**Subject: EDU4 SDL**

**Title: Assessment Task 1- Inquiry Unit**

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**Prep unit overview — Australian Curriculum: Science**

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| **Unit title** | **Duration of unit** |
| Are you alive? | One Term (11 Weeks) |

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| **Unit outline** |
| In this unit students will investigate living things. They will gain an understanding about what a living thing is and the basic needs of all living things. Students will engage in a wide range of learning experiences that will build on their prior knowledge.Students will already have a lot of knowledge about the needs of living things, this unit aims to bring that knowledge to a conscious level and make the needs of living things explicit. Students will be guided and encouraged to recognise that all basic needs need to be met and not just some for them.This unit will require students to use their senses to engage in scientific observations and investigations. They will engage in hands on learning experiences and share observations with their fellow students in order to create meaningful and shared understandings. Throughout this unit they will reflect, review and analyse their own thinking and learning journeys as they document what they have learnt in a KWL chart at the end of each week.  This unit has been developed to cater for a wide range of student needs in order to optimise student learning outcomes. In this fictitious class of 23 students we have catered for the individual differences of all our students. For the purpose of this assessment task we are focusing on six individual students within a class. We recognise that in a real classroom environment we would have to cater for more than six different students learning styles and so this unit plan caters for all students and not just the ones whom we are specifically focusing on. This class has students with many different prefered learning styles as classified by Howard Gardner's Multiple Intelligences. In this unit plan we are catering for students in particular who are visual spatial learners, kinesthetic learners, and musical/rhythmic learners. In our class we also have a gifted student, a student who is on the autism spectrum and a student who has a form of visual impairment. The ways that we will cater for these students will be elaborated on further in the unit plan. |

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| **Understandings about the content:** | **Essential Questions about the content:** |
| Students will understand that…   * A living thing is an animal, human or plant * Living things have basic needs to survive * Different animals have different habitats * Plants and animals have different things that they need to survive * Wants are different from needs * All basic needs must be met, not just some of them | * What is a living thing? * What do living things need to survive? * What happens to a living thing if one of its basic needs is denied? * How do the needs of different plants and animals differ? * How long does it take for a plant to grow? |
| **Knowledge about the content:** | **Skills required of the content:** |
| Students will know…     * Basic needs are: shelter, water, food, sunlight, sleep (animals), climate * What a living thing is | Students will be able to:   * Identify a plants or animals basic needs * Answer questions * Use prior knowledge to predict * Relate and apply what they are learning now to personal experiences * Identify the different senses and how they can use them to learn about the world around them * Discuss with others about what they have learnt * Use different methods to represent ideas |

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| **Rituals and Routines** |
| The rituals and routines are made to address the needs of the specific students mentioned above along with the rest of the class. Therefore, there will be written expectations of children the rug rules on A1 paper stuck near the white board. Next to each rug rule i.e raising hands, there will be a photo taken of the visual/spatial learner raising his hand. This will help the visual/ spatial learner and the rest of the class to always refer back to when they are seated on the ground. Visuals are always an effective strategy used in the classroom.  Rug rules:  - raising hands  - eyes looking  - facing forward  - ears listening  - hands still in lap  - criss cross, applesauce  For small group work such as Maths, there will be assigned students to bring out the books to the front. They will also be the ones who take it back at the end of the lesson. One of these students will be the autistic student, along with any student who are hard to get settled. This gives them a sense of responsibility.  During our reading lessons, before we start, we would all sing ABCD jingle to help students remember their alphabet. This will be an aid for the Musical/Rhythmic learner.  Before entering the classroom, students will need to make two lines, one of girls and one of boys. Every week there will be one boy captain and one girl captain for the lines. It will be their responsibility to manage the lines.    During Maths lessons students will be seated in a circle so shared learning and clear explanations can take place. Kids will be able to learn through hands on activities and teacher will have all students in her sight. This will be very useful for all students especially kinesthetic learners as they will be able to explore maths concepts using objects.  Every morning, after the role has been marked, students will go to water their plants. Every second day, the students will use the teachers camera to take a photo of it to place in their timeline as mentioned in the assessment section. This will be very useful for visual/spatial learners.  At the beginning of each week, students will be filling in their KWL charts. But only the K and W section. By the end of the week they will fill in the L section so they can reflect on what they have learnt, what went well, what didn’t and what they can improve in the following week. |
| **Classroom Management and organisational protocols** |
| - The most important classroom management strategy is keeping every student on task. This will be done through a good curriculum and planning process. This inquiry unit has assessment that are both interactive and engaging for students. This will ensure students are participating and interested.  - Grouping students to maximise learning. Students will have group activities such as role plays, creating a pamphlet or making a video. This will ensure all students are engaged and learning something.  - Teacher will ensure all resources needed for activities are prepared well in advance before the lesson to save time from running back and forth after materials.  - At the end of each lesson, when students reflect on their learning, the teacher will use that to plan for her next lesson. If they haven't grasped a certain concept, teacher will use the next lesson to recap over the previous lesson and plan an activity for students to understand the concept in further detail.  - Assessment results will be kept in an assessment folder and not mixed with anything else to prevent and loss of data. All results must be recorded accurately. |
| **Classroom Climate and teacher expectations** |
| * **Recognize individual differences-** All students are different, thus, their differences will be catered for. For example, visual/spatial learners, there will be visuals around the classroom to aid them in their learning. * **Learn names-**  At the beginning of the term, students and the teacher will each learn one another names. Students and teacher will always refer to others by their name. * **Arrange seating-** There will be tables of 6 organised around the classroom. These will be students permanent seats with their name and photo on their chairs. They are expected to always be seated in their own chairs unless its group work and they have to move around to other tables. * **Establish expectations-** Students will be reminded of good behaviour on a daily basis. Bullying will be not accepted. ‘Hands and feet to yourself’- a clear expectation all students must abide by. Also, during group discussions or working on their tables, putting their hands up to say something is a must. Anyone who calls out will be ignored until they use their manners. * **Make yourself available-** Teacher will cater for all students and spend adequate time with each student. Those students who need extra support will be asked to come to the floor so teacher can work with them. * **Encourage the students-** Students will always get praised for their work and efforts. If they are wrong, they will not be put down by the students or the teacher. Students will be given ample time to answer questions and contribute to class discussions. |
| **Teaching Approaches and Strategies** |
| Gradual Release of control model: modelled, shared, guided, independent instruction    Lessons will be done in a Whole, Part, Whole approach.  Metacognitive and cognitive approaches:  The activities and learning experiences that are being done as part of this unit will largely rely on a cognitive approach. As the students are at the foundation level it is appropriate as they need to have a fair amount of guidance. This means that they will be given a specific series of steps that they will need to work through. In the unit there will also be a metacognitive approach which will be when the students are given the opportunity to apply what they have learnt on their own. |

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| **Identify curriculum** |  |  |
| **Content descriptions to be taught** |  |  |
| **Science Understanding** | **Science as a Human Endeavour** | **Science Inquiry Skills** |
| Biological sciences  1. Living things have basic needs, including food and water [(ACSSU002)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACSSU002)    * Sustainability | Nature and development of science  1. Science involves exploring and observing the world using the senses [(ACSHE013)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACSHE013) | Questioning and predicting  1. Respond to questions about familiar objects and events [(ACSIS014)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACSIS014)  Planning and conducting  1. Explore and make observations by using the senses[(ACSIS011)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACSIS011)  Processing and analysing data and information  1. Engage in discussions about observations and use methods such as drawing to represent ideas[(ACSIS233)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACSIS233)  Communicating  1. Share observations and ideas [(ACSIS012)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACSIS012) |
| **Achievement standard** |  |  |
| **By the end of the Foundation year, students** describe the properties and behaviour of familiar objects. They **suggest how the environment affects them and other living things**.  **Students share observations of familiar objects and events** |  |  |

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| **General capabilities and cross-curriculum priorities** |
| gc_literacy **Literacy**   * English Domain: * Writing Content Description   + Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge [(ACELY1651)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1651) * [Speaking and Listening Content Description](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1651)   + Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact[(ACELY1784)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1784)   + Deliver short oral presentations to peers[(ACELY1647)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1647)   gc_ict **ICT capability**   * As students work towards the achievement of Level 2 standards in Information and Communications Technology (ICT), they learn the safe use of ICT tools, including leaving electrical connections alone, sitting upright in front of a computer, and handling storage devices such as disks and memory sticks carefully. They learn the correct terms to name ICT equipment and, through use, become familiar with common icons on the computer desktop. They develop hand–eye coordination through using a mouse to control the pointer on the screen. * With assistance, students work with different types of data, such as text, numbers and images, to create simple information products and share their ideas. They develop their navigation skills by responding to stimulus in multimedia resources that develop literacy and numeracy skills. They find and compare examples of ICT equipment at home and investigate the purpose of ICT symbols and icons.   gc_critical **Critical and creative thinking**   * **Design, Creativity and Technology Domain**   + Students independently, or in collaboration with peers or adults, explore the use of common materials such as paper, cardboard, glue, fabric, wood, soil and plants, plastic containers, string, paddle-pop sticks and food ingredients. They develop skills in the safe use of basic tools and equipment, such as safety scissors, mixing bowls, cups and rulers, to cut, join, shape, mix and follow instructions to construct simple products or models based on their design ideas. * **Thinking Processes Domain**   + As students work towards the achievement of Level 4 standards in Thinking Processes, they explore a wide variety of familiar contexts. With encouragement and support, they wonder, question and become adventurous in their thinking about these contexts. Students practise using all of their senses to develop skills in making observations which they share and record.   + Students begin to look for simple patterns in their observations by classifying familiar items and by looking for similarities and differences. In integrating information from their own observations, information from peers, teachers and other adults, and information from print and non-print texts, they begin to develop simple explanations for the phenomena they observe. These explanations – not necessarily complete - are the starting point for further questions and exploration. When students consider the explanations of others, they begin to ask, ‘How do you know?’ and ‘What makes you think that?’ and consider a range of possible responses.   + Students use a range of simple thinking tools to gather and process information. They reflect on their thinking (for example, why they think what they think about a text) and take time to consider before responding.   gc_personal_social **Personal and social capability**   * **Interpersonal Development Domain**   + As students work towards the achievement of Foundation standards in Interpersonal Development, they interact with their peers, teachers and other adults in a range of contexts. They learn to play constructively together and are encouraged to develop friendships with peers.   + Students learn to manage their impulses by developing habits and routines that help them to be a cooperative class member. They develop a vocabulary to describe the emotions they experience when interacting with others.   + With teacher support, students begin to identify and develop the skills required to work together in a group, including taking turns, and sharing and caring for equipment and resources. Through supported reflection on their own experiences of working with a partner, in small-group and whole-class situations, students share their thoughts on group collaboration and learn to describe and practise skills that contribute to the formation of positive relationships, and explain why these skills are desirable.   + While playing games and participating in classroom activities, students practise listening to others and recording or retelling what others have said. With teacher support, they practise using these skills with their peers in a variety of contexts and begin to identify when it would be useful to apply these skills in other situations.   + Students are supported to develop appropriate language to explain what happens and how they feel when experiencing conflict and/or bullying. They begin to understand how their actions affect others. Students learn that some people have special needs and to respect the rights, feelings and efforts of others. * **Personal Learning Domain**   + As students work towards the achievement of Level 4 standards in Personal Learning, they experience diverse approaches and responses to learning. With teacher support, they make links with their existing experiences and develop the view that learning is exploratory, fun and rewarding.   + Students begin to reflect on themselves as learners, in particular on their feelings about learning, by responding to open-ended statements such as ‘I’m proud of this because …’, and using visual aids that illustrate their responses to learning, such as happy and unhappy faces. They also reflect on their own learning by responding to prompts such as, ‘What do you know now that you didn’t know before?’   + Students are provided with opportunities to learn with peers and to share their feelings and thoughts about learning with others. They begin to understand that listening to the responses of others can assist them to make sense of new experiences and provide useful cues for their own learning. Students are encouraged to take risks with their learning and begin to understand that mistakes can be a vehicle for further learning.   + Students begin to take initiative as learners by asking questions when needed and attempting small projects. They begin to solve problems and complete work using their initiative as a first step and asking for teacher assistance as required. With support, students learn to manage their time and resources to complete short tasks. |

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| **Links to other learning areas** |
| In this 11 week unit about living things, students not only learn about science, but many other learning areas as well.  The learning areas that this unit relates to and how is as follows:  English Domain   * Students express their ideas and findings about living things in complete sentences. * Students write and record in full sentences their learning, understandings, ideas and opinions about living things. * Students listen when other discuss in class or present their final assessment piece. * Students give presentations on their learning about living things.   ICT Domain   * Students show that they can use Microsoft Word to write sentences with upper and lower case letters to help with their presentations.   Design, Creativity and Technology Domain   * Students explore and use common materials of paper, string, cellophane, fabric and scissors to help with their final assessment piece, in particular the dioramas.   Thinking Processes Domain   * Students begin to ponder and ask meaningful questions about living things and what could happen with and without their needs being met. * Students begin to develop explanations and reasonings for their observations on the plant growth/life cycle. * Students begin to classify different parts of a plant and their stages of life. * Students begin to make reflections upon their work and their learning, as seen through their KWL charts.   Interpersonal Development Domain   * Students begin to work in groups, as seen through their final assessment pieces, and learn to listen to each others ideas and opinions and take turns. * Students learn that some students have special needs and that they need to be accepting and supportive of them and value them and their learning.   Personal Learning Domain   * Students begin to reflect on their learning, and themselves as learners, as seen through their KWL charts. * Students begin to see that they can learn from each other, via the group work that takes place over the course of the unit. * Students begin to solve problems that arise in their group work and in their learning situations, as seen in their weekly reflection practice. |

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| **Teaching and learning** |
| **Teaching strategies and learning experiences** |
| This unit overview has been developed using the 5E inquiry model for teaching and learning science. The 5E model follows a sequence of:   * Engage — begin with a lesson that captures children’s interest through an activity or question. * Explore — organise hands-on activities where children explore a concept or skill. * Explain — guide children to develop explanations for the experience after they have explored a concept or skill. * Elaborate — encourage children to apply what they have learnt to a new situation. * Evaluate — provide an opportunity for children to review and reflect on their learning. * Engage:   + brainstorm -ask them questions: what animals do you have at your house? etc.. What do you want to know?   + Trip to school garden or local park- observe features of living things- what makes them grow?   + Visit from someone in the community/ Skype Chat -parent brings in animals, visit from a vet to talk about life cycles, taking care of animals, someone from RSPCA   + KWL (What I Already Know, Want to Know, What I have Learnt) - ongoing reflection throughout unit (once a week)   + Read books relating to the topic   + Watch videos/YouTube Clips   + Draw attention to daily routines that are essential and discuss why, eg. eating lunch * Explore   + Think, Pair, Share about own experiences etc   + Refer back to trip to garden/park - reflect on their experience   + Discuss needs for plants, brainstorm on board, then students start growing a plant -teacher has a few control plants, ones that don’t get water, or sunlight   + Discuss the sense that students will need to use in their investigation   + Make a mindmap of what living things need * Expain   + Write observations of plants growth, take photos and videos   + Make a timeline of plants growth/life cycle   + Students act out what they have seen of their own plants - dance moves/ freeze frames eg. moving towards the sun   + Play who am I?/Celebrity Heads * Elaborate   + Discuss what happens if a basic need isn’t met   + Venn Diagram needs of animals and plants   + Students make a class song -film it/present it to other classes/parent at assembly   + Discuss how we meet our basic needs every day, discuss: what would happen if? scenarios * Evaluate   + A short role play of something that they have learnt - storyboard it first   + Create a diorama of a animals habitat - present to class and talk about what you’ve made and why- in a group   + Make a video pretending to be a reporter, interview another student (pretending to be a vet/ or other expert) about animals needs |

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|  | **Weekly Overview** |
| **Week** | **Activities** |
| **1** | **Lesson 1: Introduction to topic-**  Class Discussions on prior knowledge  (e.g. What is a living thing? What animals do we have at home? What do they need to live? What happens without it?), Introduction to KWL Charts- massive one letter per A3 page, each student writes on a3 paper in each section, teacher modelled first  **Lesson 2:** Living Things  YouTube Clip- <https://www.youtube.com/watch?v=cPiNTkCmmv0>  Students work in pairs to write a poem, story or song about living things, incorporating information from class discussion and video  In week 1, students will have the activities first modelled to them, then be given examples and then be given sentence starters written on the board to help guide their writing. This is so that they can start to develop full sentences and have a starting point. Students will be working in pairs that the teacher has chosen of mixed ability levels. The activities have been differentiated enough so that we can cater for our different types of learners, including having the posters A3 size to make it easier for the visually impaired student to read, the student who is a musical/rhythmic learner can choose to create a song with their partner about what they know about living things, The gifted student can create a more complex piece, based on books in classroom, the student of the autism spectrum will have lots of modelling and templates to help create routine and is allowed to work alone if need be. |
| **2** | **Lesson 1: Garden Walk-**  Garden/Park walk- students observe different plants and ask questions about the plants’ survival, pondering what happens without needs, and noting all the features of a plant. Drawing what they see  **Lesson 2: Reflections-**  Students reflect on their garden trip and have a class discussion about what they explored and observed, Read students book *Alejandro’s Gift* on how a little boy creates a beautiful garden, Students create a little model on the garden they observed and from elements in the story as two massive class groups,, KWL Reflections  In week 2, Students will be going on a garden walk to familiarise themselves with plants and their needs for survival. It is scaffolded by that children first explore and observe a plant and their environment, then ask questions, then have group discussions, then a book is read about a garden, Students are then placed into two mixed ability groups to create massive models of two garden environments using information from the garden walk and the story. Done in two big groups so that students can each take on a little role in the group and create in the model what they wish to. Students will be placed into two groups of mixed abilities. This is so that students have the opportunity to work together and showcase their different abilities. |
| **3** | **Lesson 1: Basic Needs**-  Chart on living things basic needs, YouTube Video on plant growth stages, Play Who Am I?- Celebrity heads game about plants and animals, KWL Reflections  **Lesson 2:**  Students work in groups to create a small role play about basic needs of living things including water, shelter, food and sleep.  In week 3, students have a class discussion and teacher writes down the needs of living things that the students have learnt about in the previous two weeks. Students use this to create their own charts and small role plays. Students can choose their own groups. These groups will then include in their role plays what interests them about living things. It caters for differentiation because gifted students can research more about living things and incorporate that into their roleplay, autistic students will have all the charts and examples to help them, visually impaired students will have large A3 posters to help them, visual/spatial learners will be acting so will be in their comfort zone, musical/rhythmic student can add music to their role play, and the kinaesthetic learner will be learning by doing when they are acting so they are all well catered for. |
| **4** | **Lesson 1: Plant Germination-**  Students grow plants from a seed, just to see germination of seed- ensuring all needs are met, taking photos of each stage and writing a brief statement about what they’ve done and what’s happened (teacher models) (Every day takes a photo and records observations)  Adapt plant growing lessons from this teacher resource:<http://schoolpartnership.wustl.edu/wp-content/uploads/2013/01/Plant-Lesson1.pdf> **Lesson 2: How Plants Grow-**  Students continue to see how plant grows and takes pictures and write observations, Students play *How Plants Grow* online game from Science Kids. Link: <http://www.sciencekids.co.nz/gamesactivities/plantsgrow.html>, KWL Reflections  In Week 4, students learn about how plants grow for a seed and germinate their own plants. They take the information from their notes on videos and class discussion posters to help them. Students complete the activities in the above link on growing plants. Each thing is of increasing difficulty to prepare the students to grow a plant. They then apply what they’ve seen to the plant growing game. Students discuss as a class, and talk with a partner about how their plant is going, however they primarily work alone to see what they are learning. The visually impaired students will have the worksheet blown up bigger for them to see, the autistic student can have an example of the plant stages with them, the gifted student can offer up reasons as to why they think the growth is taking place on a given day, and the kinaesthetic learner will be well-catered for by the fact that they are growing the plant. |
| **5** | **Lesson 1: Plant Germination Part 2-**  Students take a final photo of what their plant looks like now after 1 week and record observations, Teacher reads the book *The Tiny Seed* by Eric Carle, all about a plant’s life cycle  **Lesson 2: Plant Life Cycle-**  Students create a timeline of a plant’s growth cycle, KWL Reflections, Students hand in plant observations  In week 5, students use their photographs from their plants to construct a timeline of the stages. They apply what they have learnt into creating something new. The teacher will, model an example on the board for the students, complete with sentence starters. Students will work individually, as this is based upon their plant growth. Students who are visual/spatial learners will be catered for as they are able to have pictures included with their timeline. |
| **6** | **Lesson 1 and 2: Plant Life Cycle-**  Continue work on timelines, Students work in groups of three or four to create a dance or several freeze frames on plant’s growth cycle, KWL Reflections, Students hand in timelines  In week 6, the students work in groups to create a dance or several freeze frames on what they’ve learnt about a plant’s life stages. All the different learners are catered for as the students are learning by doing, do their dance to music and has rhythm, students can incorporate more complex dance moves or more information about plants. |
| **7** | **Lesson 1: Animals’ Needs-**  Students create a picture wall of what they think animals need to survive- first Think for themselves about it, Then talk about their idea in a Pair, then Share with class by writing and drawing on poster(Think...Pair...Share approach), YouTube Song on needs of Animals called *Animal Needs.* Link: <https://www.youtube.com/watch?v=dh7WqyF81hw>, Students work in groups of three and pick one animal and read a book on what food that animal eats to survive, e.g. birds need seeds or worms and record their findings on a poster  **Lesson 2: Animals’ Needs Continued-**  Students continue work on posters  In week 7, students work on posters in groups to show animal needs. They include pictures, which the visual/spatial learner can do, they will create an A3 poster which helps the visually impaired student. They will be provided with examples and have a picture wall, discussions and a video to draw their information from. |
| **8** | **Lesson 1 and 2: Guest Speaker-**  Visit from either a member of the RSPCA or the Zoo or Wildlife expert to talk about living things, Students beforehand write a list of questions to ask, *Animal Migration* game where students have to find the right habitat for each animal ensuring they have all their needs. Link:<http://www.games2girls.com/p/animalmigration/>, Venn Diagram of plant and animal needs, KWL Reflections  In week 8, students will have a guest speaker come in to talk to them about living things and their needs. Students will be able to ask any questions they want about a specific animal or plant and their needs. They will be given sentence starters and examples of good questions to ask. They will each have to write 5 questions each to ask. They then ask at the end of the speaker’s speech. Students then use that information to complete animal migration game and to create venn diagram comparing needs of plants and animals. Gifted students can create more questions and more complex questions, autistic children will once again be provided with examples and sentence starters, which all helps to build routine. The sentence starters and examples will be big so as to help the visually impaired student. |
| **9** | **Lessons 1 and 2-**  Work on final assessments in groups: Diorama, Role-play, Poster, Recorded interview, Brochure all about living things, including their needs for survival and what happens without it or with too much of one thing, KWL Reflections  In Weeks 9 and 10, students will be working on assessments in groups. First they will be provided with many examples to look at and to see how to model theirs on. They will be given a question sheet on the key information they must include (e.g. basic needs of survival and what happens if they have too much of something or not enough) and a list of places to find that information. This is to help them start. Once again, sentence starters will also be provided. Teacher will create a poster of common sentence starters that children can often refer to. How the students will be catered for is listed in the assessments section. |
| **10** | **Lessons 1 and 2-**  Work on final assessments, KWL Reflections |
| **11** | **Lessons 1 and 2-**  Presentations of final assessments and students also hand in all of their KWL reflections, Students also then discuss as a class what they think it means to be alive, based on all their learning from this unit |

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| **Assessment** | **Make judgments** |  |
| **Describe the assessment** | **Assessment date** | **Content Descriptions** |
| * In this 11 week unit, there will be many opportunities to assess the students on their learning. Many different types of assessments where students are able to showcase their various skills have been implemented in this unit to cater for the diversity of the students. * At the beginning of the unit, there is a class brainstorm all about animals and plants that students have at home. The teacher asks the students various questions about living things and what they need to survive. This is to test the students’ prior knowledge, to inform teaching. This way the teacher now knows what the students need to learn. The teacher will then adapt and tailor their unit plan and lessons to suit their particular class and their learning needs. This is formative assessment, because it helps to inform the teacher’s teaching. * Students will be writing up KWL charts (what do I already KNOW? what do I WANT to know? and what have I LEARNT?) every week. The teacher first models how to write one, with each section (letter, question) on a separate A3 piece of paper and models how to write one to the class. Every week teacher writes sentence starters on board for each student to complete.This is to help students with visual impairments. At the beginning of the week, each student will be filling out the K section and the W section. They will write what they already know at the beginning of the week about living things and what they want to know and find out about living things this week. Then at the end of the week, the students will fill out the L section. They reflect upon what they have learnt throughout the week, what worked well and what didn’t, and what they could improve upon the following week. Students who are visual/spatial learners could draw in each of the sections. This is an ongoing, weekly reflection practice that each student will participate in. This is so that each student is able to take an active role in their own learning, to be able to take ownership of it. They are learning to take more responsibility for their learning and each reflection helps them to decide what they are learning. This informs their learning, so it is formative assessment. However, all of the reflections are compiled and collected at the end of the unit to be marked to see what students have learnt throughout the unit. That also makes this a summative assessment. When students write about what they want to know, they are essentially creating their own learning goals. Their learning goals will be based on their abilities, so it easily caters for gifted learners as they set their own goals to be accomplished each week. Resources needed: 3x A3 poster paper (each a different colour), science books and pencils * Students will grow a plant and take photos and videos of their plants growth and then put the photos in a timeline to show its growth/life cycle. This is so that students can investigate and then show what they have learnt about a plant’s life cycle. This is then collected so that the teacher can see what the students have learnt. That makes it summative assessment. However, students then use their timelines to create a dance or freeze frames of the different stages of a plant life. This helps both kinaesthetic learners and musical/rhythmic learners to showcase their natural talents. Kinaesthetic learners are learning by moving, and the musical/rhythmic learners can set their dance or freeze frames to music. When students use the timelines to help with their dances, it makes the timelines examples of formative assessment. Resources needed: Plant seeds, pots for plants, soil, water, cameras, paper, music. * Class discussions throughout the unit of what students think will happen when certain needs of living things aren’t met and what if scenarios serve as formative assessment because it helps to see where the students are at with their learning, what they’ve understood, what they’ve misinterpreted or haven’t learnt yet and what needs to be built upon. * At the end of the unit, students are to work in groups of three for their final assessment piece. If students wish to work alone, they may. Students need to answer what basic needs living things need to survive and what happens when their basic needs aren’t met. Students choose their own groups and choose one of the following assessments: 1. Create a short role play about something you have learnt about living things, storyboard it first and then practice it and then present it to the class. 2. Create a diorama of an animal’s habitat complete with everything they need to survive. (Teacher shows a model of one to serve as an example). Present it to the class and talk about what you’ve made and why. 3. Make a video pretending to be a reporter that interviews two others students that are acting as experts (for example a vet, a zoologist, a botanist) on a type of living thing. Ask those people questions about what they are an expert in that relates to living things. 4. Create a pamphlet or poster on a chosen animal’s life cycle. Resources needed: paper, pens, cameras, and computers. * This final assessment (summative assessment) is for the teacher to see what the students have learnt and understood by the end of the unit. Students choose one of the types of assessments listed above so that each type of learner can present their learning to the best of their ability and showcase their talents and skills. | Very beginning of unit, Week 1, Lesson 1  Beginning of unit, Week 1  Week 4 and 5  Throughout unit  End of unit, week 9 and 10 work on, week 11 present | Students will demonstrate their prior knowledge on living things and their basic needs for survival via class discussions.  Students will begin to take ownership of their own learning by setting their learning goals in the form of a KWL chart.  Students will begin to learn how to reflect upon their learning.  Students will investigate the life/growth cycle of a plant and present their findings in a timeline, that shows each stage of their life.  Students will articulate their learning and understanding of living things and their needs via class discussions.  Students will showcase their learning and understanding that has taken place throughout the term. |

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| **Adjustments for needs of learners** |
| As previously stated the six students that we have focused on have the following learning considerations:   * Autism Spectrum * Gifted Student * Visual/Spatial Learner- with dyslexia * Kinesthetic Learner * Musical/Rhythmic Learner * Visual Impairment   Certain adjustments will need to be made in order to cater for the varied needs, abilities, interests and experiences of the students.  When preparing to adapt a unit of work for a particular student a teacher needs to take several things into consideration. There are several steps that a teacher should go through. The first is to gather all relevant materials and then decide whether the entire unit will be adapted to one ability level or of it will be used for multi-ability groups. Second is to make decisions about what content is essential for the students to know. You also have to be aware of the vocabulary that you are going to use, different vocabulary can be used for different ability levels. However specific technical terms should always be used, in the case of this unit you would want all students to know terms such as living and non-living. The next thing to look at is incorporating language and reading activities into worksheets. Activities should be varied and focus on students doing rather than receiving to increase their knowledge of a topic. The way that assessment is carried out is another thing that needs to be adapted. If a teacher assesses all students using only the one same assessment test then it is not accurately going to assess what the students have learnt. Assessment needs to be done in a variety of different ways. The particulars of assessment in this unit are explored elsewhere in the unit plan. Lastly is to check the adapted materials. After checking to make sure that the content, vocabulary, presentation methods and assessment are suitable a teacher will need to check that there is not any left out material or content.  As well as making sure that the unit content is suitable for each student, each student previously mentioned (that we will be specifically focusing on for the purpose of this unit plan) will have an individual learning plan which will outline priority goals, and adjustments that can be made to help the student achieve the goals.  In our grade we have one student with Autism. There are four core deficits in autism and a person can either have a mild or profound degree of impairment in each of these. Our student ‘Jake’ has a mild communication impairment, he has functional language but sometimes will not respond without some form of a prompt. He is lacking in social skills, he mostly will not initiate any social interaction but will accept other people sitting near him or sometimes joining in with the activity he is engaged in. He is on the low side of the scale when it comes to repetitive behaviours and restricted interests, he is extremely interested in tv and technology. He has a few sensory impairments, he can be captivated by touch and likes to feel different materials. Jake becomes uncomfortable and stressed if there is a change in routine.  To help Jake in the classroom his teacher will make sure what she/ he does is consistent with the program that his parents have in place at home. For children with Autism it is important that the home and school environment be constructed so the child can feel safe and comfortable, this means programs in place should be consistent and predictable. People who have autism learn more effectively if information is presented visually as well as verbally. Because Jake likes the familiarity of a routine and can become distressed if something changes he will have a visual planner at his desk which will let him know what will happen now, and what will happen next. The teacher will also explain what will happen each day and at the beginning of the school day with the aid of a class timetable which is on the wall. The timetables will have images which will stand for each activity. Jake will also be encouraged to interact with his peers as much as possible as they can act as role models for appropriate social skills. The teacher may need to monitor these interactions as some children with Autism can be the subject of bullying. The unit we have planned has opportunities for group work, in particular the final assessment which will be completed in groups. As Jake is is interested in technology we will incorporate as much technology into the unit as possible, he likes watching so the use of youtube videos which we have included in this unit should engage him.  The class also has one student ‘Caleb’ which can be classified as gifted. He can become disengaged easily if he finds the work to easy. This is something that can lead to boredom, frustration and decreased motivation. Caleb’s teacher should modify the learning experiences so that they are still stimulating for him and give him opportunities to extend himself. To help structure these experiences Blooms Taxonomy will be helpful to guide him towards higher order thinking and using skills like analysis, synthesis and evaluation as defined by Bloom. In this the teacher should act as a facilitator and encourage him to explore new concepts. Caleb need to have opportunities to not only work independently on areas that interest him but have opportunities to socialise and learn with peers of like ability, this may means students from other year levels. Caleb should have the opportunity to work with the higher level students in the class and to share what he has learnt and done.  One student ‘Thallia’ is a visual/ spatial learner as defined by Gardner's multiple intelligences. It is also been discovered that she may also have dyslexia. Thallia processes things primarily in pictures. In order to help her understand a concept it helps her to create a mental picture, once she understands something she remembers it. Thallia loves art, this is a passion which will be encouraged and nurtured by her teachers and can be incorporated into how she presents her work. To help Thallia there will be a large visual component to lessons and posters around the classroom. The classroom teacher will also help her with her reading skills.  ‘Harpreet’ is a kinesthetic learner. For her to maximise her skills and learning style activities where possible will have a hands on approach. Activities in this unit plan which she may engage in best are the growing of the plants, participating in acting out movements of plants growth or animals, and acting in a role play.  ‘Xander’ learns best through music and audio. In Gardner's Multiple intelligences this is called musical/rhythmic intelligence. participating in the creation of a son would suit him really well. Xander would also work well with verbal instructions and listening to the youtube videos which will be shown. To accommodate his learning needs sound, rhyme and music will be used as often as suitable.  The last focus student is visually impaired. “Teresa’ has poor vision and has to wear glasses. To accommodate her learning needs she will need to sit close to the front of the room and close to the teacher whenever the whole grade is on the floor. The table she sits at should also be close to the whiteboard so she can see anything that is displayed on it from her seat. |

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| **Use feedback** |  |
| **Ways to monitor learning and assessment** | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| **Feedback to students** | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to children/students on their strengths and areas for improvement.  Children/Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for children to experience, practise and improve. |