ask students to
AC9EFLY02		

		compare and contrast. <i>Look at the back cover. Describe the cars and trucks in the pictures. Look at the men's clothing. What does this tell us?</i> Read the back blurb to the class.
Tuesday AC9EFLA05 AC9EFLA09 AC9EFLY05	Character Building noun groups Authority Read aloud/ focus on meaning making	<ul style="list-style-type: none"> - Introduce the main characters. Locate Mr Miller and Jessie the elephant in the text. Discuss the main characters. Orally build noun groups together to describe them. Record on IWB and print as a beginning character map of Mr Miller and Jessie, to complete as an after reading activity. Read the author's note (at the back of the book) to the class prior to read-aloud. This sets the scene, activates background knowledge and ensures all students know the facts prior to delving into the text together. Look at photographs of the opening of Taronga Zoo together on the back page. Key question: <i>Is this true? How do you know? What gives a text authority? What words and pictures suggest it is true (e.g. dates, photos).</i> Discuss. - Read the story aloud to class with prosody. Encourage children to ask questions/comment throughout. Point out direct speech. Use background knowledge and use context clues to make predictions about what might happen next. - Confirm, reject and amend predictions during reading as you move through the story. When you get to the milkman, the lady out the window, and the ferryman, select children to read the dialogue with prosody. Have a child be Mr Miller in the story, speaking to Jessie in a soft and caring voice. This will lead to a reader's theatre, building reading fluency in subsequent re-reads of text.
Wednesday AC9EFLY04 AC9EFLE04	Grapho-phonetic knowledge Keeping a steady beat	<ul style="list-style-type: none"> - Re-read text to class, displaying text. Phonics family: words containing <i>ph</i> says <i>f</i> e.g. elephant, pheasant, Joseph, Sophie etc. Make more word families from text using a range of manipulatives e.g. <i>aw</i> as in <i>dawn</i>; <i>ar</i> as in <i>dark</i>. Orally drill word families using a steady beat. <i>Kookaburra sits...</i> learn to sing the canon in rounds as a lesson break. Kookaburra Sing-Along Video with Lyrics for Kids [SONG]. Add percussion instruments to keep the beat.
Thursday AC9EFLA08 AC9MUFE01 AC9EFLE01	Vocabulary Knowledge building Creative arts Oral language	<ul style="list-style-type: none"> - Students join in reading with the teacher, following text on IWB. Make a list of interesting/unfamiliar vocabulary in the text, to display in the classroom and use as an authoritative source for independent writing e.g. <i>kookaburra</i>, <i>neighbours</i>, <i>unconcerned</i> - Discuss the difference between African and Asian elephants. Watch the video (news report) about the Asian elephants moving out of Taronga Zoo. Time to Pack Those Trunks: Why Taronga's Asian Elephants Are Moving Out - Mosman Living and/or KidsNews. just like in the story, the Taronga elephants are on the move again. Why are they moving out? Draw a picture of the elephants moving out and share your picture with the class.
Friday AC9ELA04 AC9EFLE02	Reading fluency Map reading Character	<ul style="list-style-type: none"> - Provide opportunities for students to re-read text in pairs/small groups, building reading fluency. - Write some dialogue for Jesse in speech bubbles throughout the text. <i>What is she thinking? How is Jessie feeling?</i>

AC9EFLY03	Reflection	<p>-Study the map of Sydney to see the route that Jessie and Mr Miller took to reach their new home. <i>What did they see on the way?</i></p> <p>- Reflect on text. Discuss likes/dislikes. Discuss what parts are true and what parts may have been embellished, or exaggerated. <i>How do you know?</i></p>
-----------	------------	---



