

Staying Alive – Early Stage 1

Living World Strand


Term	1	2	3	4	Weeks	1	2	3	4	5	6	7	8	9	10	11
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Outcome	Lesson Sequence – Overview	Resources	Word Wall
<p>STe-3LW-ST explores the characteristics, needs and uses of living things</p> <ul style="list-style-type: none"> ➤ observe the characteristics of the class pet ➤ identify the basic needs of the class pet ➤ represent the things an animal and humans need to stay alive. <p>STe-1WS-S observes, questions and collects data to communicate ideas</p>	<p>Lesson 1 <u>Handle with care – Lesson focus p11</u></p> <ul style="list-style-type: none"> • To capture students’ interest and find out what they think they know about how living things have basic needs, including food and water. • To elicit students’ questions about the basic needs of animals, including humans. <p>Session 1 Our new friend</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>discuss the care of the class pet</i> • <i>contribute to a code of conduct for caring for the class pet</i> • <i>record what they think they know about the needs of a pet and a person to stay alive.</i> <p>Session 2 Meet my pet</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>create drawings or use photographs to represent their pet</i> • <i>observe the needs of their own pets in the home environment.</i> 	<ul style="list-style-type: none"> • class science journal • word wall • Information wall (see ‘Preparation’) • 1 class pet • 1 ‘Pet and person’ table (see ‘Preparation’) • 1 enlarged copy of ‘Circles about me’ • (Resource sheet 1) • Pet care roster • <i>Optional:</i> magazines • 1 copy each of ‘Circles about me’ (Resource sheet 1) <ul style="list-style-type: none"> • class science journal • information wall (see ‘Preparation’) • photo of your pet • ‘All about my pet’ booklet • 1 copy of ‘Information note for families’ (Resource sheet 2) 	<p><i>animals</i></p> <p><i>care</i></p> <p><i>danger</i></p> <p><i>drink</i></p> <p><i>ears</i></p> <p><i>eat</i></p> <p><i>environment</i></p> <p><i>exercise</i></p> <p><i>eyes</i></p> <p><i>flower</i></p> <p><i>food</i></p> <p><i>fruit</i></p> <p><i>hands</i></p> <p><i>hear</i></p> <p><i>journal</i></p> <p><i>leaf</i></p> <p><i>needs</i></p> <p><i>nose</i></p> <p><i>pet</i></p>

<p>STe-3LW-ST explores the characteristics, needs and uses of living things</p> <ul style="list-style-type: none"> ➤ identify the senses of touch, hearing, smell, sight and taste ➤ identify the body parts associated with the senses ➤ recognise how the senses help us make decisions about unsafe situations. <p>STe-1WS-S observes, questions and collects data to communicate ideas</p>	<h2>Lesson 2</h2> <p><u>Stretch your senses - Lesson focus p21</u></p> <ul style="list-style-type: none"> • To provide students with hands-on, shared experiences of the senses and how senses help animals, including humans, survive in their environment. <p>Session 1 Sorting our senses</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • use their senses to describe a mystery object • identify the body parts associated with the different senses • use a question chart to record descriptions of sensory experiences. <p>Session 2 Senses detectives</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • use senses to make decisions about different situations they may encounter in their everyday life • record observations in a class table. 	<ul style="list-style-type: none"> • class science journal • word wall • information wall • 1 opaque container (eg, a box or brown paper bag) • a selection of mystery objects (see 'Preparation') • a class mystery object (eg, a flower, seeds, leaf, piece of fruit) • <i>Optional:</i> 4 blindfolds 	<p>plants safe science see seeds senses shelter sleep smell sunlight taste tongue touch tree water</p>
<p>STe-3LW-ST explores the characteristics, needs and uses of living things</p> <ul style="list-style-type: none"> ➤ identify air, food and water as basic needs of animals and humans ➤ recall and record food intake during a day ➤ compare what happens to our bodies before and after high-level physical activity 	<h2>Lesson 3</h2> <p><u>Move it! – Lesson focus p30</u></p> <ul style="list-style-type: none"> • To provide students with hands-on, shared experiences to explore how animals, including humans, need air, food and water. <p>Session 1 Chomp, chomp!</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • discuss food and what makes them hungry • record what food they eat during a day. <p>Session 2 Huff and puff</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • explore how their breathing changes after high-level physical activity • explore other changes to their body after high-level physical activity. 	<ul style="list-style-type: none"> • class science journal • word wall • information wall • 'Pet and person' table • T-chart (see 'Preparation') • 2 self-adhesive notes <ul style="list-style-type: none"> • class science journal • word wall • information wall • physical activities and games • 1 enlarged copy of 'Puff piece' (Resource sheet 4) • <i>Optional:</i> stop watch • 1 copy of 'Puff piece' (Resource sheet 4) 	<p>plants safe science see seeds senses shelter sleep smell sunlight taste tongue touch tree water</p>

<p>➤ describe why we need water in our bodies.</p> <p>STe-1WS-S observes, questions and collects data to communicate ideas</p>	<p>Session 3 Slurp and see</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>discuss why we need to drink water</i> • <i>discuss what happens to our bodies when we drink water.</i> 	<ul style="list-style-type: none"> • class science journal • word wall • information wall • 'Pet and person' table • physical activities and games 	
<p>STe-3LW-ST explores the characteristics, needs and uses of living things</p> <p>➤ observe the differences between a confined and an open space</p> <p>➤ identify the basic need for shelter</p> <p>➤ identify and observe how a home provides shelter and protection.</p> <p>STe-1WS-S observes, questions and collects data to communicate ideas</p> <p>STe-2DP-T develops solutions to an identified need</p>	<p>Lesson 4</p> <p><u>Space and Shelter – lesson focus p42</u></p> <ul style="list-style-type: none"> • To provide hands-on, shared experiences to explore how animals, including humans, need space and shelter. <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>play games to experience competing with others for space</i> • <i>explore an area with a lot of space</i> • <i>discuss the protection and shelter provided by their home space</i> • <i>compare their home space with the class pet's space.</i> 	<ul style="list-style-type: none"> • class science journal • word wall • information wall • 1 tin of sardines • 1 large sheet of newspaper • <i>Optional:</i> digital camera • modelling materials (eg, straws, • pop sticks, cardboard, plasticine) 	



<p>STe-3LW-ST explores the characteristics, needs and uses of living things</p> <ul style="list-style-type: none"> ➤ identify and describe the basic needs for survival, such as: air, food, water and shelter ➤ sort objects according to whether or not they are needed for survival <p>STe-1WS-S observes, questions and collects data to communicate ideas</p>	<h2>Lesson 5</h2> <p><u>Take it or leave it – Lesson focus p46</u></p> <ul style="list-style-type: none"> • To support students to represent and explain their understanding about the basic needs of animals, including humans, and to introduce current scientific views. <p>Students:</p> <ul style="list-style-type: none"> • <i>record ideas about the basic needs of animals, including humans</i> • <i>describe and sort items needed for a camping trip.</i> 	<ul style="list-style-type: none"> • class science journal • word wall • information wall • Pet and person' table • team roles chart • team skills chart • backpack filled with different objects needed for survival and objects that are not needed for survival (see 'Preparation') • self-adhesive tape or 2 hoops (see 'Preparation') • 1 enlarged copy of 'Needed or not' • (Resource sheet 5) • <i>Optional:</i> magazines and catalogues • <i>Optional:</i> digital camera • role wristbands or badges for Manager and Speaker • each team member's science journal • 1 copy of 'Needed or not' (Resource sheet 5) per team member 	
<p>STe-3LW-ST explores the characteristics, needs and uses of living things</p> <ul style="list-style-type: none"> ➤ investigate how much water the class pet, teacher and four students drink during a day ➤ use a graph to compare the water 	<h2>Lesson 6</h2> <p><u>How much water do I need?- Lesson focus p52</u></p> <ul style="list-style-type: none"> • To support students to plan and conduct an investigation comparing the water needs of people and the class pet. <p>Students:</p> <ul style="list-style-type: none"> • <i>discuss ideas about how to measure water consumption</i> • <i>investigate and compare how much water the teacher, four students and the class pet drink during a day</i> • <i>analyse a graph of the water consumption of people and a pet.</i> 	<ul style="list-style-type: none"> • class science journal • word wall • information wall • 6 clear plastic cups (see 'Preparation') • class graph (see 'Preparation') • Measuring cups' (Resource sheet 6) • glue or adhesive tape • <i>Optional:</i> funnel 	

<p>needs of a human and an animal</p> <ul style="list-style-type: none"> ➤ discuss reasons for the differences in the water needs of an animal and a human. ➤ record observations and discuss findings on an investigation <p>STe-1WS-S observes, questions and collects data to communicate ideas</p>			
<p>STe-3LW-ST explores the characteristics, needs and uses of living things</p> <ul style="list-style-type: none"> ➤ identify the basic needs of an animal and a human ➤ name the senses ➤ explain how the senses assist animals, including humans, to be safe. <p>STe-1WS-S observes, questions and collects data to communicate ideas</p>	<p>Lesson 7 <u>Sensational Reviews – Lesson Focus p58</u></p> <ul style="list-style-type: none"> • To provide opportunities for students to represent what they know about how living things have basic needs, including food and water, and to reflect on their learning during the unit. <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>review the unit using the class science journal, word wall and other resources developed during the unit</i> • <i>represent their ideas about the basic needs for survival and the senses</i> • <i>reflect on their learning during this unit.</i> 	<ul style="list-style-type: none"> • class science journal • word wall • information wall • 'Pet and person' table (L1 S1) • My five senses' question chart (L2 S2) • 'Senses alert' table (L2 S2) • enlarged copy of 'Senses mix-up' (Resource sheet 7) • 1 copy of 'Circles about me' (Resource sheet 1) • copy of 'Senses mix-up' (Resource sheet 7) 	

NB***

This unit is supported by Riverina Environmental Education Centre. Students will be offered an excursion to REEC, and teachers should refer to the REEC unit 'Needs of Living Things' to supplement this Primary Connections unit.