

Staying alive unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
ENGAGE	Lesson 1 Handle with care Session 1 Our new friend Session 2 Meet my pet	represent their current understanding as they <ul style="list-style-type: none"> observe the characteristics of a class pet identify the basic needs of the class pet represent the things an animal and humans need to stay alive. 	<ul style="list-style-type: none"> contribute to discussions about the needs of an animal and humans record ideas using words, drawings or photographs. 	Session 1 Our new friend <ul style="list-style-type: none"> discuss the care of the class pet contribute to a code of conduct for caring for the pet record what they think they know about the needs of a pet and a person to stay alive. Session 2 Meet my pet <ul style="list-style-type: none"> create drawings or use photographs to represent their pet observe the needs of their own pets in the home environment. 	Diagnostic assessment Science journal entries Class discussions Word wall contributions 'Pet and Person' table Ideas map 'Circles about me' (Resource sheet 1)

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EXPLORE	<p>Lesson 2 Stretch your senses</p> <p>Session 1 Sorting our senses</p> <p>Session 2 Senses detectives</p>	<ul style="list-style-type: none"> identify the senses of touch, hearing, smell, sight and taste identify the body parts associated with the senses recognise how the senses help us make decisions about unsafe situations 	<ul style="list-style-type: none"> participate in discussions about the senses contribute ideas to a question placement identify the broad purposes and features of a table. 	<p>Session 1 Sorting our senses</p> <ul style="list-style-type: none"> use their senses to describe a mystery object identify the body parts associated with the different senses use a question chart to record descriptions of sensory experiences. <p>Session 2 Senses detectives</p> <ul style="list-style-type: none"> use senses to make decisions about different situations they may encounter in their everyday life record observations in a class table. 	<p>Formative assessment</p> <p>Science journal entries</p> <p>Class discussions</p> <p>Word wall contributions</p>

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EXPLORE	<p>Lesson 3 Move it!</p> <p>Session 1 Chomp, chomp!</p> <p>Session 2 Huff and puff</p> <p>Session 3 Slurp and see</p>	<ul style="list-style-type: none"> identify food, air and water as basic needs of animals and humans recall and record food intake during a day compare what happens to our bodies before and after physical activity describe why we need water in our bodies. 	<ul style="list-style-type: none"> contribute to discussions about basic needs of pets and people contribute to a T-chart about the needs of pets and people create a storyboard describing what happens to our bodies after physical activity. 	<p>Session 1 Chomp, chomp!</p> <ul style="list-style-type: none"> discuss food and what makes them hungry record what food they eat during a day. <p>Session 2 Huff and puff</p> <ul style="list-style-type: none"> explore how their breathing changes after high level physical activity explore other changes to their body after high level physical activity. <p>Session 3 Slurp and see</p> <ul style="list-style-type: none"> discuss why we need to drink water discuss what happens to our bodies when we drink water. 	<p>Formative assessment</p> <p>Science journal entries</p> <p>Class discussions</p> <p>Word wall contributions</p> <p>T-chart</p> <p>POE strategy</p> <p>Storyboards</p> <p>'Puff piece' (Resource sheet 3)</p>

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EXPLORE	Lesson 4 Space and shelter	<ul style="list-style-type: none"> observe the differences between a confined and an open space identify the basic need for shelter identify and observe how the home provides shelter and protection. 	<ul style="list-style-type: none"> contribute ideas about shelter create a model of a safe place to play. 	<ul style="list-style-type: none"> play games to experience competing with others for space explore an area with a lot of space discuss the protection and shelter provided by their home space compare their home space with the class pet's space. 	Formative assessment Science journal entries Class discussions Word wall contributions
EXPLAIN	Lesson 5 Take it or leave it	<ul style="list-style-type: none"> identify and describe the basic needs for survival, such as air, food, water and shelter sort objects according to whether or not they are needed for survival. 	<ul style="list-style-type: none"> use talk to justify and give reasons for preferences represent their understanding of human needs using a sorting diagram. 	<ul style="list-style-type: none"> record the basic needs of animals, including humans represent their understanding of human needs using a sorting diagram. 	Formative assessment Science journal entries Class discussions Word wall contributions Sorting diagram 'Needed or not' (Resource sheet 4)

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ELABORATE	Lesson 6 How much water do I need?	<ul style="list-style-type: none"> investigate how much water the class pet, teacher and four students drink during a half day compare the water needs of an animal and a human discuss reasons for the differences in the water needs of an animal and a human. 	<ul style="list-style-type: none"> participate in discussions about the water needs of an animal and a human record observations and report on an investigation of how much water the classroom pet and each student drinks during a half day. 	<ul style="list-style-type: none"> investigate and compare how much water the class pet, teacher and four students drink during a half day record findings on an investigation planner. 	Summative assessment Science journal entries Class discussions Word wall contributions Graph
	Lesson 7 Sensational reviews	<ul style="list-style-type: none"> identify the basic needs of an animal and a human name the senses explain how the senses assist animals, including humans, to be safe. 	<ul style="list-style-type: none"> contribute to discussions about basic needs for survival and the use of senses create an ideas map about the needs of animals, including humans. 	<ul style="list-style-type: none"> review the unit using the science journal, word wall and other resources developed during the unit represent their ideas about the basic needs for survival and the senses reflect on their learning during this unit. 	Summative assessment Science journal entries Class discussions Word wall contributions 'Circles about me' (Resource sheet 1) 'Senses mix-up' (Resource sheet 5)
EVALUATE					