

TEACHER RESOURCES

that take the hard work out of lesson planning



using

**Wildlife Wong and
the Sumatran Rhino**

By Dr Sarah Pye

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About Wildlife Wong books

Dr Wong Siew Te is the real-life hero of the Wildlife Wong series.

When Wong started studying sun bears in the jungle of Borneo over 20 years ago, there were only two other sun bear researchers in the world. Borneo is home to an incredibly diverse range of species and Wong has encountered many of them during his research.

Wong now runs the Bornean Sun Bear Conservation Centre (BSBCC) which is located in Sepilok, Malaysia. It houses around 40 sun bears who have been rescued from habitat destruction, poaching and the illegal pet trade. He was also on the frontline of a battle against the extinction of the Sumatran rhino.

In 2017, The University of the Sunshine Coast awarded Wong an honorary doctorate for his tireless work and commitment to save a species. The same year, Wong was named a CNN World Wildlife Hero.

Dr Sarah Pye is passionate about giving the next generation tools to help them save the planet and the other species we share it with. She may be a writer, speaker and teacher now, but that hasn't always been the case.

When she was 13, Sarah's family moved onto a tiny boat and sailed away from England. Many ports, night watches and storms later, they arrived in the Caribbean. Sarah became a commercial boat captain at 20, an award-winning tour boat owner in the Whitsundays in 2001, magazine editor, and Sunshine Coast Micro Business Woman of the Year in 2010 for her guidebook *Kids Welcome to Queensland*.

Then, a trip to Borneo with her daughter changed the trajectory of Sarah's life. When Sarah met Wong, she was captivated by his commitment to save a species. She asked what she could do to help. "Do what you do best!" he said.

Sarah wrote Wong's biography as part of her Doctor of Creative Arts Degree which explored how storytelling can engage non-scientists in conservation.

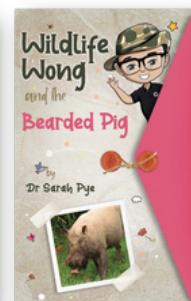
Wong's biography, *Saving Sun Bears*, was published in 2020 and Sarah decided to write his adventures for children. The Wildlife Wong series was shortlisted for an Australian Educational Publishing Award in 2022 and it has been used as a teaching tool in classrooms throughout the world.

Books are distributed by Woodslane P/L. Order them at sarahrpyle.com.

THE HERO



THE AUTHOR



About Wildlife Wong books

Wildlife Wong books engage enthusiastic and reluctant learners through four distinct sections:



A hairy beast

REAL LIFE ADVENTURE STORIES

A gigantic beast roamed freely over much of Earth. It had two horns in a line along its nose. The horn closest to the tip of its nose was long, curved, and pointed. It was used to fight other animals or dig for food. The second horn, which sat between its eyes, was shorter. Can you imagine how heavy its head was? The beast had strong, humped shoulders to hold up its head. It also had stumpy legs, which helped it to balance in a fight.

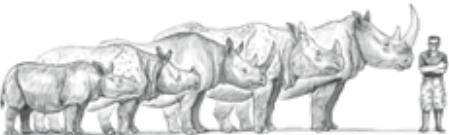


Could you carry that heavy horn?

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Wildlife Wong And The Bearded Pig

Can you tell which one is a Sumatran rhino?



How do you tell a Sumatran rhino apart from the other rhinos?

Sumatran rhinos are much smaller than their predecessors (or ancestors) the woolly rhinos. They still have hair covering their body, but it's the equivalent (or similar to) of wearing a hoodie rather than two fur coats. Their horns are much easier to carry around because they are stumpy, like their legs! They are also much smaller than all the other rhinos. Sumatran rhinos are about 1 metre high, and they weigh an average of about 600kg when they are adults. That's about the same as a cow. White rhinos in Africa can be

COOL ANIMAL FACTS



Experiments
(See videos at sarahrpye.com)

**Experiment 1:
Make a rhino mannequin**

Do you remember what step two was when stuffing an animal? Yes, that's right, it was making a mannequin in the shape of the animal. And do you remember that Pint-sized Wildlife Reserve? We aren't going to stuff a real dead animal today, but we can make a model of a Sumatran rhino!

HANDS-ON EXPERIMENTS

You will need:

- A recycled plastic jar or bottle
- A small paper cup
- 3 toilet rolls
- A hot glue gun and glue (with a parent to help!)

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Wildlife Wong And The Bearded Pig

Animal husbandry (n) – The science of breeding and caring for farm animals

Antibiotic (n) – A medicine that stops germs growing

Antics (n) – Crazy activities or behaviour

Apprehensive (v) – To be nervous

Architect (n) – A person who designs buildings

Calliper (n) – A measuring device

Confiscated (adj) – Taken away or caught

Convoy (n) – A long line of vehicles

Declared (v) – Formally announced something

Descended from (v) – Came from

Differences (n) – The way things are not the same

Diorama (n) – A 3-dimensional model of a scene or habitat

Dire (adj) – Really bad or serious

Dissecting (v) – Cutting up a body or plant to study it

Elusive (adj) – Came across something unexpectedly

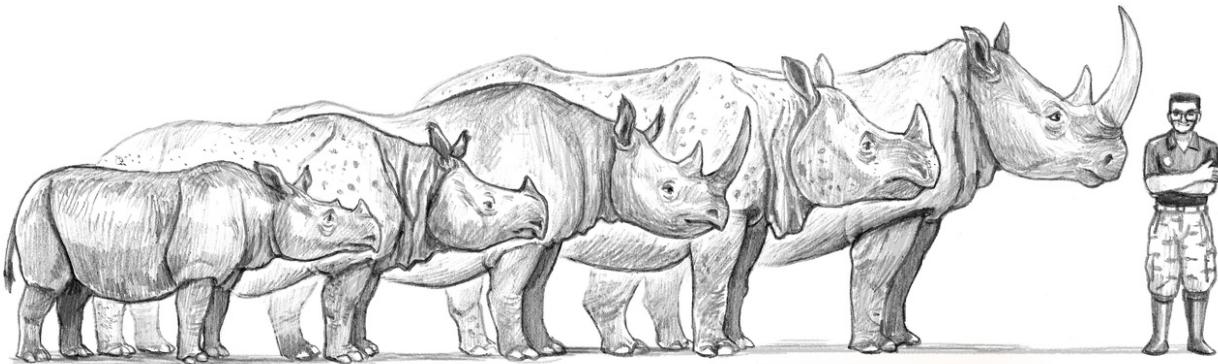
Equivalent (adj) – Equal in value or function

A GLOSSARY OF NEW WORDS

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Introducing Sumatran Rhinos

Before you start talking about Sumatran Rhinos in your classroom, you better know a little about them! here's your Sumatran Rhino primer...



CRITICALLY ENDANGERED

Sumatran rhinos are:

- Listed critically endangered on the IUCN Red List
- Extinct in Malaysian Borneo
- The smallest of the world's five rhino species
- About 600kg as adults (the same as a cow)
- Related to the ancient woolly rhino which lived at the time of the dinosaurs
- Good swimmers
- killed for their horns which people grind up for medicine

They also:

- Stand about 1m high
- Have hair covering their body
- Have stumpy horns
- Eat plants, which means they are herbivores
- chew leaves and fruit.



Find out more in *Wildlife Wong and the Sumatran Rhino*, or visit:
<https://rhinos.org/about-rhinos/rhino-species/sumatran-rhino/>

60 min Lesson Plan: Year 3/4

Room setup

If space allows, set up the room with a reading chair in the front near the whiteboard, floor space in front of the chair for the reading activity, desks behind, and craft tables at the back of the room.

Equipment needed

- Pre-printed face masks (paper or card)
- Paint, brushes and water
- A drying rack
- Scissors
- Paddle pop sticks
- Sticky tape

READ (10 mins)

- Introduce children to Sumatran rhinos by playing this 3-minute video: <https://tinyurl.com/4euztssr>
- Then, before you start reading, set the scene. Tell the students Wildlife Wong is in the jungle doing a survey to see if he and his team can find any Sumatran rhinos in the wild.
- Read Wildlife Wong and the Sumatran Rhino pages 35 to the top of page 39.

LEARN (5 mins)

- Write the bold words in the story on the board and discuss their meanings:
- TREAD; SHIN; STERILE; GAUZE; ANTIBIOTIC

WRITE (15 mins)

- Ask students to write each word into a sentence.
- Wander around the desks, giving encouragement.
- Note a few interesting sentences.
- Make sure you choose some grammatically correct, some interesting, and some funny ones!
- (You may want to stick stars on the really fantastic ones, which leads into the next step).

Lesson Plan continued: Year 3/4

SHARE (5 mins)

- Ask a select number of students to share one of their sentences. (If you used sticky stars, ask children to read the starred sentences).
- Provide feedback and ask for peer feedback.

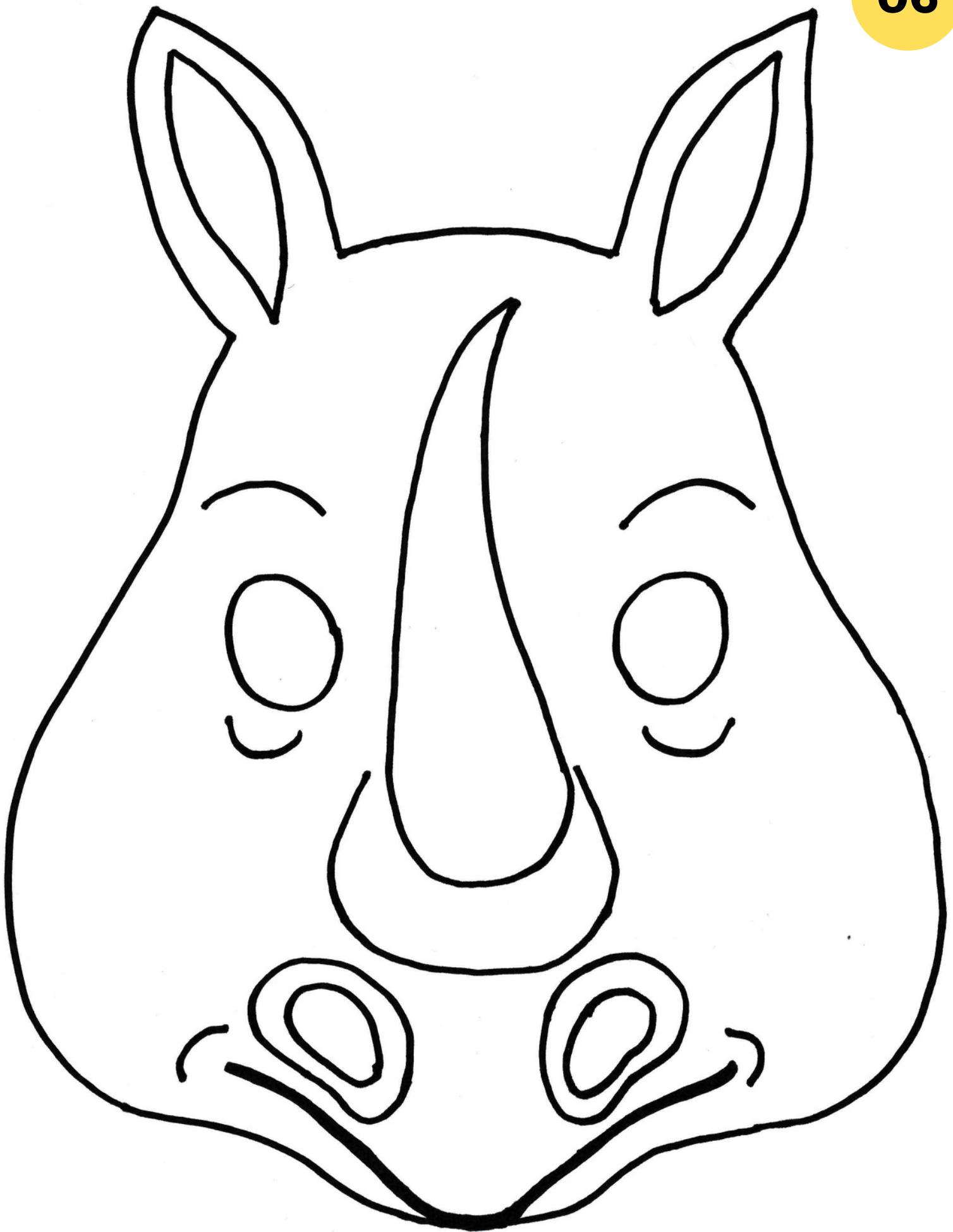
MAKE (20 mins)

- Move to the back of the room.
- Gather students around craft tables and ask each student to cut out their mask. They may need help with the eyes.
- Let them know they can paint or colour the rhino masks in any way they like.
- When they are finished, put masks on the drying rack.
- When they are dry, tape a paddle pop stick behind the mask.

GATHER (5 mins)

- Get all the children together at the front of the class to recap their learning.
- Ask if they knew that Sumatran rhinos can sing?
- Play this video: <https://tinyurl.com/4u72zad3>
- Ask them to hold their individual masks up to their faces for a class photo!
- See if they can all make rhino singing noises together!

“ We loved the mask making!



60 min Lesson Plan: Year 5/6 (part 1)

Room setup

Regular classroom setup

Equipment needed

- Internet-enabled devices

READ (10 mins)

- Introduce students to Sumatran rhinos by playing this video:
<https://tinyurl.com/4euztssr>
- Then tell them we are going to investigate a book called Wildlife Wong and the Sumatran Rhino today.
- Ask students if they know the difference between fiction and nonfiction and discuss.
- Ask if they know the difference between narratives and informational text and discuss.
- Highlight that you CAN have nonfiction narratives.
- Mention Wildlife Wong and the Sumatran Rhino contains both narrative nonfiction and informational text.
- Read Wildlife Wong and the Sumatran Rhino pages 35 to the top of page 39 to illustrate a narrative nonfiction.
- Then read paragraph 1 and 3 from Wildlife Wong and the Sumatran Rhino page 55, and page 56 to illustrate informational text.

DISCUSS (10 mins)

- Write two headings on the whiteboard: NARRATIVE and INFORMATIONAL
- Talk about the differences between these two readings.
- They may mention the following:
 - Characterisation, alliteration, simile, metaphor, tense, emotive language, rhetorical questions, foreshadowing rule of threes, point of view (POV), statistics, annotated graphics.
 - If not, introduce some of them. Write these techniques on the whiteboard under the heading which use them.

Lesson Plan continued: Year 5/6 (part 1)

LEARN (15 mins)

- Tell them both good narratives and informational text are based on good research.
- Group students into teams of 4, equipped with internet-enabled devices.
- Ask them to find, and list, 10 interesting facts about Sumatran rhinos and their rainforest home.

PAIR (20 mins)

- Using the facts they found, half of each team write a narrative paragraph together.
- The other half of the team work together to write an informational paragraph.
- Remind them of the list of devices on the board which they can incorporate.

REFLECT (5 mins)

- Ask students what they learnt in this session.
- Remind them they will continue with this learning in the next session.

“ Our students loved learning more about writing and publishing, and were also fascinated by the environmental issues and the endangered animals Sarah has based her books on.

60 min Lesson Plan: Year 5/6 (part 2)

Room setup

If space permits, set up craft tables behind desks, and craft tables at the back of the room.

Equipment needed

- Recycled plastic jars or bottles
- Small paper cups
- Toilet rolls
- A hot glue gun and glue
- Paint and brushes
- Mixing plates or boxes
- buttons
- Shoe boxes
- Green craft paper
- Rocks
- Small twigs/branches
- Blue Tack

SHARE (15 mins)

- Pairs swap their writings from Part 1 with the other pair in their team and give feedback to each other.
- Select a few pairs to read their paragraphs to the class.

DISCUSS (10 mins)

- Ask a select number of students to share one of their sentences. (If you used sticky stars, ask children to read the starred sentences).
- Provide feedback and ask for peer feedback.

“Sarah has some awesome teaching methods and ideas...

Lesson Plan continued: Year 5/6 (part 2)

MAKE (25 mins)

- Read out pages 55 and 56 about the how they can save rhinos.
- Then tell the students saving rhinos is about saving the animals itself AND about saving their habitat. Today, they will make a rhino model and a habitat in their team to show they care.
- Watch the following videos:
 - Rhino model: <https://youtu.be/BovnxRdOYGU>
 - Habitat: <https://youtu.be/wBpSWcWMoY4>
- Ask the original teams of four to choose two people for each task.
- Move to the craft tables and follow the instructions starting on page 58 and 63 in Wildlife Wong and the Sumatran Rhino.

JOIN (5 mins)

- The two halves of each team come together to unite their rhino with its home.

REFLECT (5 mins)

- Wrap up the class and reflect on what they have learnt. Consider:
 - What makes a good narrative
 - What makes a good informational text
 - The importance of rhinos and their habitat
 - Ways to help save them.

HINT: if all students want to make a rhino and habitat, extend this exercise to another class session.

Years 3/4 Curriculum Alignment

Understand differences between the language of opinion and feeling and the language of factual reporting or recording ([ACELA1489](#))

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience ([ACELA1490](#))

Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research ([ACELA1498](#))

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text ([ACELY1690](#))

Living things have life cycles ([ACSSU072](#))

Living things depend on each other and the environment to survive ([ACSSU073](#))

Earth's surface changes over time as a result of natural processes and human activity ([ACSSU075](#))

Science knowledge helps people to understand the effect of their actions ([ACSH062](#))

Interpret information and data displayed in different formats ([AC9HS3S03](#))

Analyse information and data, and identify perspectives ([AC9HS3S04](#))

Draw conclusions based on analysis of information ([AC9HS3S05](#))

Propose actions or responses to an issue or challenge that consider possible effects of actions ([AC9HS3S06](#))

Understand the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent ([AC9HS4K05](#))

Sustainable use and management of renewable and non-renewable resources ([AC9HS4K06](#))

Develop questions to guide investigations about people, events, places and issues ([AC9HS4S01](#))



Years 5 Curriculum Alignment

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view ([ACELA1502](#))

Understand how texts vary in purpose, structure and topic as well as the degree of formality ([ACELA1504](#))

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ([ACELA1512](#))

Examine how particular structural features and behaviours of living things enable their survival in specific habitats ([AC955U01](#))

Living things have structural features and adaptations that help them to survive in their environment ([ACSSU043](#))

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSH083](#))

Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts ([ACSI093](#))

Develop questions to investigate people, events, developments, places and systems ([AC9HS5S01](#))

evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships ([AC9HS5S03](#))

Propose actions or responses to issues or challenges and use criteria to assess the possible effects ([AC9HS5S06](#))

Years 6 Curriculum Alignment

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects [\(ACELA1518\)](#)

Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts [\(ACELA1524\)](#)

Free nature journals 'Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts' [\(ACELT1613\)](#)

Evaluate characteristics that define an author's individual style [\(ACELT1616\)](#)

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions [\(ACELY1709\)](#)

Analyse strategies authors use to influence readers [\(ACELY1801\)](#)

investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions [\(AC9SGU01\)](#)

The growth and survival of living things are affected by physical conditions of their environment [\(ACSSU094\)](#)

Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources [\(ACSSU097\)](#)

Scientific knowledge is used to solve problems and inform personal and community decisions [\(ACSHE100\)](#)

Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSI110)

The geographical diversity and location of places in the Asia region, and its location in relation to Australia [\(AC9HS6K04\)](#)

Australia's interconnections with other countries and how these change people and places [\(AC9HS6K05\)](#)

develop questions to investigate people, events, developments, places and systems [\(AC9HS6S01\)](#)

locate, collect and organise information and data from primary and secondary sources in a range of formats [\(AC9HS6S02\)](#)

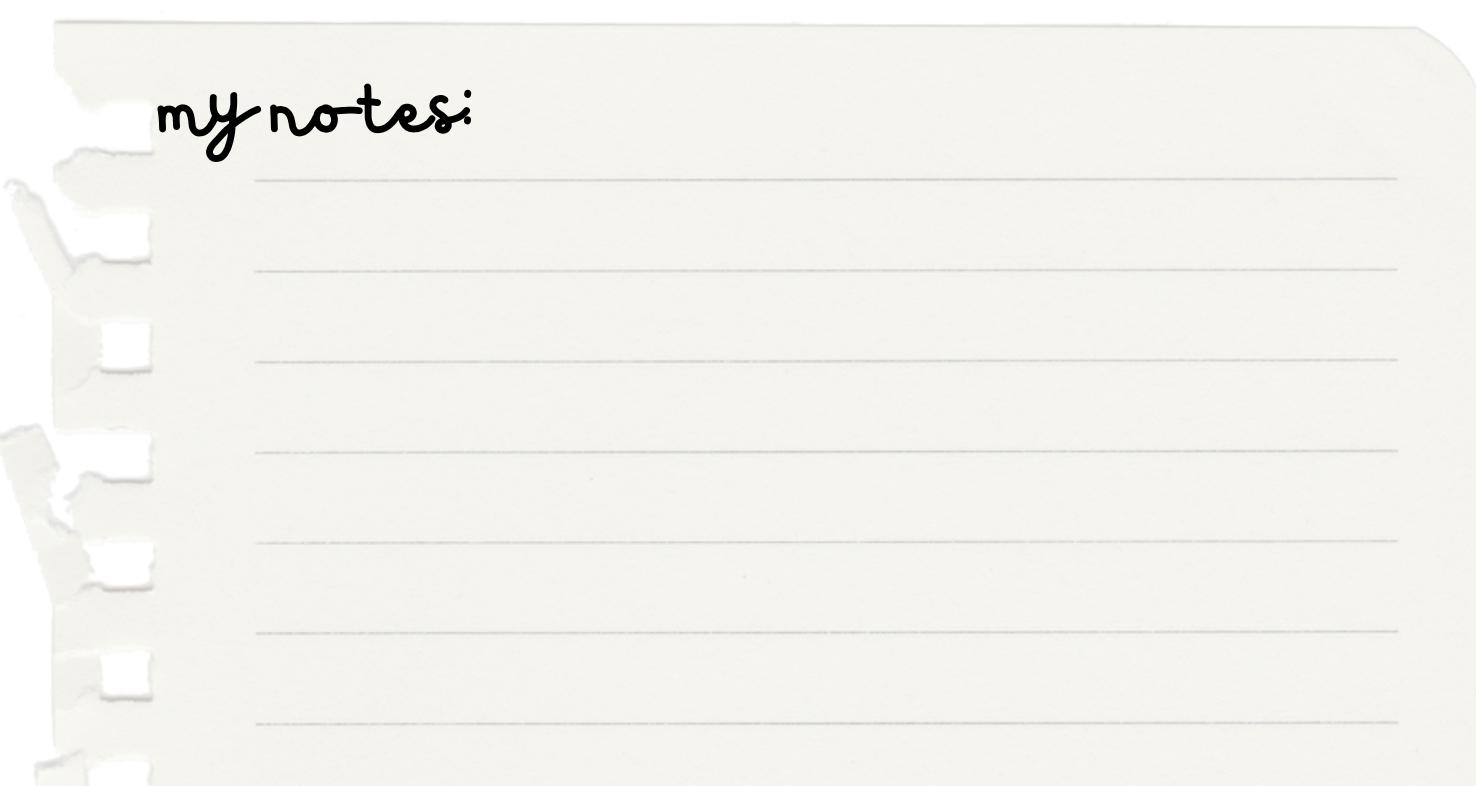
evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships [\(AC9HS6S03\)](#)

develop evidence-based conclusions [\(AC9HS6S05\)](#)

propose actions or responses to issues or challenges and use criteria to assess the possible effects [\(AC9HS6S06\)](#)

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions [\(AC9HS6S07\)](#)

my notes:



School Incursions

Dr Sarah is an experienced speaker and workshop facilitator who is just as comfortable in front of preschoolers as seniors, and just as accomplished presenting via Zoom as face-to-face!



MAKE A MINI RAINFOREST



HEAR A STORY



USE A QUADRAT



BUILD AN ORANGUTAN NEST



IMPROVE YOUR WRITING



ACT OUT A STORY

if you would like Sarah to visit your school, check out her extensive list of workshops and contact her here:

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