

Attachment 2 - Lesson Plans

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<u>Date:</u>	<u>Year Level:</u>	<u>Lesson Duration:</u>
	Grade 5 and 6	1 hour

Title of Lesson:

Lesson 1: KWL table on Endangered Species, and Excursion Preparation

Learning Outcomes and Specific Purpose:

Purpose: To create a KWL table that displays what the class already knows about Endangered Species and what they want to know about Endangered Species, and to discuss what they can do in order to find out what they want to know. The lesson is also intended to prepare students for the zoo excursion they will be attending.

* A KWL table displays what students already know, what students want to know and what students have learned about a topic. The 'L' section is filled out after the completion of a unit of work.

Students, by the end of this lesson:

- Should have contributed their ideas and knowledge to a KWL table, by expressing what they already know about Endangered Species and what they want to know about Endangered Species.
- Should have provided suggestions for what they can do in order to find out what they want to know.
- Should have been informed on and understand the requirements of the zoo excursion they will be attending.

Links to VELs:

Strand: Discipline-based Learning

Domain: English

Dimension: Reading

- Students read, interpret and respond to a wide range of literacy.
- They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

Strand: Discipline-based Learning

Domain: English

Dimension: Speaking and listening

- They sustain a point of view and provide succinct accounts of personal experiences or events.
- They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.
- They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

Strand: Discipline-based Learning

Domain: Humanities – Geography

Dimension: Geographical knowledge and understanding

- Students compare the various ways humans have used and affected the Australian environment.

Strand: Discipline-based Learning

Domain: Mathematics

Dimension: Measurement, chance and data

- Students present data in appropriate displays (for example, graphs and tables).

Strand: Interdisciplinary Learning

Domain: Communication

Dimension: Listening, viewing and responding

- Students ask clarifying questions about ideas and information they listen to and view.
- They develop interpretations of the content and provide reasons for them.
- They explain why peers may develop alternative interpretations.

Strand: Interdisciplinary Learning

Domain: Communication

Dimension: Presenting

- Students summarise and organise ideas and information, logically and clearly in a range of presentations.

Strand: Interdisciplinary Learning

Domain: Thinking Processes

Dimension: Reasoning, processing and inquiring

- Students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth.

Groupings and Physical Space:

Students will be seated as a group on the floor. The teacher will be at the front of the class with the KWL table attached to the whiteboard/blackboard/corkboard.

Equipment/Resources Required:

- KWL table (large piece of paper)
- Blackboard/whiteboard/corkboard
- Magnets, blue tac, drawing pins
- Markers/textas

Lesson Structure:

The lesson will begin with the teacher informing the students of a brief overview of the new unit of study and the requirements of this lesson – *Over the next few weeks we will be learning about endangered species. This lesson we will be working as a group to fill out a KWL table, which displays what we already know about endangered species, what we want to know about endangered species and what we have learned about endangered species. We will fill out the section on what we have learned when we have finished all of our work for endangered species.*

The teacher will then ask the students what they already know about endangered species. Students who have ideas must put their hands up before being chosen to speak. The teacher can either decide to write the children's ideas up themselves, or allow the children to write their own ideas on the table. The teacher can also provide prompts for suggestions about what the children already know, for example, "Does anyone know why animals can become endangered?"

Once children's ideas have been exhausted, move onto the 'W' section. Ask students what they want to know about endangered species and record their answers on the table. Once students have provided all they want to know, ask them what some of the ways in which they could find out this information are. Record this information at the bottom of the 'W' column.

After the 'K' and 'W' sections are complete, inform students that they it is now time to discuss the requirements of the zoo excursion. This includes: date, time, transportation, what to bring, what they are expected to do on the excursion, how they must behave.

Assessing Students' Learning:

Students' learning will be informally monitored and assessed as a group, based on the following points:

- Did students voluntarily contribute to class discussion?
- Did students remain engaged throughout the lesson?
- Were students responsive to questions and prompts?
- How much do students already know about Endangered Species?
- Is the information that students already know actually correct?
- How much do students want to know about Endangered Species?
- Is the information students want to know actually relevant to the topic?
- Have students identified useful suggestions of ways to learn what they want to know?

<u>Date:</u>	<u>Year Level:</u>	<u>Lesson Duration:</u>
	Grade 5 and 6	1 school day

Title of Lesson:

Lesson 2: Zoo Excursion

Learning Outcomes and Specific Purpose:

Purpose: For all students to attend an excursion to the Melbourne Zoo that is a valuable shared learning experience for them on Endangered Species.

Students, by the end of this lesson:

- Should have attended an excursion to the Melbourne Zoo.
- Should have interviewed various keepers about Endangered Species – animals that are endangered, causes of endangerment and extinction, countries/continents that have the highest number of endangered species, and ways to prevent animals from becoming endangered and extinct.
- Should have captured photos and videos of endangered species and their environment.
- Should have collected brochures from the zoo that can be studied in future lessons during this unit of work.
- Should have read and taken notes on the various information boards throughout the zoo.

Links to VELs:

Strand: Discipline-based Learning

Domain: The Arts

Dimension: Creating and making

- Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works.

Strand: Discipline-based Learning

Domain: English

Dimension: Writing

- Students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.
- They use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes.
- They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns.
- They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.

Strand: Discipline-based Learning

Domain: English

Dimension: Speaking and listening

- They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.
- When listening to spoken texts, they identify the main idea and supporting details and summarise them for others.
- They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

Strand: Discipline-based Learning

Domain: Humanities – Geography

Dimension: Geographical knowledge and understanding

- Students compare the various ways humans have used and affected the Australian environment.

Groupings and Physical Space:

The class will walk around the zoo in a group. Students must walk in two lines when travelling between enclosures.

Equipment/Resources Required:

- Students' hats
- Students' indemnity forms
- Students' pencil cases and note pads
- Students' lunches and drink bottles
- First aid kits
- Class set of cameras

- Busses
- Parent helpers

Lesson Structure:

Depart the school.

Arrive at the zoo.

Attend the various Meet the Keeper sessions:

- Gorillas: 9:45 am
MORNING TEA: 10:30 am
- Giant Tortises: 11:00 am
- Koalas: 11:30 am
- Meerkats: 11:30 am
- Giraffes: 11:45 am
LUNCH: 12:30 pm
- Baboons: 1:30 pm
- Seals: 1:30 pm
- Penguins: 3:30 pm

Depart Zoo.

* The departure/arrival times depend on the distance of the school from the zoo.

Assessing Students' Learning:

Students' learning will be informally monitored and assessed as a group, based on the following points:

- Did students ask the keepers relevant questions?
- Did students take relevant notes?
- Did students take photos of the animals and their environments?
- Did students remain interested and engaged throughout the day?

<u>Date:</u>	<u>Year Level:</u>	<u>Lesson Duration:</u>
	Grade 5 and 6	1 hour

Title of Lesson:

Lesson 3: Sharing Excursion Experiences

Learning Outcomes and Specific Purpose:

Purpose: For students to share their experiences and information learned from the excursion to the Melbourne Zoo with the rest of their peers.

Students, by the end of this lesson:

- Should have shared their experiences and information learned from the excursion with their peers.
- Should have listened to their peers' experiences of the excursion.

Links to VELs:

Strand: Discipline-based Learning

Domain: English

Dimension: Speaking and listening

- Students plan, rehearse and make presentations for different purposes.
- They sustain a point of view and provide succinct accounts of personal experiences or events.
- They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.
- When listening to spoken texts, they identify the main idea and supporting details and summarise them for others.
- They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

Strand: Discipline-based Learning

Domain: Humanities – Geography

Dimension: Geographical knowledge and understanding

- Students compare the various ways humans have used and affected the Australian environment.
- Students recommend ways of protecting environmentally sensitive areas in a

sustainable way.

- They provide examples and evidence based on their inquiries.

Groupings and Physical Space:

Students will be seated as a group in a circle on the floor.

Equipment/Resources Required:

- Students' notes from excursion
- Whiteboard
- Whiteboard markers

Lesson Structure:

Inform students that they will be sharing their experiences and any interesting information learned from the excursion to the Melbourne Zoo that they attended.

Sit children down in a circle on the floor.

Going around the circle, one child will share their experiences to the rest of the class in a quick, informal presentation. Each child should present their information for no more than 2 minutes.

The children can share things such as:

- What their favourite animal was.
- What they learnt about Endangered Species from the excursion.
- Any interesting facts that they think are necessary to share.

The teacher can make notes of any interesting/important facts on the whiteboard.

Assessing Students' Learning:

Students will be informally assessed on the following factors:

- Did students take notes on the excursion and were these notes relevant?
- Did students present relevant information to their peers?
- Did students listen to their peers present their information?

- Did students remain interested and engaged throughout the lesson?
- Did students ask questions and were they relevant to the lesson?

<u>Date:</u>	<u>Year Level:</u>	<u>Lesson Duration:</u>
	Grade 5 and 6	2 hours

Title of Lesson:

Lesson 4: Researching Endangered and Extinct Species

Learning Outcomes and Specific Purpose:

Purpose: For students to research Endangered and Extinct Species, using a range of technologies.

Students, by the end of this lesson:

- Should have researched the top ten Endangered Species in the world.
- Should have researched the top ten Endangered Species in Australia.
- Should have researched ways of preventing animals from becoming endangered and extinct.
- Should have researched the most common causes of animal endangerment and extinction.
- Should have used both computers and books in their research.

Links to VELS:

Strand: Physical, Personal and Social Learning

Domain: Interpersonal Development

Dimension: Working in Teams

- Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity.
- They work cooperatively to allocate tasks and develop timelines.
- Students accept responsibility for their role and tasks.

Strand: Physical, Personal and Social Learning

Domain: Personal Learning

Dimension: The individual learner

- Students identify, with support, their preferred learning styles and use strategies that promote learning.
- They seek and respond to teacher feedback to develop their content

knowledge and understanding.

- They negotiate learning improvement goals and justify the choices they make about their own learning.
- Students actively develop, monitor and refine protocols that create a positive learning environment in the classroom.

Strand: Physical, Personal and Social Learning

Domain: Personal Learning

Dimension: Managing personal learning

- Students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources.
- They undertake some set tasks independently, identifying stages for completion.
- They describe task progress and achievements, suggesting how outcomes may have been improved.
- They persist when experiencing difficulty with learning tasks.
- They seek and use learning support when needed from peers, teachers and other adults.
- They practise positive self talk.
- They demonstrate a positive attitude to learning within and outside the classroom.

Strand: Discipline-based Learning

Domain: English

Dimension: Reading

- Students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats.
- They analyse these texts and support interpretations with evidence drawn from the text.
- They describe how texts are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts.
- They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

Strand: Discipline-based Learning

Domain: English

Dimension: Writing

- Students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.
- They begin to use simple figurative language and visual images.

- They use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes.
- They identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions.
- They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns.
- They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.

Strand: Interdisciplinary Learning

Domain: ICT

Dimension: ICT for creating

- Students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences.
- Students create and maintain an up-to-date, logically structured bank of digital evidence of their learning.

Strand: Interdisciplinary Learning

Domain: Thinking Processes

Dimension: Reasoning, processing and inquiring

- Students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth.
- They distinguish between fact and opinion.
- They use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence.

Groupings and Physical Space:

Students will work in pairs in the library.

Equipment/Resources Required:

- Class computers
- Relevant Encyclopaedias and Books
- Students' workbooks

- Students' pencil cases

Lesson Structure:

Inform students that over the next two hours they will be working in pairs to research Endangered and Extinct Species.

Students will need to use a range of technologies, including the internet, encyclopaedias and books.

Students should research the following information:

- What are the top ten Endangered Species in the world?
- What are the top ten Endangered Species in Australia?
- What are some possible ways of preventing animals from becoming endangered and extinct?
- What are the most common causes of animal endangerment and extinction?

Each pair should work out the best way of approaching this task for them (eg. whether they research information separately, together, and start with books or the internet).

Students will be graphing the information they have learned in the following lesson on Endangered Species.

Assessing Students' Learning:

Students will be informally assessed on the following factors:

- Did students work collaboratively in their pairs when researching?
- Did students research relevant information?
- Did students remain interested and engaged throughout the lesson?
- Did students ask questions and were they relevant to the lesson?
- Did students use a range of technologies when researching?
- Did students find answers to all of the research questions?

<u>Date:</u>	<u>Year Level:</u>	<u>Lesson Duration:</u>
	Grade 5 and 6	2 hours

Title of Lesson:

Lesson 5: Graphing Research Results

Learning Outcomes and Specific Purpose:

Purpose: For students to use a range of technologies to graph their research on Endangered Species.

Students, by the end of this lesson:

- Should have created two different types of graphs.
- Should have created one graph by hand and one graph electronically.
- Should have presented their research findings on the graphs they created (the ten most endangered species in the world and the ten most endangered species in Australia).

Links to VELs:

Strand: Physical, Personal and Social Learning

Domain: Personal Learning

Dimension: The individual learner

- Students identify, with support, their preferred learning styles and use strategies that promote learning.
- They monitor and describe progress in their learning and demonstrate learning habits that address their individual needs.
- They seek and respond to teacher feedback to develop their content knowledge and understanding.
- They negotiate learning improvement goals and justify the choices they make about their own learning.
- Students actively develop, monitor and refine protocols that create a positive learning environment in the classroom.

Strand: Physical, Personal and Social Learning

Domain: Personal Learning

Dimension: Managing personal learning

- Students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources.
- They undertake some set tasks independently, identifying stages for completion.
- They describe task progress and achievements, suggesting how outcomes may have been improved.
- They persist when experiencing difficulty with learning tasks.
- They seek and use learning support when needed from peers, teachers and other adults.
- They practise positive self talk.
- They demonstrate a positive attitude to learning within and outside the classroom.

Strand: Discipline-based Learning**Domain:** The Arts**Dimension:** Creating and making

- Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works.
- In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times.
- They evaluate the effectiveness of their arts works and make changes to realise intended aims.
- They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

Strand: Discipline-based Learning**Domain:** Mathematics**Dimension:** Space

- Students recognise and describe the directions of lines as vertical, horizontal or diagonal.
- They recognise angles are the result of rotation of lines with a common end-point.

Strand: Discipline-based Learning**Domain:** Mathematics**Dimension:** Measurement, chance and data

- They present data in appropriate displays (for example, a pie chart for eye

colour data and a histogram for grouped data of student heights).

Strand: Interdisciplinary Learning

Domain: Communication

Dimension: Presenting

- Students summarise and organise ideas and information, logically and clearly in a range of presentations.
- They identify the features of an effective presentation and adapt elements of their own presentations to reflect them.

Strand: Interdisciplinary Learning

Domain: ICT

Dimension: ICT for creating

- Students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences.
- They use design tools to represent how solutions will be produced and the layout of information products.
- Students select relevant techniques for minimising the time taken to process data, and apply conventions and techniques that improve the appearance of the finished product.

Groupings and Physical Space:

Students will work individually on this task. Half of the grade will work on the computers and the other half will work at their tables. Swap over half way through the lesson, or when students finish their first graph.

Equipment/Resources Required:

- Class set of computers
- Students' pencil cases
- Students' workbooks with research findings
- A4 paper
- Rulers/protractors/mathomats

Lesson Structure:

- Begin by showing students the online graphing program they will be using, how to access it and how to use it (NCES, n.d.).
- Discuss the different kinds of graphs that can be made (bar and pie).
- Students are to graph their findings for the questions they researched in the previous lesson, as well as any relevant information they obtained from the zoo excursion.
- Students are to create 2 different types of graphs (bar and pie) – 1 electronically and 1 by hand.
- They may choose to use the electronic program to create the more difficult graph if they feel this is necessary.
- When students have finished they can print off their electronic graph.
- The finished graphs can be displayed on the classroom wall.

Assessing Students' Learning:

Students will be informally assessed on the following factors:

- Were students able to create two different types of graphs?
- Did students create one electronic graph and one hand drawn graph?
- Were students able to represent their research findings on the graphs they created?
- Did students remain interested and engaged throughout the lesson?
- Did students ask questions and were they relevant to the lesson?

Resources:

NCES. (n.d.). *Create a Graph*. Retrieved on May 24, 2011, from <http://nces.ed.gov/nceskids/createagraph/default.aspx>

<u>Date:</u>	<u>Year Level:</u>	<u>Lesson Duration:</u>
	Grade 5 and 6	1 hour

Title of Lesson:

Lesson 6: Information Session about Round-Robin Activities

Learning Outcomes and Specific Purpose:

Purpose: To inform students of what is expected of them over the next 6 lessons on Endangered species, and to deepen their understanding on playwriting, acting, song writing and creating dioramas.

Students, by the end of this lesson:

- Should have a significant understanding of what is expected of them over the next 6 lessons on Endangered Species.

Links to VELs:

Strand: Discipline-based Learning

Domain: English

Dimension: Reading

- Students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats.
- They describe how texts are constructed for particular purposes.
- They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

Strand: Discipline-based Learning

Domain: English

Dimension: Speaking and listening

- They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.
- When listening to spoken texts, they identify the main idea and supporting details and summarise them for others.
- They identify opinions offered by others, propose other relevant viewpoints

and extend ideas in a constructive manner.

Groupings and Physical Space:

Students will be seated as a group on the floor.

Equipment/Resources Required:

- One copy of the worksheets for each activity (see relevant lesson plans for each activity)
- Examples of the boxes to be used for the dioramas
- Whiteboard
- Whiteboard markers

Lesson Structure:

• **Writing a poem:**

Show students the worksheet for this activity. Read through it and ensure they understand every requirement. Clarify any points they are unsure of.

Karla Kuskin provides suggestions for grade 4-8 students on writing poems (Scholastic, 2011). Read the following information to the class, and note the main ideas on the whiteboard.

Brainstorm:

- *When you are writing a poem, don't start by focussing on writing it. Instead, think about what you have to say about that topic. Write down simple descriptions that create a picture of what you are thinking about. Make short lines that have rhythm in them, like the rhythm of a song. You do not have to write in whole sentences when brainstorming your poem.*

Read Karla's example of brainstorming a poem about her cat to the class :

*Examining the breeze
a package neatly wrapped with tail
flicks a whisker
pleased.*

*Napping everywhere
stretched in the sun
as if the sun were hers.
Awash in warmth
and furs.*

*The flow of a cat walking
over the lawn
to place herself like a soft stone
in the middle of the paper
I am working on.*

- *Don't worry too much about grammar when you are brainstorming your poem. A poem doesn't have to have complete sentences or paragraphs at first. Just get your main ideas and feelings down on paper. Later, as you proofread your work, you can fix what you think needs thinking.*
- *Read the notes that you have brainstormed. Read it aloud and to yourself. As you read, see if you can try making up a tune to the words you have written. Can you tap or foot to the rhythm or drum your fingers to it?*

Writing your poem:

- *Write a description of the way an endangered species may feel.*
- *Don't just write how the animal may feel, but write why it may feel that way. This will help to create a picture of what you are saying.*
- *Rhyming is fun to read but poems do not have to rhyme.*
- *Read the words aloud to see how they sound.*
- *Do the words you have written express a feeling?*
- *Don't be afraid to change what you have written. Proofread your work several times.*

• **Writing and performing a play:**

Show students the worksheet for this activity. Read through it and ensure they understand every requirement. Clarify any points they are unsure of.

Tourond-Townson (n.d.) suggests ways for primary students to write a play. Read the following suggestions to the students and brainstorm the main points on the whiteboard.

- *Brainstorm ideas for the play as a group on a piece of chart paper. In this case, discuss the ways in which humans can help to prevent animal species from becoming endangered and extinct.*
- *Brainstorm possible characters, locations and events.*
- *Select the final characters, locations and events by voting.*
- *It is important to monitor the number of players in your play so that everyone has a part – the number of main characters should be limited.*
- *As each suggestion is recorded, discuss how it might play out.*
- *It may take a little bit of brainstorming to prepare a plan that everyone likes.*
- *Remember, voting is an important tool in making choices, but ideas that have been rejected can often be integrated into the play a little later.*
- *Writing the plan on chart paper keeps everyone “in charge” of the play.*

- *Structure the play into scenes. Three scenes allow a problem to be developed and come to resolution.*
- *Scene 1: Introduce principal players, the place and the problem through dialogue.*
- *Scene 2: A crisis arises and the problem is made worse by something else that is introduced. This may be some event and accompanied by several new players to offer more acting opportunities.*
- *Scene 3: The problem is resolved.*

Discuss with students examples of crises and ways of resolving these that they could introduce into their plays, based on the topic of “the ways in which humans can help to prevent animal species from becoming endangered and extinct.”

- *Write the dialogue for each scene:*
- *First work out the setting of the first scene and how to introduce the main characters.*
- *Have different children read back the dialogue to see how it fits.*
- *Reread the dialogue, add and change words to encourage use of a rich, accurate vocabulary and varied sentence structure.*

- *When the first draft is completed, it is time to dramatise the play, stopping to make changes to clarify, add interest and correct mistakes.*

- *Choice of the title is best done after the draft version of the play is complete.*
- *Open an Idea Bank for title suggestions at the beginning of the project and add ideas as they come up.*
- *When the play is complete, return to the Idea Bank and invite the author of each possible title to explain why it was suggested.*

- *Discuss what comprises a good title.*
- *Vote for the title that best presents the important overall idea in the play without revealing the outcome.*

- *Distributing the parts to each group member:*
- *Take the time to discuss each character, how their personality will be expressed, use of voice changes, and gestures that would add to the play.*
- *Distribute parts fairly – draw names from a hat if you can't negotiate the parts fairly.*

- *Rehearsals:*
- *Rehearse the play by reading the parts until most have memorized their parts.*
- *The play doesn't have to be perfect – as long as everyone tries their best and has fun.*
- *Improvise if you forget your lines.*
- *Provide subtle cues to your peers if they are unsure of their lines.*
- *Speak loudly and clearly.*

- **Making a diorama:**

Show students the worksheet for this activity. Read through it and ensure they understand every requirement. Clarify any points they are unsure of.

Describe Squidoo's (2011) three steps to making a diorama to the class. Read the following information to the class and note the main ideas on the whiteboard.

There are three steps to making a diorama. These are:

1. *Create a base:* *This can be made from any form of container. For this project you will be using the boxes I have provided (show boxes to class).*

2. *Create the background:* *The simplest background could simply be coloured paper -- green for grass, blue for sky, brown for earth, blue for water, etc. Or be creative with patterned papers or design your own by drawing on clouds, rocks, etc. What materials could you use for the dioramas you are going to make? What may your backgrounds look like? (Discuss with students and brainstorm on whiteboard).*

3. *Make and place your figures:* *What figures will you be putting in your dioramas? What could you make these figures from? (Discuss with students and brainstorm on whiteboard).*
Attach tabs to your figures to fix them into place. If you want to hang it from the top of your diorama, attach a tab of approximate 2cm to the top. If you want to

hang it from the side of your diorama, attach a tab to the appropriate side. If you want to stick it to the base of your diorama, attach a tab to the bottom of your figure. Use string or fishing line to attach the figure from the top of the diorama, if you want to make it look like it is flying or hanging in the air.
Draw an example of a figure and a tab on the whiteboard.

Assessing Students' Learning:

Students' learning will be informally monitored and assessed as a group, based on the following factors:

- Did students voluntarily contribute to class discussion?
- Did students remain engaged throughout the lesson?
- Were students responsive to questions and prompts?
- Were students able to demonstrate understanding of each activity's requirement?
- Did students ask questions and were they relevant to the lesson?

Resources:

Scholastic. (2011). Writing with writers: Poetry writing. Retrieved April 25, 2011, from <http://teacher.scholastic.com/writewit/poetry/index.htm>

Squidoo. (2011). Making a shoebox diorama. Retrieved April 30, 2011, from <http://www.squidoo.com/shoebox-diorama>

Tourond-Townson, M. (n.d.). Fun with drama: Teaching through drama. Retrieved April 30, 2011, from http://www.kidsfunwithdrama.com/html_en/teaching.html

<u>Date:</u>	<u>Year Level:</u> Grade 5 and 6	<u>Lesson Duration:</u> 2 lessons of approximately 2 hours each
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Title of Lesson:

Lessons 7-12: Round-Robin Activity 1: Endangered Species Song

Learning Outcomes and Specific Purpose:

Purpose: For students to work as a group to write and perform a song, that they believe is from the perspective of an endangered species, based on the information they have already researched while studying this unit.

Students, by the end of both lessons:

- Should have written a song from the perspective of an endangered species.
- Should have added accompanying body percussion and/or basic instruments to the song, to create rhythm and a beat.
- Should have created basic dance movements to accompany their song.
- Should have performed their song and dance to the class.
- Should have received feedback from their peers and teacher on their performance.
- Should have provided feedback and suggestions to their peers about completing the activity.

Links to VELs:

Strand: Physical, Personal and Social Learning

Domain: Interpersonal Development

Dimension: Working in Teams

- Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity.
- They work cooperatively to allocate tasks and develop timelines.
- Students accept responsibility for their role and tasks.

Strand: Physical, Personal and Social Learning

Domain: Personal Learning

Dimension: The individual learner

- Students identify, with support, their preferred learning styles and use strategies that promote learning.
- They seek and respond to teacher feedback to develop their content knowledge and understanding.
- They negotiate learning improvement goals and justify the choices they make about their own learning.
- Students actively develop, monitor and refine protocols that create a positive learning environment in the classroom.

Strand: Physical, Personal and Social Learning

Domain: Personal Learning

Dimension: Managing personal learning

- Students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources.
- They undertake some set tasks independently, identifying stages for completion.
- They describe task progress and achievements, suggesting how outcomes may have been improved.
- They persist when experiencing difficulty with learning tasks.
- They seek and use learning support when needed from peers, teachers and other adults.
- They practise positive self talk.
- They demonstrate a positive attitude to learning within and outside the classroom.

Strand: Physical, Personal and Social Learning

Domain: Civics and Citizenship

Dimension: Community engagement

- Students present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues.
- They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making.

Strand: Discipline-based Learning

Domain: Humanities – Geography

Dimension: Geographical knowledge and understanding

- Students compare the various ways humans have used and affected the Australian environment.
- Students recommend ways of protecting environmentally sensitive areas in a

sustainable way.

- They provide examples and evidence based on their inquiries.

Strand: Discipline-based Learning

Domain: The Arts

Dimension: Creating and making

- Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works.
- They investigate a range of sources to generate ideas and manipulate arts elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas.
- In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times.
- They evaluate the effectiveness of their arts works and make changes to realise intended aims.
- They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

Strand: Discipline-based Learning

Domain: English

Dimension: Writing

- Students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.
- They begin to use simple figurative language and visual images.
- They use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes.
- They identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions.
- They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns.
- They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.

Strand: Discipline-based Learning

Domain: English

Dimension: Speaking and listening

- Students plan, rehearse and make presentations for different purposes.

- They sustain a point of view and provide succinct accounts of personal experiences or events.
- They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.
- When listening to spoken texts, they identify the main idea and supporting details and summarise them for others.
- They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

Strand: Discipline-based Learning

Domain: Mathematics

Dimension: Working mathematically

- Students apply number skills to everyday contexts.

Strand: Interdisciplinary Learning

Domain: Communication

Dimension: Presenting

- Students summarise and organise ideas and information, logically and clearly in a range of presentations.
- They identify the features of an effective presentation and adapt elements of their own presentations to reflect them.
- Using provided criteria, they evaluate the effectiveness of their own and others' presentations.

Strand: Interdisciplinary Learning

Domain: Design, Creativity and Technology

Dimension: Investigating and designing

- Students generate and communicate alternative design ideas in response to a design brief and use words, labelled sketches and models, to demonstrate that they are aware of environmental and social constraints.
- They describe how their intended product will function or be used, and what it will look like in the context of the requirements of the design brief.
- They identify evaluation criteria from design briefs and use them to justify design choices.

Strand: Interdisciplinary Learning

Domain: Design, Creativity and Technology

Dimension: Producing

- Students use their production plan and select and work safely with a variety of materials to produce functional products.

- They use a range of measuring, marking, joining/combining techniques to alter materials and finishing/presentation methods, and operate tools and equipment competently, showing consideration of safety and hygiene, and record their progress.

Strand: Interdisciplinary Learning

Domain: Design, Creativity and Technology

Dimension: Analysing and evaluating

- Students reflect on their designs as they develop them and use evaluation criteria, identified from design briefs, to justify their design choices.
- They modify their designs/products/systems after considered evaluation of feedback from peers and teachers, and their own reflection.

Strand: Interdisciplinary Learning

Domain: ICT

Dimension: ICT for creating

- Students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences.
- They use design tools to represent how solutions will be produced and the layout of information products.
- Students select relevant techniques for minimising the time taken to process data, and apply conventions and techniques that improve the appearance of the finished product.
- Students modify products on an ongoing basis in order to improve meaning and judge their products against agreed criteria.

Groupings and Physical Space:

Divide students into small groups (approximately 4-6 members) depending on class size.

Each group will complete 3 activities over 6 lessons. There may be multiple groups working on the same activity at once, depending on class size. This is fine, as long as the groups work separate to each other.

Equipment/Resources Required:

- Students' workbooks

- Students' pencil cases
- Basic musical instruments
- Lesson information sheet (attached)
- Video camera

Lesson Structure:

The lesson will begin with the class together as a whole. The teacher will break the class up into groups, and explain where each group will be working.

Ensure students are in an area separate from other groups and focussed on the activity.

Students are to follow the instructions on the information sheet (attached).

The teacher may select students to video record each group's presentation if they wish.

Assessing Students' Learning:

- **Self assessment:** Once students have performed their song to the class, they will discuss their feelings towards the activity to the rest of the class – how they felt they went, what they achieved, what they enjoyed, what they didn't enjoy, what they think should be changed for students' carrying out the activity in the future.
- **Peer assessment:** The class is to provide feedback on the groups' overall performance – what they liked and any suggestions to enhance their performance in the future.
- **Teacher assessment:** Students will be assessed by their teacher on the following criteria points:
 - Did students work as a group?
 - Did students create a song that was from the perspective of an endangered species?
 - Was the song at least 8 lines long?
 - Did the students compose appropriate accompanying music?
 - Did the students compose an appropriate accompanying dance?
 - Was the students' work relevant to that of Level 4 VELs standards?

Activity 1: Endangered Species Song

This activity is to be worked on in your group and completed over two lessons.

Based on the information you have researched during this unit so far, discuss how it may feel to be an endangered species.

Work as a group to write a song through the perspective of an endangered animal.

Your poem or song must be at least 8 lines long.

As a group, compose music using basic body percussion and instruments to accompany your song.

Create a dance to accompany your poem or song.

You will be performing your finished poem or song and accompanying music and dance to the rest of the class at the end of the second lesson.



<u>Date:</u>	<u>Year Level:</u> Grade 5 and 6	<u>Lesson Duration:</u> 2 lessons of approximately 2 hours each
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Title of Lesson:

Round-Robin Activity: Endangered Species Play

Learning Outcomes and Specific Purpose:

Purpose: For students to work as a group to write and perform a play on an appropriate way for humans to help prevent animal species from becoming endangered and extinct, based on the information they have already researched while studying this unit.

As a group, students, by the end of both lessons:

- Should have written a play that demonstrates an appropriate way for humans to prevent animal species from becoming endangered and extinct
- Should have performed their play to the class
- Should have received feedback from their peers and teacher on their performance.
- Should have provided feedback and suggestions to their peers about completing the activity.

Links to VELs:

Strand: Physical, Personal and Social Learning

Domain: Interpersonal Development

Dimension: Working in Teams

- Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity.
- They work cooperatively to allocate tasks and develop timelines.
- Students accept responsibility for their role and tasks.

Strand: Physical, Personal and Social Learning

Domain: Personal Learning

Dimension: The individual learner

- Students identify, with support, their preferred learning styles and use strategies that promote learning.
- They seek and respond to teacher feedback to develop their content knowledge and understanding.
- They negotiate learning improvement goals and justify the choices they make about their own learning.
- Students actively develop, monitor and refine protocols that create a positive learning environment in the classroom.

Strand: Physical, Personal and Social Learning

Domain: Personal Learning

Dimension: Managing personal learning

- Students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources.
- They undertake some set tasks independently, identifying stages for completion.
- They describe task progress and achievements, suggesting how outcomes may have been improved.
- They persist when experiencing difficulty with learning tasks.
- They seek and use learning support when needed from peers, teachers and other adults.
- They practise positive self talk.
- They demonstrate a positive attitude to learning within and outside the classroom.

Strand: Physical, Personal and Social Learning

Domain: Civics and Citizenship

Dimension: Community engagement

- Students present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues.
- They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making.

Strand: Discipline-based Learning

Domain: Humanities – Geography

Dimension: Geographical knowledge and understanding

- Students compare the various ways humans have used and affected the Australian environment.
- Students recommend ways of protecting environmentally sensitive areas in a sustainable way.

- They provide examples and evidence based on their inquiries.

Strand: Discipline-based Learning

Domain: The Arts

Dimension: Creating and making

- Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works.
- They investigate a range of sources to generate ideas and manipulate arts elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas.
- In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times.
- They evaluate the effectiveness of their arts works and make changes to realise intended aims.
- They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

Strand: Discipline-based Learning

Domain: English

Dimension: Reading

- Students read, interpret and respond to a wide range of literacy.
- They analyse imagery, characterisation, dialogue, point of view, plot and setting.
- They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

Strand: Discipline-based Learning

Domain: English

Dimension: Writing

- Students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.
- They begin to use simple figurative language and visual images.
- They use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes.
- They identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions.

- They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns.
- They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.

Strand: Discipline-based Learning

Domain: English

Dimension: Speaking and listening

- Students plan, rehearse and make presentations for different purposes.
- They sustain a point of view and provide succinct accounts of personal experiences or events.
- They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.
- They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

Strand: Discipline-based Learning

Domain: Mathematics

Dimension: Working mathematically

- Students apply number skills to everyday contexts.

Strand: Interdisciplinary Learning

Domain: Communication

Dimension: Presenting

- Students summarise and organise ideas and information, logically and clearly in a range of presentations.
- They identify the features of an effective presentation and adapt elements of their own presentations to reflect them.
- Using provided criteria, they evaluate the effectiveness of their own and others' presentations.

Strand: Interdisciplinary Learning

Domain: Design, Creativity and Technology

Dimension: Investigating and designing

- Students generate and communicate alternative design ideas in response to a design brief and use words, labelled sketches and models, to demonstrate that they are aware of environmental and social constraints.
- They describe how their intended product will function or be used, and what it will look like in the context of the requirements of the design brief.
- They identify evaluation criteria from design briefs and use them to justify

design choices.

Strand: Interdisciplinary Learning

Domain: Design, Creativity and Technology

Dimension: Producing

- Students use their production plan and select and work safely with a variety of materials to produce functional products.
- They use a range of measuring, marking, joining/combining techniques to alter materials and finishing/presentation methods, and operate tools and equipment competently, showing consideration of safety and hygiene, and record their progress.

Strand: Interdisciplinary Learning

Domain: Design, Creativity and Technology

Dimension: Analysing and evaluating

- Students reflect on their designs as they develop them and use evaluation criteria, identified from design briefs, to justify their design choices.
- They modify their designs/products/systems after considered evaluation of feedback from peers and teachers, and their own reflection.

Strand: Interdisciplinary Learning

Domain: ICT

Dimension: ICT for creating

- Students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences.
- They use design tools to represent how solutions will be produced and the layout of information products.
- Students select relevant techniques for minimising the time taken to process data, and apply conventions and techniques that improve the appearance of the finished product.
- Students modify products on an ongoing basis in order to improve meaning and judge their products against agreed criteria.

Groupings and Physical Space:

Divide students into small groups (approximately 4-6 members) depending on class size. Each group will complete 3 activities over 6 lessons. There may be multiple

groups working on the same activity at once, depending on class size. This is fine, as long as the groups work separate to each other.

Equipment/Resources Required:

- Students' workbooks
- Students' pencil cases
- Lesson information sheet (attached)
- Video camera

Lesson Structure:

The lesson will begin with the class together as a whole. The teacher will break the class up into groups, and explain where each group will be working.

Ensure students are in an area separate from other groups and focussed on the activity.

Students are to follow the instructions on the information sheet (attached)

The teacher may select students to video record each group's presentation if they wish.

Assessing Students' Learning:

- Self assessment: Once students have performed their play to the class, they will discuss their feelings towards the activity to the rest of the class – how they felt they went, what they achieved, what they enjoyed, what they didn't enjoy, what they think should be changed for students' carrying out the activity in the future.
- Peer assessment: The class is to provide feedback on the groups' overall performance – what they liked and any suggestions to enhance their performance in the future.
- Teacher assessment: Students will be assessed by their teacher on the following criteria:
 - Did students work as a group?
 - Did students create a play that demonstrated a possible way for humans to prevent endangerment and extinction among animal species?
 - Was the play between 3 and 5 minutes long?

- Was the students' work relevant to that of Level 4 VELS standards?

Activity 2: Endangered Species Play

This activity is to be worked on in your group and completed over two lessons.

Based on the information you have researched during this unit so far, discuss the ways in which humans can help to prevent animal species from becoming endangered and extinct.

Work as a group to write a play that demonstrates one or more of the possible ways to prevent endangerment and extinction among animal species.

Your play should be 3 to 5 minutes long.

Once you have written the play, assign each group member to a role.

Rehearse the play as a group.

You will be performing your finished play to the rest of the class at the end of the second lesson.



<u>Date:</u>	<u>Year Level:</u> Grade 5 and 6	<u>Lesson Duration:</u> 2 lessons of approximately 2 hours each
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Title of Lesson:

Round-Robin Activity: Endangered Species Diorama

Learning Outcomes and Specific Purpose:

Purpose: For students to work as a group to design and create two dioramas – one that displays an animal in its natural habitat, and one that displays the same animal in habitat that has been altered by humans – based on the information they have already researched while studying this unit.

As a group, students, by the end of both lessons:

- Should have designed and created two dioramas – one that displays an animal in its natural habitat and one that displays the same animal in a habitat that has been altered by humans.
- Should have presented their dioramas to the class.
- Should have received feedback from their peers and teacher on their dioramas.
- Should have provided feedback and suggestions to their peers about completing the activity in the future.

Links to VELs:

Strand: Physical, Personal and Social Learning

Domain: Interpersonal Development

Dimension: Working in Teams

- Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity.
- They work cooperatively to allocate tasks and develop timelines.
- Students accept responsibility for their role and tasks.

Strand: Physical, Personal and Social Learning

Domain: Personal Learning

Dimension: The individual learner

- Students identify, with support, their preferred learning styles and use strategies that promote learning.
- They seek and respond to teacher feedback to develop their content knowledge and understanding.
- They negotiate learning improvement goals and justify the choices they make about their own learning.
- Students actively develop, monitor and refine protocols that create a positive learning environment in the classroom.

Strand: Physical, Personal and Social Learning

Domain: Personal Learning

Dimension: Managing personal learning

- Students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources.
- They undertake some set tasks independently, identifying stages for completion.
- They describe task progress and achievements, suggesting how outcomes may have been improved.
- They persist when experiencing difficulty with learning tasks.
- They seek and use learning support when needed from peers, teachers and other adults.
- They practise positive self talk.
- They demonstrate a positive attitude to learning within and outside the classroom.

Strand: Physical, Personal and Social Learning

Domain: Civics and Citizenship

Dimension: Community engagement

- Students present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues.
- They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making.

Strand: Discipline-based Learning

Domain: Humanities – Geography

Dimension: Geographical knowledge and understanding

- Students compare the various ways humans have used and affected the Australian environment.
- Students recommend ways of protecting environmentally sensitive areas in a

sustainable way.

- They provide examples and evidence based on their inquiries.

Strand: Discipline-based Learning

Domain: The Arts

Dimension: Creating and making

- Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works.
- They investigate a range of sources to generate ideas and manipulate arts elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas.
- In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times.
- They evaluate the effectiveness of their arts works and make changes to realise intended aims.
- They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

Strand: Discipline-based Learning

Domain: English

Dimension: Speaking and listening

- Students plan, rehearse and make presentations for different purposes.
- They sustain a point of view and provide succinct accounts of personal experiences or events.
- They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.
- They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

Strand: Discipline-based Learning

Domain: English

Dimension: Speaking and listening

- Students plan, rehearse and make presentations for different purposes.
- They sustain a point of view and provide succinct accounts of personal experiences or events.
- They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.
- When listening to spoken texts, they identify the main idea and supporting details and summarise them for others.

- They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

Strand: Discipline-based Learning

Domain: Mathematics

Dimension: Space

- Students recognise and describe the directions of lines as vertical, horizontal or diagonal.
- They recognise angles are the result of rotation of lines with a common end-point.
- They recognise and describe polygons.
- They recognise and name common three-dimensional shapes such as spheres, prisms and pyramids.

Strand: Discipline-based Learning

Domain: Mathematics

Dimension: Measurement, chance and data

- Students estimate and measure length, area, and volume using appropriate instruments.
- They recognise and use different units of measurement including informal (for example, paces), formal (for example, centimetres) and standard metric measures (for example, metre) in appropriate contexts.
- They read linear scales (for example, tape measures).

Strand: Discipline-based Learning

Domain: Mathematics

Dimension: Working mathematically

- Students apply number skills to everyday contexts.

Strand: Interdisciplinary Learning

Domain: Communication

Dimension: Presenting

- Students summarise and organise ideas and information, logically and clearly in a range of presentations.
- They identify the features of an effective presentation and adapt elements of their own presentations to reflect them.
- Using provided criteria, they evaluate the effectiveness of their own and others' presentations.

Strand: Interdisciplinary Learning

Domain: Design, Creativity and Technology

Dimension: Investigating and designing

- Students generate and communicate alternative design ideas in response to a design brief and use words, labelled sketches and models, to demonstrate that they are aware of environmental and social constraints.
- They describe how their intended product will function or be used, and what it will look like in the context of the requirements of the design brief.
- They identify evaluation criteria from design briefs and use them to justify design choices.

Strand: Interdisciplinary Learning

Domain: Design, Creativity and Technology

Dimension: Producing

- Students use their production plan and select and work safely with a variety of materials to produce functional products.
- They use a range of measuring, marking, joining/combining techniques to alter materials and finishing/presentation methods, and operate tools and equipment competently, showing consideration of safety and hygiene, and record their progress.

Strand: Interdisciplinary Learning

Domain: Design, Creativity and Technology

Dimension: Analysing and evaluating

- Students reflect on their designs as they develop them and use evaluation criteria, identified from design briefs, to justify their design choices.
- They modify their designs/products/systems after considered evaluation of feedback from peers and teachers, and their own reflection.

Strand: Interdisciplinary Learning

Domain: ICT

Dimension: ICT for creating

- Students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences.
- They use design tools to represent how solutions will be produced and the layout of information products.
- Students select relevant techniques for minimising the time taken to process data, and apply conventions and techniques that improve the appearance of the finished product.
- Students modify products on an ongoing basis in order to improve meaning and judge their products against agreed criteria.

Groupings and Physical Space:

Divide students into small groups (approximately 4-6 members) depending on class size. Each group will complete 3 activities over 6 lessons. There may be multiple groups working on the same activity at once, depending on class size. This is fine, as long as the groups work separate to each other.

Equipment/Resources Required:

- Students' workbooks
- Students' pencil cases
- 2 boxes – at least the size of a shoe box
- Coloured card board and paper
- Strong glue and sticky tape
- Paint
- Paint brushes
- Scrap and recycled materials
- Lesson information sheet (attached)

Lesson Structure:

The lesson will begin with the class together as a whole. The teacher will break the class up into groups, and explain where each group will be working.

Ensure students are in an area separate from other groups and focussed on the activity.

Students are to follow the instructions on the information sheet (attached).

Assessing Students' Learning:

- Self assessment: Once students have presented their dioramas, they will discuss their feelings towards the activity to the rest of the class – how they felt they went, what they achieved, what they enjoyed, what they didn't enjoy, what they think should be changed for students' carrying out the activity in the future.
- Peer assessment: The class is to provide feedback on the groups' overall

performance – what they liked and any suggestions to enhance their performance in the future.

- Teacher assessment: Students will be assessed by their teacher on the following criteria:
 - Did students work as a group?
 - Did students create two different dioramas – one that displays an animal in its natural habitat and one that displays the same animal in a habitat that has been altered by humans?
 - Was the students' work relevant to that of Level 4 VELs standards?

Activity 3: Endangered Species Diorama

This activity is to be worked on in your group and completed over two lessons.

Based on the information you have researched during this unit so far, discuss how an animal would appear in its natural habitat, and how it would appear in one that had been altered by humans.

Work as a group to design and create two dioramas – one that displays an animal in its natural habitat, and one that displays the same animal in a habitat that has been altered by humans.

Make a plan of your dioramas before you create them.

Assign roles to each group member to assure the work load is evenly spread.

You will be presenting your finished dioramas to the rest of the class at the end of the second lesson.



<u>Date:</u>	<u>Year Level:</u>	<u>Lesson Duration:</u>
	Grade 5 and 6	1 hour

Title of Lesson:

Lesson 13: Completing KWL Table

Learning Outcomes and Specific Purpose:

Purpose: For the students and classroom teacher to complete the final section of the KWL table – What have they learnt from studying this unit of work?

Students, by the end of this lesson:

- Should have contributed individual ideas to a group discussion on what they have learnt about Endangered Species during this unit of work.
- Should have worked as a group to complete the final section of the KWL table.

Links to VELs:

Strand: Discipline-based Learning

Domain: English

Dimension: Reading

- Students read, interpret and respond to a wide range of literacy.
- They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

Strand: Discipline-based Learning

Domain: English

Dimension: Speaking and listening

- They sustain a point of view and provide succinct accounts of personal experiences or events.
- They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.
- They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

Strand: Discipline-based Learning

Domain: Humanities – Geography

Dimension: Geographical knowledge and understanding

- Students compare the various ways humans have used and affected the Australian environment.
- Students recommend ways of protecting environmentally sensitive areas in a sustainable way.
- They provide examples and evidence based on their inquiries.

Strand: Discipline-based Learning

Domain: Mathematics

Dimension: Measurement, chance and data

- Students present data in appropriate displays (for example, graphs and tables).

Strand: Interdisciplinary Learning

Domain: Communication

Dimension: Listening, viewing and responding

- Students ask clarifying questions about ideas and information they listen to and view.
- They develop interpretations of the content and provide reasons for them.
- They explain why peers may develop alternative interpretations.

Strand: Interdisciplinary Learning

Domain: Communication

Dimension: Presenting

- Students summarise and organise ideas and information, logically and clearly in a range of presentations.

Strand: Interdisciplinary Learning

Domain: Thinking Processes

Dimension: Reasoning, processing and inquiring

- Students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth.
- They distinguish between fact and opinion.
- They use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence.

Strand: Interdisciplinary Learning

Domain: Thinking Processes

Dimension: Reflection, evaluation and metacognition

- Students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness.
- They articulate their thinking processes.
- They document changes in their ideas and beliefs over time.

Groupings and Physical Space:

Students will be seated as a group on the floor. The teacher will be at the front of the class with the KWL table attached to the whiteboard/blackboard/corkboard.

Equipment/Resources Required:

- KWL table
- Blackboard/whiteboard/corkboard
- Magnets, blue tac, drawing pins
- Markers/textas

Lesson Structure:

Begin the lesson with the teacher and students going through the information that has already been put on the KWL table.

As a group, look at the 'K' section. For each point, consider whether these were actually correct.

Look at the 'W' section. For each point, consider whether all of this information has been learnt.

The teacher will then ask the students what they have Learnt about endangered species. Students who have ideas must put their hands up before being chosen to speak. The teacher can either decide to write the children's ideas up themselves, or allow the children to write their own ideas on the table (as was done when initially filling out the KWL table).

The completed KWL table can be displayed on the wall with other pieces of work from this unit, such as the graphs students have made.

Assessing Students' Learning:

Students' learning will be informally monitored and assessed as a group, based on the following points:

- Did students voluntarily contribute to class discussion?
- Did students remain interested engaged throughout the lesson?
- Were students responsive to questions and prompts?
- Did students learn everything they initially wanted to know about Endangered Species?
- Did students learn more than what they initially wanted to know about Endangered Species?
- Is the information that students believe they have learnt relevant to the topic?