

Lesson overviews

Below is a brief outline of suggestions lessons for this unit. The lessons are based on an average hour long lesson with 10 minutes each for the introduction and conclusion and 40 minutes for the body.

Lesson	Curriculum focus	Introduction	Body	Conclusion	Focus questions	Assessment
1	Biology	<p>What is an Australian animal? Discussion.</p> <p>Brainstorm Australian animals.</p>	<p>Read the Australian ABC by Colin Thiele and discuss.</p> <p>Complete work sheet (appendix a) on Australian animals and their physical features</p>	<p>Play heads shoulders n Knees and toes with students.</p> <p>While Students pretend to be different animals.</p> <p><i>Kangaroo: heads, ears, mouth, legs, and pouch.</i></p> <p>Increase the speed to challenge students and change animals as desired.</p>	<p>What is an Australian animal? Can you name an Australian animal? Where is this animals head? Where is this animal's mouth? Where is this animal's body? Where are this animals legs? How many legs des this animal have?</p>	<p>recognition of life like and imaginary character in books</p> <p>Recognition of common animal features, such as head, body and legs.</p> <p>(Appendix b)</p>
2	Biology	<p>Review Australian animals.</p> <p>Animal celebrity head in small groups. (Appendix c)</p>	<p>Read Australian animal verses by Colin Thieleand discuss Animals body part purpose</p> <p>Write acoustic poem to describe the use of various body parts. (Appendix d)</p>	<p>Play heads shoulders n Knees and toes with students.</p> <p><i>Cockatoo: Head, beak, wings and claws.</i> <i>*insert bird noise*.</i></p>	<p>Can you remember an Australian animal? Why does a kangaroo have a tail and pouch? Why does a wombat have long claws? Why does a cockatoo have wings?</p>	<p>recognition of life like and imaginary character in books</p> <p>Can describe the purpose of animal body parts</p> <p>(Appendix b)</p>

3	Line	<p>Class discussion:</p> <p><i>Where do we see lines?</i> <i>What types of lines are there?</i> <i>Are their lines in art?</i> <i>Can you point out any lines in these pictures?</i> <i>(Australian animal art gallery).</i></p> <p>Draw angry, sad, happy, confused lines on the board.</p>	<p>Complete step one, two and three of the leaf rubbing animal.</p> <p><i>Step one: collecting leaves</i> <i>Step two: choosing template.</i> <i>Step three: how to do a leaf rubbing.</i></p>	<p>Pack up</p> <p>Simon says line. (Appendix e)</p>	<p>Where do we see lines? What types of lines are there? Are their lines in art? Is this leaf different to this leaf? Why? What Australian animal have you chosen? What makes that animal Australian?</p>	<p>Effectively demonstrates the leaf rubbing technique.</p> <p>Effectively followed the outlined process for creating a leaf rubbing Australian animal.</p> <p>Participated in class explorations of Australian animal artwork.</p> <p>Demonstrated an understanding of line.</p> <p>(Appendix b)</p>
4	Colour	<p>Brain storm natural colours.</p> <p>Hold up colour cards and students say natural or unnatural. (appendix f)</p> <p>Why are we using natural colours for our Australian animal?</p>	<p>Create leaf print animal using step three through to six</p> <p>Step three: how to do a leaf rubbing. Step four: placing the leaf rubbings on the animal template. Step five: Gluing the leaf rubbings. Step six: Name and background.</p>	<p>Pack up</p> <p>Play I spy with my little eye something coloured _____</p> <p><i>Red, blue, green etc.</i></p> <p>When item is guessed. Have a vote if it's a natural colour or not.</p>	<p>Is pink a natural colour? Why are the wings brown? Where have you seen this colour before? Whats the next step in completing a leaf rubbing? What could we call your animal?</p>	<p>Effectively demonstrates the leaf rubbing technique.</p> <p>Effectively followed the outlined process for creating a leaf rubbing Australian animal.</p> <p>Demonstrated an understanding of natural colours. (appendix b)</p>

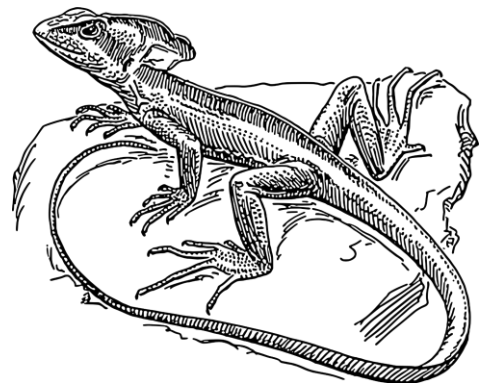
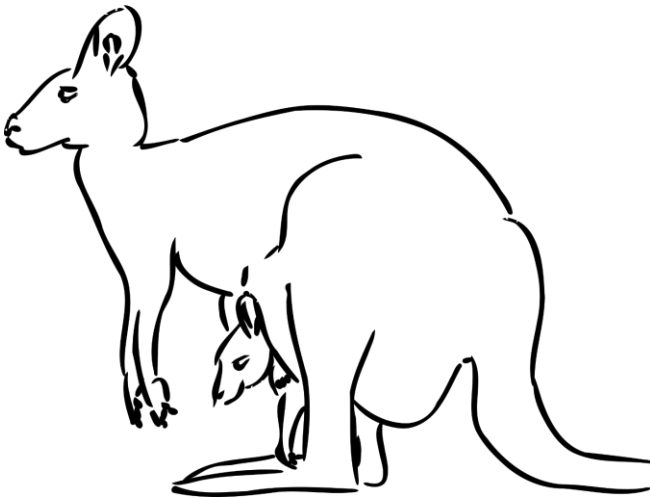
5	Reflection	Think, pair share two things about line and two things about colour.	<p>Allow Finish off time.</p> <p>Create a classroom art display. Students pick two favourites and put a stick note (with their name on it) on the animal.</p> <p>As a class student say why this is their favourite.</p>	Reflection worksheet. (appendix g)	<p>What would you differently next time? Could we change the process in any way? Why is this your favorite? Do you remember anything from lines? Do you remember anything from colour?</p>	<p>Displayed the ability to reflect on own and others work.</p> <p>(appendix b)</p>
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Appendix a

Australian animals and their physical features

On the animals below colour the physical features the correct colour.

- Heads= red
- Body=blue
- Legs=green
- Tail= yellow
- Wings= purple
- Eyes= pink
- Mouth=
- brown



Appendix b

Assessment rubric

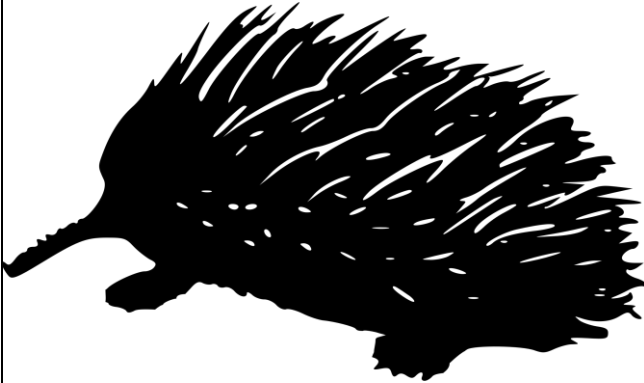
outcomes	Over achieved	Achieved	Did not achieve	Notes
Recognition of common animal features, such as head, body and legs.				
Can describe the purpose of animal body parts				
recognition of life like and imaginary character in books				
Effectively demonstrates the leaf rubbing technique.				
Effectively followed the outlined process for creating a leaf rubbing Australian animal.				
Participated in class explorations of Australian animal artwork.				
Demonstrated an understanding of line.				
Demonstrated an understanding of natural colours.				
Displayed the ability to reflect on own and others work.				

Appendix c

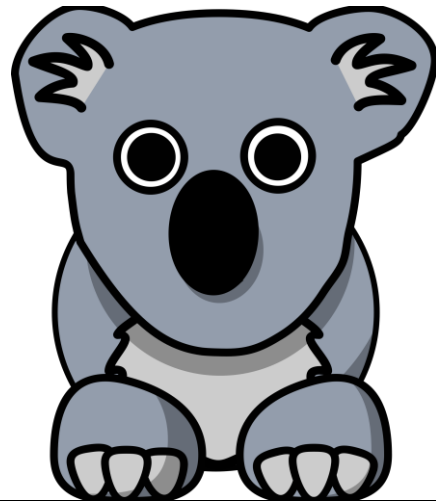
Austrian animal celebrity head

Cut out and laminate the following cards. Ask students to put on a head band and attach the card to the headband using a clip. The students, in small groups need to ask questions until they can identify their animal.

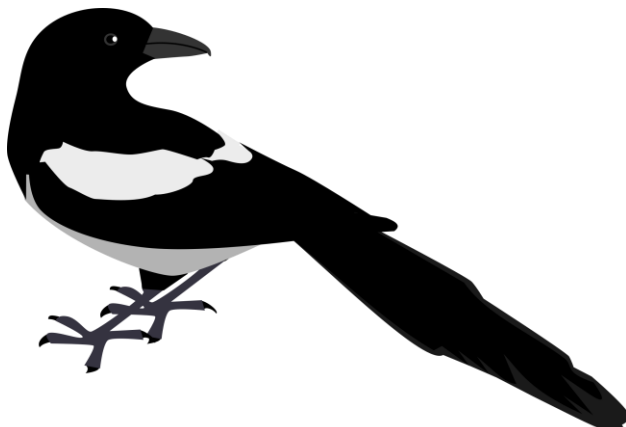
Echidna



Koala



Magpie



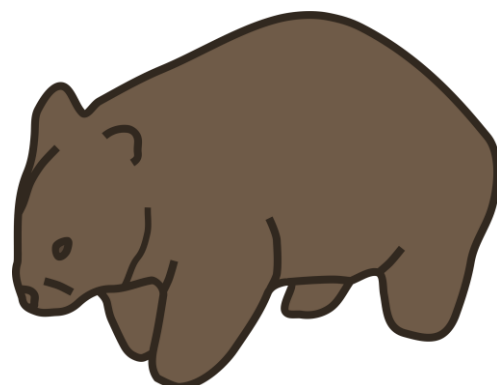
Platypus



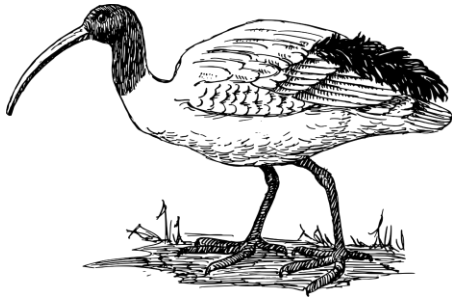
Black swan



Wombat



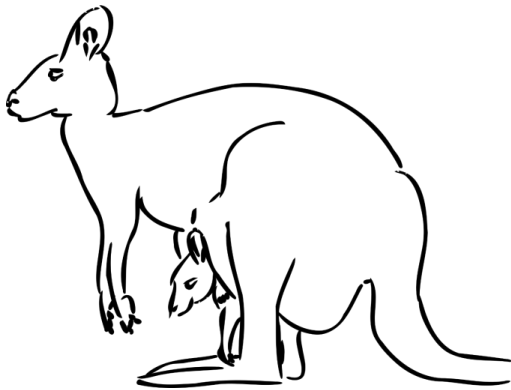
Ibis



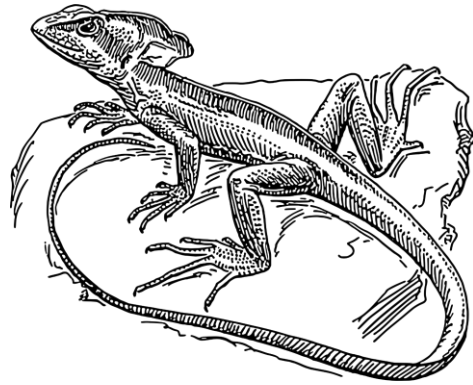
Crocodile



Kangaroo



Lizard



Appendix d

P

O

U

H

C

T

A

I

L

C

L

A

W

S

Appendix e

Line Simon says

Coordinate various sentence from below and occasionally through in a sentence without Simon says, children that move during this sentence are out.

Simon says straight line.

Simon says wiggly line.

Simon says happy line.

Simon says bent line.

Simon says flat line.

Simon says standing line.

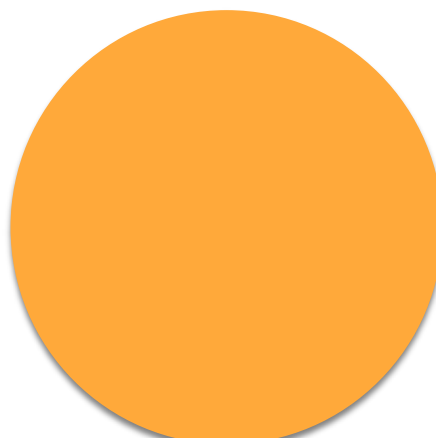
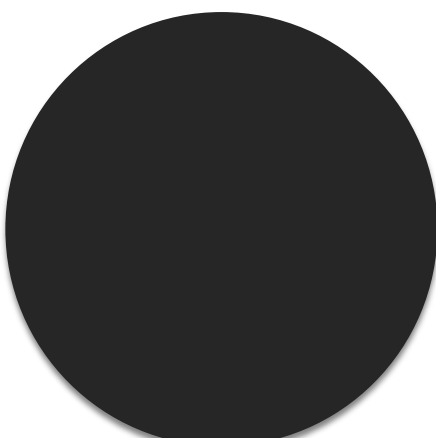
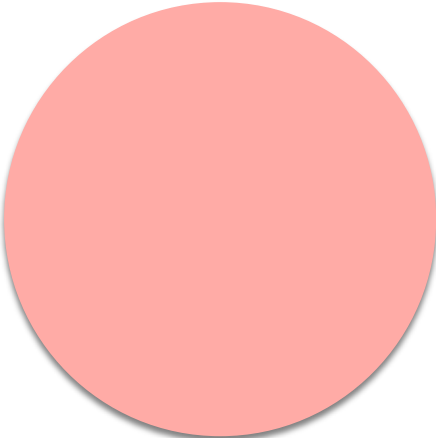
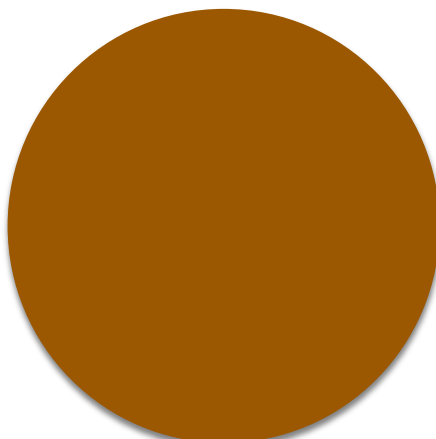
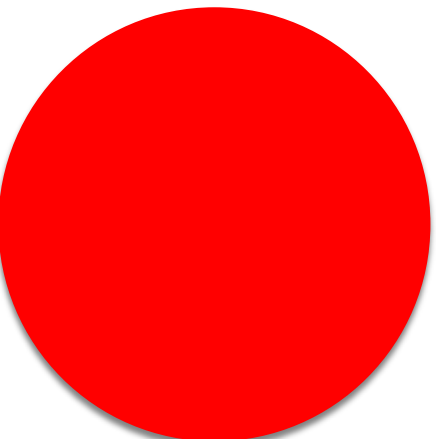
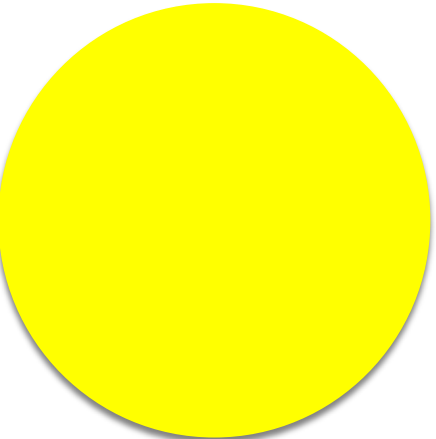
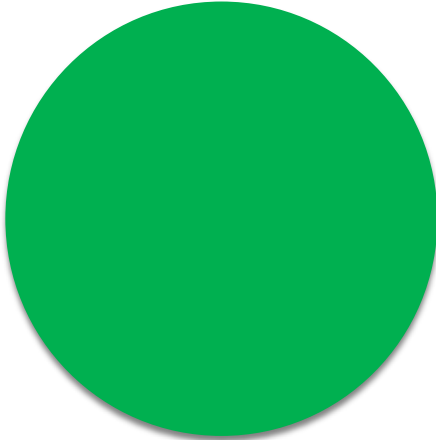
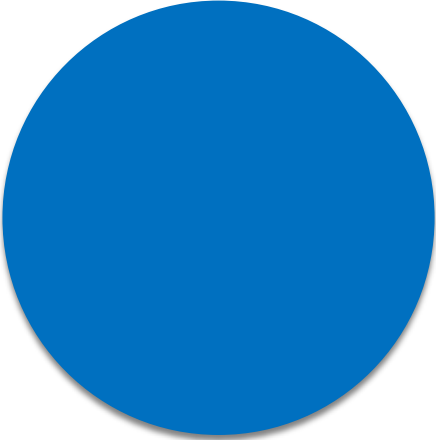
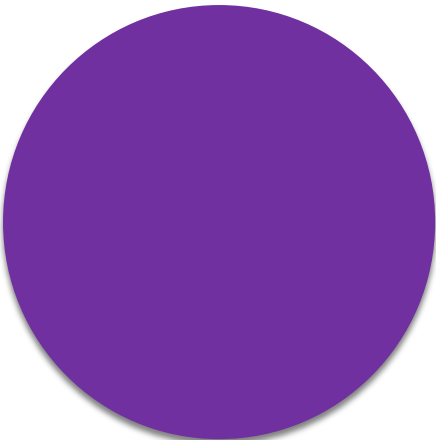
Simon says leaning line.

Simon says tired line.

Simon says sad line.

Appendix f

Colour cards



Appendix g

Reflection sentences.

Next time I would change

My favourite part of my animal is _____

Because _____

I found it hard to _____
