

What's it made of? unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
ENGAGE	Lesson 1 Minds on maps Session 1 A school walk Session 2 Let's make a map	represent their current understanding as they <ul style="list-style-type: none"> make predictions about objects in the school environment observe and describe some objects in the school environment. 	<ul style="list-style-type: none"> use talk to inquire and report on observations of objects in the school environment contribute ideas to a class picture map and science journal describe objects in the school environment. 	Session 1 A school walk <ul style="list-style-type: none"> predict what objects they might see in the school environment walk around the school area and identify, describe and discuss the objects in the school environment. Session 2 Let's make a map <ul style="list-style-type: none"> contribute to a class picture map of the school environment use sequencing to draw their own picture map of the school environment. 	Diagnostic assessment Through discussion, share ideas and questions about objects Science journal entries Observation records

What's it made of? unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
EXPLORE	Lesson 2 Object observers	<ul style="list-style-type: none"> predict what material(s) an object is made of describe the properties of materials use senses to observe objects in the school environment identify some materials that objects in the school environment are made of. 	<ul style="list-style-type: none"> use the class picture map to locate an object to observe use written language and drawings to record observations of objects and the materials they are made of use talk to share observations with the class. 	<ul style="list-style-type: none"> describe an object and the material(s) that it is made of use the class picture map to locate and observe an object in the school environment use descriptive language to share observations about objects and what they are made of. 	Formative assessment 'Tell me about it' (Resource sheet 1) Science journal entries

What's it made of? unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
EXPLORE	Lesson 3 The name game	<ul style="list-style-type: none"> observe and describe what objects in the classroom are made of identify some everyday materials sort objects according to the materials they are made of. 	<ul style="list-style-type: none"> use talk to predict, describe, make comparisons between materials and report observations to the class label some materials in the classroom. 	<ul style="list-style-type: none"> predict what material an unseen object might be made of use senses to explore and describe unseen objects compare objects which are the same but made of different materials use observations to sort objects according to the material that they are made of match a group of objects with a label describing what they are made of. 	Formative assessment Science journal entries Verbal descriptions

What's it made of? unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
EXPLAIN	<p>Lesson 4 Making sense of materials</p> <p>Session 1 Making books</p> <p>Session 2 Silly stories (optional)</p>	<ul style="list-style-type: none"> identify and describe properties of materials compare the properties of materials discuss why people select materials for particular purposes. 	<ul style="list-style-type: none"> use written language or drawings to describe materials participate in a discussion and share ideas about selecting materials for particular purposes use talk to describe a drawing to the class. 	<p>Session 1 Making books</p> <ul style="list-style-type: none"> review the class science journal, word wall and class picture map represent observations and descriptions of materials discuss why people select materials for different purposes. <p>Session 2 Silly stories (optional)</p> <ul style="list-style-type: none"> suggest why some materials are more suitable than others to make particular objects draw a picture of an object made from an unsuitable and a suitable material. 	<p>Formative assessment</p> <p>'What's it made of?' (Resource sheet 3)</p> <p>Science journal entries</p>

What's it made of? unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
ELABORATE	<p>Lesson 5 Waterproof wonders</p> <p>Session 1 Testing things</p> <p>Session 2 Using things</p>	<ul style="list-style-type: none"> investigate what happens to materials when they get wet observe and describe the effect of water on different materials compare the water resistance of different materials select materials based on water resistance to design an outdoor object. 	<ul style="list-style-type: none"> participate in discussion and compare ideas about water resistance describe observations of materials before and after being wet use talk to identify and describe the materials used in an object. 	<p>Session 1 Testing things</p> <ul style="list-style-type: none"> discuss types of materials used for different purposes test materials for water resistance. <p>Session 2 Using things</p> <ul style="list-style-type: none"> provide reasons for selecting materials for a particular purpose plan and make an object for the school environment. 	<p>Summative assessment</p> <p>Science journal entries</p> <p>Class discussions</p> <p>Constructed objects</p>

What's it made of? unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
EVALUATE	Lesson 6 Location, location!	<ul style="list-style-type: none"> identify and describe the properties of materials used in their outdoor object explain why they selected the materials for their outdoor object. 	<ul style="list-style-type: none"> use talk to describe the location of their object on the class picture map, providing reasons for positioning it in that area reflect on their learning about objects, materials and their properties and uses. 	<ul style="list-style-type: none"> share and compare their ideas about the properties of materials reflect on their learning during the unit. 	Summative assessment Discussion about objects and properties of materials Science journal entries Placement of labelled self-adhesive dots