

Schoolyard safari unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
ENGAGE	Lesson 1 In the yard	represent their current understanding as they			
	Session 1 Curious creatures	<ul style="list-style-type: none"> explain their existing ideas about the features and behaviour of small animals 	<ul style="list-style-type: none"> understand the purpose and features of a role-play use oral language and role-play to represent what they think they know about the features and behaviour of small animals 	<p>Session 1 Curious creatures</p> <ul style="list-style-type: none"> predict which animals they think will be found in their schoolyard environment participate in a role-play to show what they think they know about the features and behaviour of small animals. 	<p>Diagnostic assessment</p> <p>Role-play and discussions</p> <p>Science journal entries</p> <p>Observation records</p>
	Session 2 In my schoolyard	<ul style="list-style-type: none"> follow directions to conduct an exploration of the 'Schoolyard safari' area 	<ul style="list-style-type: none"> describe the purpose and features of a map 	<p>Session 2 In my schoolyard</p> <ul style="list-style-type: none"> explore the schoolyard for evidence of small animals write about and draw their observations. 	
Session 3 In my own backyard (optional)	<ul style="list-style-type: none"> use their senses to observe and identify small animals in their habitats. 	<ul style="list-style-type: none"> use oral, written and visual representation to report observations of animals in their habitats. 	<p>Session 3 In my own backyard (optional)</p> <ul style="list-style-type: none"> observe, record and report on small animals found in their own backyard. <p>'Information note for families' (Resource sheet 1)</p> <p>'Backyard safari search' (Resource sheet 2)</p>		

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EXPLORE	<p>Lesson 2 Wiggly worms</p> <p>Session 1 Watching earthworms</p> <p>Session 2 Earthworm viewer (optional)</p>	<ul style="list-style-type: none"> observe and draw the features of an earthworm observe and describe earthworm movement identify features of earthworms that allow them to breathe, feed, move and protect themselves <i>optional</i>: construct an earthworm habitat. 	<ul style="list-style-type: none"> use oral, written and visual language to report observations of the features, behaviour and habitat of the earthworm describe the purpose and features of a table draw a detailed drawing after careful observation record ideas in a science journal. 	<p>Session 1 Watching earthworms</p> <ul style="list-style-type: none"> record what they think they know about earthworms observe, discuss and draw earthworms record what they find out about earthworms. <p>Session 2 Earthworm viewer (optional)</p> <ul style="list-style-type: none"> observe a class earthworm viewer keep observation records. <p>'How to make an earthworm viewer' (Resource sheet 3)</p>	<p>Formative assessment</p> <p>Drawings</p> <p>'Watching worms' table</p> <p>Science journal entries</p>

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EXPLORE	<p>Lesson 3 Slimy snails</p> <p>Session 1 Snail surprises</p> <p>Session 2 Snail shack (optional)</p>	<ul style="list-style-type: none"> observe and draw details of a snail's external structure observe and describe the movement and feeding of a snail identify features of snails that allow them to breathe, feed, move and protect themselves <i>optional</i>: construct a snail habitat. 	<ul style="list-style-type: none"> use oral, written and visual language to report observations of the features, function and habitat of a snail identify the purpose and features of an ideas map identify the purpose and features of a labelled diagram record information as a labelled diagram. 	<p>Session 1 Snail surprises</p> <ul style="list-style-type: none"> use an ideas map to show what they think they know about snails work in teams to observe and draw snails observe and record how snails move and eat. <p>Session 2 Snail shack (optional)</p> <ul style="list-style-type: none"> construct a snail habitat keep observation records about snails and their habitat. 	<p>Formative assessment</p> <p>Ideas map</p> <p>Labelled diagrams</p> <p>Science journal entries</p>

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EXPLORE	Lesson 4 Ant antics	<ul style="list-style-type: none"> observe and draw details of an ant's external features observe and describe ant movement and communication make observations about how ants carry food identify features of ants that allow them to breathe, feed, move and protect themselves. 	<ul style="list-style-type: none"> use oral, written and visual language to report observations of the features, function and habitat of an ant contribute to discussions about ant behaviour record observations as a labelled diagram. 	<ul style="list-style-type: none"> record what they think they know about ants observe and draw ants track the movement of ants in an ant farm observe and record information about ants. 	Formative assessment Labelled diagrams Science journal entries

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EXPLAIN	<p>Lesson 5 Same or different?</p> <p>Session 1 Comparing creatures</p> <p>Session 2 Animated animals (optional)</p>	<ul style="list-style-type: none"> describe the features and behaviour of a small animal compare two small animals and make conclusions about similarities and differences. 	<ul style="list-style-type: none"> use a variety of resources to find current scientific information about a small animal record information in a table use drawings and language to compare two small animals use scientific vocabulary appropriately in their writing and talking. 	<p>Session 1 Comparing creatures</p> <ul style="list-style-type: none"> work in teams to compare two small animals as a class, develop a table that summarises the information read factual texts about small animals. <p>Session 2 Animated animals (optional)</p> <ul style="list-style-type: none"> view an animated film about ants consider how small animals are represented in animated films compare their understanding of small animals with those in the film. 	<p>Formative assessment</p> <p>Science journal entries</p> <p>'Small animal description' (Resource sheet 4)</p>

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ELABORATE	Lesson 6 Habitat detectives	<ul style="list-style-type: none"> conduct an investigation of a habitat of the 'Schoolyard safari' area and make and record their observations compare the observations of two different habitats and identify similarities and differences identify links between animal features and their habitats. 	<ul style="list-style-type: none"> ask questions and make predictions use oral, written and visual language to record and discuss the results of their investigation identify the purpose and features of a pictograph construct and retrieve information from a pictograph participate in discussion to generate explanation and compare ideas about small animals and their habitats. 	<ul style="list-style-type: none"> work in teams to look for evidence of small animals in a habitat compare the evidence found in different habitats record and discuss observations. 	Summative assessment Science journal entries 'Investigation record' (Resource sheet 5) Graphs

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EVALUATE	Lesson 7 Hidden in their habitat	<ul style="list-style-type: none"> identify the features of small animals for feeding movement and protection describe the habitat of small animals identify the ways small animals depend on their habitat for survival. 	<ul style="list-style-type: none"> contribute to a discussion about the features, function and habitat of small animals use oral, written and visual language to describe the habitat of small animals use oral language and role-play to represent their understanding of small animals and their habitats. 	<ul style="list-style-type: none"> construct a class 'What am I?' book of the small animals found in the 'Schoolyard safari' area participate in a role-play reflect on their learning during the unit. 	Summative assessment Science journal entries 'What am I?' (Resource sheet 6)