Meet the Kakapo!

Name: _______________________________  Date: _____________________________

Whakapapa—the proper order of genealogy or how animals are related.
The kakapo of New Zealand are like one big extended family. Let’s meet them!

Directions: Use the website www.kakaporecovery.org.nz to find a picture of each kakapo. Then write down facts about that kakapo.

**Example**

Name of kakapo: Hoki
- Hoki was hatched on Codfish Island in 1992.
- She is an offspring of Zephyr.
- She was the first kakapo to be partially raised in captivity.
- Hoki would create her own entertainment. She would zippers and buttons on human clothing.

Name of kakapo:

Name of kakapo:

Name of kakapo:

Name of kakapo:
What Is a Kakapo?

Name: ________________________________  Date: ____________________

Use the book *Kakapo Rescue: Saving the World’s Strangest Parrot* to learn about this unusual parrot and complete this page. Visit www.kakaporecovery.org.nz also!

- What does a kakapo look like?
- Where does a kakapo live?
- What does a kakapo eat?
- Does a kakapo fly?
- How long does the kakapo live?
- Other interesting kakapo facts:
Exploring the Kakapo Population

Think: What happened between the late 1800s and 1950? Write your response in the thought bubble. Use the back if you need more space.

Late 1800s
• How many kakapo were there? ____________________________
• Who or what were their predators? ____________________________

By 1950
• How many kakapo were there? ____________________________
• Who or what were their predators? ____________________________

Think: What happened between the late 1800s and 1950? Write your response in the thought bubble. Use the back if you need more space.
Math:
- Use the data from the website www.kakaporecovery.org.nz to graph the growth of the kakapo.
- Examine the Kakapo Nesting Table on the kakapo website above. Compare the number of chicks born to the number that survive. Make a prediction for future growth.

Social Studies:
- Use the worksheet Tracking Animal Imports to identify countries that have imported animals to other countries. Examine how and why the animals were imported.
- Learn more about New Zealand and the home of the kakapo.

Science:
- Use the website and book to explore food chains and ecosystems. Why is it important to preserve ecosystems and limit the number of predators in order to preserve the kakapo?
- Using world climate maps or world biome maps, determine in what biome the kakapo live and describe the climate there.

Language Arts:
- Read aloud, or have students read Kakapo Rescue: Saving the World’s Strangest Parrot. Then, have students write a summary of this book. Younger children can create a storyboard of the book (with partners or in small groups--this could also be a great buddy project with fifth graders and first graders, for example).
- Vocabulary--many nonfiction texts contain words that are unfamiliar to students. Use unfamiliar vocabulary in this book to study and build understanding. Use the worksheet Kakapo Vocabulary to build students’ vocabulary. When students have completed the word map on this worksheet, they may discuss the various words in small groups. Add these words to spelling lists to improve the students’ memories of these words. Use the words in their poems!
- Figurative language--Kakapo Rescue: Saving the World’s Strangest Parrot is full of figurative language. Explore the use of figurative language in nonfiction texts. You might consider comparing nonfiction figurative language to fictional figurative language.
- Poetry is always a great way to share understanding of a nonfiction text. Several forms of poetry work well with nonfiction books including found poems (see www.authorwire.com under the book Encantado: Pink Dolphin of the Amazon), acrostic poems, and longer poems in quatrains (each verse is a quatrains).

Worksheets:
- What is a Kakapo?
- Meet the Kakapo!
- Exploring the Kakapo Population
- Kakapo and Other Endangered Species
- Tracking Animal Imports
- Kakapo-Then and Now
- Kakapo: Looking Toward the Future
- Kakapo Rescue: Saving the World’s Strangest Parrot Vocabulary
- Kakapo Rescue: Saving the World’s Strangest Parrot Vocabulary Example
- Kakapo Rescue: Saving the World’s Strangest Parrot Taking a Look at Figurative Language
- Kakapo Food Chains
- Kakapo Food Chains Answer Key
- Taking Care of the Kakapo
Tracking Animal Imports

Using *Kakapo Rescue: Saving the World's Strangest Parrot*, label the map below and identify animal importation. Use a different colored pencil or marker for each animal to identify how animals are imported from one country to another. The line should start in the animal's native country and point to the country to which it has been imported. For added detail, label each arrow with the approximate dates, the animal, who imported the animal and how it was imported. The first one is done for you.
Taking Care of the Kakapo

Name: ___________________________    Date: ___________________________

Authentic service learning is a valuable life-long lesson that is easily introduced to children of all ages. There are many programs available to begin service learning in your school (search the Internet for ideas), but you can begin with small steps focusing on the following concepts.

Some characteristics of service learning:

• It is positive in nature and real to those who participate.
• Students determine ways to raise money and determine where and how it is spent.
• It is a cooperative experience that builds greater global understanding.
• It becomes embedded into your school’s daily life and lessons.
• It offers opportunities for children to problem solve and gain knowledge about challenges that face their community.
• It fosters critical-thinking skills such as identifying concerns in the community or globally and determining strategies to make changes.
• Money comes from the children—a penny here and a penny there. Obviously larger donations are great, but typically they come from parents.

Service learning is not

• episodic volunteering or fundraising (many schools have fundraisers to support a family at the holidays—while this is a worthwhile activity, it is not service learning)
• a requirement for students
• one sided. Service learning benefits the recipients and the givers.

Since service learning is student directed, you cannot simply state that the school is going to raise money to help the kakapo of New Zealand. However, with instruction and guidance, students will often identify critical needs locally, nationally, and globally. Children are acutely aware of endangered animals. Service learning along these lines should begin by reading Kakapo Rescue: Saving the World’s Strangest Parrot and completing the lessons that accompany the book. Through classroom discussions children may very well ask “What can we do?” That question is the spark to ignite service learning.

With that in mind, your children can become involved service learning!

If your school already includes service learning in its daily life, build on that by making students aware of the needs of endangered animals such as the kakapo. Visit www.kakaporecovery.org.nz for details on this unusual parrot.
Taking Care of the Kakapo
A Service Learning Project

To begin . . .
• Brainstorm areas of need locally, nationally, and globally.
• Post these ideas for all to see daily. They will guide the focus of your funding.

The next step . . .
• Determine how to collect funds (pennies plus), when to collect, and your accountability methods (accountability methods may be dictated by your school or district). Set a goal for how much you would like to raise.
• Begin collecting money. Students may contribute small amounts of change by choosing to donate money rather than buy an extra cookie at lunch. They may earn money by doing small jobs around their house or neighborhood.
• Some students may choose to write letters to local businesses asking for support. Since students are asking, it is student directed! You can use the opportunity to teach students how to write a business letter.
• Begin the selection process for your funds. This, too, is student directed. A small group of student leaders should take on this role. They may be selected by teachers or voted for by peers. Qualities to consider: responsible, compassionate, honest, etc.
• The student leaders should research each potential recipient or recipient program and present this information to the main group. This, too, could involve writing letters or making phone calls. Personal visits by the student leaders and adult supervisor would be appropriate if local organizations are selected.
• Collectively students choose the recipients based on the knowledge gained from the student leaders. Prominently display the organizations that will receive funds. You may wish to have student leaders create posters with details about each organization.
• Display a large thermometer to share with your school the progress being made raising money.

Once funds are raised . . .
• Student leaders count money and make sure it is deposited in the bank properly (with teacher guidance).
• Determine how to allocate the funds. Not every penny needs to be donated to one organization; several may be chosen.
• Select a date to present checks to each organization. Perhaps have an assembly to celebrate your progress in service learning and the presentation of checks.

Donate the funds (typically toward the end of the school year) . . .
• Students should be involved in all aspects of service learning, including donating the funds.
• Follow the progress and growth of each organization. Stay involved! You will be surprised how this process fuels further involvement of students even at home!
After that . . .

- Reflect on the success of the first year’s service learning and fundraising. What did the students do well? What can be improved? How can more money be raised?
- Use the information from each organization to start the next school year. Students may choose to continue supporting the original organizations or may choose to expand to others. It’s their choice!
- Students may work over the summer to earn money that will be donated during the next school year. They may also volunteer with the selected organizations or with others that may become future recipients.
- Continue building on the first year’s program.
**Kakapo Rescue: Saving the World’s Strangest Parrot**
**Taking a Look at Figurative Language**

**Name:** ___________________________  **Date:** ___________________________

**Figurative language** helps make writing worth reading! Simply put, it is writing that contains images. The writer describes something through the use of unusual comparisons, for effect, interest, and to make things clearer. The result of using this technique is the creation of interesting images.

For more advanced readers and writers, figurative language is not intended to be interpreted in a literal sense. It appeals to your imagination. It always makes use of a comparison between different things. Figurative language compares two things that are different in enough ways so that their similarities, when pointed out, are interesting, unique and/or surprising.

**For example:**
“In the dark, the forest seems magical, full of mosses, ferns and moonlight, alive with sounds like bells and flutes, pops and buzzes.”

*alive with sounds* is personification – gives the qualities of a person to an animal, an object, or an idea  
*pops and buzzes* are examples of onomatopoeia - use of words to imitate sounds

“Its 695 square miles of mountains are draped in forest, and from the plane we see no roads at all.”

*Miles of mountains* is alliteration - repeated consonant sounds occurring at the beginning of words or within words to create melody, establish mood, call attention to important words, and point out similarities and contrasts  
*Mountains are draped in forest* is metaphorical – an implied comparison between two relatively unlike things using a form of be.

**Other commonly used forms of figurative language include:**

**Similes:** a comparison using like or as such as “Kakapos don’t talk, but they can growl like a dog…”

**Idioms:** language specific expressions such as “…all our eggs…are in one basket.”

**Hyperbole:** an exaggerated statement used to heighten effect such as “…in a race against time.”

**Assonance:** repeated vowel sounds in words such as “fresh out of bed” (repeated / ĕ /).

**Imagery** - language that appeals to the senses  
*“The forests were tall and ancient. Huge pillar-like kauri trees lived to 7,500 years old. Dinosaur-era tree ferns and giant palms with fronds ten feet long towered above an understory of woodland grasses, soft mosses, lacy ferns and giant orchids.”*
Now it's your turn....
Find examples of figurative language in *Kakapo Rescue: Saving the World's Strangest Parrot*. Write down the quotation (example) from the book, identify the type of figurative language, and then explain its meaning.

Example:

Form of Figurative Language:

Meaning:

Example:

Form of Figurative Language:

Meaning:

Example:

Form of Figurative Language:

Meaning:
Select a word from *Kakapo Rescue: Saving the World’s Strangest Parrot*. Use the word map below to build your understanding of the word. Be sure to use a dictionary for the definition, but write it in your own words.

**Word:**

- **Sentence:**
- **Definition:**
- **Synonyms:**
- **Antonyms:**
- **Part of Speech:**
- **Connections to Other Words:**
- **Word Families:**
- **Stems:**
- **Origin:**
Kakapo Food Chains

Name: ________________________ Date: ________________________

Use information from *Kakapo Rescue: Saving the World’s Strangest Parrot* and www.kakaporecovery.org.nz to complete the chart below.

**Late 1800s:**
What eats a kakapo?

**Today:**
What eats a kakapo?

**Kakapo of New Zealand**

What does a kakapo eat?

Explain how this chart helps you understand why the kakapo is endangered.
Kakapo Food Chains Answer Key

Name: ____________________________ Date: ____________________________

Use information from Kakapo Rescue: Saving the World’s Strangest Parrot and www.kakaporecovery.org.nz to complete the chart below.

Late 1800s:
What eats a kakapo?

Maori dogs
black ship rats
Norwegian rats

Today:
What eats a kakapo?

eagles
hawks

What does a kakapo eat?

fruit of the rimu trees
seeds

Kakapo of New Zealand

cats
deer
pigs
sheep
goats
ferrets
stoats

humans

bulbs
leaves
stems

bark
roots

Explain how this chart helps you understand why the kakapo is endangered.
Time to Think!

Describe the impact of adding one or more kakapo predators or taking one or more away.
Complete this chart as you research other endangered species around the world. Begin with information about the kakapo that you found in the book: *Kakapo Rescue: Saving the World’s Strangest Parrot.*
Select a word from *Kakapo Rescue: Saving the World's Strangest Parrot*. Use the word map below to build your understanding of the word. Be sure to use a dictionary for the definition, but write it in your own words.

**Word:** forages

**Sentence:** "As Lisa forages, she leaves behind a single, blind, downy chick." (from *Kakapo Rescue: Saving the World's Strangest Parrot*)

**Definition:** To search for provisions (food)

**Synonyms:** ravages, raids, rummages, searches

**Antonyms:** rests, relaxes

**Part of Speech:** This word is a verb in this sentence. Forage can be used as a noun (The mother bird wandered in search of forage.)

**Connections to Other Words:** Often used to describe how a mother finds food for her young. It can describe food for domesticated animals. Also, it can be used to describe soldiers on a raid for provisions.

**Stems:** fourrage (old French)

**Origin:** Middle English, Anglo French, or Germanic

**Word Families:** None (This section would include rhyming words – “age” words like portage, pasturage, herbage, etc...)
Kakapo—Then and Now

Name: ___________________________  Date: ___________________________

Cut out the pictures on the second page and glue them onto the correct side below. Write a brief description of each predator below its picture. One is done for you.

Then:
Kakapo Predators

| Kiore rats were first imported to New Zealand by Europeans in the mid-1700s. They ate the underground chicks and eggs of the kakapo. |

Now:
Kakapo Predators
Kakapo Predators:

- cats
- kiore rats
- goats
- Maori dogs
- Norwegian rats
- black ship rats
- sheep
- ferrets
- stoats
- pigs
- hawks
- New Zealand bald eagles
Kakapo: Looking Toward the Future

Below is a graph that shows the trends in the world's population of kakapo from 1977 to 2005. Find out what the population was in 2006, 2007, 2008, and 2009. Then, make a prediction about the kakapo population for the next five years. Try this challenge: Predict the kakapo population for the next ten years--then watch their progress to validate your prediction! Use the website www.kakaporecovery.org.nz for up-to-date tallies. Be sure to look at the “Ranger Diaries”--this section provides dates and current numbers of kakapo.

Collect your data:

<table>
<thead>
<tr>
<th>Year</th>
<th>Kakapo Population:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
</tr>
</tbody>
</table>

Using this data, make your prediction for the next five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Predicted Kakapo Population:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
</tr>
</tbody>
</table>

Why did you make these predictions? What factors affected your prediction?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________