Desert Survivors – Stage 3

Term	1	2	3	4	Weeks	1	2	3	4	5	6	7	8	9	10	11
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Living World Strand

Outcome	Lesson Sequence – Overview	Resources	Word Wall
 ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things explain their existing ideas about desert environments that early explorers might have visited identify challenges for survival in desert environments and pose questions to clarify their understanding. ST3-1WS-S plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions contribute to class discussions about possible adaptations of plants and animals to desert environments 	 Lesson 1 <u>Deadly deserts - Lesson focus p13</u> To capture students' interest and find out what they think they know about how living things have structural features and adaptations that help them to survive in their environment. To elicit students' questions about how living things survive in desert environments. <u>Students:</u> discuss Burke and Wills' exploration of Australia identify features of desert environments explain what structural features they think help living things survive in a desert. Worker and Wills' exploration of Australia identify features of desert environments Explain what structural features they think help living things survive in a desert. Worker and Wills'	 For the class class science journal word wall TWLH chart 1 enlarged copy of 'Australia's red heart' (Resource sheet 1) multimedia resources (see 'Preparation') optional: cards or paper strips for word wall labels For each student science journal optional: waterproof marking pen 	acacia adaptations animals arid avoiders Australia behaviour camel camouflage climate condensation desert desiccation drying

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 understand the purpose and features of a table follow a procedural text to complete an investigation use oral, written and visual language to record and discuss investigation results understand the purpose and features of a graph engage in discussion to compare claims. 	 1 enlarged copy of 'Comparing plants and animals' (Resource sheet 2) 1 enlarged copy of 'Surface drying investigation planner' (Resource sheet 3) water at least 1 pair of digital scales (see 'Preparation') 1 timing device (eg, a class clock) <i>optional:</i> leaves from different species (see 'Preparation') For each team role wristbands or badges for Director, Manager and Speaker each team member's science journal each team's sample plastic bags from Session 1 1 copy of 'Surface drying investigation planner' (Resource sheet 3) 2 absorbent cloths (eg, 36 cm x 36 cm) 2 paper clips <i>optional:</i> 1 waterproof marking pen Session 3 For the class class science journal word wall TWLH chart 	predator prediction prey rain science semi—arid spinifex storing strategies structures surface area survivors variables water
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		 team skills chart team roles chart 1 enlarged copy of 'Surface drying investigation planner' (Resource sheet 3) from Session 2 1 enlarged piece of graph paper For each team
	RIVERINA ELE Mawang Yalbilit	 role wristbands or badges for Director, Manager and Speaker each team member's science journal copy of 'Surface drying investigation planner' (Resource sheet 3) from Session 2 cloths from Session 2 piece of graph paper
 ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things plan and conduct an investigation of the effect of surface area on heat loss make predictions about which pool of water will lose heat fastest observe, record and interpret the results of their investigation 	 Lesson 3 <u>Way too warm – Lesson focus p38</u> To provide students with hands-on, shared experiences of how having a larger surface area can help animals to cool down. <u>Students:</u> work in teams to investigate whether increasing surface area increases heat loss discuss and compare their results from the investigation. 	 For the class class science journal word wall TWLH chart team skills chart team roles chart 1 enlarged copy of 'Comparing plants and animals' (Resource sheet 2) from Lesson 2, Session 2 1 enlarged copy of 'Surface cooling investigation planner' (Resource sheet 4) hot water (<50°C)

Line to the second	 investigation results record data in a table and represent it in a graph to interpret findings engage in discussion to compare claims demonstrate understanding of how to identify adaptations using science journal entries. 		 500 mL hot water 1 x 250 mL measure 	
	ST3-4LW-S examines how the		Session 1 For the class	
environment affects the Colourful Creatures- Lesson focus p48		he Colourful creatures- Lesson focus p48		
growth, survival and adaptation of living • To provide students with hands-on, shared experiences of how living things adapt to other • class science journal			-	
things living things through the use of colour. • word wall	things			
plan and conduct an TWLH chart			TWLH chart	
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 use confetti to make 		1 enlarged copy of
predictions about Ses	ssion 1 Perspicacious predators	'Camouflage investigation
now canoullage can		planner' (Resource sheet 5)
affect the visibility of S	Students:	
an object	work in teams to investigate whether being camouflaged helps living things survive in	For each team
	deserts	
interpret the results		 role wristbands or badges for
of their investigation make evidence-	discuss and compare their results to make evidence-based claims.	Director, Manager and
	Session 2 Ravishing or ridiculous?	Speaker
whether being	C C	each team member's science
camouflaged can S	Students:	journal
help animals survive	discuss claims explaining why some animals are not camouflaged.	 1 copy of 'Camouflage
in the desert		investigation planner'
 identify that there 		(Resource sheet 5)
are different selective pressures		1 A3 piece of white paper
which can influence		 1 A3 piece of newspaper
the appearance of		• piece of newspaper to make
an animal, including		confetti
choice of mate.		piece of white paper to make
		confetti
ST3-1WS-S	Mawang Yalbilii	• 1 hole punch
plans and conducts		1 timing device (eg, a
scientific investigations to answer testable		stopwatch or a watch with a
questions, and collects		second hand)
and summarises data to		·
communicate		Session 2
conclusions		For the class
 use oral, written and 		
visual language to		class science journal
record and discuss		word wall
investigation results		TWLH chart
record data in a table and represent it in a		 1 enlarged copy of 'Peacock tales' (Resource sheet 6)
graph to interpret		• 5 x A4 sheets of paper (see
findings		'Preparation')
 engage in discussion 		optional: photos of animals
to compare claims		(see 'Preparation')
and develop		Ferrare trans
understanding about		For each team

how different factors		science journal	
can influence the			
structural features of			
an animal			
demonstrate			
understanding of			
how to identify			
adaptations using			
science journal entries.			
ST3-4LW-S		For the class	
examines how the	Lesson 5		
environment affects the	Ships of the desert – Lesson focus p64	class science journal	
growth, survival and		word wall	
adaptation of living	To support students to represent and explain their understanding of how structural	TWLH chart	
things	features and adaptations help living things to survive in their environment.	team roles chart	
 review their 	 To introduce current scientific views about physical and behavioural adaptations. 	 team skills chart 	
understanding of		• 1 enlarged copy of 'Our ideas'	
how plants and	Students:	(Resource sheet 7)	
animals survive in	identify why camels were used for explorations of Central Australia	1 enlarged copy of 'Camel	
desert environments		features' (Resource sheet 8)	
 identify structural 	• make claims about which structural features help camels to survive in desert environments	leadures (Resource sheet o)	
features and	discuss behavioural and structural adaptations.	For each team	
adaptations that	Mawang Yalbili	I V LI	
help camels to		 role wristballus of badges for 	
survive in a desert		Director, Manager and	
environment		Speaker	
identify the		 each team member's science 	
difference between		journal	
physical and behavioural		 1 copy of 'Our ideas' 	
adaptations.		(Resource sheet 7)	
ST3-1WS-S		 1 copy of 'Camel features' 	
plans and conducts		(Resource sheet 8)	
scientific investigations to answer testable			
questions, and collects			
and summarises data to			
communicate			
conclusions			
 use written and oral 			
language to			
demonstrate their			
	l de la constante de	I	

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 understanding of adaptations use scientific language to describe different types of adaptations contribute to class discussions about structural features and adaptations that help camels to survive in a desert environment. ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things research information about a particular desert species interpret evidence to identify if certain structural features can be considered adaptations identify and describe key adaptations of a desert species. ST3-1WS-S plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate 	Lesson 6 Species specialist - Lesson focus p72 • To support students to research information about the structural features and adaptations of a particular desert animal or plant. Students: • work in teams to plan and conduct research into a particular desert species • consider how to make evidence-based claims about desert adaptations.	 For the class class science journal word wall TWLH chart team skills chart team roles chart 1 enlarged copy of 'Camel features' (Resource sheet 8) from Lesson 5 1 hat or box (see 'Preparation') For each team role wristbands or badges for Director, Manager and Speaker each team member's science journal resources to do research on structural features of different species in deserts of Australia 	
to answer testable questions, and collects		 journal resources to do research on structural features of different 	

summarise their			
findings and relate			
them to the context			
of desert adaptations			
 engage in discussion to compare ideas 			
and provide relevant			
arguments to			
support their			
conclusions.			
ST3-4LW-S	Lesson 8	For the class	
examines how the			
environment affects the	Powerful presentations – Lesson focus p83	class science journal	
growth, survival and	To support students to present their evidence-based claims about different structural	word wall	
adaptation of living things	features and adaptations for surviving in a desert environment, and to reflect on their	TWLH chart	
 interpret data to 	learning during the unit.	team skills chart	
make claims about		 team roles chart 	
key adaptations of	Students:		
desert species	present evidence-based claims about adaptation to desert environments	For each team	
 provide evidence to 	• compare and discuss results to draw conclusions about patterns of adaptation.		
support their			
identification of	Mawang Yalbili	 role wristbands or badges for 	
adaptations			
identify		Speaker	
adaptations of different		each team member's science	
species living in desert environments.		journal	
ST3-1WS-S		1 copy of 'Adaptation	
plans and conducts		investigation planner	
scientific investigations		(Resource sheet 9)	
to answer testable		equipment for an open	
questions, and collects		investigation (see	
and summarises data to		'Preparation')	
communicate		 equipment to make and 	
conclusions		present visual aids for an oral	
 understand the purpose and 		presentation.	
features of an oral			
presentation			
 use talk and an 			
annotated diagram			

 to communicate their findings contribute to a class discussion to compare adaptations of different species to Australian deserts. 			
 ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things identify adaptations of different desert species explain their ideas about which structural features of animals might help them survive in a desert environment discuss and compare their ideas. ST3-1WS-S plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions use oral, written and visual forms to present their understanding of adaptations reflect on their learning in a science journal entry. 	 Lesson 9 Plausible possibilities - Lesson focus p87 To provide opportunities for students to represent what they know about how living things have structural features and adaptations that help them to survive in their environment, and to reflect on their learning during the unit. Students: describe the hypothetical adaptation of a new animal to a desert environment participate in a class discussion to reflect on their learning during the unit. 	 For the class class science journal word wall TWLH chart 1 enlarged copy of 'Many monkeys' (Resource sheet 10) 4 A4 pieces of paper (see 'Preparation') For each team Science journal 1 copy of 'Many monkeys' (Resource sheet 10) 1 copy of 'Choosing monkeys' (Resource sheet 11) 1 copy of 'Choosing monkeys' (Resource sheet 11) 	

