



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



Title	Bugs, Bugs, Bugs.					Context: Students will learn through investigating, researching and communicating, that the needs, features and functions of living insects are related and change over time.				
Focus KLAs	English	Maths	Science	The Arts						
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				
<p>Students can</p> <ul style="list-style-type: none"> •identify audience, purpose and text type •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 			<p><u>Speaking and listening</u></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 • 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 <p><u>Reading and viewing</u></p> <ul style="list-style-type: none"> • 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 • 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 <p><u>Writing and designing</u></p> <ul style="list-style-type: none"> •The purpose of writing and designing includes reporting and conveying simple messages and 			<p>Oral presentation</p> <p>Select an insect from a list (eg: grasshopper, butterfly, bee, preying mantis)</p> <p>Collect information on their chosen insect</p> <p>Organise their information:</p> <ul style="list-style-type: none"> -Title -Description of insect -Foods -Habitat -Lifecycle <p>Present information in oral presentation to class</p> <p>Written recount</p> <p>View the bee man visit</p> <p>Revise information given on the visit</p> <p>Follow sequence provided by teachers use photos from visit if so wish)</p> <p>Write up recount</p> <p>Factual description</p> <p>Use correct terminology</p> <p>Write up in the sequence of:</p> <ul style="list-style-type: none"> -Location of colony -Types of ants that live in the colony (description of their jobs) -Areas of the colony -What jobs are performed in the sections of the colony <p>Use common spelling patterns</p> <ul style="list-style-type: none"> -Sound waves words -Magic 100 words <p>Be able to plan, draft(whole class), revise, edit, proofread and publish.</p>				

	<p>information</p> <ul style="list-style-type: none"> •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 •Text users make choices about grammar and punctuation. <p>Literary and non-literary texts</p> <ul style="list-style-type: none"> •Texts are produced for particular audiences and their interests •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. 	<p>Language elements</p> <ul style="list-style-type: none"> •Punctuation marks, including capital letters and full stops clarify meaning •Vocabulary describes, labels and sequences, and can represent people, characters, places, events and things •A sentence can be a single clause or a combination of clauses •Nouns, verbs, adjectives. <p>Support their description with a labelled diagram of an ant colony.</p> <p>Reading and viewing</p> <p>When reading and viewing:</p> <ul style="list-style-type: none"> • 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. •
Science		
<p>Students can</p> <ul style="list-style-type: none"> •identify and collect data, information and evidence •communicate scientific ideas, data, information and evidence, using terminology, illustrations or representations •reflect on learning to identify new understandings. 	<p>Science as a human endeavour Science is a part of everyday activities and experiences.</p> <ul style="list-style-type: none"> • Science can impact on people and their environments <p>Life and living Needs, features and functions of living things are related and change over time.</p> <ul style="list-style-type: none"> •Animals, plants and non-living things have 	<ul style="list-style-type: none"> •Complete a KWL chart on insects. •Identify characteristics shared by insects. •Investigate the life cycle of a bee and how they help the environment and humans. •Identify roles in a bee hive and ant colony •Labelling parts of an ants body •Labelling the life cycle of a butterfly and an ant •Revisit the KLA chart. •Reflecting on the importance of insects (bees and ants) in our

	<p>different features/characteristics</p> <ul style="list-style-type: none"> •Change occurs during the life cycle of living things •Living things depend on the environment and each other 		<p>environment.</p> <ul style="list-style-type: none"> •<i>Primary Connections-Back yard safari</i>
SOSE			
<p>Students can</p> <ul style="list-style-type: none"> •draw conclusions and give explanations, using information and evidence •reflect on learning to identify new understandings. 	<p>Political and economic systems</p> <p>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.</p> <ul style="list-style-type: none"> • People and resources are involved in the production and consumption of familiar goods and services 		<p><i>Link back to knowledge gained in term 1 and associate with social structure of communities.</i></p>
The Arts			
<p>Students can</p> <ul style="list-style-type: none"> •practise arts works, using interpretive and technical skills •present arts works to familiar audiences, using arts techniques, skills and processes 	<p>Dance</p> <ul style="list-style-type: none"> • Gross motor movements, including locomotor and non-locomotor, are used to create actions for movement phrases <p>Visual Art</p> <ul style="list-style-type: none"> • Texture is used to create variation and repetition 		<p>Dance</p> <ul style="list-style-type: none"> •Smart moves 30 min per week •Practice movement to music (eg: dancing to bee movement) •Collage of insect in its environment •Collect materials •Plan and organise materials. •Present artwork
<p>This will lead to the deep understandings of:</p> <p>The needs, features and functions of living insects are related and change over time.</p> <ul style="list-style-type: none"> • That insects are a specific group of living things. • Different insects require different living environments. • Insects have different roles within a colony. • Reproduction and growth of an insect. 			

Catering for Diversity

<p>Enrichment Activities</p> <p>Students can: Write a more detailed description and Bee man recount.</p>	<p>Students requiring support</p> <p>Students can: Write a basic description and Bee man recount with teacher support.</p>
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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	✓	Using a digital microscope to show details of an ant and other insects.
Professional Practice	When planning, I incorporate the use of ICT in achieving curriculum goals	PP1	✓	Using the planning template and assessment criteria sheets.
	I provide opportunities for students to use ICT as part of their learning	PP2	✓	Refer to ICT priority
	I provide opportunities for students to use ICT to gather information and to communicate with a known audience	PP3	✓	Use a digital camera to take photos of insects.
	I use a range of ICT resources and devices for professional purposes	PP4	✓	One school
	I use ICT to locate, create and record information and resources	PP5	✓	One school
	I can store, organise and retrieve digital resources	PP6	✓	Use of school network.
	I use ICT to access and manage information on student learning	PP7	✓	One school
Professional Values	I can identify when professional learning is required to effectively implement planning where ICT is integrated.	PV1	✓	Request for after school PD session.
	I select ICT resources appropriate for student learning in a range of contexts and for a diversity of learners.	PV2		Exposure to a variety of computer program types to meet the different needs of students.
	I operate safely, legally and ethically when using ICT.	PV3	✓	Work to the ICT agreement and follow EQ guidelines and policies.
Professional Relationships	I use ICT to communicate with others for professional purposes.	PR	✓	Email

ICT Cross Curriculum Priority

Inquiring with ICTs	<ul style="list-style-type: none"> • Experiment with different ICTs and select and use ICTs appropriate to the inquiry (use the electron microscope to view ants). • Organise data and information (draw up a graph in kidpx)
Creating with ICTs	<ul style="list-style-type: none"> • Represent ideas, information and thinking (using learning objects-create a bug)

	<ul style="list-style-type: none"> Record evidence of their learning
Communicating with ICTs	<ul style="list-style-type: none"> Apply digital media to communicate (Use a digital camera to take photos of ant colonies around the school)
Ethics, issues and ICTs	<ul style="list-style-type: none"> Develop and apply basic protocols and practices for safe, secure and responsible use of ICTs. (Saving files in secure locations on network)
Operating ICTs	<ul style="list-style-type: none"> Follow guidelines to use ICTs and associated processes (insert photo into word document, save work on network)

Key Resources

English	Science	The Arts	ICTS
Bulk loan: Bugs, Bugs, Bugs	Primary Connections-School yard safari Module: Needs of Living Things	Materials to form a collage.	Electron microscopes

Assessment

The Assessment Tasks	Learning Experiences	
Description of tasks	Provided learning activities	The assessment tasks need to include:
English- Oral presentation Written factual description of an ant colony. Oral presentation of an insect Reading -PM benchmark -Comprehension -Fluency and expression -Decoding skills	Oral presentation Provide a list of insects. Sourcing and collect information on their chosen insect How to organise their information: -Title -Description of insect -Foods -Habitat -Lifecycle Model and discuss how to present information in oral presentation to class Present the information on their insect. Written recount .Listen and view the bee man visit .Discuss and review information given on the visit .Discussion on sequence .Discuss and model sentence beginning for a recount. .Display and discuss relevant vocabulary (pollinate, drone etc.) .Write up recount .Discuss and model editing techniques Factual description Construct a mural of an ant colony-students to label	Oral presentation Organised information: -Title -Description of insect -Foods -Habitat -Lifecycle Presentation of the information on their insect to class. Written recount Evidence of recount format including: Appropriate beginnings to sentences Correct sequence of events Relevant vocabulary <i>Editing techniques (teacher purpose only)</i> Factual description Evidence provided in Factual description includes: <ul style="list-style-type: none"> Common spelling patterns Punctuation marks, including capital letters and full stops. Appropriate vocabulary Sentences that are single clause or a combination of clauses

Making Judgments

KLAs Assessable Elements <i>(highlight elements assessed through this unit context ensuring both dimensions knowing and understanding and ways of working are assessed)</i>						
English	Maths	Science	Technology	SOSE	The Arts	HPE
- knowledge & understanding	- knowledge & understanding	- knowledge & understanding	- knowledge & understanding	- knowledge & understanding	- knowledge & understanding	- knowledge & understanding
- interpreting texts	- thinking and reasoning	- investigating	- investigating & designing	- investigating	- creating	- investigating
- constructing texts	- communicating	- communicating	- producing	- communicating	- presenting	- planning
- appreciating texts	- reflecting	- reflecting	- evaluating	- participating	- responding	- implementing and applying
- reflecting			- reflecting	- reflecting	- reflecting	- reflecting