

# Teacher Notes

## Themes

- Conservation
- Biodiversity
- Animal habitats

## Key learning outcomes

- Understand the importance of wildlife corridors and their role in conserving biodiversity.
- Recognise how habitat fragmentation affects animal movement and survival.
- Explore different ways people can help protect the natural environment.
- Develop vocabulary related to ecosystems, habitats and conservation.

## Key curriculum areas

- **Science:** Science Understanding (Biological sciences); Science Inquiry; Science as a Human Endeavour
- **English:** Language; Literature
- **HASS:** Geography; Skills
- **Cross-curriculum Priority:** Sustainability

## Publication details

*Creature Corridors*

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# Creature Corridors

Billie Rooney and Anke Noack

## About the book

Creatures are on the move!

Wild animals often travel to find food, shelter or a place to breed. But this is becoming more difficult and dangerous, as construction and land clearing are affecting their habitat.

*Creature Corridors* follows kangaroos, koalas, birds, fish, crabs, cassowaries and lizards through wildlife corridors that exist across forests, rivers and seas. These corridors provide paths and spaces for them to move around safely. Discover how we can share our world with animals in this delightful and engaging story.

## Recommended for

Readers aged 5 to 9 (Years 1 to 4)



PUBLISHING

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## About the author and illustrator

**Billie Rooney** is an environmental educator who is inspired by children's curiosity about the world around them. This is her first children's book.

**Anke Noack** is an award-winning illustrator and artist best known for her vibrant illustration style. She enjoys creating imaginative worlds full of adventure and magic.

## Pre-reading questions or activities

- What types of animals do you think need to move from one place to another in the wild? Why might it be important for them?
- Do we have any corridors at school? Have you ever heard of a 'wildlife corridor'? What do you think it might be used for?

## Discussion questions

### Science

1. Why are wildlife corridors important for animals?  
*Wildlife corridors allow animals to move safely between habitats, find food and avoid becoming isolated.*
2. How does habitat loss affect animal populations?  
*When habitats are lost or fragmented, animals struggle to find food, shelter and mates, which can lead to reduced populations.*
3. Do you think it will be easy for animals to find food, water or shelter in a fragmented habitat?  
*In a fragmented habitat, animals may struggle to find food, water or shelter if these resources are spread out or located far apart. Wildlife corridors help them access these necessities more easily.*

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4. What challenges do animals face when they have to cross roads or towns to reach another habitat?

*Animals risk getting hurt or lost when crossing roads or towns. They might also come into contact with humans or pets, which can be dangerous.*

5. How can scientists track animal movements to understand the importance of wildlife corridors?

*Scientists use tools like GPS collars, camera traps and observation to track where animals go. This data helps them understand how animals use corridors and where new ones are needed.*

## English

1. What new words did you learn from the book? Can you use them in a sentence?
2. How does the author describe the way animals use corridors? Use adjectives you remember from the story.

## HASS

1. How do humans sometimes affect animal habitats? Can you think of ways people can help?

*Humans may build roads, cities or farms that divide animal habitats. People can help by supporting protected areas and wildlife corridors.*

2. What are some actions you can take to protect the environment in your community?

## Sustainability

1. What are some ways wildlife corridors help sustain animal populations?

*Wildlife corridors help sustain animal populations by connecting isolated areas, allowing animals to find resources and mates safely.*

For more information on wildlife corridors, students can explore the resource 'Wildlife Corridors for Kids' by the Great Eastern Ranges, which can be found at:

[https://ger.org.au/wp-content/uploads/2020/06/Wildlife-Corridors-for-Kids\\_WEB-1.pdf](https://ger.org.au/wp-content/uploads/2020/06/Wildlife-Corridors-for-Kids_WEB-1.pdf)

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## Activities

### Science

#### *Design a wildlife corridor*

Students design their own corridor using local animals and habitats. Discuss where animals live, their needs and how they would use the corridor.

Materials needed: recycled paper, coloured pencils, markers. (Optional: a map of the local area showing two or more separated/fragmented natural areas, digital preferred to save on printing.)

### English

#### *Create a storybook page*

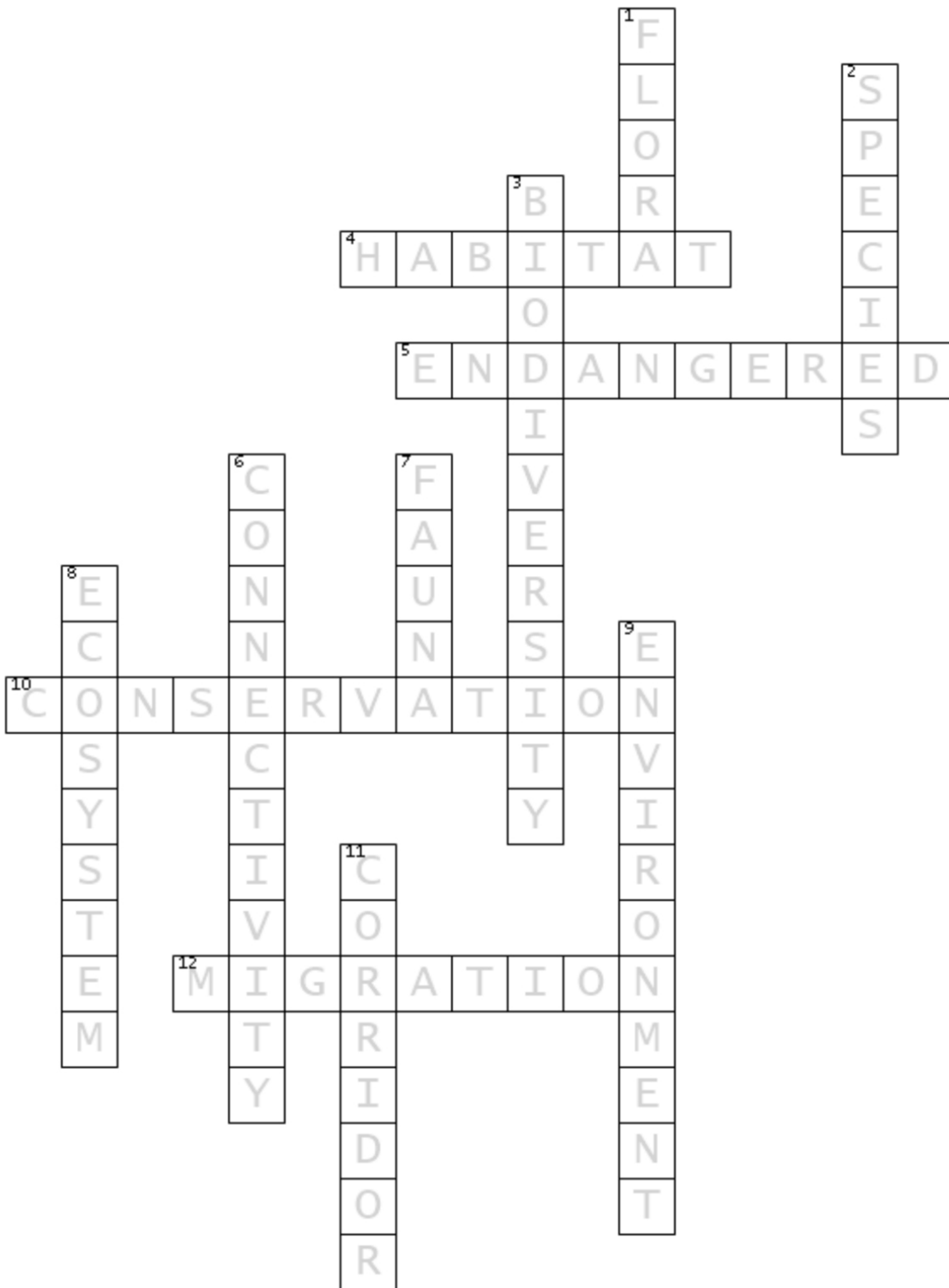
Students write a short description and illustrate their favourite native animal using a wildlife corridor. Encourage students to use as many keywords from the text as possible, such as 'habitat', 'migration' and 'corridor'. This activity helps reinforce vocabulary and concepts related to animal behaviour and environmental conservation.

Materials needed: recycled paper, coloured pencils, markers.

#### *Creature corridors crossword*

Complete the creature corridors crossword on page 7. (Teachers: answers are below.)

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(Developed using: <https://puzzlemaker.discoveryeducation.com>)

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## HASS

### *Habitat mapping*

Have students create a map of habitats around their area or school and think about how animals might move between these spaces. This could even be between two trees on the school grounds, or between two pot plants within the classroom!

Materials needed: recycled paper, pencils, markers, access to local maps (preferably digital to save on printing).

## Sustainability

### *Eco-friendly craft: animal footprints*

Make footprint stamps of animals that would use corridors. Use eco-friendly, biodegradable materials.

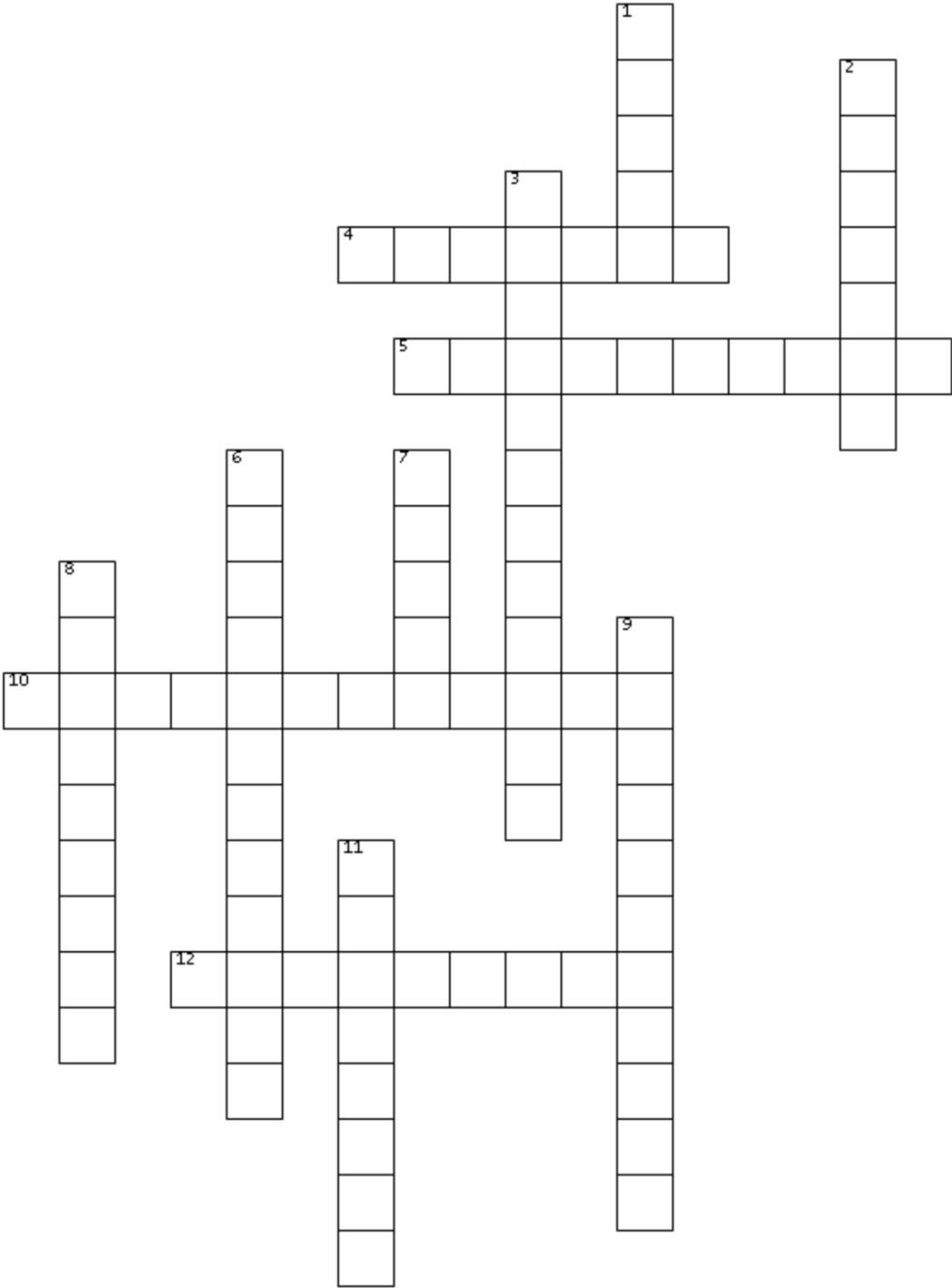
Materials needed: potato stamps (teacher created, or you may have students help with this), non-toxic ink, paper.

SAFETY NOTICE: Take care if providing equipment for students to sculpt potatoes into stamps.

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## Creature corridors crossword

See next page for clues.



# Teacher Notes

## ACROSS

4. The natural home or environment of an animal or plant.
5. A species at risk of extinction.
10. The protection and preservation of the environment and wildlife.
12. The seasonal movement of animals from one region to another.

## DOWN

1. The plants of a particular region, habitat or time period.
2. A group of living organisms consisting of similar individuals.
3. The variety of plant and animal life in a particular habitat.
6. The linking of habitats to allow wildlife movement.
7. The animals of a particular region, habitat or time period.
8. A community of interacting organisms and their environment.
9. The natural world, especially as affected by human activity.
11. A strip of natural habitat connecting populations of wildlife.

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## Australian Curriculum Links (Version 9.0)

Year level	Learning area: Science	Other learning areas
Years 1/2	<p><b>Science Understanding: Biological sciences</b></p> <ul style="list-style-type: none"> <li>Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs (<a href="#">AC9S1U01</a>)</li> </ul> <p><b>Science Inquiry: Communicating</b></p> <ul style="list-style-type: none"> <li>Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary (<a href="#">AC9S1I06</a>)</li> </ul>	<p><b>English: Language: Language for expressing and developing ideas</b></p> <ul style="list-style-type: none"> <li>Compare how images in different types of texts contribute to meaning (<a href="#">AC9E1LA08</a>)</li> </ul> <p><b>Literature: Creating literature</b></p> <ul style="list-style-type: none"> <li>Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools (<a href="#">AC9E1LE05</a>)</li> </ul> <p><b>Hass: Geography</b></p> <ul style="list-style-type: none"> <li>The natural, managed and constructed features of local places, and their location (<a href="#">AC9HS1K03</a>)</li> </ul>
Years 3/4	<p><b>Science Understanding: Biological sciences</b></p> <ul style="list-style-type: none"> <li>Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals (<a href="#">AC9S3U01</a>)</li> <li>Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships (<a href="#">AC9S4U01</a>)</li> </ul> <p><b>Science as a Human Endeavour: Nature and development of science</b></p> <ul style="list-style-type: none"> <li>Examine how people use data to develop scientific explanations (<a href="#">AC9S3H01</a>)</li> </ul>	<p><b>English: Language: Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of layout features in print and digital texts and the words used for navigation (<a href="#">AC9E3LA05</a>)</li> </ul> <p><b>HASS: Geography</b></p> <ul style="list-style-type: none"> <li>The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent (<a href="#">AC9HS4K05</a>)</li> </ul> <p><b>HASS: Skills: Concluding and decision-making</b></p> <ul style="list-style-type: none"> <li>Propose actions or responses to an issue or challenge that consider possible effects of actions (<a href="#">AC9HS3S06</a>)</li> </ul>
All	<p><b>Cross-curriculum Priority: Sustainability</b></p> <ul style="list-style-type: none"> <li>All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival (<a href="#">SS1</a>)</li> <li>Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments (<a href="#">SS2</a>)</li> </ul>	

## Related books from CSIRO Publishing

- *Cassowary Dad* (<https://www.publish.csiro.au/book/8116>)
- *Fabulous Frogs* (<https://www.publish.csiro.au/book/8139>)
- *Life in a Hollow* (<https://www.publish.csiro.au/book/8076>)
- *Swiftly: The Super-fast Parrot* (<https://www.publish.csiro.au/book/8062>)

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## Double Helix magazine

Packed with fun, exciting and quality articles, Double Helix magazine is created to inspire young readers. It covers a range of topics across science, technology, engineering and maths.

Learn more on our Teachers page: <https://doublehelixshop.csiro.au/en/Teachers>. Subscriptions can be purchased via the Double Helix website: <https://doublehelixshop.csiro.au/Subscribe>

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There is plenty of free content that can be used at school or home to support learning.

## Double Helix Extra

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## Other CSIRO resources

CSIRO has developed and delivered a broad range of high-quality STEM education programs and initiatives for nearly 40 years. Our programs aim to inspire the pursuit of further STEM education among students and the community, to equip the emerging workforce with tomorrow's skill sets, and to strengthen collaboration between industry and classrooms across Australia. For more information visit: <https://www.csiro.au/en/Education>