

Term 3 2017 - 2/3 Inquiry Unit- Animals in Danger

MPW Through-lines:

1. There is an inter-dependence between all living things and the environment. The way we live, impacts upon the environment and all living things.
2. The choices that we make affect others and ourselves.
3. Scientific and technological processes enable us to investigate questions and problems and find possible solutions. The results can have implications for all living things and the environment.

Victorian Curriculum

Skills:

Classifying
Questioning
Predicting
Investigating
Observing
Exploring
Comparing
Communicating

Understandings:

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)

Living things grow, change and have offspring similar to themselves (VCSSU043)

Living things can be grouped on the basis of observable features and can be distinguished from non-living things (VCSSU057)

Different living things have different life cycles and depend on each other and the environment to survive

Focus Question:

What animals are endangered and why?

Contributing questions:

How do humans contribute to animal's survival?

How have animals evolved? (Grouping into evolutionary families)

How the earth has changed both naturally and with human interference and the impact that has had on animals?

Tuning in:

Dinosaur Movie (2000)

Expert person as guest (Parks Victoria)
Toad Rage by Morris Gleitzman as class serial
Jeannie Baker books 'Circle'
The Peregrine Falcon ,
The Lorax by Dr Suess
ABC Splash

Finding Out:	Sorting Out:
<p>Pre Assessment: Draw and/or label threatened, endangered and extinct animals that you know. Can be done on half an A3 sheet as a pre assessment and on the other half of the sheet as a post assessment.</p> <p>Definitions: Based on previous films, speakers and texts, students define what the words 'threatened' 'endangered' and 'extinct' mean. (Use a Venn diagram to show this)</p> <p>Students sorting their personal ideas and knowledge as to reasons animals have become threatened, endangered or extinct and why? As pairs. Small groups and then as a whole class.</p> <p>Venn diagram showing what has been human affect and what has been due to nature.</p>	<p>Teach an example of a food chain 'This Is Not My Hat' by Jon Klassen.</p> <p>Choose an extinct or endangered animal and where it fits in a food chain. (possibly provide a teacher constructed list of animal examples)</p> <p>Students present a plasticine, or similar model (using self selected materials) of the food chain in small groups.</p> <p>Introduced species: cane toads, rabbits, wolves changing the rivers, foxes, Predators</p> <p><u>Human impact on animal survival rates</u></p> <p>Read Where the Forest Meets the Sea and Circle by Jeannie Baker and The Peregrine Falcon by ???????? by and Imagine by Alison Lester. The Lorax by Dr Sues.</p> <p>Ask students to answer individually : 'What is the human impact on animal habitat and survival?'</p> <p>Generate a list of individual responses. Sort these into similar groups.</p> <p><u>Environmental impact on animal survival rates</u></p> <p>Read 'Waterhole' by Graeme Base.</p> <p>Past impacts: e.g. meteors, landslides, ice age, volcanic eruptions, earthquakes, drought, fires...</p> <p>Show a clip from 'Happy Feet' where penguin leads scientists to colony.</p> <p>Present impacts: e.g. no trees, food sources reducing, predators, climate change, irresponsible hunting (e.g. whaling in Australian waters)</p>

Going further:

Write a play

Write a poem

Write a children's book

Create a poster

Stop Motions film

Cartoon strip

Interview as an expert

(Include a checklist of what must be included regardless of presentation style:

Facts: name of animal , why, habitat, reasons for endangered or extinct, location, human and environmental factors involved)

Predators

What are human's trying to do now to help animals that are threatened, endangered or extinct.

Home based task on the positive actions humans in the world are doing to make changes for animals

Give list of threatened or endangered animals

Taking Action:

Resources:

Websites

[In Pieces - 30 Endangered Species, 30 Pieces.](http://www.species-in-pieces.com/)

www.species-in-pieces.com/

Food Chain

Food Chain Game/ Activity <http://www.parks.tas.gov.au/file.aspx?id=13638>

<http://www.blueplanet.nsw.edu.au/ss--le--food-chains-and-food-webs/.aspx>

Prezi

https://prezi.com/s-eklths8be_/ecosystems-australian-food-chains-and-food-webs/?webgl=0

<https://www.zoo.org.au/fighting-extinction/priority-native-threatened-species>

How the Wolves changed Rivers

<https://www.youtube.com/watch?v=ySa5OBhXz-Q>

Zoos Victoria – Endangered Animals sights

<https://www.zoo.org.au/search/site/endangered%20animals>

Yr 5/6 Unit Plan – range of activities

<https://au.fsc.org/preview.senior-5-6-lesson-plans.a-1123.pdf>

Literacy:

- Procedural text
- Explanation text

Literature:

- 101 Great Science Experiments
- The Big Book of Experiments

Maths:

- Measurement: Volume and capacity during experiments
- Time: Timing change during experiments