

# Buddina State School Unit Plan: Year 1 (Term 2 2008)



<b>Title</b>	<b>How do living things grow and change?</b>				<b>Context:</b> Students will learn that the needs, features and functions of plants and animals are related and change over time by growing seeds and raising chickens, and observing changes of both during growth.
<b>Focus KLAs</b>	English	Maths	Science	Technology	

Targeted Essential Learnings		Evidence
Ways of Working (Students can do)	Knowing and Understanding (Students know)	Then we need evidence of students ability to:
<b>English</b>		Note: We need evidence of higher order thinking
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>•identify audience, purpose and text type</li> <li>•identify main ideas and the sequence of events, and make simple inferences</li> <li>•recognise and select vocabulary to describe subject matter</li> <li>•construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose</li> </ul>	<p><b><u>Speaking and listening</u></b></p> <ul style="list-style-type: none"> <li>•The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done</li> <li>•Spoken texts are different from written texts</li> <li>•Words and phrasing, volume and pitch can add interest and emphasis, clarify meaning and be monitored by listeners.</li> <li>•Nonverbal elements, including body language, facial expressions and gestures, add interest and emphasis, clarify meaning and are monitored by listeners</li> <li>•Active listeners identify main ideas and information, show interest and respond.</li> <li>•In presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures</li> <li>•Conventions for turn-taking and interruption are influenced by the context</li> </ul> <p><b><u>Reading and viewing</u></b></p> <ul style="list-style-type: none"> <li>•Readers and viewers make connections between their prior knowledge and the subject matter of the text</li> <li>•Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways.</li> <li>•Reading fluency is supported by the use of decoding strategies, recognition of high-frequency words, prediction and self-correction, including pausing, re-reading words and phrases and reading</li> </ul>	<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>•Series of activities writing up recounts of their weekends leading up to an independently constructed recount of the Living eggs visit.</li> </ul> <p><b><u>Focus Language elements</u></b></p> <ul style="list-style-type: none"> <li>•A sentence can be a single clause or a combination of clauses</li> <li>•Tense is used to indicate time in sentences</li> <li>•Nouns, verbs and adjectives,</li> <li>•Punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning</li> <li>•Vocabulary describes, labels and sequences, and can represent people, characters, places, events and things</li> </ul> <p><b>Oral Presentations</b></p> <ul style="list-style-type: none"> <li>•Select from a list of prescribed topics related to the unit of work.(A total of 3)</li> <li>•Individually present an oral presentation on the topics.</li> </ul> <p><b><u>Focus Language elements</u></b></p> <ul style="list-style-type: none"> <li>•Tense is used to indicate time in sentences</li> <li>•Pronouns take the place of nouns to which they are referring</li> <li>•Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things</li> </ul> <p><b><u>Reading and viewing</u></b></p> <ul style="list-style-type: none"> <li>•Reading a variety of non-fiction and fiction texts through shared, guided and independent reading.</li> </ul> <p><b>Reading and viewing</b></p>

on, in combination with a developing vocabulary and prior knowledge of subject matter.

- Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate familiar texts
- Unfamiliar words and their meanings are decoded using knowledge of grapho-phonetic, syntactic and semantic systems

#### ***Writing and designing***

- The purpose of writing and designing includes reporting and conveying simple messages and information
- Words and phrases, symbols, images and audio have meaning.
- Text users make choices about grammar and punctuation.
- Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words, are used to spell familiar and unfamiliar words
- Writers and designers use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting, and by referring to authoritative sources
- Writers and designers use correct formation, of Queensland Modern Beginners script.

#### ***Literary and non-literary texts***

- Formal and informal texts are ways of communicating for different purposes
- Non-literary texts inform, report on events and issues, explain, explore ideas, express opinions, conduct transactions and negotiate relationships, goods and services, and give directions.
- Personal and factual recounts, reports, personal letters and emails, descriptions, explanations, conversations, discussions and informal presentations are types of non-literary texts.
- Main ideas and events can be sequenced and subject matter described, including supporting ideas and details.

- Make connections between their prior knowledge and the subject matter of the text
- Make connections that words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways.
- Improve reading fluency by the use of decoding strategies, recognition of high-frequency words, prediction and self-correction, including pausing, re-reading words and phrases and reading on, in combination with a developing vocabulary and prior knowledge of subject matter.
- Comprehend text through using language elements and contextual cues to interpret, infer from and evaluate familiar texts
- Decode unfamiliar words and their meanings using knowledge of grapho-phonetic, syntactic and semantic systems
- Use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>•pose questions and make predictions</li> <li>•plan activities and simple investigations, and identify elements of a fair test (whole class)</li> <li>•identify and collect data, information and evidence</li> <li>•make judgments about the usefulness of the data, information and evidence</li> <li>•use identified tools, technologies and materials</li> <li>•draw conclusions and give explanations, using data, information and evidence</li> <li>•communicate scientific ideas, data, information and evidence, using terminology, illustrations or representations</li> </ul>	<p><b>Science as a human endeavour</b></p> <ul style="list-style-type: none"> <li>•Science has applications in daily life, including at home, at school, at work and in leisure time</li> </ul> <p><b>Life and living</b></p> <p><b>Needs, features and functions of living things are related and change over time.</b></p> <ul style="list-style-type: none"> <li>•Animals, plants and non-living things have different features/characteristics</li> <li>•Change occurs during the life cycle of living things</li> <li>•Living things depend on the environment and each other</li> </ul>	<p><b>Investigate the needs of living things.</b></p> <ul style="list-style-type: none"> <li>•Grouping things into living and non living.</li> <li>•Grow plants</li> <li>•Taking digital images of the stages of growth.</li> <li>•Sequencing the growth stages of plants and chickens.</li> <li>•Label parts of the plant and chicken</li> <li>•Investigate and make predictions of changes in growth stage of plants by changing environmental factors</li> <li>•Draw up graphs on plant and chicken growth.</li> <li>•Participate in whole class simple investigations, and identify elements of a fair test</li> </ul>
<b>Technology</b>		
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>•generate simple ideas for designs</li> <li>•communicate major features of their designs, using 2D or 3D visual representations and words</li> <li>•select resources, simple techniques and tools to make products</li> <li>•evaluate products and processes by identifying what worked well, what did not and ways to improve</li> <li>•reflect on learning to identify new understandings</li> </ul>	<p><b>Technology as a human endeavour</b></p> <ul style="list-style-type: none"> <li>• Designs for products are influenced by purpose, audience and availability of resources</li> </ul> <p><b>Information, materials and systems (resources)</b></p> <ul style="list-style-type: none"> <li>• Resources have characteristics that can be matched to design requirements.</li> </ul>	<p><b>Design a Model of a Chicken Coop</b></p> <ul style="list-style-type: none"> <li>•Design and create a model environment that caters for the needs of the adult chickens to grow and live.</li> <li>•generate simple ideas for design of the coop</li> <li>•Draw the plan</li> <li>•select resources, simple techniques and tools to make products</li> <li>•Verbally evaluate their product identifying what worked well, what did not and ways to improve</li> <li>•reflect on learning to identify new understandings</li> </ul>
<b>The Arts</b>		
<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>•create and shape arts works by combining arts elements to express personal ideas, feelings and experiences</li> <li>•practise arts works, using interpretive and technical skills</li> <li>•present arts works to familiar audiences, using arts techniques, skills and processes</li> </ul>	<p><b>Dance</b></p> <p>Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.</p> <p><b>Drama</b></p> <p>Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.</p>	<p><b>Refer to The Arts Module: At your fingertips</b></p>
<p><b>This will lead to the deep understandings of:</b></p> <p>Needs, features and functions of plants and animals are related and change over time.</p>		

## Catering for Diversity

<p><b>Enrichment Activities</b></p> <p><b>Students can:</b> Explore other growth stages through interactive web sites.</p>	<p><b>Students requiring support</b></p> <p><b>Students can:</b> Complete tasks with support from teacher and teacher aide.</p>
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## Integrated ICT Opportunities (Guide towards Pedagogical Certificate)

Brief description of ICT integrated task				
Focus area	Expectations	Indicator	Check	Evidence
<b>Professional Knowledge</b>	I understand that ICT can be used to benefit teaching and learning and is most effective when used in the context of learning and not as an end itself when used in the context of learning and not as an end itself.	PK	✓	Using Targeting Maths to support classroom work
<b>Professional Practice</b>	When planning, I incorporate the use of ICT in achieving curriculum goals	PP1	✓	Using Targeting Maths to improve maths outcomes and PM plus to improve English outcomes.
	I provide opportunities for students to use ICT as part of their learning	PP2	✓	Visit the lab on a weekly basis to complete tasks.
	I provide opportunities for students to use ICT to gather information and to communicate with a known audience	PP3	✓	Collaboratively looking for and discussing images on the www.
	I use a range of ICT resources and devices for professional purposes	PP4	✓	Locating and retrieving resources from CX
	I use ICT to locate, create and record information and resources	PP5	✓	OneSchool
	I can store, organise and retrieve digital resources	PP6	✓	OneSchool
	I use ICT to access and manage information on student learning	PP7	✓	OneSchool
<b>Professional Values</b>	I can identify when professional learning is required to effectively implement planning where ICT is integrated.	PV1	✓	I approach the computer assistant and my peers for assistance when required.
	I select ICT resources appropriate for student learning in a range of contexts and for a diversity of learners.	PV2	✓	Selection of appropriate software to suit the learner.
	I operate safely, legally and ethically when using ICT.	PV3	✓	Adhere to EQ departmental policies and guidelines.
<b>Professional Relationships</b>	I use ICT to communicate with others for professional purposes.	PR	✓	Sending regular emails to year level teaching partners.

## ICT Cross Curriculum Priority

<b>Inquiring with ICTs</b>	• organise data and information in Targeting Maths
<b>Creating with ICTs</b>	• develop imaginative responses in Kidpix
<b>Communicating with ICTs</b>	• apply digital media to communicate by taking digital images of chickens.

<b>Ethics, issues and ICTs</b>	•
<b>Operating ICTs</b>	• follow guidelines to use ICTs and associated processes

## Key Resources

<b>English</b>	<b>Science</b>	<b>Technology</b>	<b>ICTS</b>
Bulk loan: How do living things grow and change? RIC: Introducing text types-recount	Digital cameras Plant seeds	Assortment of materials for construction of chicken coop.	Digital cameras

## Assessment

<b>The Assessment Tasks</b>	<b>Learning Experiences</b>	
<b>Description of tasks</b>	<b>Provided learning activities</b>	<b>The assessment tasks need to include:</b>
<p><b>Recount</b> Series of activities to write up a personal/factual recount.</p> <p><b>Oral Presentations</b> Select from a list of prescribed topics related to the unit of work.(A total of 3) Individually present an oral presentation on the topics.</p>	<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>•Model writing a class diary of the chickens.</li> <li>•A series of activities for students to write up a personal/factual recount.</li> <li>•Discuss and model: <ul style="list-style-type: none"> <li>•How to write a sentence as a single clause.</li> <li>•The use of tense to indicate time in sentences</li> <li>•The use of nouns, verbs and adjectives, punctuation marks, (including capital letters, full stops, exclamation marks and question marks.) in a recount.</li> </ul> </li> <li>•Vocabulary to describe labels and sequences of events.</li> </ul> <p><b>Oral Presentations</b></p> <p>Discussions on methods of presentation including:</p> <ul style="list-style-type: none"> <li>•Volume and pitch.</li> <li>•Body language, facial expressions and gestures</li> <li>•Active listeners identify main ideas and information, show interest and respond.</li> <li>•In presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures</li> <li>•Conventions for turn-taking and interruption are influenced by the context</li> </ul> <p>Discussions on methods of listening including:</p> <ul style="list-style-type: none"> <li>•Showing awareness of basic stages of generic structure</li> <li>•interpreting the meaning of topic-related words</li> </ul>	<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>•Series of diary write ups in the generic structure of a recount. (their weekends), leading up to an independently constructed recount of the Living eggs visit.</li> <li>•Recounts to include: <ul style="list-style-type: none"> <li>•Appropriate sentence structure.</li> <li>•Use of correct tense.</li> <li>•Use of nouns, verbs and adjectives, punctuation marks, (including capital letters, full stops, exclamation marks and question marks.) in a recount.</li> <li>•Appropriate Vocabulary to describe labels and sequences of events.</li> </ul> </li> <li>•Recount written in QLD beginner's script.</li> </ul> <p><b>Oral Presentations</b></p> <p>Oral presentation that includes appropriate:</p> <ul style="list-style-type: none"> <li>•Volume and pitch.</li> <li>•Body language, facial expressions and gestures.</li> <li>•Sequencing of ideas and information and using visual aids, including objects and pictures</li> <li>•Opportunity for active listeners to identify main ideas and information, show interest and respond.</li> </ul>

