

Buddina State School Unit Plan: Year 1 (Term 3 2008)



Title	How things Move					Context: Through investigations, students will conduct fair tests, observe and gather evidence about energy and how it can be used to move objects. They will explore forces of energy through push and pull to move objects, in ways such as rolling sliding, bouncing and spinning.		
Focus KLAs	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:		
English						Note: We need evidence of higher order thinking		
Students are able to: <ul style="list-style-type: none"> • identify audience, purpose and text type. • identify main ideas and the sequence of events, and make simple inferences. • recognise and select vocabulary to describe subject matter • construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose. • reflect on learning to identify new understandings. 			<p><i>Writing and designing</i> Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes reporting and conveying simple messages and information. • Writers and designers can adopt different roles for different audiences. • 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 and drafting. • Writers and designers use correct formation, entries, exits and joins of Queensland Beginners script. <p><i>Speaking and listening</i> Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.</p> <ul style="list-style-type: none"> • The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done • Spoken texts are different from written texts • Statements, questions and commands contribute to making and clarifying meaning during discussions and conversations. • Words and phrasing, volume and pitch can add interest and emphasis, clarify meaning and be 				<p><i>Write up scientific journal</i></p> <ul style="list-style-type: none"> • Deconstruct scientific report (journal). • Recognise and use the generic structure of a report (journal). • Recognise and use scientific specific vocabulary • Devise appropriate questions • Use scientific discourse (hypothesize, discussion and conclusions) • Use nouns, verbs, adjectives and adverbs • Use punctuation marks, including capital letters, full stops, commas, and question marks. • Use vocabulary to describe and label <p><i>Oral presentation</i></p> <ul style="list-style-type: none"> • Construct a semi formal oral presentation to suit their audience (peers). • Follow a modelled plan to construct their semi formal oral presentation • Rehearse their oral presentation: <ul style="list-style-type: none"> -varying the volume and tone of voice -using body language, gestures and facial expressions. -maintain a topic -use topic-related words -clarity and pace • Present their oral report on their moving vehicle that they have constructed. • Reflect on their and peer presentations. <p><i>Language elements</i></p> <ul style="list-style-type: none"> • Statements provide information; questions seek information; commands give orders; and exclamations emphasise or express emotions. • Nouns, verbs, adjectives, adverbs and prepositional phrases, develop and elaborate ideas and portray people, characters, places, events and things in different ways 	

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- monitored by listeners.
- Nonverbal elements, including body language, facial expressions and gestures, add interest and emphasis, clarify meaning and are monitored by listeners
- Active listeners identify main ideas and information, show interest and respond.
- In presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures
- Conventions for turn-taking and interruption are influenced by the context.
- Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.
- , summarising and reflecting.

Reading and viewing

Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts.

- Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes titles, visuals and headings
- Readers and viewers make connections between their prior knowledge and the subject matter of the text
- Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways.
- 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 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

- Punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning
- Vocabulary describes, labels and sequences, and can represent people, characters, places, events and things
- Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things

Reading and viewing

When reading and viewing:

- 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.

Literary and non-literary texts

Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.

- Texts are produced for particular audiences and their interests
- 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.

- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring
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- 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.

Science

- Students are able to:**
- pose questions and make predictions
 - plan activities and simple investigations, and identify elements of a fair test
 - identify and collect data, information and evidence
 - make judgments about the usefulness of the data, information and evidence
 - use identified tools, technologies and materials
 - draw conclusions and give explanations, using data, information and evidence
 - communicate scientific ideas, data, information and evidence, using terminology, illustrations or representations
 - follow guidelines to apply safe practices
 - reflect on and identify other points of view relating to science in everyday situations
 - reflect on learning to identify new understandings.

- Science as a human endeavour**
Science is a part of everyday activities and experiences.
- Science has applications in daily life, including at home, at school, at work and in leisure time
- Energy and change**
Energy can be used for different purposes.
- Pushes and pulls affect the shape and motion of objects
 - Forms of energy, including electricity, light, heat, movement and sound, have different applications.

- Primary Connections-
- Work scientifically through planning and conducting scientific experiments.
 - Observe and group objects according to their movement.
 - Represent what they know about movement and reflect on their learning through an oral presentation justifying their choices.
 - use talk to report on observations and reflect on their experience of human movement
 - contribute ideas for the class science journal.
 - identify the broad purposes and features of a table
 - ask questions and make predictions
 - record ideas in a science journal
 - participate in discussion to recount observations and experience relating to the ways in which things move.
 - write and illustrate simple descriptions of humans moving
 - identify the broad features of a labelled diagram
 - use role-play to represent different ways humans can move
 - use talk to predict, question, make distinctions and report observations
 - use appropriate language to describe different types of movement
 - use language to make distinctions, speculate and question
 - participate in discussion to recount observations and experience relating to movement
 - follow instructions to play the 'chance dance'
 - physically represent their understanding of different types of movement.
 - participate in discussion to generate explanations, compare ideas and relate evidence to explanations about rolling
 - use language to report on observations, clarify understanding and reflect on their experience of movement
 - represent their understanding about movement through drawing and writing.

Technology	
<p>Students are able to:</p> <ul style="list-style-type: none"> • identify the purpose for design ideas • generate simple ideas for designs • communicate major features of their designs, using 2D or 3D visual representations and words • select resources, simple techniques and tools to make products • plan and sequence main steps in production procedures • follow guidelines to apply safe practices • evaluate products and processes by identifying what worked well, what did not and ways to improve • reflect on the uses of technology and describe the impact in everyday situations • reflect on learning to identify new understandings. 	<p>Technology as a human endeavour Technology is part of our everyday lives and activities.</p> <ul style="list-style-type: none"> • Designs for products are influenced by purpose, audience and availability of resources • Technology and its products impact on everyday lives in different ways <p>Information, materials and systems (resources) Resources are used to make products for particular purposes and contexts.</p> <ul style="list-style-type: none"> • Resources have characteristics that can be matched to design requirements • Simple techniques and tools are used to manipulate and process resources

<p>Design and make of a moving vehicle</p> <ul style="list-style-type: none"> • Planning and designing the construction of a moving vehicle that moves. • Selecting and manipulating materials. • Trialling and testing materials for their moving vehicle. • Test and evaluate the success of their technology process
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The Arts	
<p>Students are able to:</p> <ul style="list-style-type: none"> • present arts works to familiar audiences, using arts techniques, skills and processes • follow guidelines to apply safe practices • reflect on learning to identify new understandings. 	<p>Media Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.</p> <ul style="list-style-type: none"> • Still and moving images, sounds and words are used in media texts • Representations in media texts can be either real or imagined, and are created for particular audiences and purposes

<p>Using digital images to assist in explaining success of moving vehicle.</p> <ul style="list-style-type: none"> • Using a digital camera and take suitable digital images • Selecting appropriate images and effective displaying methods. • Placing and moving images in a word document. • Selecting appropriate text styles and sizes.
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This will lead to the deep understandings of: That energy can be used for moving objects in different ways. We use energy in a variety of situations. Reflection can improve my understanding and demonstrate my learning.

Integrated ICT Opportunities (Guide towards Pedagogical Certificate)

Brief description of ICT integrated task				
Focus area	Expectations	Indicator	Check	Evidence
Professional Knowledge	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	✓	Use of digital cameras for students to include and modify images to support their literacy.
Professional Practice	When planning, I incorporate the use of ICT in achieving curriculum goals	PP1	✓	Team refers to Cross Curricular priorities to ensure access of students to appropriate ICTs.
	I provide opportunities for students to use ICT as part of their learning	PP2	✓	Use of digital cameras
	I provide opportunities for students to use ICT to gather information and to communicate with a known audience	PP3	✓	Use of digital images for class wall chart on moving objects and energy.
	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
Professional Values	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.
Professional Relationships	I use ICT to communicate with others for professional purposes.	PR	✓	Sending regular emails to year level teaching partners.

ICT Cross Curriculum Priority

Inquiring with ICTs	• Experiment with different ICTs and select and use ICTs appropriate to the inquiry. (Using digital cameras).
Creating with ICTs	• Develop imaginative responses. (Use digital images for classroom wall display and to support write up of moving vehicle).
Communicating with ICTs	• Share and communicate ideas, understandings and responses. (Use digital images for classroom wall display to help explain success of moving vehicle).
Ethics, issues and ICTs	• Reflect on how ICTs are used in the community and identify their impact. (Discussion on use of digital camera and web sites used in unit).

Operating ICTs	• Follow guidelines to use ICTs and associated processes. (Follow procedure for using digital camera and manipulating images).
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Key Resources

English	Science	The Arts	ICTS
Bulk loan: How things move	Energex web site Primary Connections: On the Move	Digital Cameras	Digital Cameras

Guest Speakers/Excursion: Mr Joe
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Assessment

The Assessment Tasks	Learning Experiences	
Description of tasks	Provided learning activities	The assessment tasks need to include:
English: Write a scientific report (journal).	<p>Scientific report (journal). Discuss, explain and model:</p> <ul style="list-style-type: none"> • The structure of a scientific report (journal). • Specific scientific vocabulary(hypothesize, discussion and conclusions) • Appropriate scientific questions • Nouns, verbs, adjectives and adverbs • Punctuation marks, including capital letters, full stops, commas, and question marks. • Labelled scientific diagrams. • QLD beginners script 	<p>Scientific report (journal).</p> <ul style="list-style-type: none"> • The structure of a scientific report (journal). • Specific scientific vocabulary(hypothesize, discussion and conclusions) • Appropriate scientific questions • Nouns, verbs, adjectives and adverbs • Punctuation marks, including capital letters, full stops, commas, and question marks. • Labelled diagram • Written in QLD beginners script
English: Oral presentation	<p>English: Oral presentation Discuss, explain and model:</p> <ul style="list-style-type: none"> • Construction of a semi formal oral presentation to suit audience • Follow a modelled plan to construct asemi formal oral presentation • Rehearsing an oral presentation: <ul style="list-style-type: none"> -varying the volume and tone of voice -using body language, gestures and facial expressions. -maintain a topic -use topic-related words -clarity and pace • Reflection processes. 	<p>English: Oral presentation</p> <ul style="list-style-type: none"> • A semi formal oral presentation that contains: <ul style="list-style-type: none"> -varying the volume and tone of voice -using body language, gestures and facial expressions. -maintain a topic -use topic-related words -clarity and pace • A Reflection processes.
Science Investigations and Journal	<p>Science Investigations and Journal Discuss, explain and model:</p> <ul style="list-style-type: none"> •Working scientifically through planning and conducting scientific experiments. •identifying and describing some things that move and the ways they move •predicting and observing things that move inside and outside the classroom. 	<p>Science Investigations and Journal A scientific journal to include:</p> <ul style="list-style-type: none"> •Write up of scientific investigations. •identification and description of some things that move and the ways they move •predictions and observations of things that move inside and outside the classroom. •Identification of some body parts involved in human

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