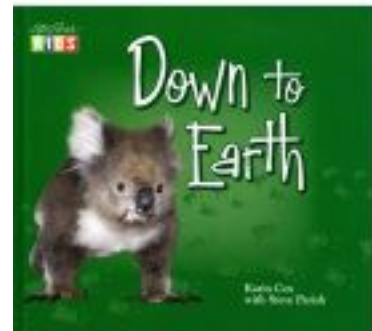
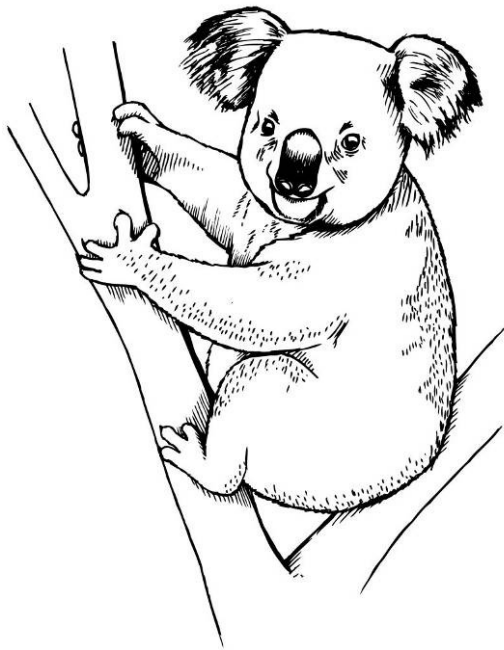


Teacher Resource

Needs of Living Things

Prep – Year 1 Unit



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This unit was developed by:

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2011

<p>Unit title: Needs of Living Things</p>	<p>Strands: Science Understanding (Biological Sciences) Science Inquiry Skills Science as a Human Endeavour</p>	<p>Stage: 1 (Year Prep - 2)</p>	
<p>UNIT FOCUS</p>	<p>STRAND CONCEPTS</p>	<p>ELABORATIONS</p>	<p>UNIT LITERACY FOCI</p>
<p>What is the context?</p> <p>What do humans and other animals need to survive? What features do different animals have to assist them in their survival?</p> <p>What is the inquiry?</p> <p>Can people have a positive effect on our wildlife?</p> <p>How will students demonstrate their learning?</p> <p>Student work booklet. Student participation in class investigation and data collection.</p>	<p>Foundation Year Science Understanding <i>Biological Sciences</i></p> <ul style="list-style-type: none"> Living things have basic needs, including food and water (ACSSU002) <p>Science as a Human Endeavour <i>Nature and development of science</i></p> <ul style="list-style-type: none"> Science involves exploring and observing the world using the senses (ACSHE013) <p>Science Inquiry Skills <i>Questioning and predicting</i></p> <ul style="list-style-type: none"> Respond to questions about familiar objects and events (AC SIS014) <p><i>Planning and conducting</i></p> <ul style="list-style-type: none"> Explore and make observations by using the senses (ACSIS011) <p><i>Processing and analysing data and Information</i></p> <ul style="list-style-type: none"> Engage in discussions about observations and use methods such as drawing to represent ideas (ACSIS233) <p><i>Communicating</i></p> <ul style="list-style-type: none"> Share observations and ideas (ACSIS012) 	<ul style="list-style-type: none"> Identifying the needs of humans such as warmth, food and water, using students' own experiences. Recognising the needs of living things in a range of situations such as pets at home, plants in the garden or plants and animals in bushland. Recognising that observation is an important part of exploring and investigating the things and places around us Sharing observations with others and communicating their experiences Exploring and observing using hearing, smell, touch, seeing and taste Considering questions relating to the home and school and objects used in everyday life. using sight, hearing, touch, taste and smell so that students can gather information about the world around them. Taking part in informal and guided discussions relating to students' observations Using drawings to represent observations and ideas and discussing their representations with others. Working in groups to describe what students have done and what they have found out. Communicating ideas through role play and drawing. 	<p><u>Everyday literacies:</u> Cooperative small group work, whole class discussion, word walls and posters, PowerPoint presentations and Digital pictures, verbal reports.</p> <p><u>Literacies of science:</u> factual text, data tables, drawings, graph (picture).</p> <p><u>Scientific literacy:</u> knowledge and understanding of scientific concepts and processes and the application of such to everyday situations.</p> <p><u>Examples:</u> Drawing, factual text, graph, procedural text, report, science journal, table, word wall.</p>

UNIT PLANNER – Needs and Features of Living Things

UNIT FOCUS	STRAND CONCEPTS	ELABORATIONS	UNIT LITERACY FOCI
	<p>Year One</p> <p>Science Understanding</p> <p><i>Biological Sciences</i></p> <ul style="list-style-type: none"> Living things have a variety of external features (ACSSU017). Living things live in different places where their needs are met (ACSSU211) <p>Science as a Human Endeavour</p> <p><i>Nature and development of science</i></p> <ul style="list-style-type: none"> Science involves asking questions about, and describing changes in, objects and events (ACSHE021) <p><i>Use and influence of science</i></p> <ul style="list-style-type: none"> People use science in their daily lives, including when caring for their environment and living things (ACSHE022) 	<ul style="list-style-type: none"> Recognising common features of animals such as head, legs and wings Describing the use of animal body parts for particular purposes such as moving and feeding Identifying common features of plants such as eaves and roots Describing the use of plant parts for particular purposes such as making food and obtaining water Exploring different habitats in the local environment such as the beach, bush and backyard. Recognising that different living things live in different places such as land and water Exploring what happens when habitats change and some living things can no longer have their needs met. Posing questions about events and features of the local environment that are of interest and affect students' lives. Recognising that descriptions of what we observe are used by people to help identify change. Considering how science is used in activities such as cooking, fishing, transport, sport, medicine and caring for plants and animals. Identifying ways that science knowledge is used in the care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals. 	

UNIT PLANNER – Needs and Features of Living Things

UNIT FOCUS	STRAND CONCEPTS	ELABORATIONS	UNIT LITERACY FOCI
	<p><u>Year One - Continued</u></p> <p>Science Inquiry Skills</p> <p><i>Questioning and predicting</i></p> <ul style="list-style-type: none"> Respond to and pose questions, and make predictions about familiar objects and events (ACSIS024) <p><i>Planning and conducting</i></p> <ul style="list-style-type: none"> Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSIS025) Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSIS026) <p><i>Processing and analysing data and Information</i></p> <ul style="list-style-type: none"> Use a range of methods to sort information, including drawings and provided tables (ACSIS027) Through discussion, compare observations with predictions (ACSIS212) <p><i>Evaluating</i></p> <ul style="list-style-type: none"> Compare observations with those of others (ACSIS213) <p><i>Communicating</i></p> <ul style="list-style-type: none"> Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSIS029) 	<ul style="list-style-type: none"> Using the senses to explore the local environment to pose interesting questions, make inferences and predictions. Thinking about “What will happen if...?” type questions about everyday objects and events. Researching with the use of simple information sources Sorting objects and events based on easily observable characteristics Using units that are familiar to students from home and school, such as cups (cooking), hand spans (length) and walking paces (distance) Using simple column graphs (bar graphs) with guidance from the teacher to record gathered information. Using matching activities, including identifying similar things, odd-one-out and opposites. Comparing and discussing, with guidance, whether observations were expected. Discussing observations with other students to see similarities and differences in results. Discussing with others what was discovered from an investigation Presenting ideas to other students, both one-to-one and in small groups 	

UNIT PLANNER – Needs and Features of Living Things

Unit title: Needs of Living Things Strands: Science Understanding (Biological Sciences);
Science Inquiry Skills; and Science as a Human Endeavour. Stage: Prep-Year 1

Time: 9 weeks (90 mins per week)

PHASE	ACTIVITIES
ENGAGE (Lesson 1)	<p><i>Introduction of story and animals.</i></p> <p>Down To Earth: Introduce book Down to Earth and Read it to the class.</p> <p>Identification – Class Discussion: Students identify the animal characters in the story.</p> <p>Identify the Key animals in the Unit: Identify the Koala, Rainbow Lorikeet, Bandicoot, Squirrel Glider and Echidna that will be studied during this unit.</p> <p>Place animal information sheets on wall or window of classroom for students to refer to during unit.</p> <p>Student Work Booklet: Hand out student work books and have student's write their name on them. Students draw a picture of themselves on the back page.</p>
EXPLORE (Lessons 2)	<p><i>Needs of living things.</i></p> <p>What I Need Game: Students explore the needs of livings things through "What I Need" game.</p> <p>What I Need Presentation: Students engage with a PowerPoint presentation outlining what is needed and what isn't.</p> <p>Reflection of Students Own Life: Students reflect on their game choices and aspects of their lives through discussion and reflections.</p>
EXPLAIN (Lessons 3– 5)	<p><i>Needs of living things</i></p> <p>Needs of Livings Things Presentations: The needs of livings things is explained through the use of PowerPoint presentations and class discussions.</p> <p>Classification: Students classify different foods, habitats and features and link them to their respective animals.</p> <p>Students Reflections and Communications: Students reflect on and identify these essential features in their lives and illustrate these through drawings in their work booklet.</p>

UNIT PLANNER – Needs and Features of Living Things

<p style="text-align: center;">ELABORATE (Lesson 6 & 7)</p>	<p><i>Student Investigation, data collection and analysis.</i></p> <p>Planning and conducting an Investigation. <i>Can people have a positive effect on the wildlife?</i></p> <p>Planning Investigation: Students plan and conduct an investigation into a positive influents of people on bird numbers in the school by introducing native bird seed.</p> <p>Question and Hypothesis: Students will hypothesis their thoughts and ideas during class discussions.</p> <p>Data Collection: Students will collect baseline data and then follow-up data on bird numbers using tables and digital media.</p> <p>Data Analysis and Communication: Students will analysis the data, compare their results with others and represent the results using a picture graph with the assistance of their teacher and/or other staff.</p>
<p style="text-align: center;">EVALUATE (Lesson 8)</p>	<p><i>Provide students opportunities to review and reflect on their learning and represent what they now know.</i></p> <p>Questioning and Reflection: Students classify items into categories of needed and wanted, and features into categories of similar to people and different to people, based on the knowledge they have gained during the unit.</p> <p>Communicating Understanding: Students communicate their understanding of things that they can do at home or in their yard, to assist wildlife including and beyond the scope of the units work.</p>

UNIT PLANNER – Needs and Features of Living Things

Lesson number: 1	Lesson title: <i>Introduction of story and animals</i>		
ENGAGE	<ul style="list-style-type: none"> • To capture students' interest and find out what they think they know about the key concepts. • To elicit students' questions about the key concepts. 		
LESSON SUMMARY	RESOURCES	LITERACY FOCUSES	ASSESSMENT - DIAGNOSTIC
<p>Teacher:</p> <ul style="list-style-type: none"> • Introduce the book “Down to Earth” by Karen Cox and Steve Parish, to the class. • Read the story to the class. • Re-read the story asking student to stop the teacher and identify the animals on each page. • Discuss what an invitation is and what it is used for. Ask students to describe what they have given or received invitations for. • Write the names of each animal on a board or in a class journal. • Select the Koala, Rainbow Lorikeet, Bandicoot, Echidna and Squirrel Glider to investigate further. • Place animal information sheets on board of window for class to refer to during the unit. • Hand out student booklets for students to work in for the duration of the unit. • Hand out animal “cut out sheet” for students to cut out the animals and stick them on the correct page. <p>Students:</p> <ul style="list-style-type: none"> • Assist teacher during second reading to identify the native Australian Animals on each page of the story. • Draw a picture of themselves in student work booklet. 	<ul style="list-style-type: none"> • Book “Down to Earth” by Karen Cox and Steve Parish. • Small board or class journal. • Student booklets • Animals cut out sheet • Glue • Scissors 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the concept of an invitation and what we use them for. • Students can identify the name of selected native Australian Animals 	<p><i>Find out what students already think they know and understand. This allows you to take account of students' existing ideas when planning future learning experiences.</i></p> <p style="text-align: center;">ASSESSMENT OPPORTUNITIES</p> <p>Diagnostic:</p> <p>Students identify each of the native animals in the class narrative.</p> <p>Students identify the names of the animals and make the corresponding connection to the image by pasting it on the correct page.</p>

UNIT PLANNER – Needs and Features of Living Things

Lesson number: 2	Lesson title: <i>Needs of Living Things</i>		
EXPLORE	<ul style="list-style-type: none"> • To provide hands-on, shared experiences. • To explore the students ideas of what is needed to survive. 		
LESSON SUMMARY	RESOURCES	LITERACY FOCUSES	ASSESSMENT - FORMATIVE
<p>Teachers:</p> <ul style="list-style-type: none"> • Tell students that they are going to play a game called What I Need. • Hand out “What I Need” answer sheet • Place “What I Need” cards around the room in groups according to item. • Students are to move around the room and collect six cards in total making sure they have what they need to survive. • Students then paste cards into their “What I Need” sheet. • Students explain what is on their cards and why they chose that item. • Watch PowerPoint 1 – Needs of Living Things. • Ask students to review their work if required to include FOOD, HOUSE, AIR and WATER. <p>Students will:</p> <ul style="list-style-type: none"> • Play the game “What I Need”. • Discuss what we really need after watching PowerPoint 1. • Ask students to review their answer sheet and make any adjustments that they now think are required. 	<ul style="list-style-type: none"> • “What I Need” Student answer grid • “What I Need” item cards • “What I Need” Instructions • PowerPoint 1 - Needs of Living Things. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use oral language to discuss their ideas on what is needed to survive. 	<p><i>Monitor students’ developing understanding and give feedback that extends their learning.</i></p> <hr/> <p>ASSESSMENT OPPORTUNITIES</p> <p>Verbal reports</p> <p>Student Needs Worksheet</p>

UNIT PLANNER – Needs and Features of Living Things

Lesson number: 3	Lesson title: <i>Needs of Living Things - Food</i>		
EXPLAIN	• <i>To support students to develop explanations and understanding.</i>		
LESSON SUMMARY	RESOURCES	LITERACY FOCUSES	ASSESSMENT - FORMATIVE
<p>Teacher:</p> <ul style="list-style-type: none"> • Read “Down To Earth” • Ask the student to think of the different things that some of the animals in the story might eat. • Write these ideas on the board or in a class journal • Show PowerPoint 2 Needs of Living Things – Food • After PowerPoint, hand out food cut outs for students to paste into their booklets. <p>Students will:</p> <ul style="list-style-type: none"> • Watch PowerPoint on the different foods required by the Native Animals featured in the class narrative. • Cut out food types and paste on matching Native Animal’s page in work booklet • Draw a picture of their favourite food. <p>See Alternative Activities for the Explore Phase at the end of this table.</p>	<ul style="list-style-type: none"> • “Down To Earth” by Karen Cox • PowerPoint 2 – Needs Of Living Things – Food • Food cut out sheet. • Student work booklets • Glue • Scissors 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use oral language to discuss their ideas on what food is needed by different animals to survive. 	<p><i>Monitor students’ developing understanding and give feedback that extends their learning.</i></p> <hr/> <p>ASSESSMENT OPPORTUNITIES</p> <p>Students work booklet.</p>

UNIT PLANNER – Needs and Features of Living Things

Lesson number: 4	Lesson title: <i>Needs of Living Things - Shelter</i>		
EXPLAIN	• <i>To support students to develop explanations and understanding.</i>		
LESSON SUMMARY	RESOURCES	LITERACY FOCUSES	ASSESSMENT - FORMATIVE
<p>Teacher:</p> <ul style="list-style-type: none"> • Read “Down To Earth” • Ask the students to think about the types of shelter that the native animals use. • Write these ideas on the board or in the class journal. • Show PowerPoint 3 Needs of Living Things – Shelter • After PowerPoint, hand out shelter cut outs for students to paste into their booklets. <p>Students will:</p> <ul style="list-style-type: none"> • Watch PowerPoint on the different shelters required by the native animals featured in the class narrative. • Cut out shelter types and paste on matching Native Animal’s page in work booklet • Draw a picture of their house. <p>See Alternative Activities for the Explore Phase at the end of this table.</p>	<ul style="list-style-type: none"> • “Down To Earth” by Karen Cox • PowerPoint 3 – Needs Of Living Things – Shelter • Shelter cut out sheet. • Student work booklets • Glue • Scissors 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use oral language to discuss their ideas on what shelter is needed by different animals to survive. 	<p><i>Monitor students’ developing understanding and give feedback that extends their learning.</i></p> <hr/> <p>ASSESSMENT OPPORTUNITIES</p> <hr/> <p>Student work booklet</p>

UNIT PLANNER – Needs and Features of Living Things

Lesson number: 5	Lesson title: <i>Needs of Living Things - Features</i>		
EXPLAIN	• <i>To support students to develop explanations and understanding.</i>		
LESSON SUMMARY	RESOURCES	LITERACY FOCUSES	ASSESSMENT - FORMATIVE
<p>Teacher:</p> <ul style="list-style-type: none"> • Read “Down To Earth” • Ask the students to think about the different features (shape of hands) between the native animals in the book and how they use those features to survive. • Write these ideas on the board or in the class journal. • Show PowerPoint 4 Needs of Living Things – Features • After PowerPoint, hand out features cut outs for students to paste into their booklets. <p>Students will:</p> <ul style="list-style-type: none"> • Watch PowerPoint on the different features of the native animals featured in the class narrative. • Cut out features and paste on matching Native Animal’s page in work booklet • Draw a picture of their hands and feet. 	<ul style="list-style-type: none"> • “Down To Earth” by Karen Cox • PowerPoint 4 – Needs Of Living Things – Features • Features cut out sheet. • Glue • Scissors 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use oral language to discuss their ideas on what features animals have and why they have them. 	<p><i>Monitor students’ developing understanding and give feedback that extends their learning.</i></p> <hr/> <p>ASSESSMENT OPPORTUNITIES</p> <hr/> <p>Student work booklet</p>

UNIT PLANNER – Needs and Features of Living Things

Lesson number: 6-7 (2 Weeks–15 min/day)	Lesson title: <i>Schoolyard Bird Investigation – Can people have a positive effect?</i>			
ELABORATE	<ul style="list-style-type: none"> • <i>To challenge and extend students' understanding in a new context or make connections to additional concepts through a student-planned investigation.</i> • <i>To support students to plan and conduct an investigation.</i> 			
<p style="text-align: center;">LESSON SUMMARY</p>		<p style="text-align: center;">RESOURCES</p>	<p style="text-align: center;">LITERACY FOCUSES</p>	<p style="text-align: center;">ASSESSMENT – SUMMATIVE</p>
<p>Teacher:</p> <ul style="list-style-type: none"> • Introduce that concept of a Scientific Investigation. The class will investigate whether or not people can have a positive influence on wildlife? To conduct a proper scientific investigation we need to ask a testable question (see question above) and make a prediction or hypothesis (What we think the answer is and why). • Students will also need to collect information or data during the experiment. • Outline experiment to the students: <ul style="list-style-type: none"> ○ Over the next two weeks students will be counting how many birds they see from a single location for a short amount of time (10min). ○ At the end of the first week we will introduce some bird feed to the area (positive human influence) to see if the number of bird sightings increases, decreases or stays the same. <i>(Student could make a bird feeder in an art lesson in class – see additional activities page)</i> • Assist student in selecting an observation area in the school yard (close to classroom for ease of access and logistics) • Assist student in the process of taking digital photos of birds for the survey. • Assist students in classifying and collating the information. <p>Students will:</p> <ul style="list-style-type: none"> • Students survey bird life in their school yard by selecting a single area to observe from and looking for different birds for 10 min each day. • To assist in the process, students may take digital photos of birds • Birds sightings and numbers are to be classified into their species (eg. Magpie, pigeon, rainbow lorikeet) • Students place a food source (bird seed) in the observation area on the Friday of the first week. This food supply is to be topped up each day. • Students continue to observe bird numbers during the 10 min period. • Students evaluate data collected with the assistance of the teacher to see if people can have a positive effect on our wildlife. 		<ul style="list-style-type: none"> • Common Brisbane birds survey sheet. • Bird seed • Bird feeder. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use oral language to discuss their ideas on how people can have a positive effect on wildlife. • With teacher assistance construct a picture graph. • Use oral language to formulate questions and hypothesis. 	<p><i>Look for evidence of the extent to which students have achieved the investigating outcomes.</i></p> <hr/> <p style="text-align: center;">ASSESSMENT OPPORTUNITIES</p> <hr/> <p style="text-align: center;">Students bird survey data collection sheet.</p>

UNIT PLANNER – Needs and Features of Living Things

Lesson number: 9	Lesson title: <i>Similar but different</i>		
EVALUATE	• To provide opportunities for students to review and reflect on their learning and represent what they know.		
LESSON SUMMARY	RESOURCES	LITERACY FOCUSES	ASSESSMENT – SUMMATIVE
<p>Teacher:</p> <ul style="list-style-type: none"> • Assist students with their own personal questioning and classification of each icon. • Assist student with their own drawing of changes they could make to their backyard to help our wildlife. <p>Students will:</p> <ul style="list-style-type: none"> • Cut out icons or features or things on the bottom of the worksheet. • Classify each icon according to the two page headings. • Glue to icons into the category the student thinks is the best for that icon. • Draw a picture showing the things they can do in their backyard to help wildlife. 	<ul style="list-style-type: none"> • Needs and Wants assessment sheet. • Similar and different assessment sheet. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Classify different pictures based on the knowledge gained throughout the unit of work... • Use oral language to question each picture and communicate their thoughts to the teacher. 	<p><i>Look for evidence of the extent to which students have achieved.</i></p> <hr/> <p>ASSESSMENT OPPORTUNITIES</p> <p>Student Needs & Wants and Similar & Different assessment sheets..</p>




























RESOURCES

1. **Additional Activity – Bird Feeder**
2. **Cut outs for “What We Need” game**
3. **Student worksheet for “What We Need” game.**
4. **“This is my Home” fast finishers worksheet**
5. **Adaptations Student Work Booklet**
6. **Cut outs for Adaptations Student Work Booklet**
7. **Investigation Planner for bird life investigation**
8. **Bird Survey Data Collections Sheet**
9. **Investigation Picture Graph**
10. **Investigation Picture Graph Icons**
11. **Guide to Making Judgements**




























Making your Own Bird Feeder

- Equipment:
 - 600ml-1.25L drink bottle (600ml water bottles are ideal)
 - Skewer
 - Scissors
 - Marker pen
 - String
 - Funnel
 - Bird seed.
- Method:
 - Mark an arch on the side of the drink bottle (Close to the bottom)
 - Cut out the arch (teacher assistance may be required to complete this task)
 - Make a small hole for the skewer under the bottom of the arch and on the other side.
 - Make three additional small holes in base of bottle for water drainage (Not too big or seed will fall out)
 - Note: a cordless drill is ideal for making holes easily and safely in the bottles
 - Insert skewer to form perch near opening
 - Tie string around top of bottle. Tie two pieces of string on the top to allow the bottle to hang straight and level.
 - Fill bottom with seed and hang in tree.
 - Note: if using larger bottles, thicker dowel or even cheap wooden spoons can be used for perches

























UNIT PLANNER – Needs and Features of Living Things

 <p>A home</p>	 <p>A home</p>	 <p>A home</p>
 <p>A home</p>	 <p>A home</p>	 <p>A home</p>
 <p>A home</p>	 <p>A home</p>	 <p>A home</p>
 <p>A home</p>	 <p>A home</p>	 <p>A home</p>
 <p>A home</p>	 <p>A home</p>	 <p>A home</p>
 <p>A home</p>	 <p>A home</p>	 <p>A home</p>
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 <p>A home</p>	 <p>A home</p>	 <p>A home</p>
 <p>A home</p>	 <p>A home</p>	 <p>A home</p>

























UNIT PLANNER – Needs and Features of Living Things

 <p>Air (oxygen)</p>	 <p>Air (oxygen)</p>	 <p>Air (oxygen)</p>
 <p>Air (oxygen)</p>	 <p>Air (oxygen)</p>	 <p>Air (oxygen)</p>
 <p>Air (oxygen)</p>	 <p>Air (oxygen)</p>	 <p>Air (oxygen)</p>
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 <p>Air (oxygen)</p>	 <p>Air (oxygen)</p>	 <p>Air (oxygen)</p>




























UNIT PLANNER – Needs and Features of Living Things

 <p>A bike</p>	 <p>A bike</p>	 <p>A bike</p>
 <p>A bike</p>	 <p>A bike</p>	 <p>A bike</p>
 <p>A bike</p>	 <p>A bike</p>	 <p>A bike</p>
 <p>A bike</p>	 <p>A bike</p>	 <p>A bike</p>
 <p>Ice-cream</p>	 <p>Ice-cream</p>	 <p>Ice-cream</p>
 <p>Ice-cream</p>	 <p>Ice-cream</p>	 <p>Ice-cream</p>
 <p>Ice-cream</p>	 <p>Ice-cream</p>	 <p>Ice-cream</p>
 <p>Ice-cream</p>	 <p>Ice-cream</p>	 <p>Ice-cream</p>





UNIT PLANNER – Needs and Features of Living Things

 <p>Games</p>	 <p>Games</p>	 <p>Games</p>
 <p>Games</p>	 <p>Games</p>	 <p>Games</p>
 <p>Games</p>	 <p>Games</p>	 <p>Games</p>
 <p>Games</p>	 <p>Games</p>	 <p>Games</p>
 <p>Toys</p>	 <p>Toys</p>	 <p>Toys</p>
 <p>Toys</p>	 <p>Toys</p>	 <p>Toys</p>
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 <p>Toys</p>	 <p>Toys</p>	 <p>Toys</p>






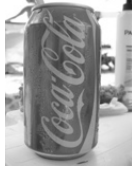


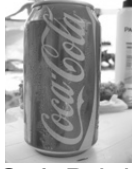


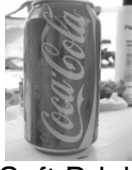






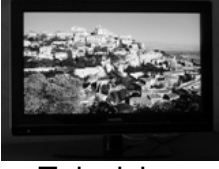
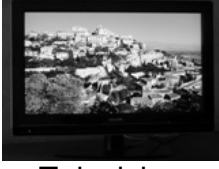




UNIT PLANNER – Needs and Features of Living Things

 <p>Good Food</p>	 <p>Good Food</p>	 <p>Good Food</p>
 <p>Good Food</p>	 <p>Good Food</p>	 <p>Good Food</p>
 <p>Good Food</p>	 <p>Good Food</p>	 <p>Good Food</p>
 <p>Good Food</p>	 <p>Good Food</p>	 <p>Good Food</p>
 <p>Good Food</p>	 <p>Good Food</p>	 <p>Good Food</p>
 <p>Good Food</p>	 <p>Good Food</p>	 <p>Good Food</p>
 <p>Good Food</p>	 <p>Good Food</p>	 <p>Good Food</p>
 <p>Good Food</p>	 <p>Good Food</p>	 <p>Good Food</p>
 <p>Good Food</p>	 <p>Good Food</p>	 <p>Good Food</p>



UNIT PLANNER – Needs and Features of Living Things

 <p>MacDonald's Happy Meal</p>	 <p>MacDonald's Happy Meal</p>	 <p>MacDonald's Happy Meal</p>
 <p>MacDonald's Happy Meal</p>	 <p>MacDonald's Happy Meal</p>	 <p>MacDonald's Happy Meal</p>
 <p>MacDonald's Happy Meal</p>	 <p>MacDonald's Happy Meal</p>	 <p>MacDonald's Happy Meal</p>
 <p>MacDonald's Happy Meal</p>	 <p>MacDonald's Happy Meal</p>	 <p>MacDonald's Happy Meal</p>
 <p>Chocolate</p>	 <p>Chocolate</p>	 <p>Chocolate</p>
 <p>Chocolate</p>	 <p>Chocolate</p>	 <p>Chocolate</p>
 <p>Chocolate</p>	 <p>Chocolate</p>	 <p>Chocolate</p>
 <p>Chocolate</p>	 <p>Chocolate</p>	 <p>Chocolate</p>

UNIT PLANNER – Needs and Features of Living Things

 Soft Drink	 Soft Drink	 Soft Drink
 Soft Drink	 Soft Drink	 Soft Drink
 Soft Drink	 Soft Drink	 Soft Drink
 Soft Drink	 Soft Drink	 Soft Drink
 Television	 Television	 Television
 Television	 Television	 Television
 Television	 Television	 Television
 Television	 Television	 Television

UNIT PLANNER – Needs and Features of Living Things

 Water	 Water	 Water
 Water	 Water	 Water
 Water	 Water	 Water
 Water	 Water	 Water
 Water	 Water	 Water
 Water	 Water	 Water
 Water	 Water	 Water
 Water	 Water	 Water
 Water	 Water	 Water

UNIT PLANNER – Needs and Features of Living Things

WHAT I NEED	
Student name: _____	

WHAT I NEED	
Student name: _____	



This is my home



Adaptations of Australian animals

On your own paper write the names of 5 animals in the picture below, describing an adaptation of each to its particular environment. File this for your teacher to check.

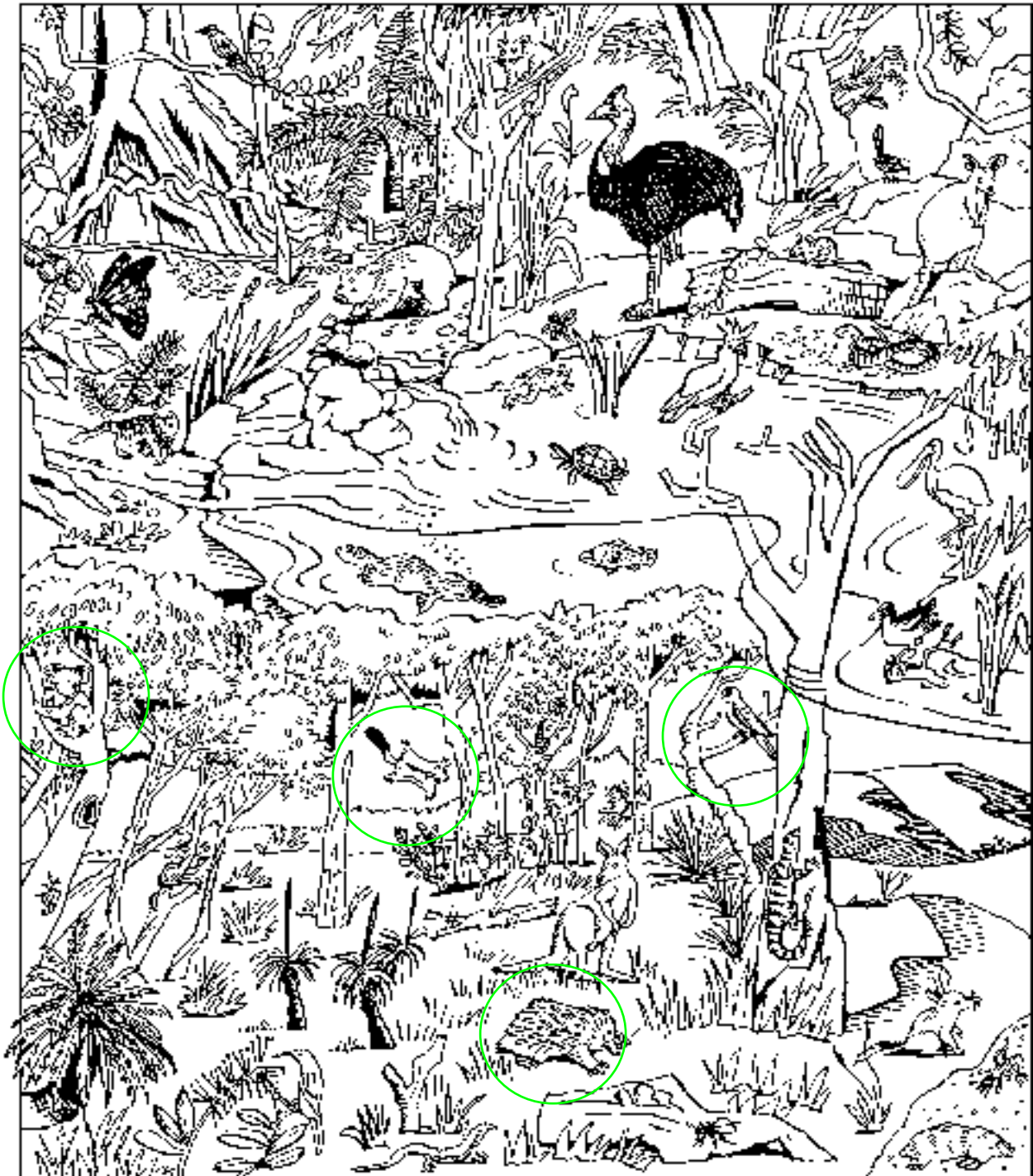




This is my home

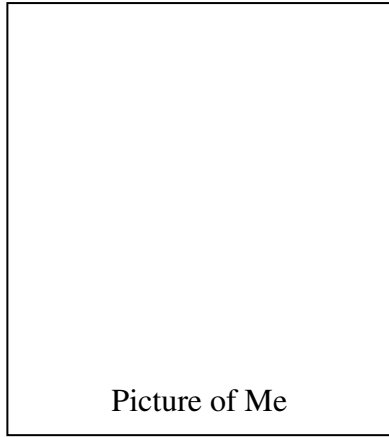
ANSWER SHEET:

NOTE: There is no Bandicoot in this image.

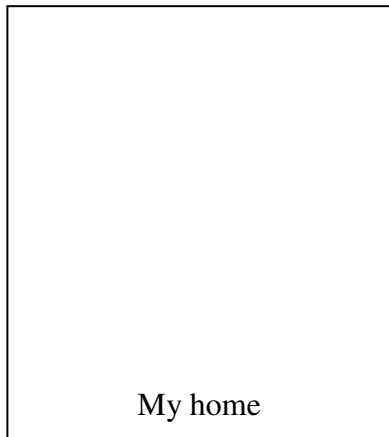


ALL ABOUT ME

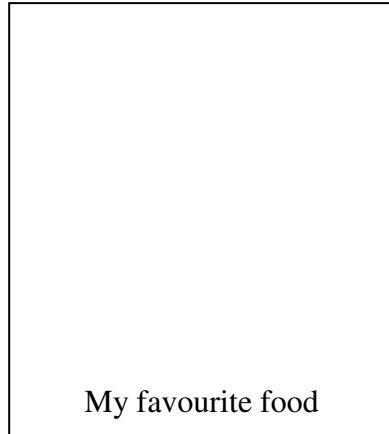
Name:



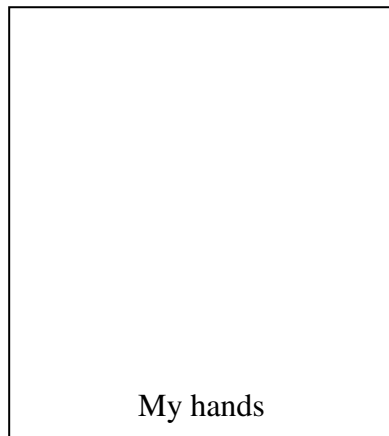
Picture of Me



My home



My favourite food



My hands

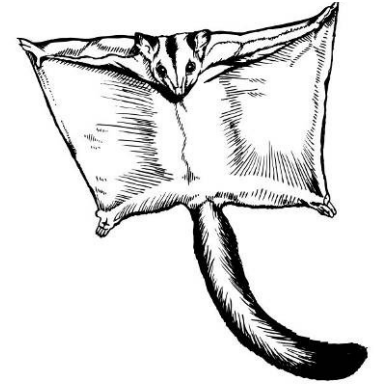
Animal Adaptations Booklet

Explore Phase

Squirrel Glider

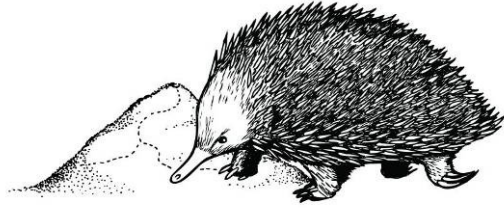
This book
belongs to:

.....



CLASS:

Echidna



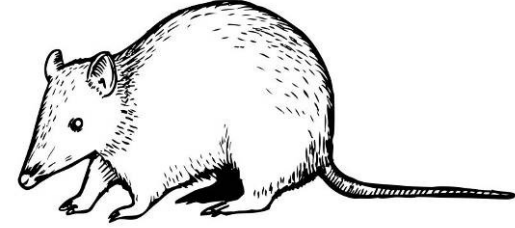
Koala



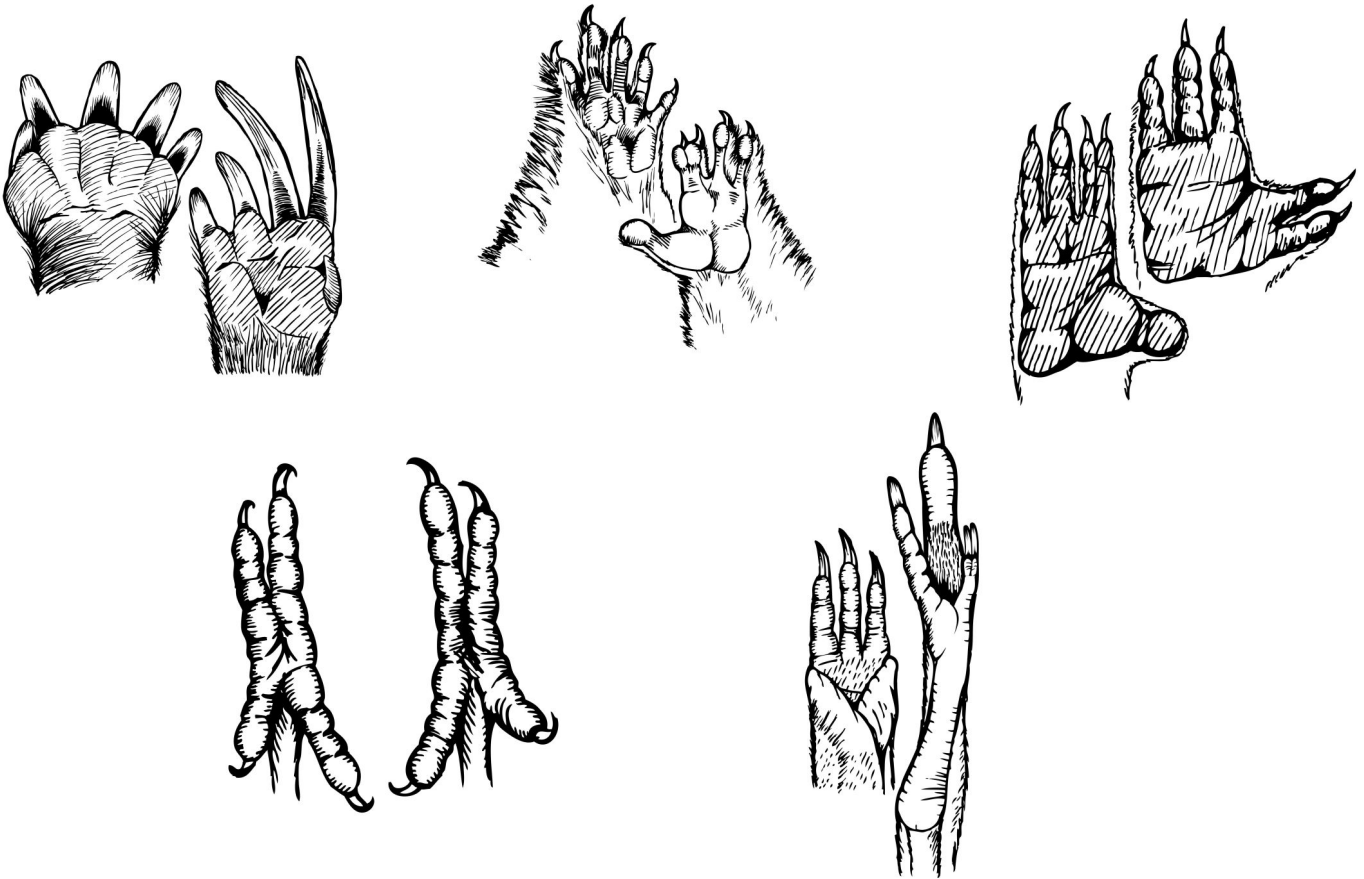
Rainbow Lorikeet



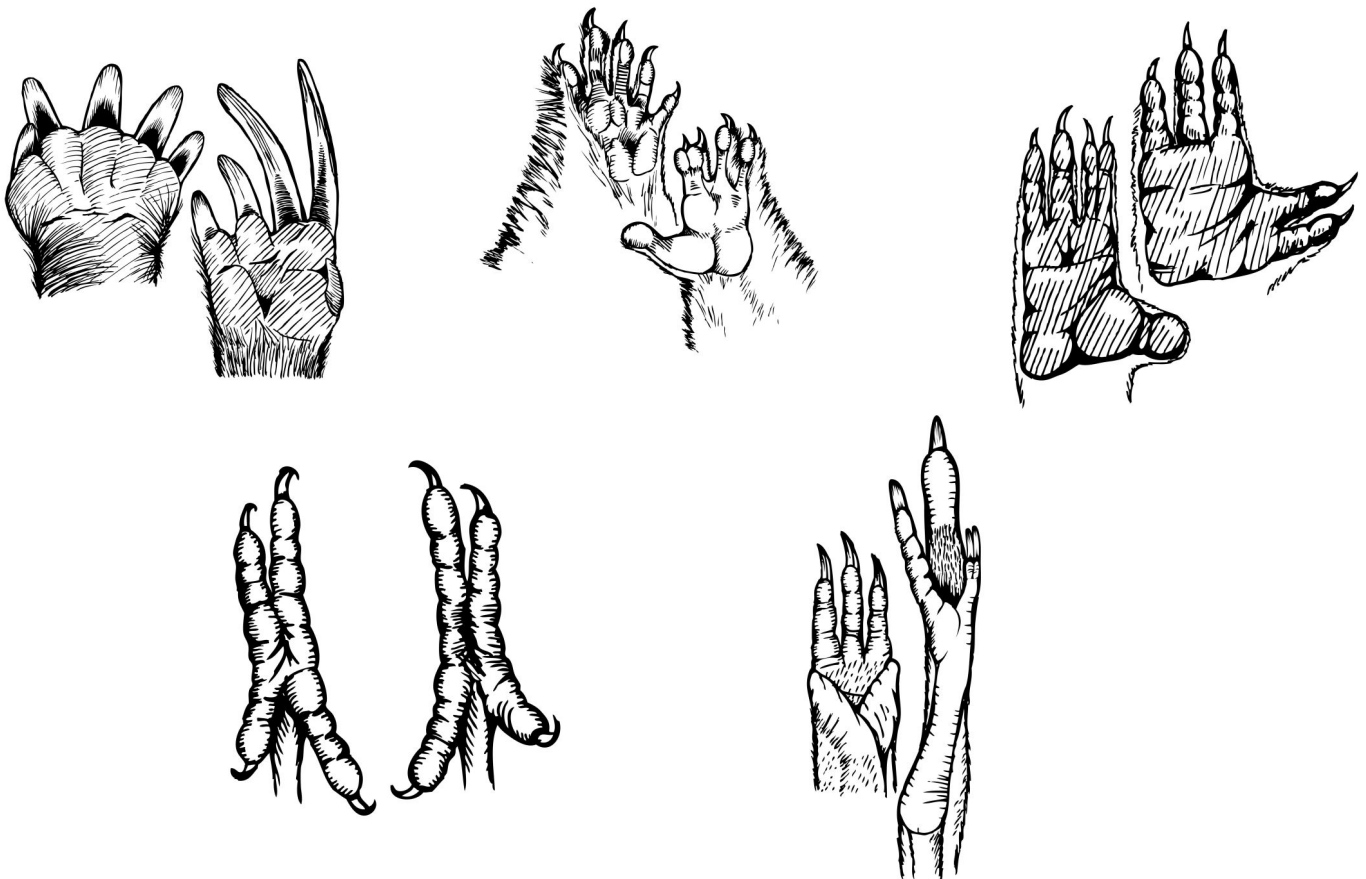
Northern Bandicoot



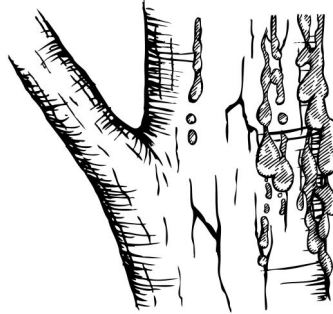
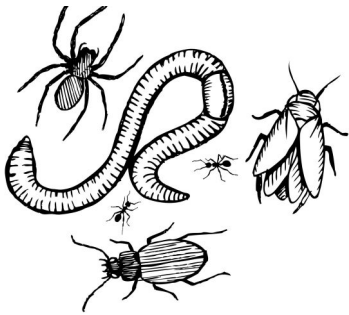
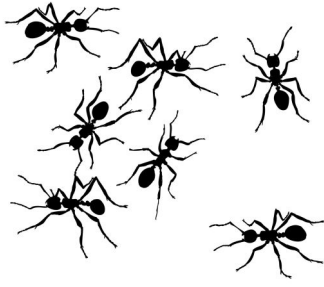
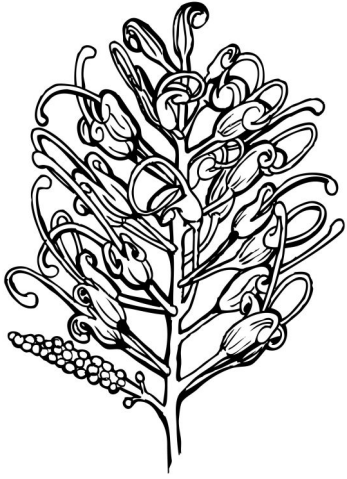
HANDS AND FEET



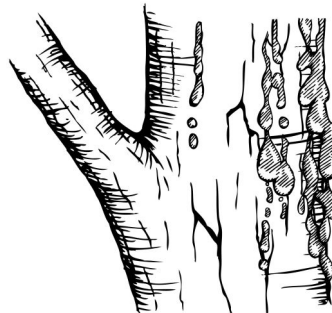
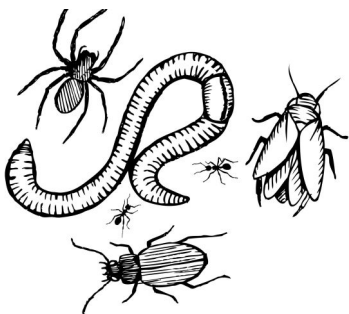
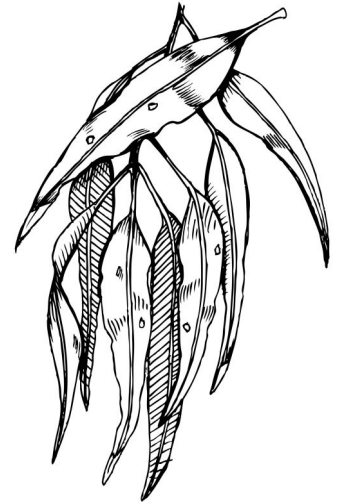
HANDS AND FEET



UNIT PLANNER – Needs and Features of Living Things
FOOD

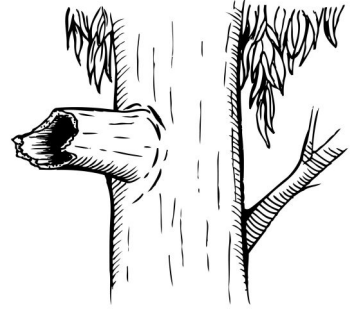
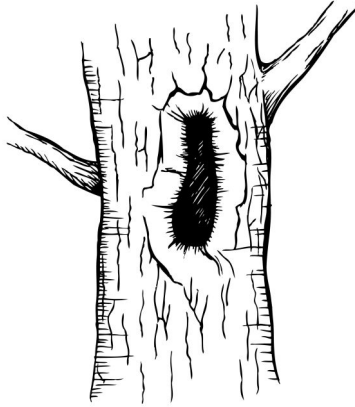


FOOD

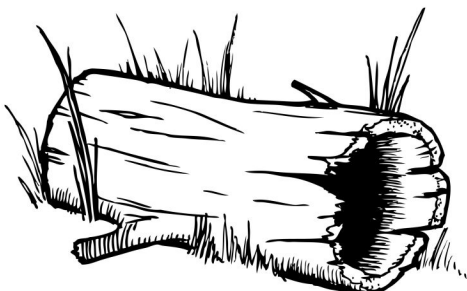
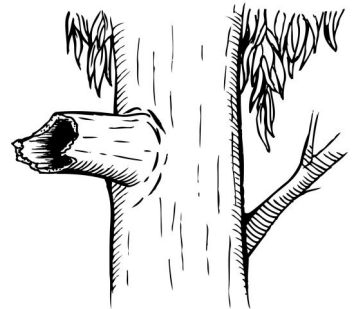
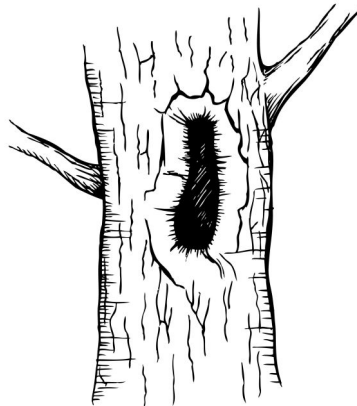


UNIT PLANNER – Needs and Features of Living Things

SHELTER



SHELTER
















Investigation planner

CLASS: _____ **Date:** _____

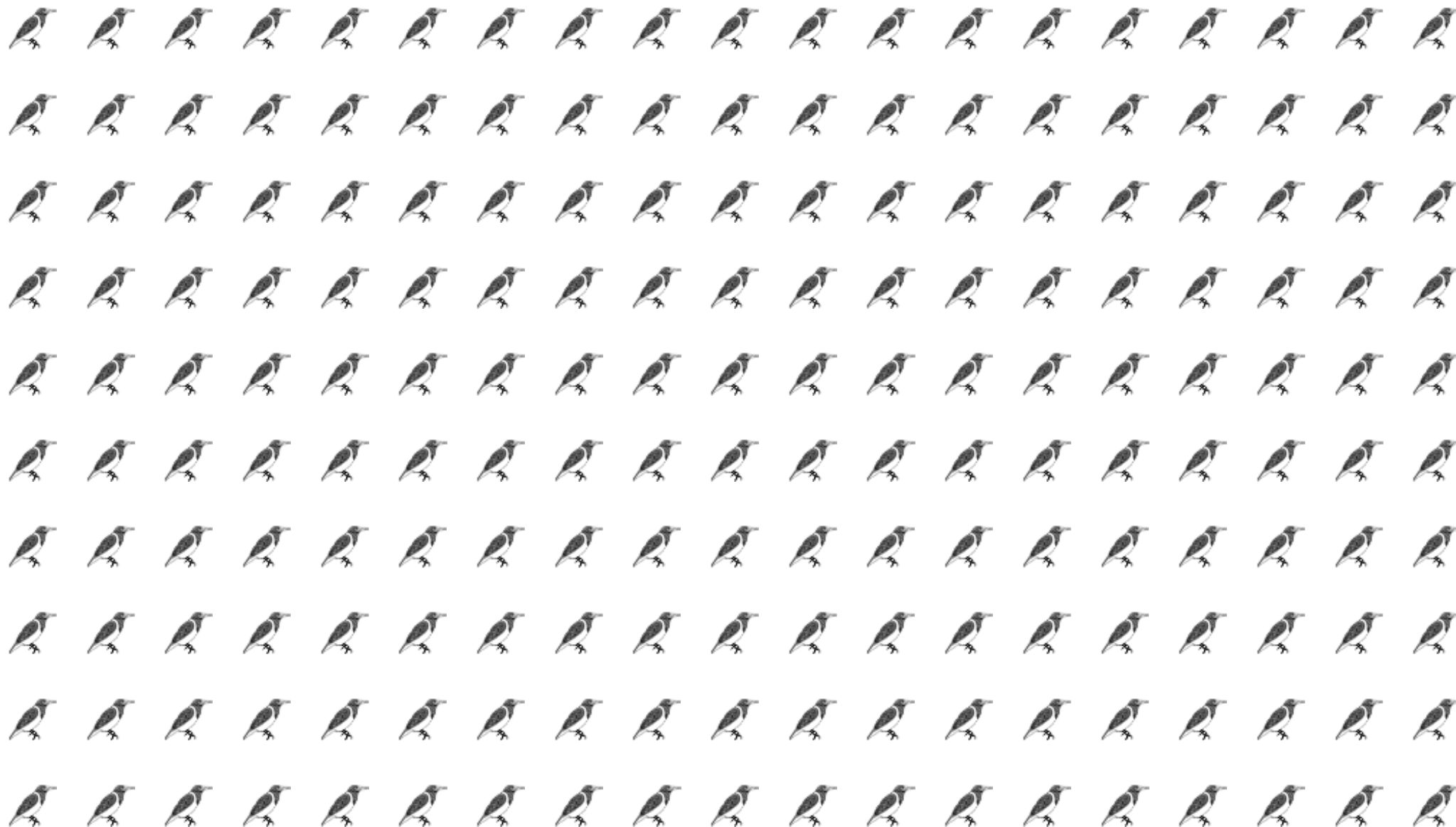
<i>Planning the investigation</i>		
<p>(1) Question for investigation (Testable Question)</p> <p style="font-size: 1.2em;">Can we have a positive effect on the bird life at our school?</p>	<p>(2) What do you predict will happen? Explain why. (Hypothesis)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
(3) Things (variables) you are going to:		
<p>(3.1) What will you <u>Change</u> Independent Variable</p> <p style="font-size: 1.2em;">Increase the amount of food (Bird Seed) available to the birds.</p>	<p>(3.2) What will you <u>Measure</u> Dependant Variable</p> <p style="font-size: 1.2em;">The number of birds seen in the schoolyard.</p>	<p>(3.3) What will you <u>Keep the same</u> Controlled Variables</p> <ul style="list-style-type: none"> Location of the bird observations Time of bird observations Length of bird observations.
<p>(4) What equipment will you need?</p> <p>Bird observation sheet Bird feeder Bird seed (suitable to native Australian birds)</p>	<p>(5) Diagram of how you will set up the equipment.</p>	
<p>(6) Method:</p> <ul style="list-style-type: none"> Observe and count birds sighted for one week Introduce bird food Continue observations for another week Analyse data to see if changes occurred. 		

UNIT PLANNER – Needs and Features of Living Things
(7) Recording information (Data)

Crow 	Sightings	Plover 	Sightings
Brush Turkey 	Sightings	Miner 	Sightings
King Parrot 	Sightings	Butcherbird 	Sightings
Cockatoo 	Sightings	Rainbow Lorileet 	Sightings
Myna 	Sightings		Sightings
Pigeon 	Sightings		Sightings
Ibis 	Sightings		Sightings
Kookaburra 	Sightings		Sightings
Magpie 	Sightings		Sightings

UNIT PLANNER – Needs and Features of Living Things

Bird Icons for Survey Picture Graph:



UNIT PLANNER – Needs and Features of Living Things

Prep Year Science: “Needs of Living things” — Student observation checklist

Student Name:	Knowledge and understanding <i>Science Understandings</i>	Science as a Human Endeavour	Science Inquiry Skills				Additional Comments
	Biological Sciences	Nature and Development of Science	Questioning and Predicting	Planning and Conducting	Processing and analysing data and information	Communicating	
	Living things have basic needs, including food and water (ACSSU002)	Science involves exploring and observing the world using the senses (ACSHE013)	Respond to questions about familiar objects and events (ACSIS014)	Explore and make observations by using the senses (ACSIS011)	Engage in discussions about observations and use methods such as drawing to represent ideas (ACSIS233)	Share observations and ideas (ACSIS012)	
EG:	Identifies the difference between needs and wants.	Explains how the senses of sight and sound are used to observe birds life.	Talks about possible answers or explanations to the investigation question.	Uses their senses to make observations on bird life in the school.	Talks about the groups observations.	Participates in preparing the group observation picture graph.	

UNIT PLANNER – Needs and Features of Living Things

Year One Science: “Needs of Living things” — Student observation checklist

Student Name:	Knowledge and understanding <i>Science Understandings</i>		Science as a Human Endeavour		Science Inquiry Skills						Additional Comments	
	Biological Sciences		Nature and development of science	Use and influence of science	Questioning and predicting	Planning and conducting		Processing and analysing data and information		Evaluating		Communicating
	Living things have a variety of external features (ACSSU017)	Living things live in different places where their needs are met (ACSSU211)	Science involves asking questions about, and describing changes in, objects and events (ACSHE021)	People use science in their daily lives, including when caring for their environment and living things (ACSHE022)	Respond to and pose questions, and make predictions about familiar objects and events (ACSIS024)	Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSIS025)	Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSIS026)	Use a range of methods to sort information including drawings and provided tables (ACSIS027)	Through discussions, compare observations with predictions (ACSIS212)	Compare observations with those of others (ACSIS213)		Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSIS029)
Eq:	Identifies and links the hands and feet to the animals.	Identifies and links the habitats of animals.	Describes how people have changes the local environment.	Describes how science can assist the local birds.	Talks about possible answers or explanations to the investigation question.	Completes the bird survey using the provided table to identify the birds they are viewing.	Completes a bird survey using the provided table and check marks of some kind.	Participates in the groups' construction of a picture graph displaying survey results.	Talks about their observations and if it matches their expectations.	Talks about their observations in relation to other groups.	Talks about the groups investigation results holistically.	