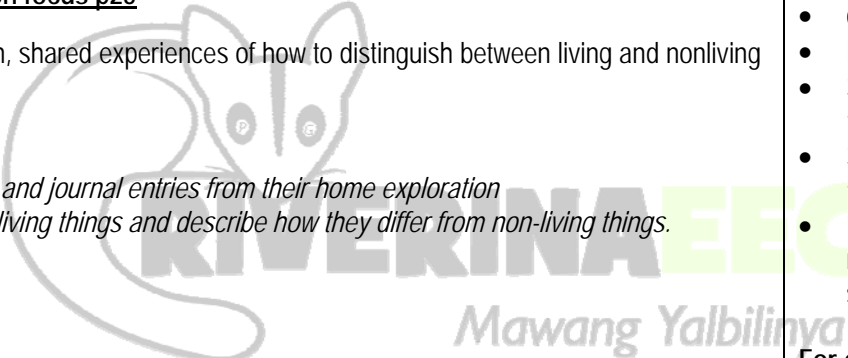



Feathers, fur and leaves – Stage 2


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>ST2-4LW-S compares features and characteristics of living and non-living things</p> <ul style="list-style-type: none"> contribute to discussions about specimens, their observable features, and how to classify them identify living and non-living things in their home <p>ST2-1WS-S questions, plans and conducts specific investigations, collects and summarises data and communicates using scientific representations</p> <ul style="list-style-type: none"> identify the purpose and features of a science journal identify possible questions for investigation create a labelled diagram and journal entry to represent and communicate their findings. 	<p>Lesson 1 <u>Wondering about the world – 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 can be grouped on the basis of observable features and can be distinguished from non-living things. To elicit students' questions about living and non-living things and animal groups. <p>Session 1 Discovered journal <u>Students:</u></p> <ul style="list-style-type: none"> <i>describe different ways to group specimens</i> <i>share observations of features of specimens</i> <i>make claims about whether specimens are non-living, plants or animals.</i> <p>Session 2 Home explorers <u>Students:</u></p> <ul style="list-style-type: none"> <i>identify a living and a non-living specimen at home</i> <i>write a journal entry, including an annotated drawing.</i> 	<p>Session 1 For the class</p> <ul style="list-style-type: none"> class science journal large sheets of paper for class science chat-board (see 'Preparation') 1 enlarged copy of 'Explorer's journal' (Resource sheet 1), (see 'Preparation') 4 large sheets of paper (see 'Preparation') 7 A4 sheets of paper for signs (see 'Preparation') tape or glue specimens or photos of specimens (see 'Preparation') 1 table for the specimens <p>For each student</p> <ul style="list-style-type: none"> science journal self-adhesive note <p>Session 2 For the class</p> <ul style="list-style-type: none"> class science journal class science chat-board Natural Science table 'Code for caring' poster (see 'Preparation') 	<p><i>amphibians</i></p> <p><i>animal</i></p> <p><i>annelids</i></p> <p><i>arachnids</i></p> <p><i>birds</i></p> <p><i>characteristics</i></p> <p><i>classify</i></p> <p><i>crustaceans</i></p> <p><i>excretion</i></p> <p><i>feather</i></p> <p><i>features</i></p> <p><i>fish</i></p> <p><i>food</i></p> <p><i>fur</i></p>

		<ul style="list-style-type: none"> • 1 enlarged copy of 'Home explorer's journal' <p>For each student</p> <ul style="list-style-type: none"> • 1 copy of 'Information note for families' (Resource sheet 2) • 1 copy of 'Home explorer's journal' (Resource sheet 2) • 'Home explorer's folder' (eg a Manila folder) 	<p><i>growth</i></p> <p><i>insects</i></p> <p><i>invertebrates</i></p> <p><i>investigation</i></p> <p><i>journal</i></p>
<p>ST2-4LW-S compares features and characteristics of living and non-living things</p> <ul style="list-style-type: none"> • contribute to discussions about specimens, their observable features, and how to classify them • identify living and non-living things from shared specimens • create a shared description of what makes something living <p>ST2-1WS-S questions, plans and conducts specific investigations, collects and summarises data and communicates using scientific representations</p> <ul style="list-style-type: none"> • share responses and opinions with others • consider claims about living specimens and 	<p>Lesson 2</p> <p><u>Sorting out life – Lesson focus p25</u></p> <ul style="list-style-type: none"> • To provide hands-on, shared experiences of how to distinguish between living and nonliving things. <p><u>Students</u></p> <ul style="list-style-type: none"> • <i>discuss the specimens and journal entries from their home exploration</i> • <i>identify the features of living things and describe how they differ from non-living things.</i> 	<p>For the class</p> <ul style="list-style-type: none"> • class science journal • class science chat-board • Natural Science table • 3 table labels ('Non-living', 'Living', 'Unsure') • 3 wall labels ('Non-living', 'Living' 'Unsure') • 1 enlarged copy of 'What makes it living?' (Resource sheet 3) <p>For each team</p> <ul style="list-style-type: none"> • journal entries from Lesson 1, Session 2 • student's specimens from home • journal entries from home (see Lesson 1, Session 2) 	<p><i>leaves</i></p> <p><i>living</i></p> <p><i>mammals</i></p> <p><i>molluscs</i></p> <p><i>movement</i></p> <p><i>myriapods</i></p> <p><i>non–living</i></p> <p><i>nutrition</i></p> <p><i>observation</i></p> <p><i>photosynthesis</i></p> <p><i>plant</i></p> <p><i>reptiles</i></p> <p><i>respiration</i></p>

<p>identify patterns in data</p>			<p><i>science</i></p>
<p>ST2-4LW-S compares features and characteristics of living and non-living things</p> <ul style="list-style-type: none"> • identify and group plants and animals using picture cards • determine the size of a plant or animal • contribute to discussions about specimens, their observable features, and how to classify them <p>ST2-1WS-S questions, plans and conducts specific investigations, collects and summarises data and communicates using scientific representations</p> <ul style="list-style-type: none"> • share responses and opinions with others • identify claims about what makes something an animal by identifying patterns in data • create a shared description of what makes something an animal 	<p>Lesson 3 <u>Animal sort – Lesson focus p31</u></p> <ul style="list-style-type: none"> • To provide hands-on, shared experiences of how to distinguish between plants and animals using observable features. <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>classify picture cards as 'Animals', 'Plants' or 'Unsure' and discuss their choices</i> • <i>work in teams to identify the defining features of animals</i> • <i>distinguish the features of plants.</i> 	<p>For the class</p> <ul style="list-style-type: none"> • class science journal • class science chat-board • team skills chart • team roles chart • Natural Science table • 2 new table labels ('Plants', 'Animals') • class set of living things cards (see 'Preparation') • 1 enlarged copy of 'What makes it living?' (Resource sheet 3) • 1 enlarged copy of 'What is an animal?' (Resource sheet 5) <p>For each team</p> <ul style="list-style-type: none"> • role badges for Director, Manager, Speaker • each team member's science journal • 1 copy of 'Living things cards' (Resource sheet 4) • 1 copy of 'What is an animal?' (Resource sheet 5) 	<p><i>sensitivity</i></p> <p><i>specimen</i></p> <p><i>taxonomist</i></p> <p><i>water</i></p> <p><i>vertebrates</i></p>
<p>ST2-4LW-S compares features and characteristics of living and non-living things</p>	<p>Lesson 4 <u>What am I? – Lesson focus p38</u></p>	<p>For the class</p> <ul style="list-style-type: none"> • class science journal • class science chat-board • Natural Science table 	

<ul style="list-style-type: none"> • identify common observable features of animals • group animals according to observable features • contribute to discussions about specimens, their observable features, and how to classify them • consider numbers of animals sharing the same features. <p>ST2-1WS-S questions, plans and conducts specific investigations, collects and summarises data and communicates using scientific representations</p> <ul style="list-style-type: none"> • contribute to discussions about specimens, their observable features, and how to classify them • share responses and opinions with others • use a T-chart to organise data into categories 	<ul style="list-style-type: none"> • To provide hands-on, shared experiences of different ways of grouping animals based on observable features. <p>Students:</p> <ul style="list-style-type: none"> • <i>identify different features that may be useful for identifying animals</i> • <i>discuss how to identify animals using their features by playing a game of 'What am I?'</i> • <i>work in teams to identify features shared by at least two animals using a T-chart.</i> <p>***This lesson focuses on identified features of animals. If you have contact with local Indigenous community members and/or Indigenous Education Officers (see page xii) invite them to discuss what they know about the observable features of Australian animals.</p> 	<ul style="list-style-type: none"> • class living things cards from Lesson • 1 A3 piece of paper for a T-chart (see 'Preparation') <p>For each team</p> <ul style="list-style-type: none"> • role wristbands or badges for Director, Manager and Speaker • each team member's science journal • animal cards from the 'Living things cards' (Resource sheet 4) from Lesson 3 • 1 A4 piece of paper for a T-chart 	
<p>ST2-4LW-S compares features and characteristics of living and non-living things</p> <ul style="list-style-type: none"> • contribute to discussions about specimens, their 	<p>Lesson 5 <u>Animal assemblies – Lesson focus p42</u></p> <ul style="list-style-type: none"> • To support students to represent and explain their understanding of how to identify living things and animal groups based on observable features, and to introduce current scientific views. 	<p>For the class</p> <ul style="list-style-type: none"> • class science journal • class science chat-board • Natural Science table • class 'Living things cards' from Lesson 3 	

<p>observable features, and how to classify them</p> <ul style="list-style-type: none"> • classify animals into scientific groups using a branching key <p>ST2-1WS-S questions, plans and conducts specific investigations, collects and summarises data and communicates using scientific representations</p> <ul style="list-style-type: none"> • share responses and opinions with others • listen to and contribute to conversations • (optional) read informative texts to research information 	<p>Students</p> <ul style="list-style-type: none"> • review how to distinguish non-living things, plants and animals based on their observable features • discuss how different groups of animals share features • classify animals as belonging to an identified group using a branching key. 	<ul style="list-style-type: none"> • 1 enlarged copy of 'Branching key' (Resource sheet 6) • self-adhesive labels and pens (see 'Preparation') <p>For each student</p> <ul style="list-style-type: none"> • science journal • self-adhesive labels and pens (see 'Preparation') 	
<p>ST2-4LW-S compares features and characteristics of living and non-living things</p> <ul style="list-style-type: none"> • identify animal specimens and record observations and drawings <p>ST2-1WS-S questions, plans and conducts specific investigations, collects and summarises data and communicates using scientific representations</p> <ul style="list-style-type: none"> • predict what animal groups might be 	<p>Lesson 6 <u>Taxonomists in training – Lesson focus p49</u></p> <ul style="list-style-type: none"> • To support students to plan and conduct an investigation of the animal groups present in the leaf litter in the school grounds. <p>Session 1 Scooping up leaf litter Students</p> <ul style="list-style-type: none"> • discuss how to determine what animal groups are present in the leaf litter and predict what they might find • work in teams to collect leaf litter specimens in accurately labelled bags. <p>Session 2 Looking at leaf litter Students</p> <ul style="list-style-type: none"> • observe, draw, identify and tally the animals found • present investigation results in a column graph • make claims about the animal groups present in the leaf litter using 	<p>Session 1 For the class</p> <ul style="list-style-type: none"> • class science journal • class science chat-board • Natural Science table • 1 enlarged copy of 'Animal groups • investigation planner' (Resource sheet 7) • Optional: map of the school grounds <p>For each student</p> <ul style="list-style-type: none"> • role badges for Director, Manager, Speaker • each team member's science journal 	

<p>found in the school's leaf litter</p> <ul style="list-style-type: none"> • work in teams to safely use appropriate equipment to collect leaf litter specimens • display the animal tally results in a column graph • make claims based on evidence about animal groups present in the school's leaf litter • discuss and compare results to form common understandings • reflect on the investigation 	<p><i>collected evidence.</i></p> 	<ul style="list-style-type: none"> • copy of 'Animal groups investigation planner' (Resource sheet 7) • gloves • safety glasses • magnifying glass • large container (500mL) • large zip-lock bags • self-adhesive label • pencil • <i>Optional:</i> additional zip-lock bag for home collection <p>Session 2</p> <ul style="list-style-type: none"> • class science journal • class science chat-board • Natural Science table • enlarged copy of 'Animal group investigation planner' (Resource sheet 7) • enlarged copy of 'Animal group investigation results' (Resource sheet 8) • 1 enlarged copy of 'Branching key' (Resource sheet 6) <p>For each team</p> <ul style="list-style-type: none"> • role badges for Director, Manager, Speaker • each team member's science journal • collected leaf litter in a zip-lock bag from Session 1 • 1 of copy of 'Animal groups investigation results' (Resource sheet 8) 	
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<p>ST2-4LW-S compares features and characteristics of living and non-living things</p> <ul style="list-style-type: none"> • identify groups of things based on their observable features <p>ST2-1WS-S questions, plans and conducts specific investigations, collects and summarises data and communicates using scientific representations</p> <ul style="list-style-type: none"> • share responses and opinions with others • contribute to discussions and express their opinions about their learning journey 	<h2>Lesson 7</h2> <p><u>Classifying collections – 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 can be grouped on the basis of observable features and can be distinguished from nonliving things, and to reflect on their learning during the unit. <p><u>Students</u></p> <ul style="list-style-type: none"> • <i>observe drawings of specimens and organise them into groups based on observable features</i> • <i>participate in a class discussion to reflect on their learning during the unit.</i> 	<p>For the class</p> <ul style="list-style-type: none"> • class science journal • class science chat-board • Natural Science table • 1 enlarged copy of 'Lots of drawings' (Resource sheet 9) <p>For each student</p> <ul style="list-style-type: none"> • science journal • 1 copy of 'Lots of drawings' (Resource sheet 9) • scissors • glue 	
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