A6 TERM 1 INQUIRY

Huonville Primary - Florence | Term 1 2019 | Year 6

BIG IDEA: Forest in a box inquiry

Lines of inquiry: Science, Literacy, Numeracy, Art

- Explore the forest in a box
- Look at living things
- Link to science- adaptations to extreme weather conditions

Key Questions:

- What is this? (tubs in the middle of the room)
- What could it be used for?
- Is it a manmade or natural object?
- What are we going to do with this?

Student interest:

- Building
- Animals
- Designing
- Outdoors
- Art- clay

Prior knowledge:

- Living things activity
- Brainstorm (first lesson)

Hook: Forest in a box

- Students saw the boxes and were extremely excited to see what was in them.

Lesson 1

Lesson title: Inquiry
Provocation- Tubs with parts out of each of the kits.
No planning required due to waiting for students to generate their own ideas about the provocation.
I sat the 4 tubs in the middle of the room.

Instructions: brainstorm what our provocation is as a group.

Students responded with this:

Jemma: Looks like road works

Lukas: a building of some sort

Ewan: gears and stuff

Cody: theme parks and shows

Jemma: tree works

Ewan: water slide

Lukas: Looks like you might have to put it together

Jemma: wooden objects

Jye: wood stuff connecting

Molly: is the wood plastic?

Jemma: why are we using these objects?

Brady: It says Tasmanian Oak on it, so its wood not plastic

Cody: looks like train tracks

Jemma: Why are there 4 of them?

Kyesha: a bit like a puzzle

Is it man made or a natural object:

Ewan: Yes and no- because its wood from a tree and its carved into a manmade object

Cody: they have pressed thin bits of wood together to get the shapes, using stencils

Brilee: It was once a natural object but now people have mucked around with it and made it into shapes

Jemma: Why is it in these shapes?

Molly: Why is there green wood in there?

Jemma: What is it used for?

What are we going to do with this?

Samara: put it together to see what it makes?

Molly: Stare at it and build up the temptation to touch it

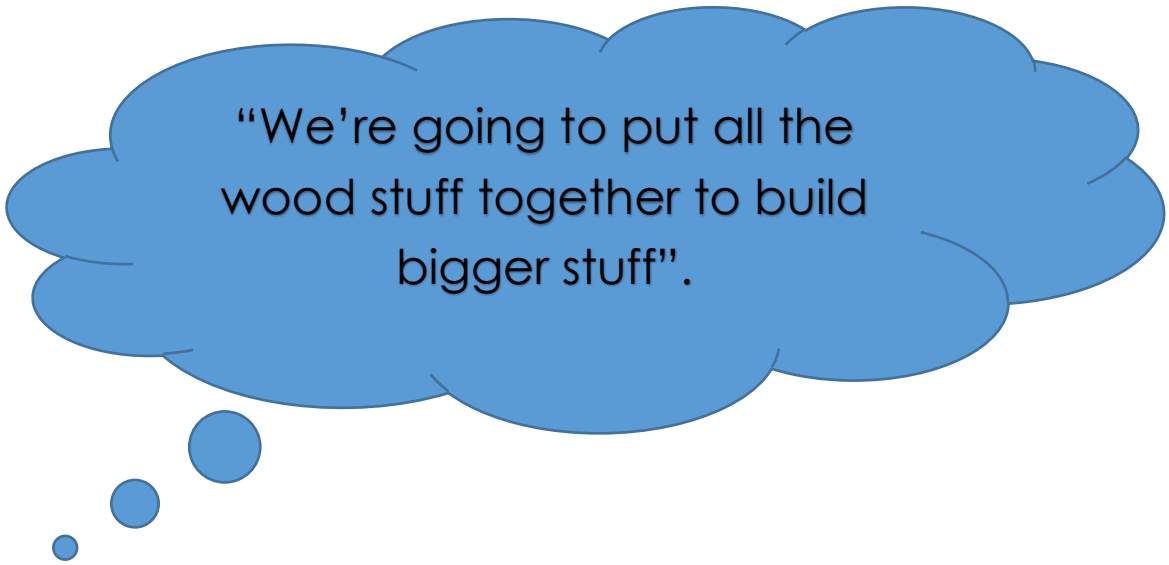
Jye: were going to put all the wood stuff together to build bigger wood stuff

Ewan: we should take all the pieces out and sort them into groups to see how many we have.

Cody: have you got instructions?

Lesson end: We then left the conversation after we worked out what we were going to do with our provocation.
We picked Jye's comment

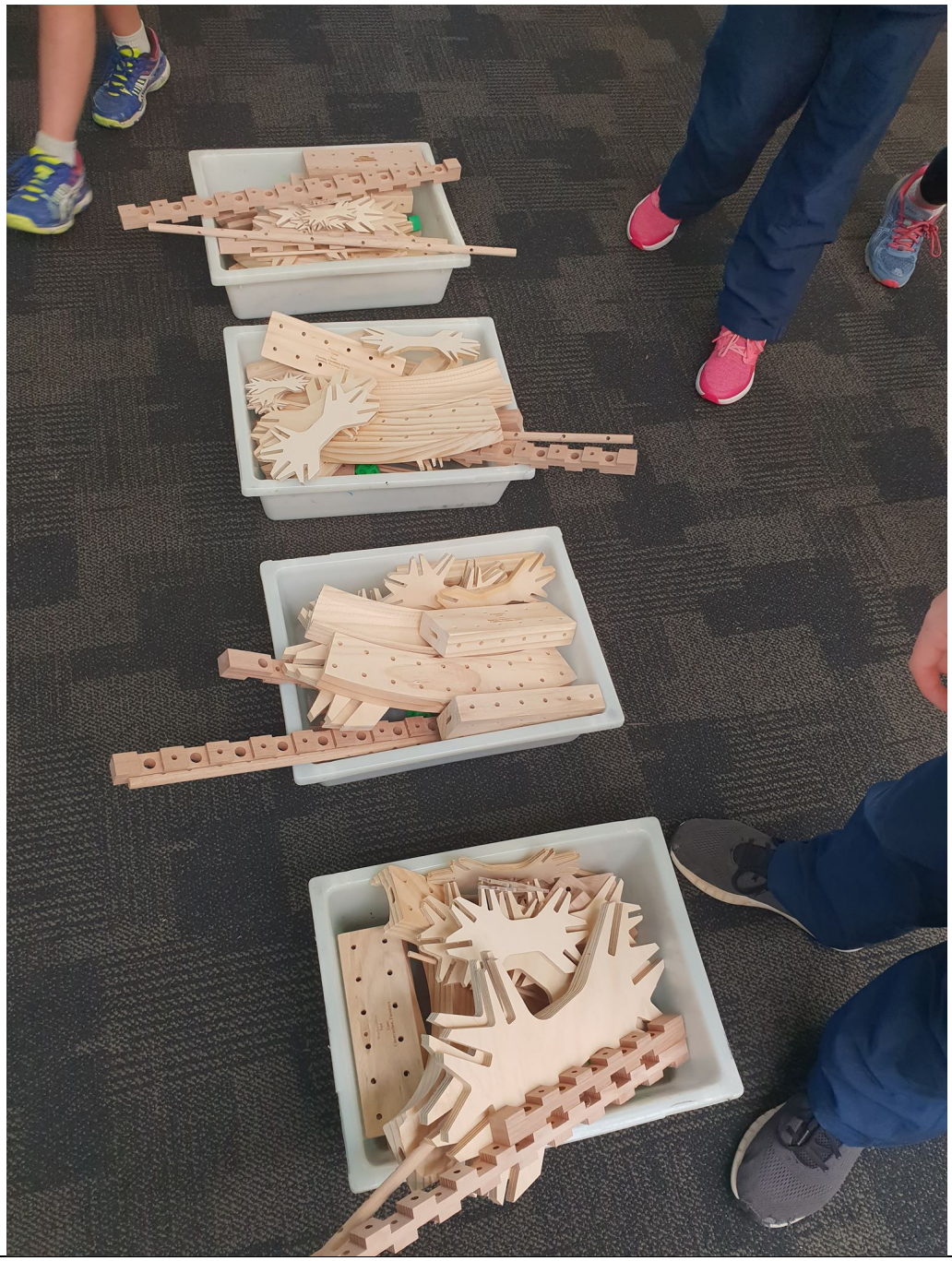
"We're going to put all the wood stuff together to build bigger stuff".



Group 1	Group 2
Lukas Ewan Molly Finn Cameron	Brodie Cody Isabelle Samara Charlie Bailey
Group 3	**Group 4**
Jye Brady Holli Coby Brilee Saila	Billy Thomas Archie Kyesha Jemma Latoyah

Lesson 2

Lesson title: Exploring the provocation
Lesson begin: Inquiry groups.
EXPLORING STAGE.
This part of the inquiry is to let the students explore the provocation. They get an opportunity to create and build with what they have.
I sat the 4 tubs in front of each of the groups. My instructions were to "make something".

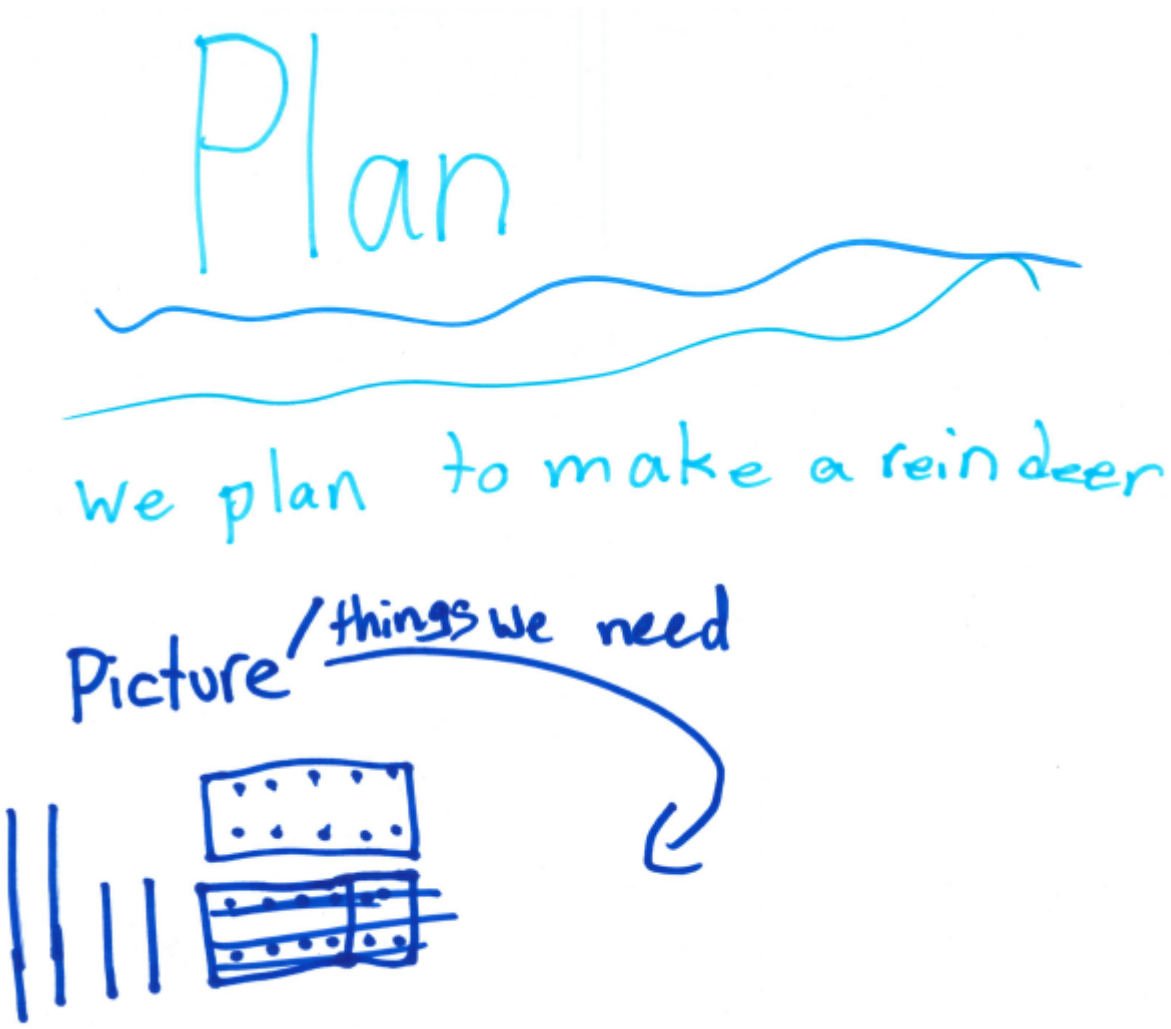


As soon as they saw the tubs with the Forest in a Box materials in them they wanted to touch!

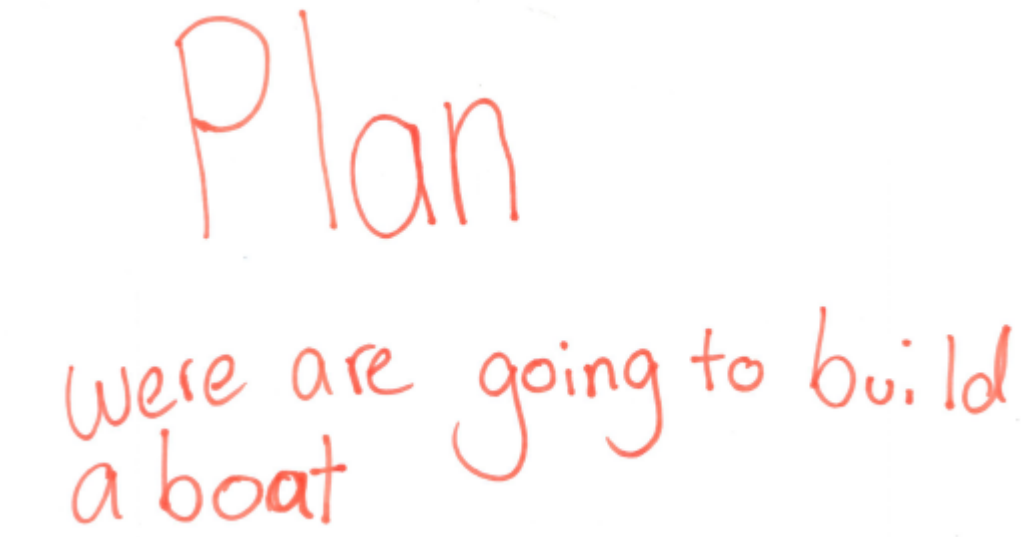
Most of the students responded with ‘What? There aren’t any instructions.
I responded to the students that they need to BRAINSTORM, PLAN, MAKE and then state if their plan changed.

The planning sheets that the students generated.

BLUE



PINK

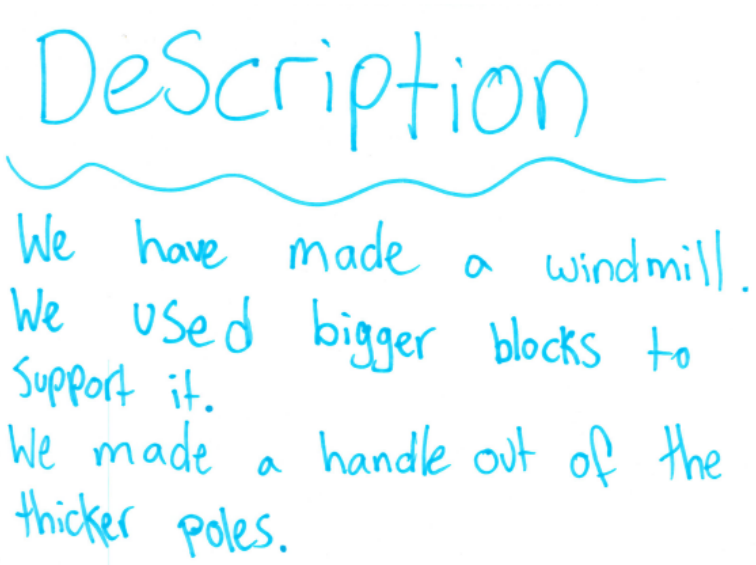


ORANGE

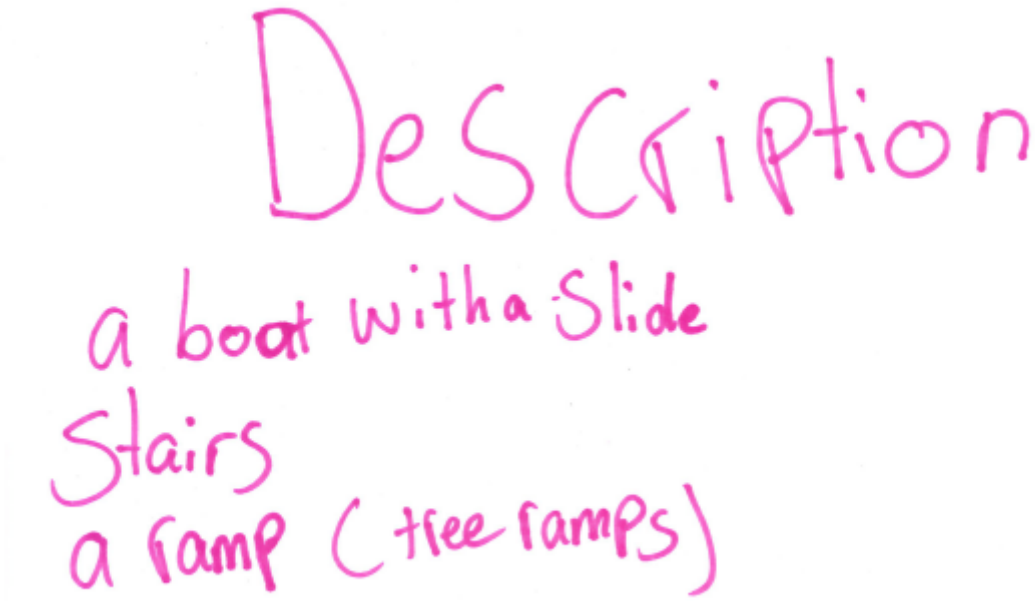
GREEN

The descriptions each group had:

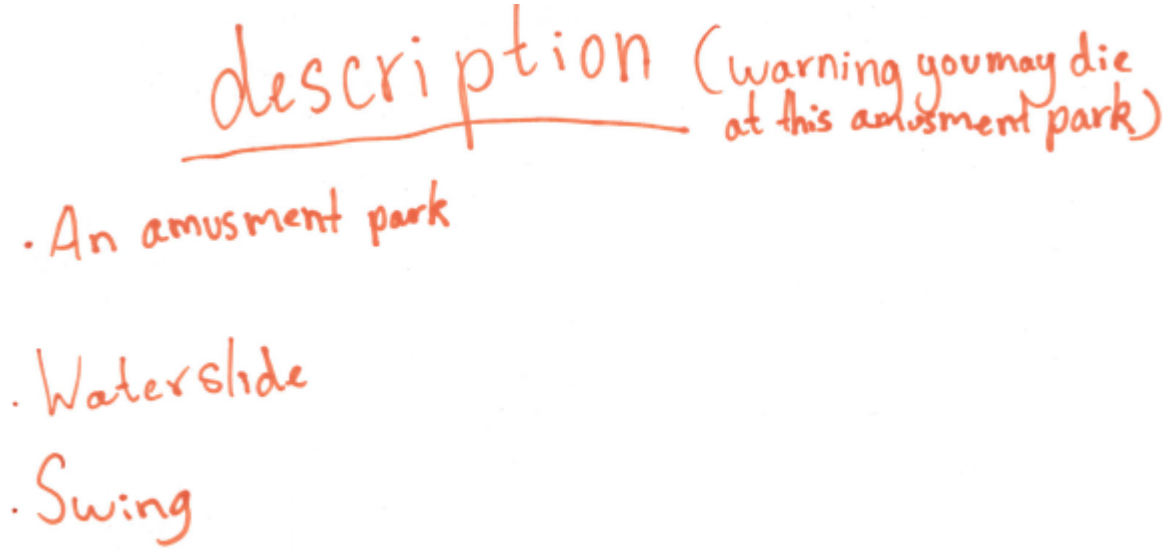
BIUE



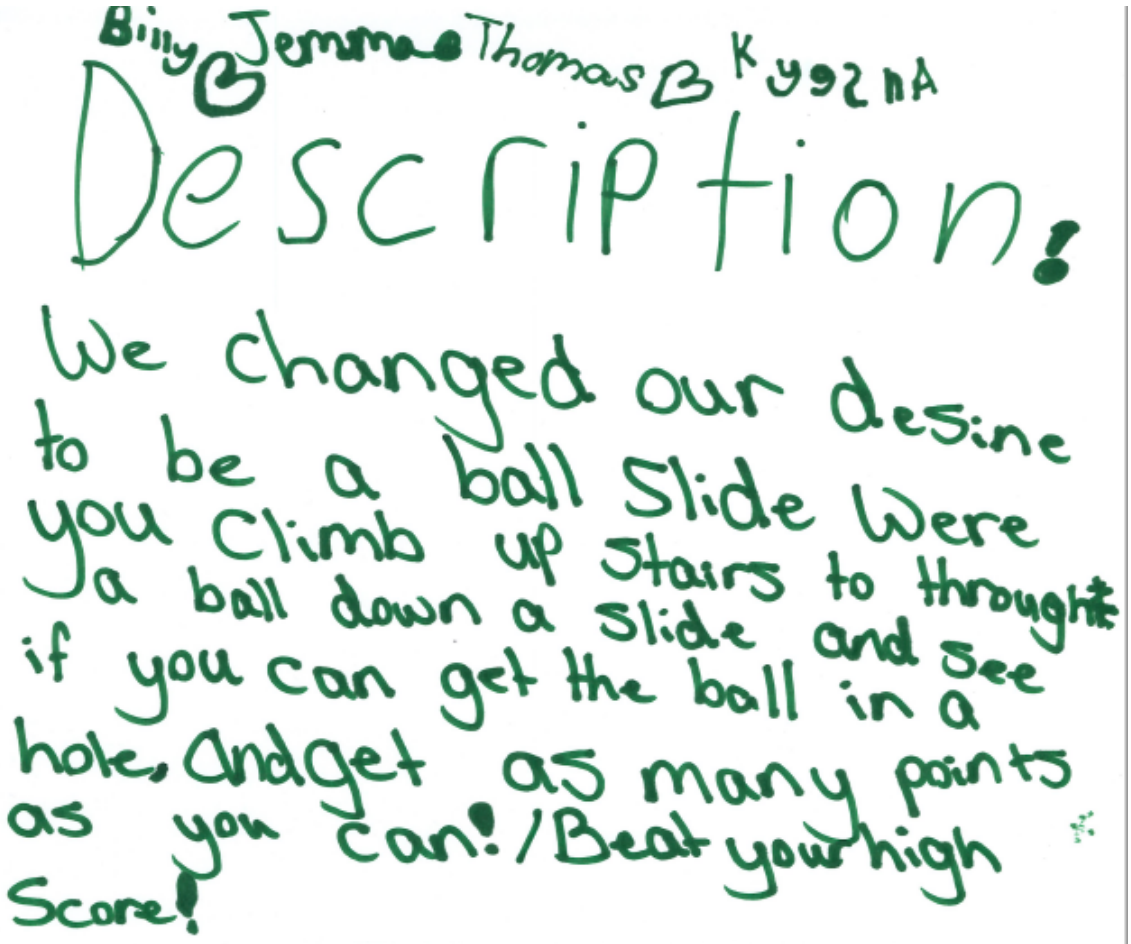
PINK



ORANGE

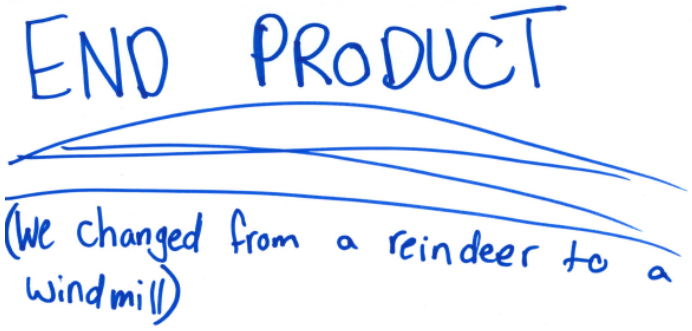


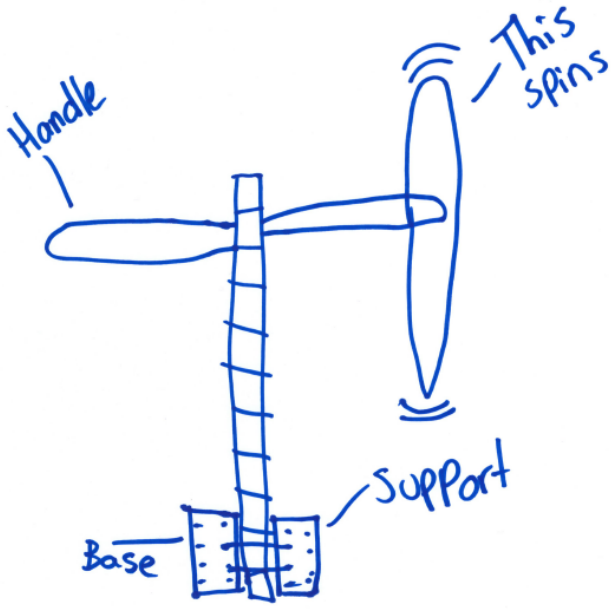
GREEN



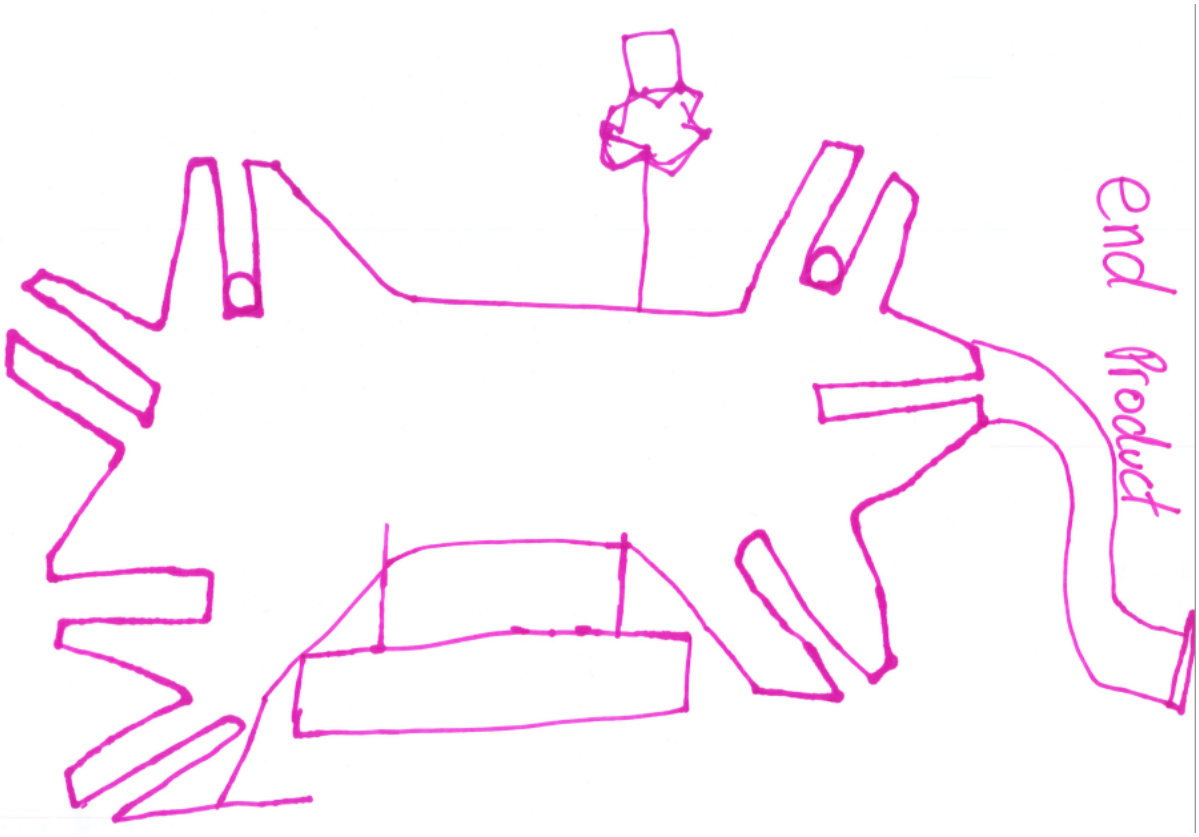
The creations (END PRODUCTS) from the students. A boat, theme park, windmill and a bridge.

BLUE

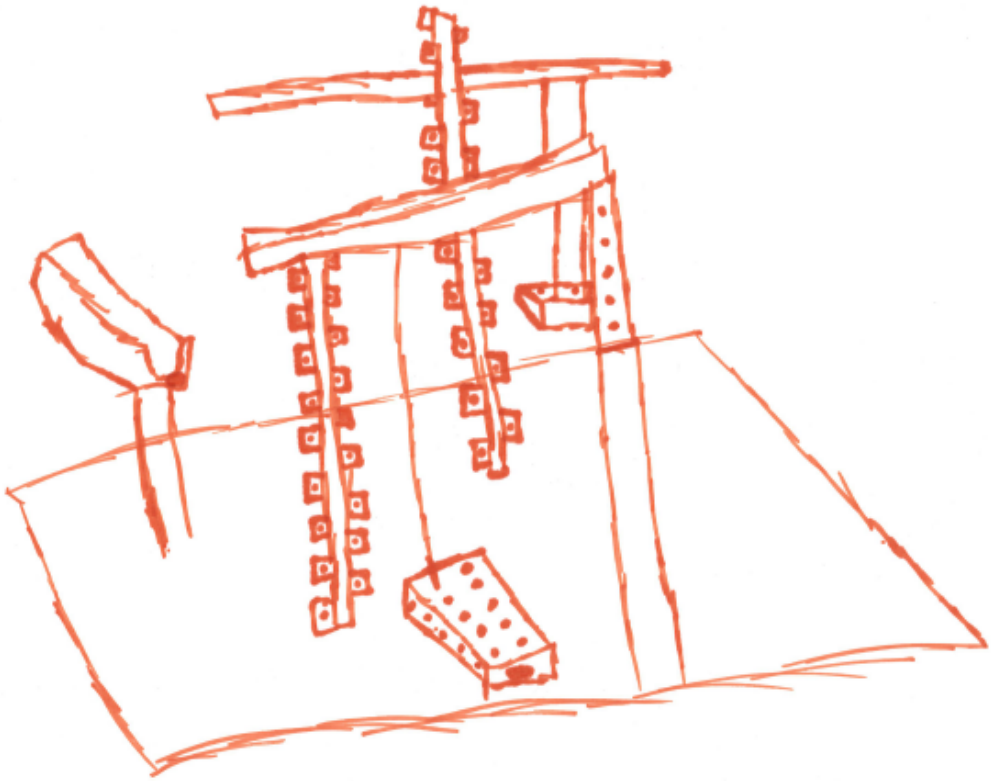




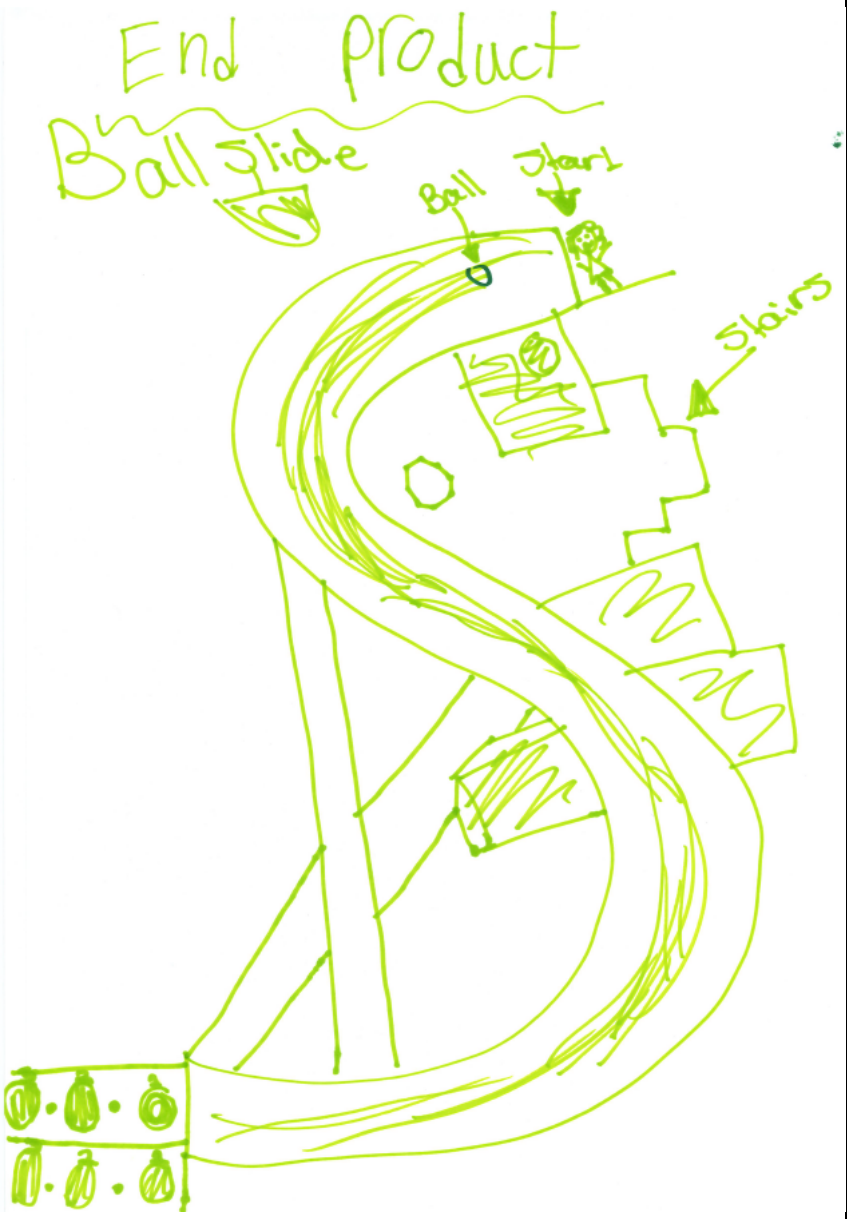
PINK



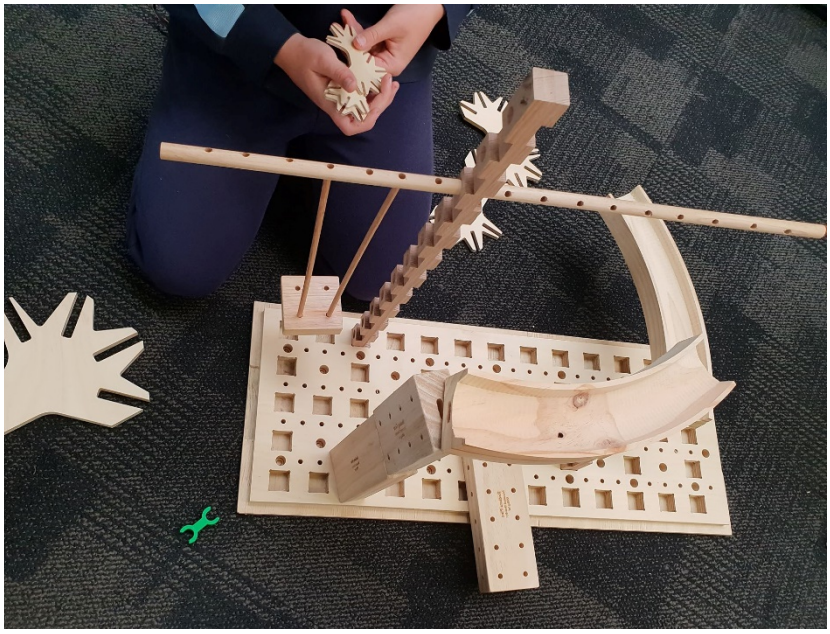
ORANGE

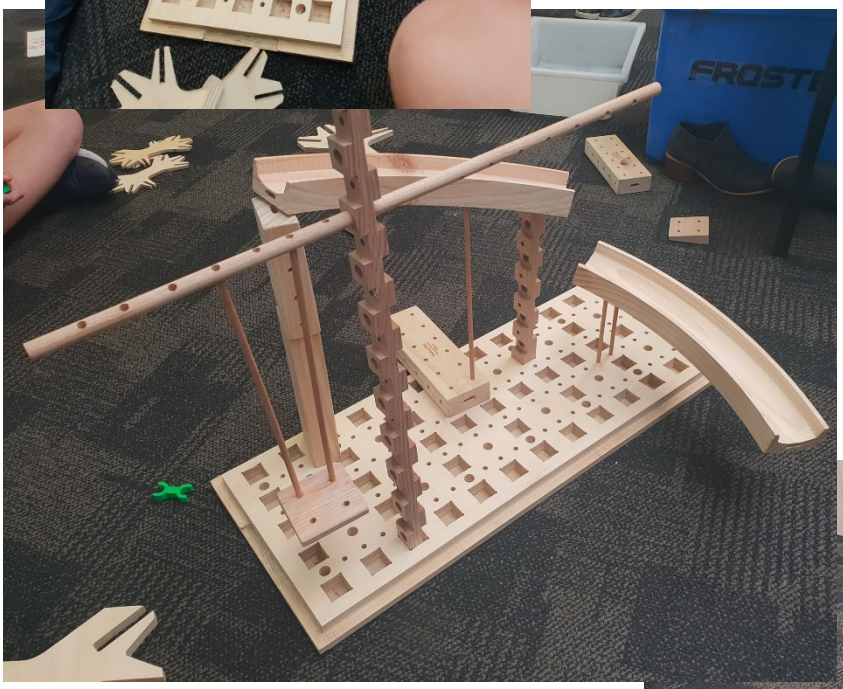


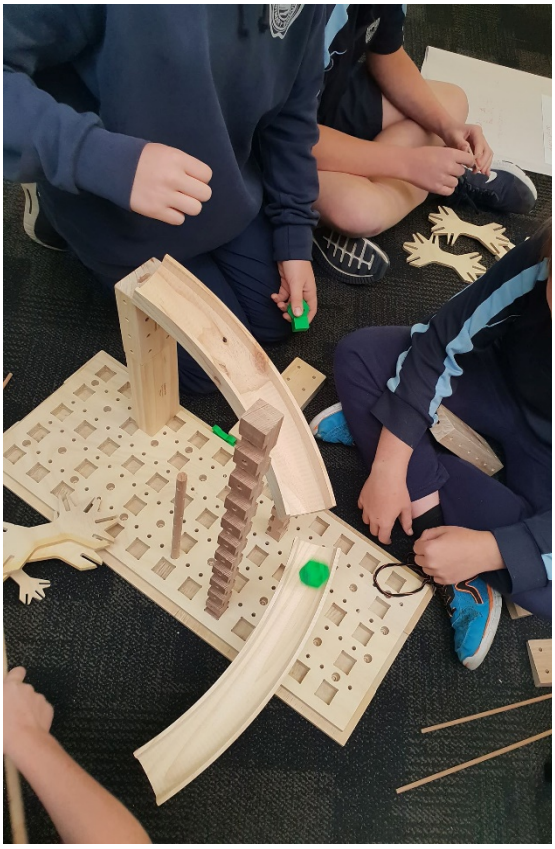
GREEN:



ORANGE:

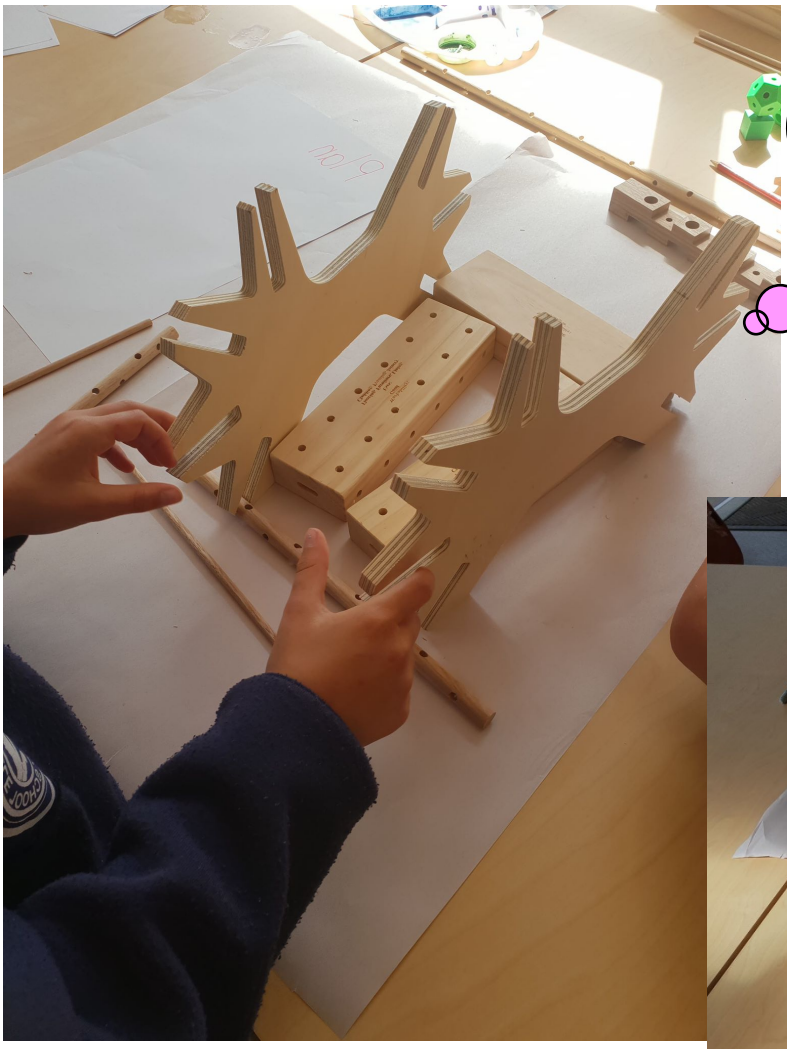




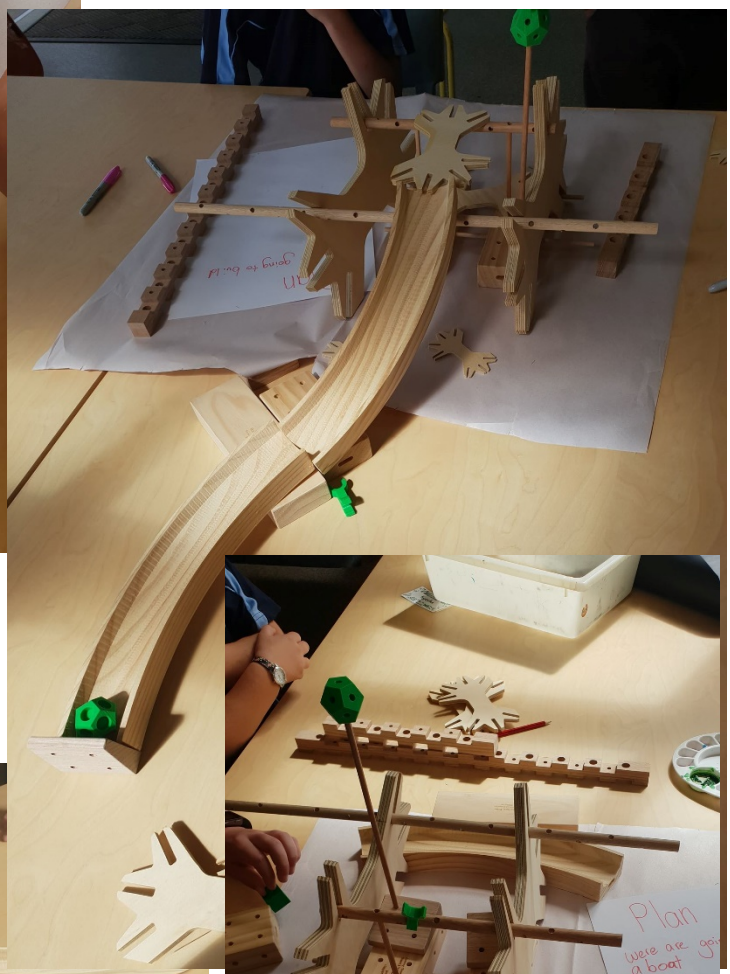


We created a theme park!

PINK:



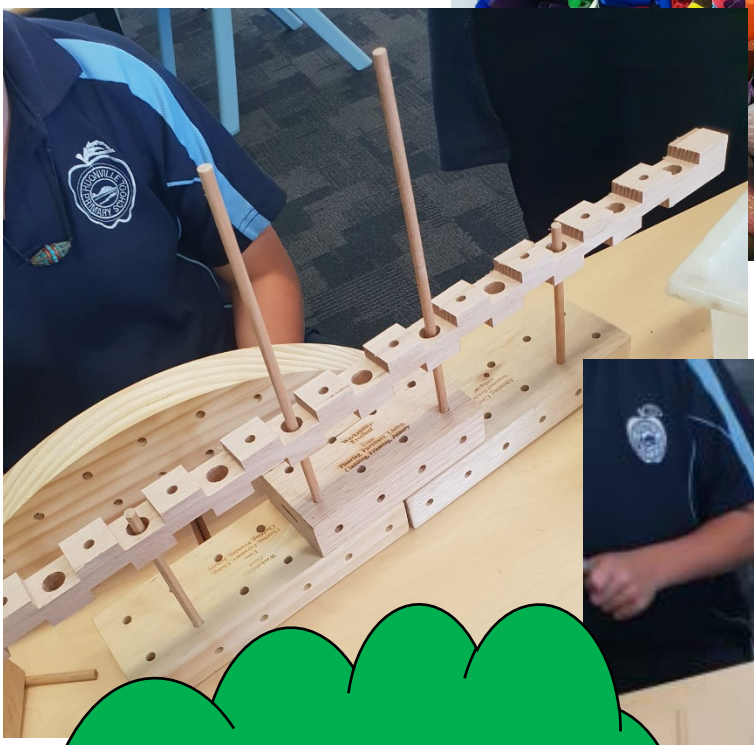
We created a boat!



BLUE

We created a windmill!

GREEN

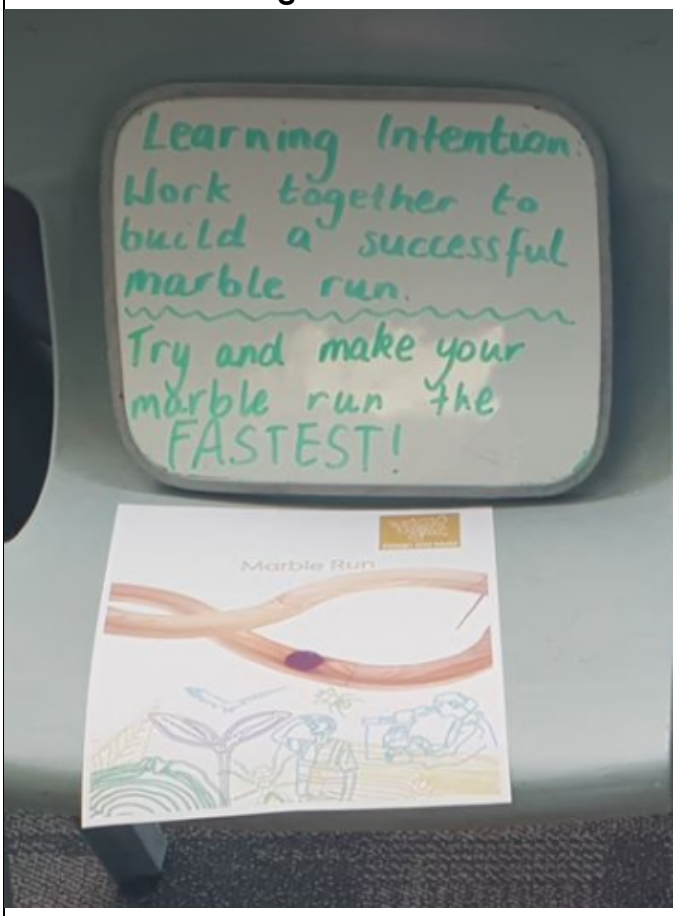


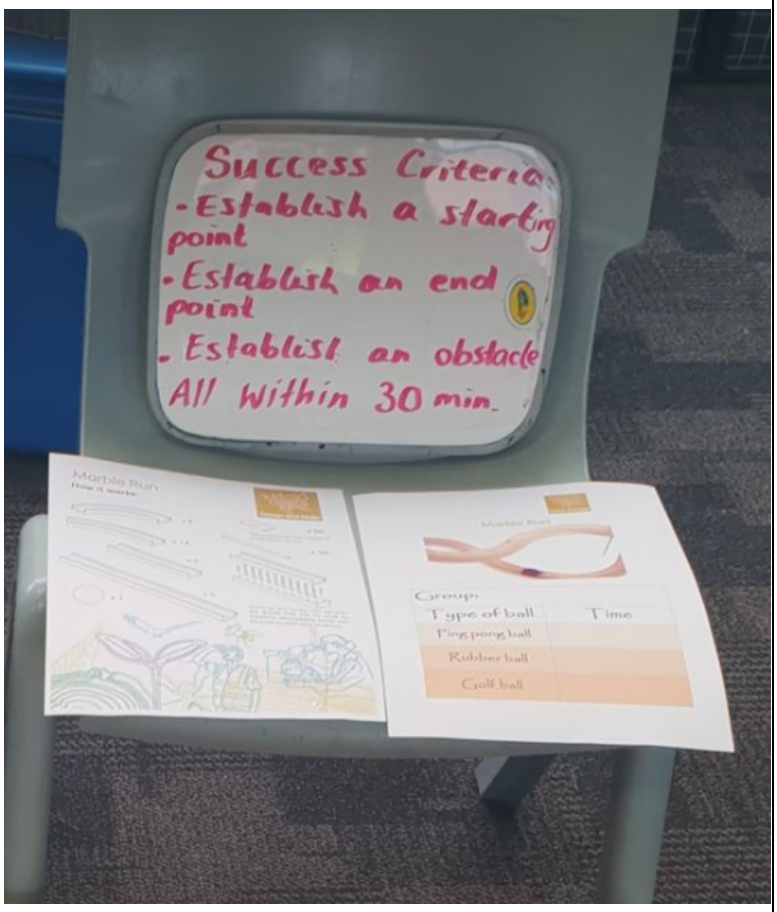
We started making a bridge and then decided to make a slide instead!

Lesson 3

Lesson title: MARBLE RUN

Learning Intention **Success Criteria**





The aim of these rotations were for the students to explore the marble run.
I gave the students a copy of the pieces and just said go for it, make a marble run.
I ensured that the students had a starting point, obstacle and end point.

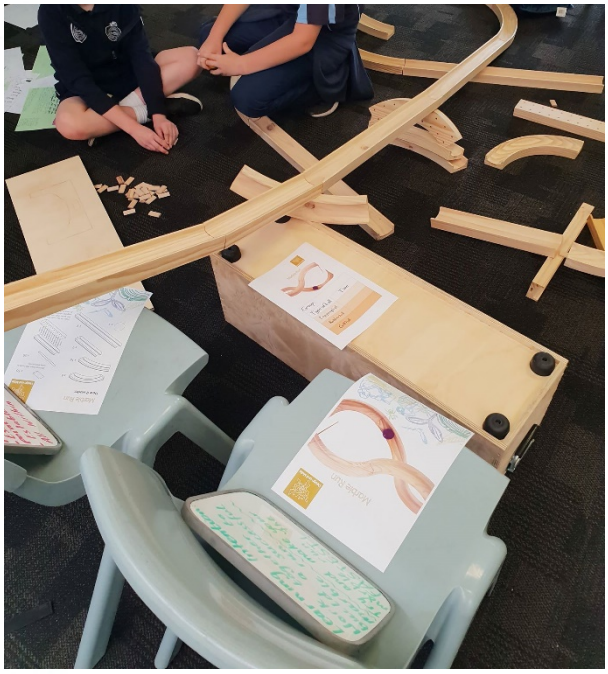
Design and Make

Marble Run

Group: Blue

Type of ball	Time
Ping pong ball	1. 6.03 2. DNF 3. 5.08
Rubber ball	1. DNF 2. 4.67 3. 5.84
Golf ball	1. DNF 2. 4.33 3. DNF

Some of the attempts did not finish. That was due to the bend in the marble run. Students made some changes to the run and most of the attempts worked. They came to the conclusion that the golf ball was the fastest due to its weight.

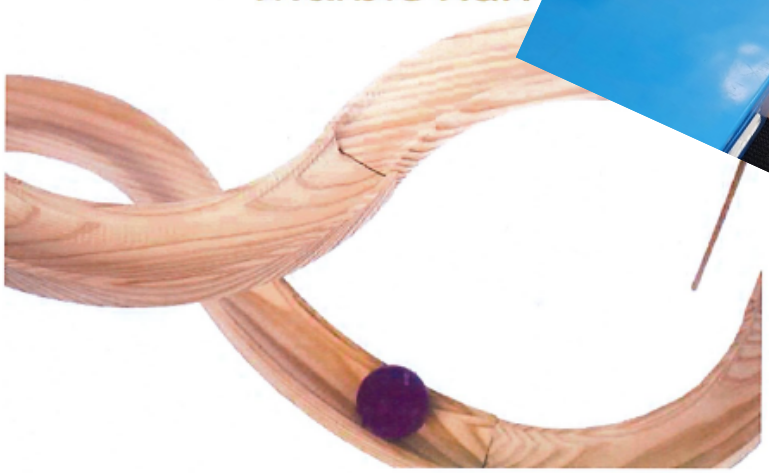


Group: Orange	
Type of ball	Time
Ping pong ball	1. DNF 2. DNF 3. DNF
Rubber ball	1. DNF 2. DNF 3. DNF
Golf ball	1. DNF 2. DNF 3. DNF

Didn't alter their design after getting prompts to maybe fix the bend in their design. Students just kept attempting the balls even though it as running off the end of the long straight. They came to the conclusion that the balls were getting too much speed at the start.

Didn't alter

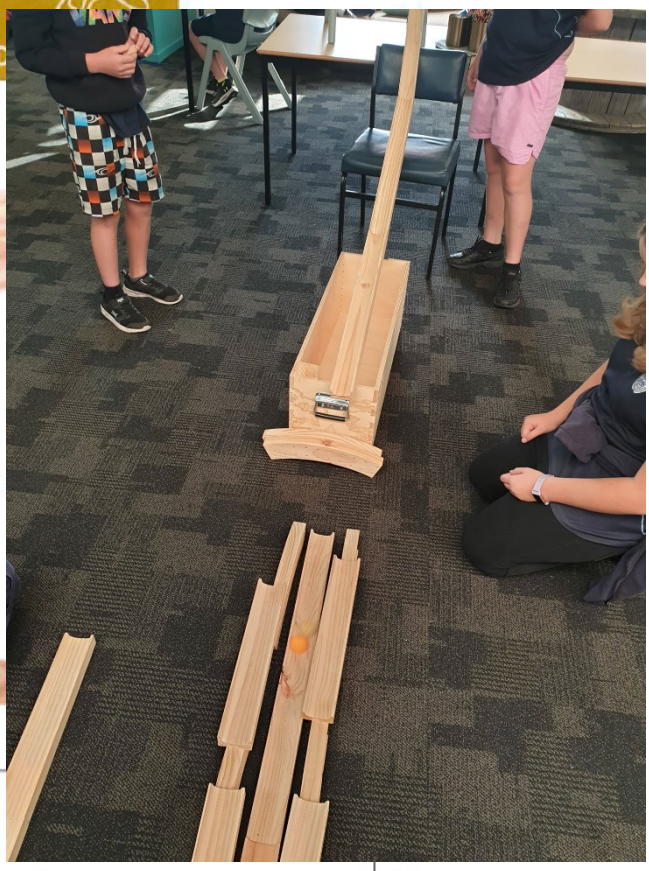
Pieces left: 8



Group: Pink	
Type of ball	Time
Ping pong ball	① 4.59 ③ DNF ② DNF
Rubber ball	1. DNF 2. DNF 3. 5.1
Golf ball	1. 3.60 2. DNF 3. DNF

Student didn't alter their design. They were happy with 1 successful run of each type of ball. They came to the conclusion that the golf ball was the fastest due to its weight.

Marble Run



Group: Green

Type of ball	Time
Ping pong ball	1. 5.16 * Didn't alter 2. 5.37 3. 4.74
Rubber ball	1. 4.60 * Didn't alter 2. DNF 3. DNF
Golf ball	1. 5.42 2. 8.94 - lifted ramp 3. Stopped - DNF

Students didn't alter the marble run with the ping pong and golf ball.

Students decided to alter the marble run when using the golf ball. Their alterations didn't help the speed of the ball.

Design and Make

Marble Run

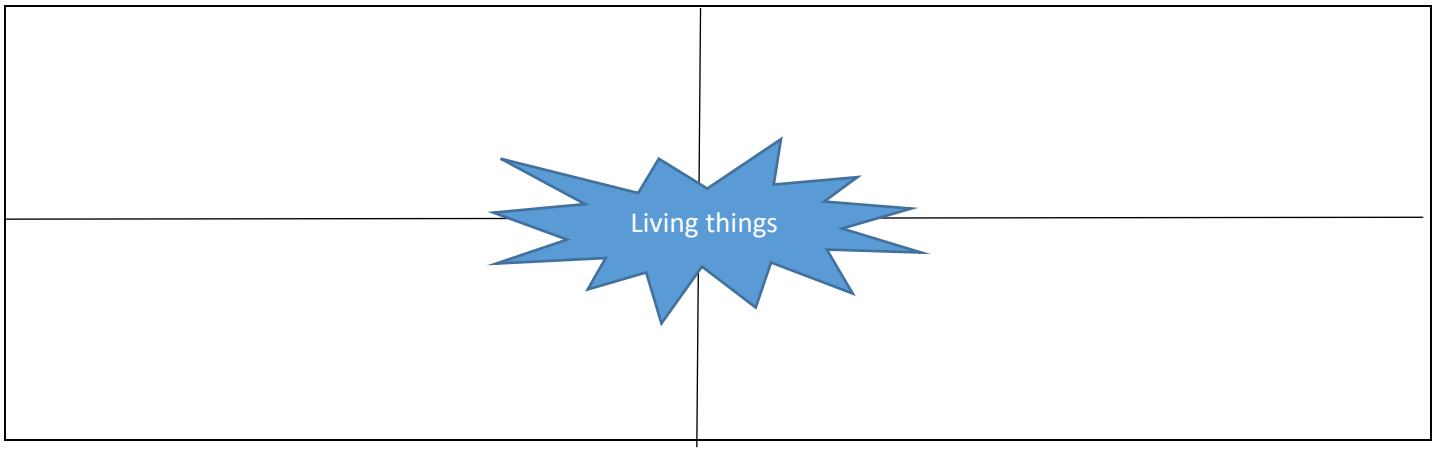
Group: Archie Coby	
Type of ball	Time
Ping pong ball	1. DNF 2. 11.3 3. D.N.F
Rubber ball	1. 11.23 – DNF 2. 11.46 / - moved book 3. 12.9
Golf ball	1. DNF 2. 10.03 3. 11.81

Similar weight

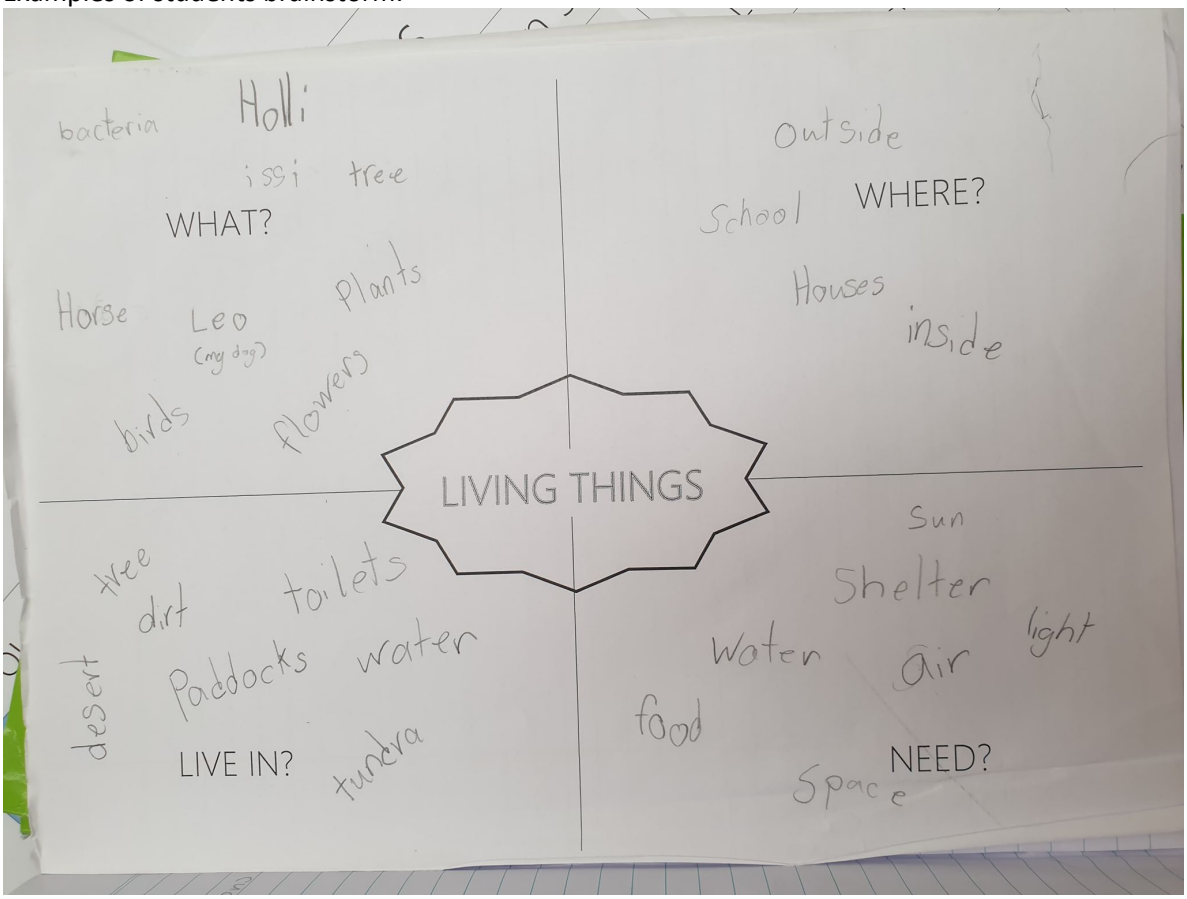
Used

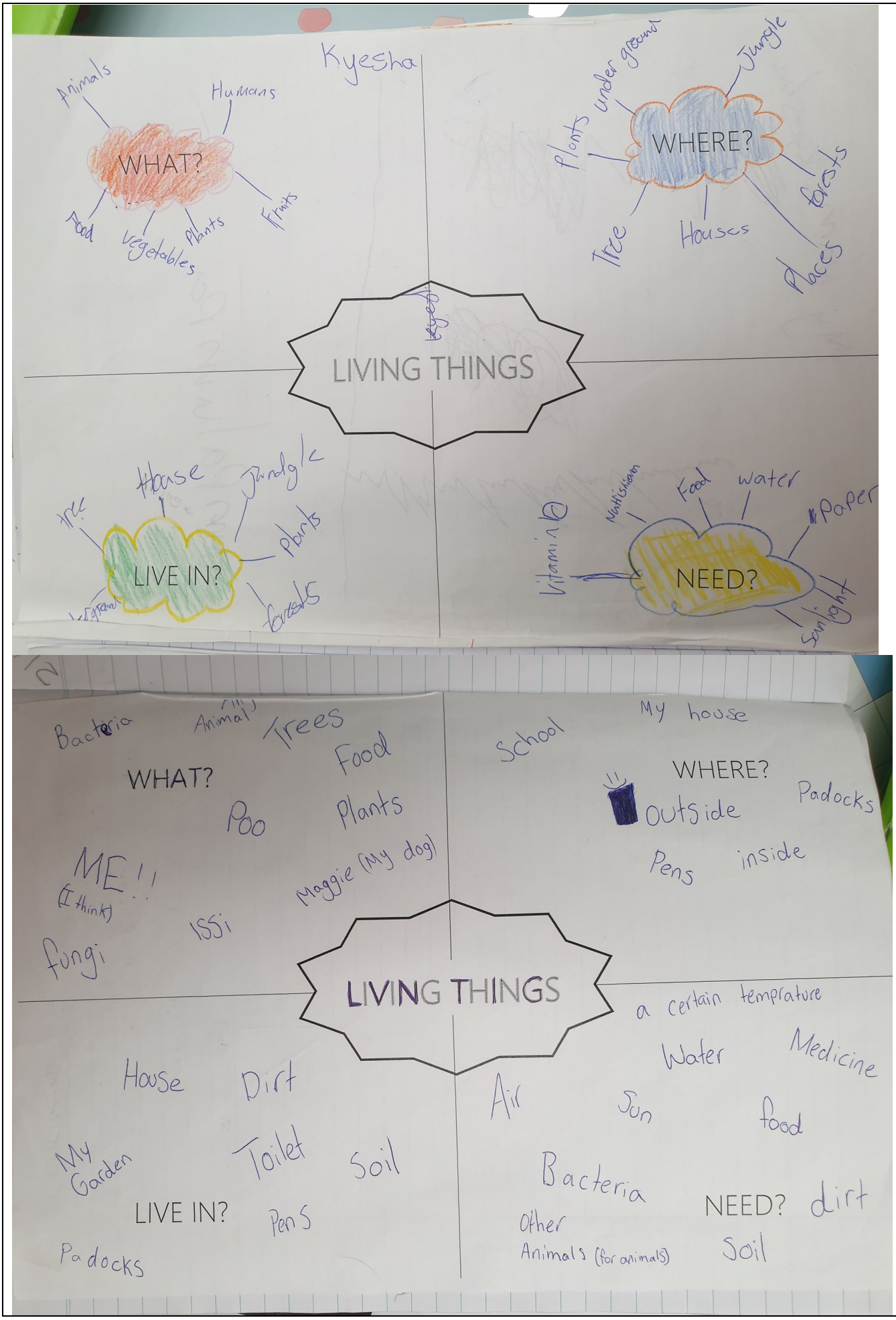
Lesson 4

Lesson title: UNDERSTANDING LIVING THINGS
Brainstorming place mat- What is a living thing?



Examples of students brainstorm:

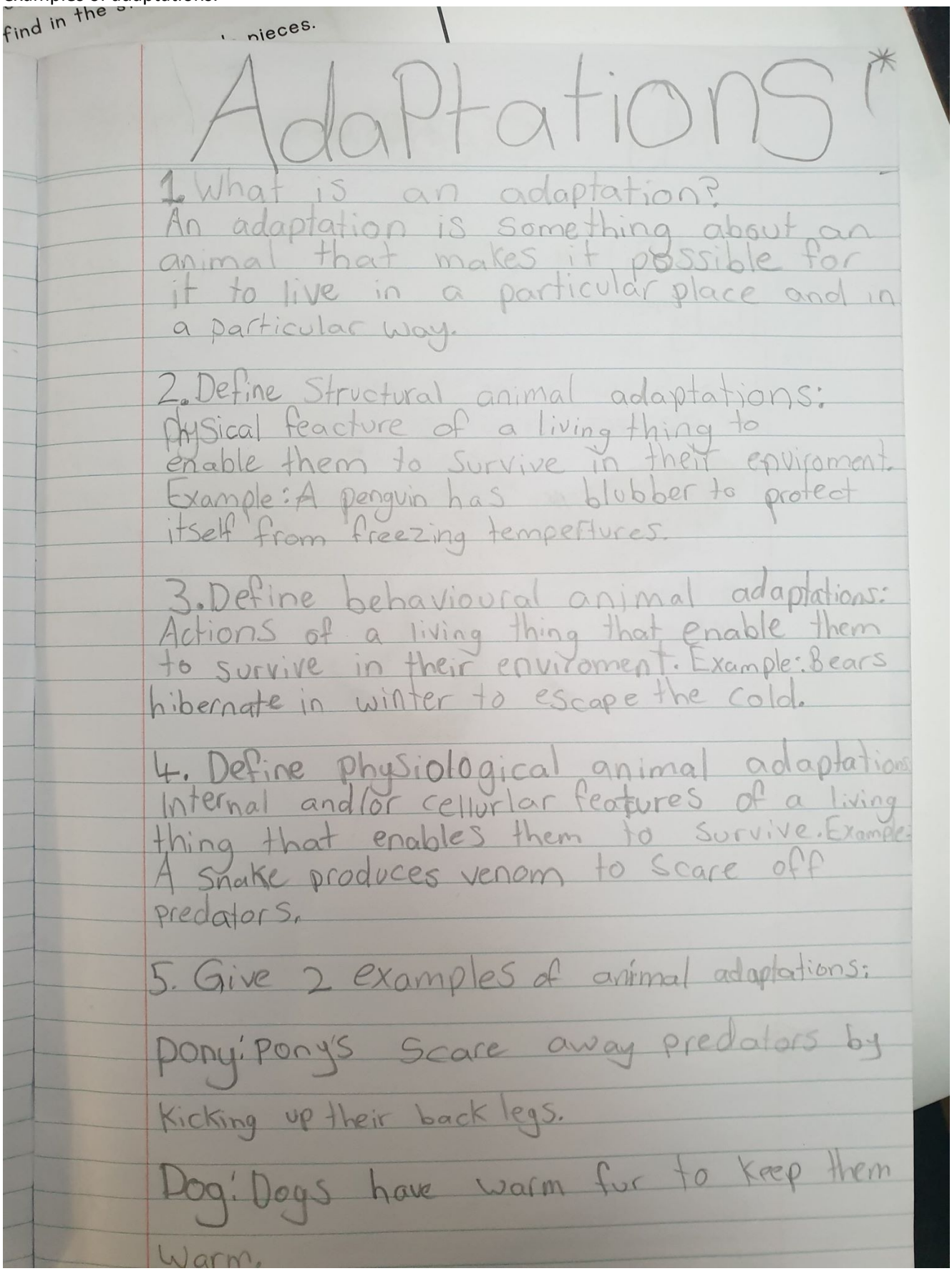



Kyesha
LIVING THINGS
WHAT?
Animals
Humans
Food
Vegetables
Plants
Fruits
WHERE?
Jungle
Plants under ground
Trees
Houses
Forests
Places
LIVE IN?
House
Jungle
Trees
Plants
Forests
NEED?
Food
water
Paper
Vitamin D
Sunlight
LIVING THINGS
WHAT?
Bacteria
Animal
Trees
Food
Poo
Plants
ME!!
Maggie (My dog)
ISSi
fungi
WHERE?
School
My house
Outside
Padocks
Pens
inside
LIVE IN?
House
Dirt
My Garden
Toilet
Soil
Pens
Padocks
NEED?
a certain temprature
Water
Medicine
Air
Sun
food
Bacteria
Other Animals (for animals)
dirt
Soil

Lesson 5

Lesson title: Adaptations

Students were required to research what an adaptation was, the three different types of adaptations and then give 2 examples of adaptations.



find in the ... nieces.

Adaptations*

1. What is an adaptation?
An adaptation is something about an animal that makes it possible for it to live in a particular place and in a particular way.

2. Define Structural animal adaptations:
physical feacture of a living thing to enable them to survive in their enviroment. Example: A penguin has blubber to protect itself from freezing temperfures.

3. Define behavioural animal adaptations:
Actions of a living thing that enable them to survive in their enviroment. Example: Bears hibernate in winter to escape the cold.

4. Define physiological animal adaptations
Internal and/or cellular features of a living thing that enables them to survive. Example: A snake produces venom to scare off predators.

5. Give 2 examples of animal adaptations:

Pony: Pony's Scare away predators by kicking up their back legs.

Dog: Dogs have warm fur to keep them warm.

ADAPTATION

1. What is an adaptation?
It is where an animal is forced to change to survive.

2. Define structural animal adaptations:
Physical feature of a living thing to enable them to survive in their enviroment.
Examp: A penguin has blubber to protect itself from freezing tempretures

3. Define behavourial animal adaptations:
Actions of a living thing that enable them to survive in there environment. Example: Bears

4. Define physical animal adaptations:
I and/or cellular features of a living thing that enables them to survive.
Example: a snake produces venom to scare of predators.

5 Give 2 examples of animal adaptats.

- Camoflaging

- Poison

Lesson 6

Lesson title: Exploring building a bridge and making a hotel

EXPLORING THE BLOCKS FOR A PURPOSE

The purpose of this lesson was for the students to explore habitats and how to make habitat.

Both activities didn't have a 'challenge' or plan that students had to follow. The only rule for building the bridge was that it had to hold 5kgs.

The purpose of this rule was so that the students began to think about how they can support their bridge so that it is structurally strong. This was so that when we had our proper challenge the students already had ideas in their mind of how to support the bridges.

The bridge challenge was very easy, students had all of the blocks to use and the tables were only 20cm apart. This meant that the students could use the two long blocks to connect to both tables without having to use any other supports.

Design and Make

Blocks Challenge

Design and Make

Species Hotel

Photos of the 4 habitats that were created:

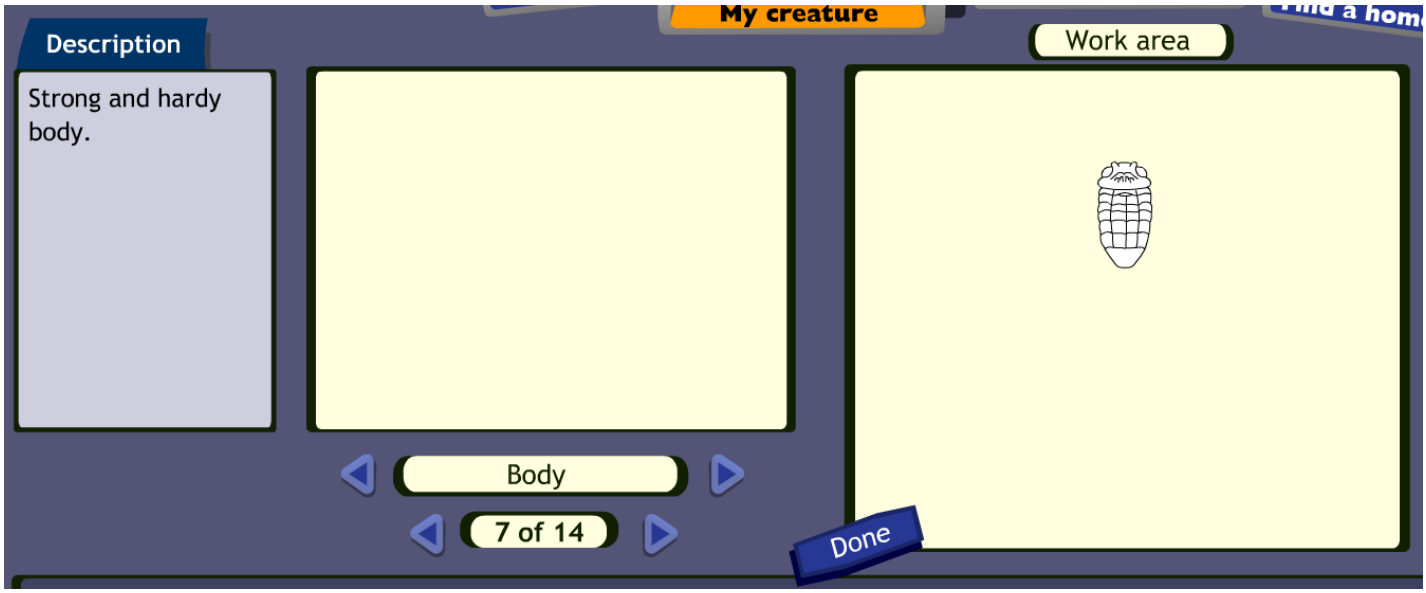
Photos of the 4 bridges that were created:

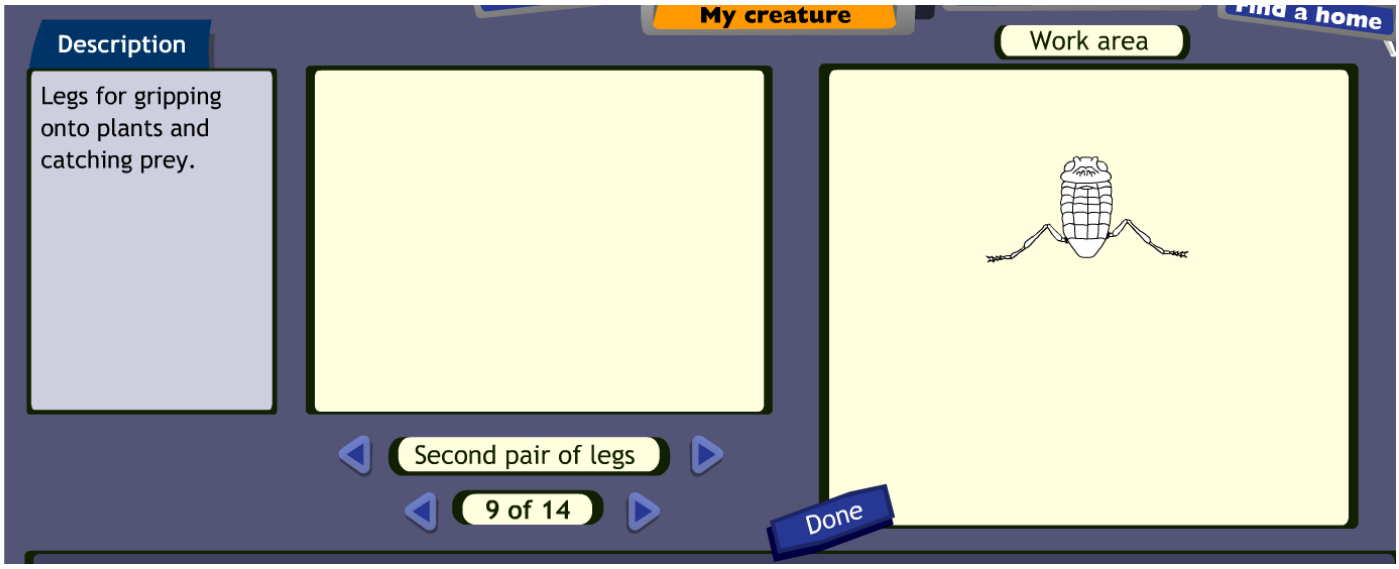
Lesson 7

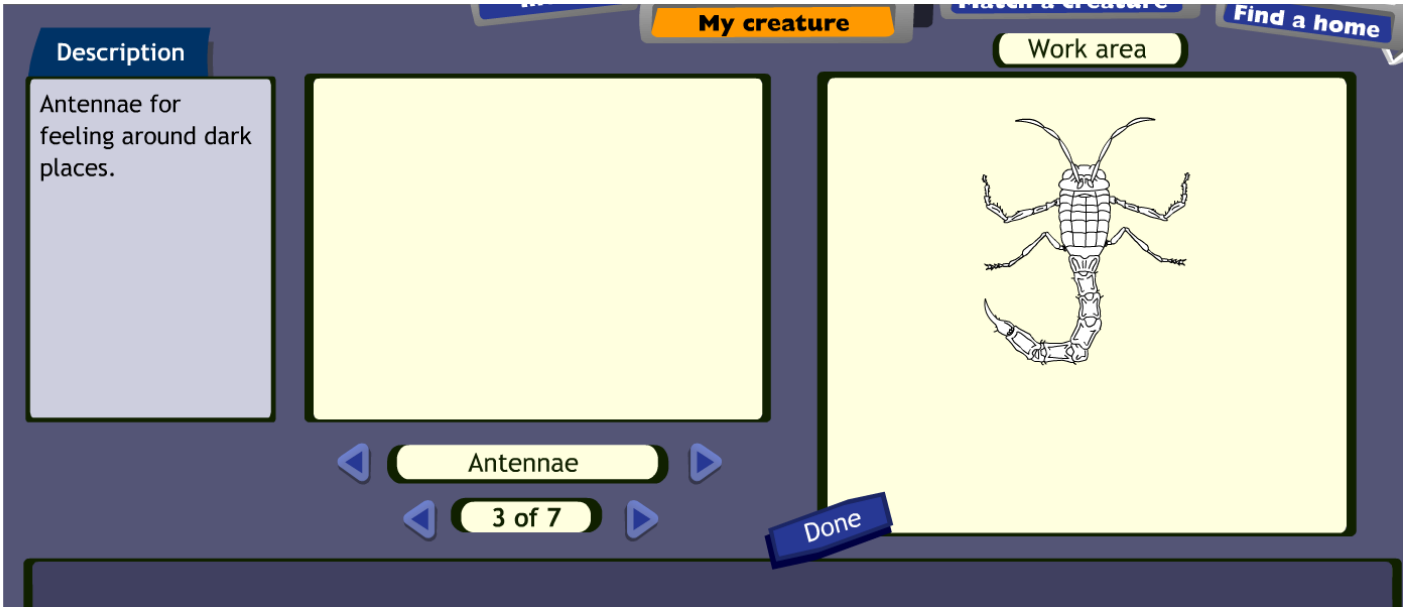
Lesson title: Create a creature
Students went on to the website:

http://www.scootle.edu.au/ec/viewing/L755/index.html

The website gives them options of picking body parts of their creature.
Each body part has a description.
Students wrote the body part description in their science book to ensure that they remembered the details of each part.



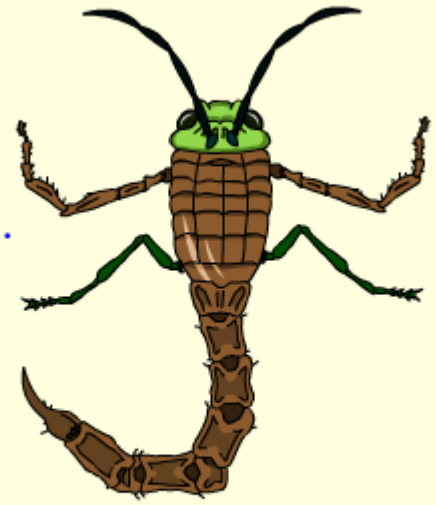




Students were to tailor the parts to suit what sort of creature they wanted to create.
They needed to keep in mind what body parts they picked for when they will write their mock information reports on their creature.

Students were required to think of the habitat that their creature was to live in.
They also needed to think of the food their creature eats and what do they do.
It needed to be realistic.

What is the name of your creature?	
Where does your creature live?	
How big is your creature?	
What does your creature eat?	
What does your creature do?	

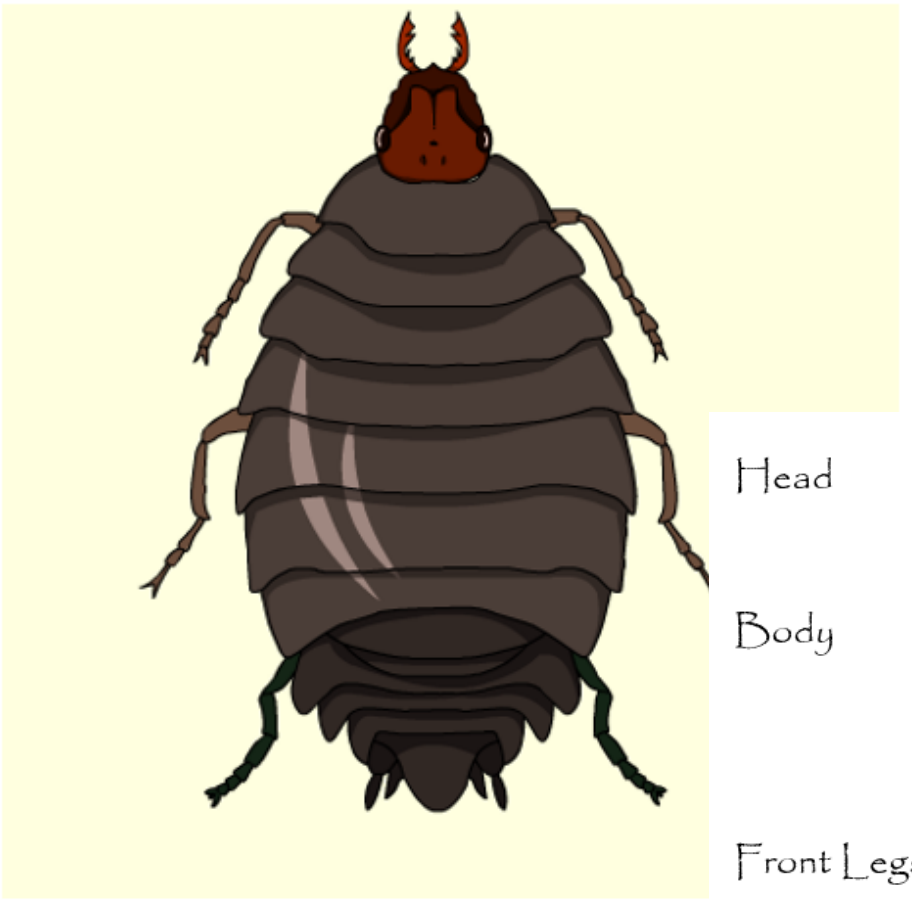


Examples of students creatures and descriptions written in their books:

DEATH BEETLE

Archie

What is the name of your creature?	DEATH BEETLE
Where does your creature live?	In the Desert
How big is your creature?	25cm to 75 cm
What does your creature eat?	Any smaller insects
What does your creature do?	Digs in the sand so that it can stay cool and not overheat.



Head	Strong head and jaws for carrying or pulling heavy objects.
Body	Heavily armoured, flattened body for self-defence and for getting into small cracks.
Front Legs	Legs for steady crawling.
Second Pair of Legs	Legs for steady crawling.
Back Legs	Legs for gripping onto any surface.

Lesson 8

Lesson title: information report
Students were to write an information report on their creature.
This was a tricky task due to information reports being factual pieces of writing and our creatures being made up and created by the students themselves.
The challenge was to create what looked like and was formatted like an information report but have the information mostly made up because it is about the made up creature.

Students were to make it factual through the scientific information and facts that they inserted into their texts.
For example where the creature lived, what real life insects is it crossed between etc.
Here is the sample format given to students.

Title

Introduction

Background information

Type of animal
Length of life.

Characteristics

Looks like?
Physical appearance- features
Height, weight, length
Colour
Hair

Diet and habitat

Eat?
What does it eat, how often and how much.
Where?
What does it do during the day?

Adaptations

Colour, physical structure and body markings
How does the physical appearance help it survive?

Jaw dropping facts

Enemies? Who are they? Is your animal and enemy
Unique characteristics

Conclusion

Examples of students information reports:

INFORMATION REPORT- POPPY

Introduction:

My insect is called Poppy. She has a stinger, wings and two back legs for gripping large objects. Poppy lives in grasslands all over the world. She lives up high in tree burrows.

Background information:

Poppy is an insect, Odonata (dragonfly) crossed with a Mecoptera (scorpionfly). Poppy will live up to 10 years and she fly's, stings and hunts.

Characteristics:

Poppy has a scorpion like stinger and long skinny wings. Her main body is red but the rest of her body, like her wings, her stinger, her legs and her head is mostly brown.

Diet and habitat:

TRENT

Introduction

The Trent creature it is a flying predator that eat every creature in the jungle and in caves all around the world. It kills it has a brown head, blue body yellow wings and brown back legs. You can find the Trent in the jungle and in caves.

Background information

The Trent creature is an insect and they are arthropods which means it has a hard external skeleton. The insect classification is between an odonatan and atymenoptera. The Trent creature lives for 5 years on average.

Characteristics

This creature can rip a person head off and the stinger instantly kill any think and then the stinger cant sting Trent so any think he kills with it then it eats it with it's thangs and it's head jaws are strong. Long body built for flying. 2 piers of wings. 2 front and back legs. 2 pinches used to bite and tier. Antennae for feeling around dark spaces.

Diet and habitat

1 km every 4 hours. It only eats things smaller than it. It lives in the jungle and caves. It kills things during the day.

Adaption

The colour of Trent is blue brown blue and yellow. Structural adaptation; The Trent creature wings to enable it to fly away from its predator's behavioural adaptation; The Trent creatures it uses it's pinches to help it escape from its predator's physiological adaptation; The Trent creatures has two antenna to help it move around a feel it's surrounding when in dark places.

Jaws dropping facts

Trent's enemies are creatures that are bigger then him. They are creatures that are stronger than him.

INFORMATION REPORT- POPPY

Introduction:

My insect is called Poppy. She has a stinger, wings and two back legs for gripping large objects. Poppy lives in grasslands all over the world. She lives up high in tree burrows.

Background information:

Poppy is an insect, Odonata (dragonfly) crossed with a Mecoptera (scorpionfly). Poppy will live up to 10 years and she fly's, stings and hunts.

Characteristics:

Poppy has a scorpion like stinger and long skinny wings. Her main body is red but the rest of her body, like her wings, her stinger, her legs and her head is mostly brown.

Diet and habitat:

Poppy eats spiders and any other smaller creatures. They will sometimes feed on dead or dying insects, even insects caught on spider's webs. Poppy lives in the grasslands with her family. Poppy's stinger can kill creatures up to 4 times bigger than her. Her stinger is her most powerful feature. She can sting and sting as much as she wants without dying.

Adaptations:

Structural adaptation: Poppy has a stinger to protect herself from predators.

Behavioural adaptation: When Poppy gets angry she uses her stinger do defend herself.

Physiological adaptation: Poppy hides in the bush with her stinger sticking out, so if any predators try to get her they will get stung.

Jaw dropping facts:

The male and female insects of Poppy, all look the same. Only they can tell them apart. The stingers on Poppy can bend and swipe at their predators.

Conclusion:

You can find the Poppy insect all around the world in grasslands. You can find them in high trees, in their burrows they make themselves. They look similar to dragonflies, but they have a stinger that looks like a scorpion's tail.

Information report- Bridget

Introduction:

My insect is called Bridget, they have four legs and come in lots of differed colours. The Bridget creature can be found in dry forests all around the world. You may find the Bridget creature in your garden, depending on where you live.

Background information:

My insect will live up to 5-10 years, my insect jumps, swims and eats sap form plants. The Bridget insect is an Orthoptera (grasshopper) crossed with an ant.

Characteristics:

The Bridget insect has yellow and brown front feet, it has a point head that is blue and red .its body is full green and its back legs are black.

Diet and habit:

The Bridget's many diet is sap from plants. It sucks out all of the sap out of plants and trees. They do eat small bugs such as spiders, fly's, ants and sometimes bees.

Adaptations:

The Bridget insect survives by eating sap from the plants which have vitamins in it.so it gets all its energy as soon as it eats.

Jaw dropping facts:

You can find them all over the wold.

You can play with them and keep them as pets.

They do not need water because it has it in the sap.

Real life Grasshopper

Information report: Scock

Description: Its name is Scock it has one head, a small strong body, a spider's tail, two strong back legs built for climbing and pinchers to hold prey. It is an insect that is crossed between a wasp and a spider.

Information: The Scock insect lifts rocks with its pinchers to build a shelter.

Back round information: I believe will the Scock insect will live for 20 year.

Character: Scock is 1 meter long and wide. He has a hard/strong body, pinchers her to hold prey and legs built for climbing.

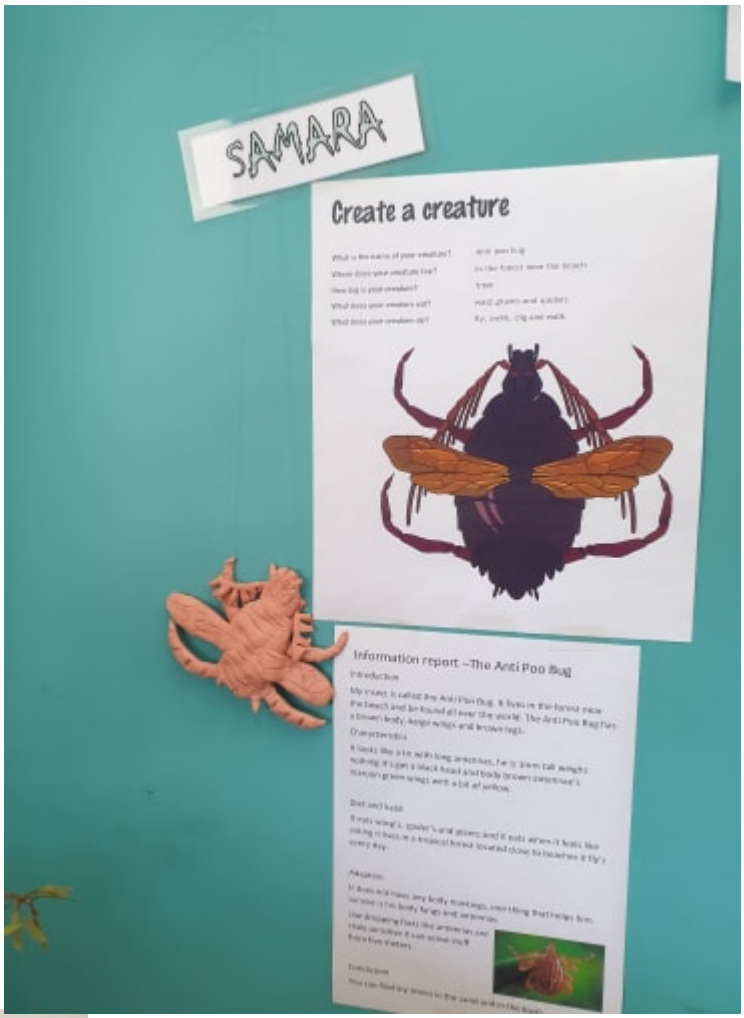
Diet/ habitat: Scock live in the desert and eats small insects and spiders. Duren the day Scock challenges other insect to tap dance and swimming contests.

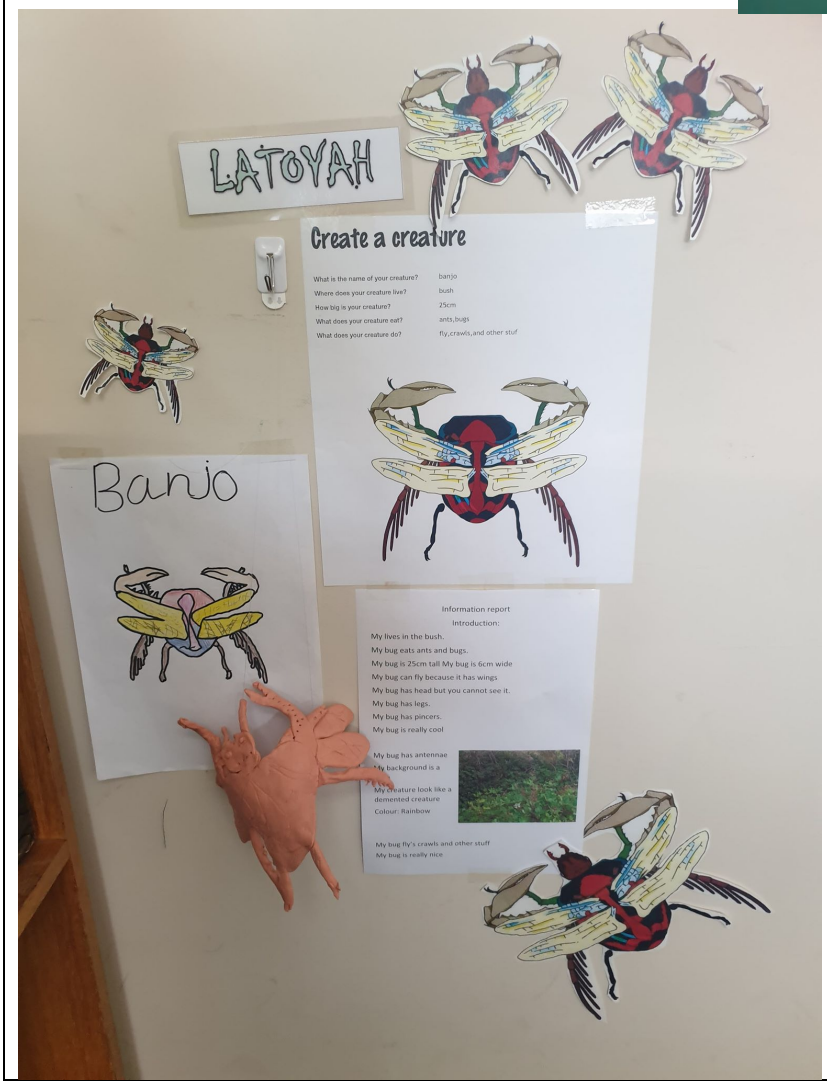
Adaptations: Scock blends in with the sand and because of this adaptation he is able to seek up on prey, and hide from predictors.

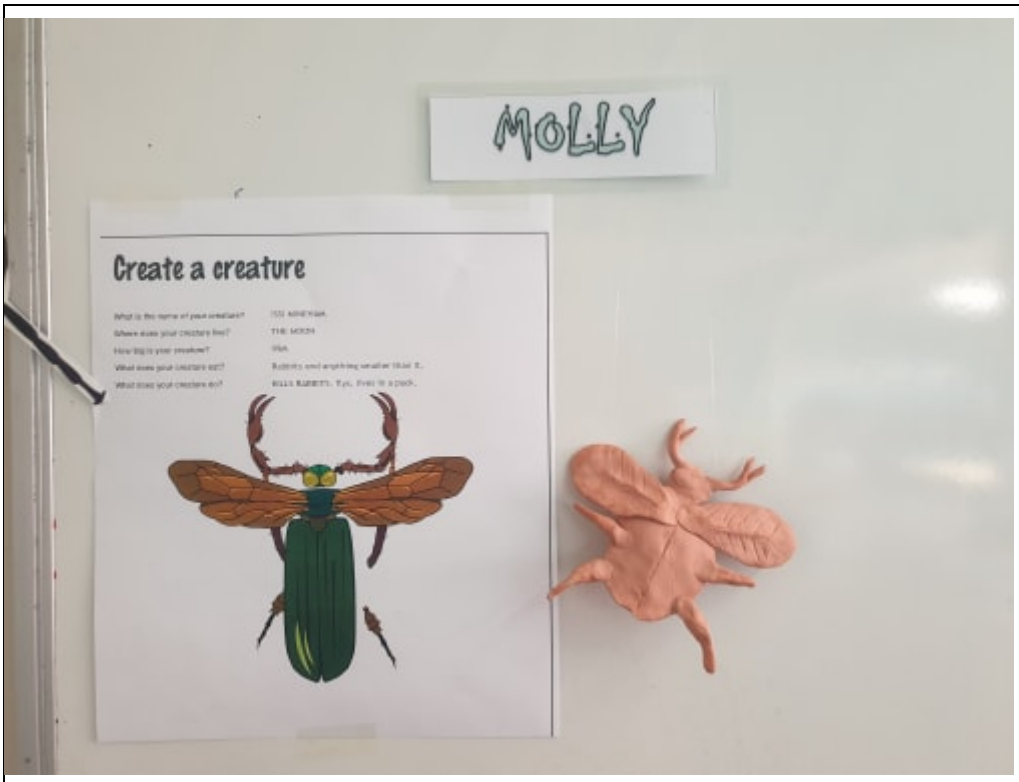
Jaw droppings: its predictors are the Uncle Morton insect and the death crab.

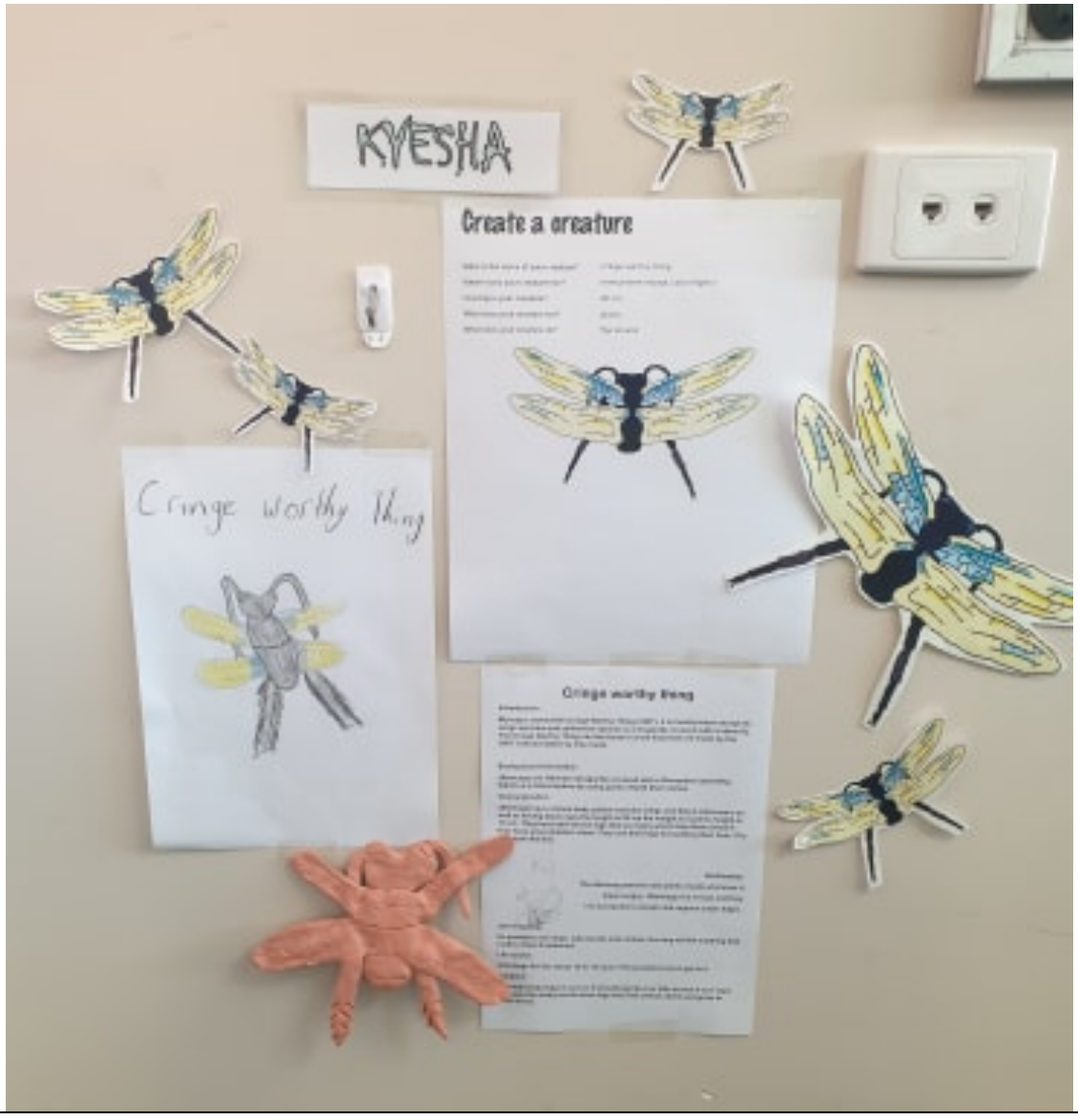
Lesson 9

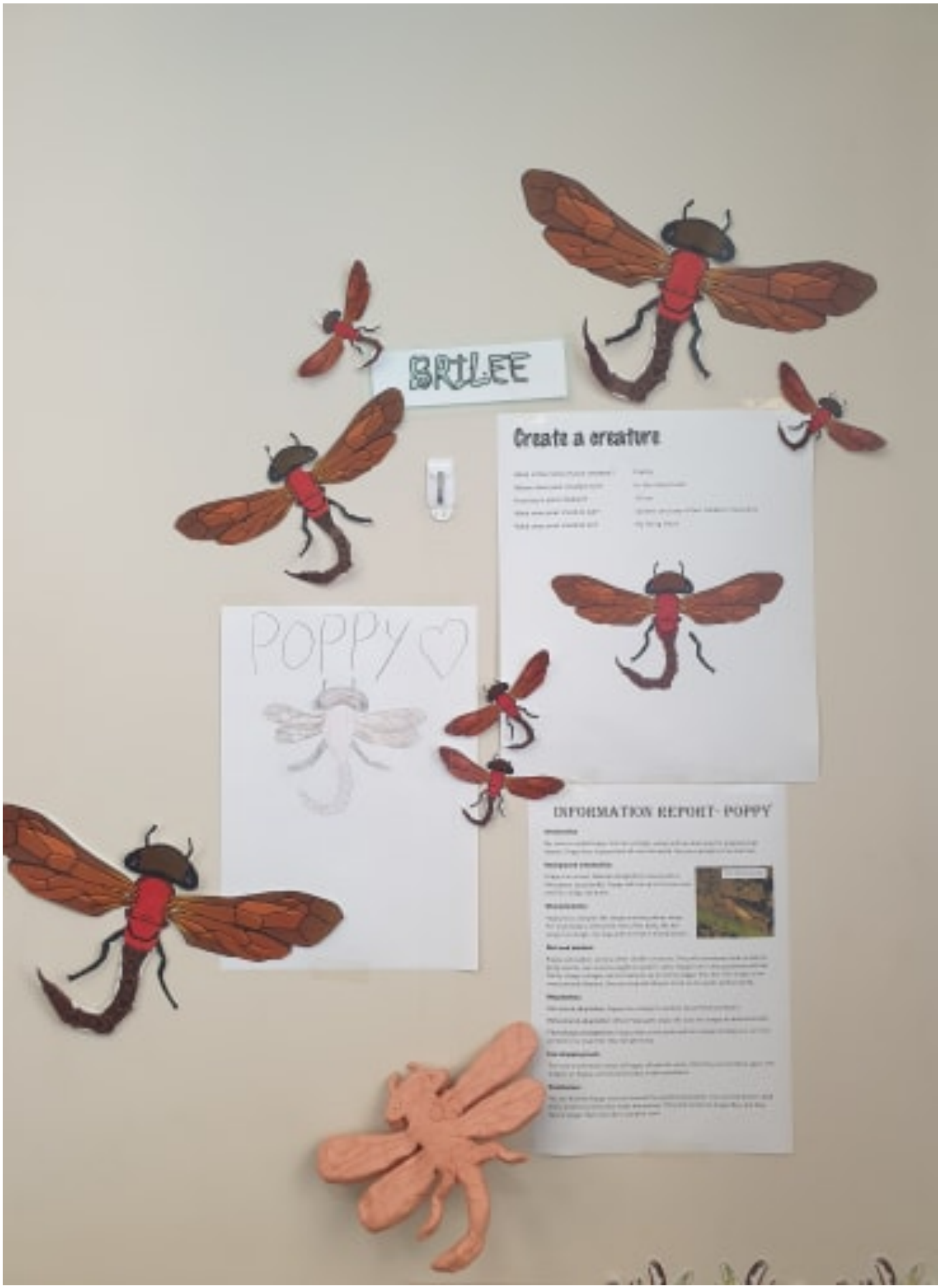
Lesson title: Clay creatures.
Students were to create our creatures with clay. We then added our clay creatures to our Science gallery. Each student has a section for their creature.


SAMARA
Create a creature
Information report –The Anti Poo Bug


LATOYAH
Create a creature
What is the name of your creature? banjo
Where does your creature live? bush
How big is your creature? 25cm
What does your creature eat? ants,bugs
What does your creature do? fly,crawls,and other stuf
Banjo
Information report
Introduction:
My lives in the bush.
My bug eats ants and bugs.
My bug is 25cm tall My bug is 6cm wide
My bug can fly because it has wings
My bug has head but you cannot see it.
My bug has legs.
My bug has pincers.
My bug is really cool
My bug has antennae
My background is a
My creature look like a demented creature
Colour: Rainbow
My bug fly's crawls and other stuff
My bug is really nice


MOLLY
Create a creature

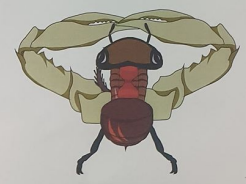

KYESHA
Create a creature
Cringe worthy thing
Cringe worthy thing


BRILEE
Create a creature
POPPY
INFORMATION REPORT- POPPY

JEMMA

Create a creature

What is the name of your creature?	Scock
Where does your creature live?	In the desert
How big is your creature?	1 meter
What does your creature eat?	Spiders/ small insects
What does your creature do?	Tap dances and swims



Scock

Information report: Scock

Description: Its name is Scock it has one head, a small strong body, a spider's tail, two strong back legs built for climbing and pinchers to hold prey. It is an insect that is crossed between a wasp and a spider.

Information: The Scock insect lifts rocks with its pinchers to build a shelter.

Back round information: I believe will the Scock insect will live for 20 year.

Character: Scock is 1 meter long and wide. He has a hard/strong body, pinchers her to hold prey and legs built for climbing.

Diet/ habitat: Scock live in the desert and eats small insects and spiders. Duren the day Scock challenges other insect to tap dance and swimming contests.

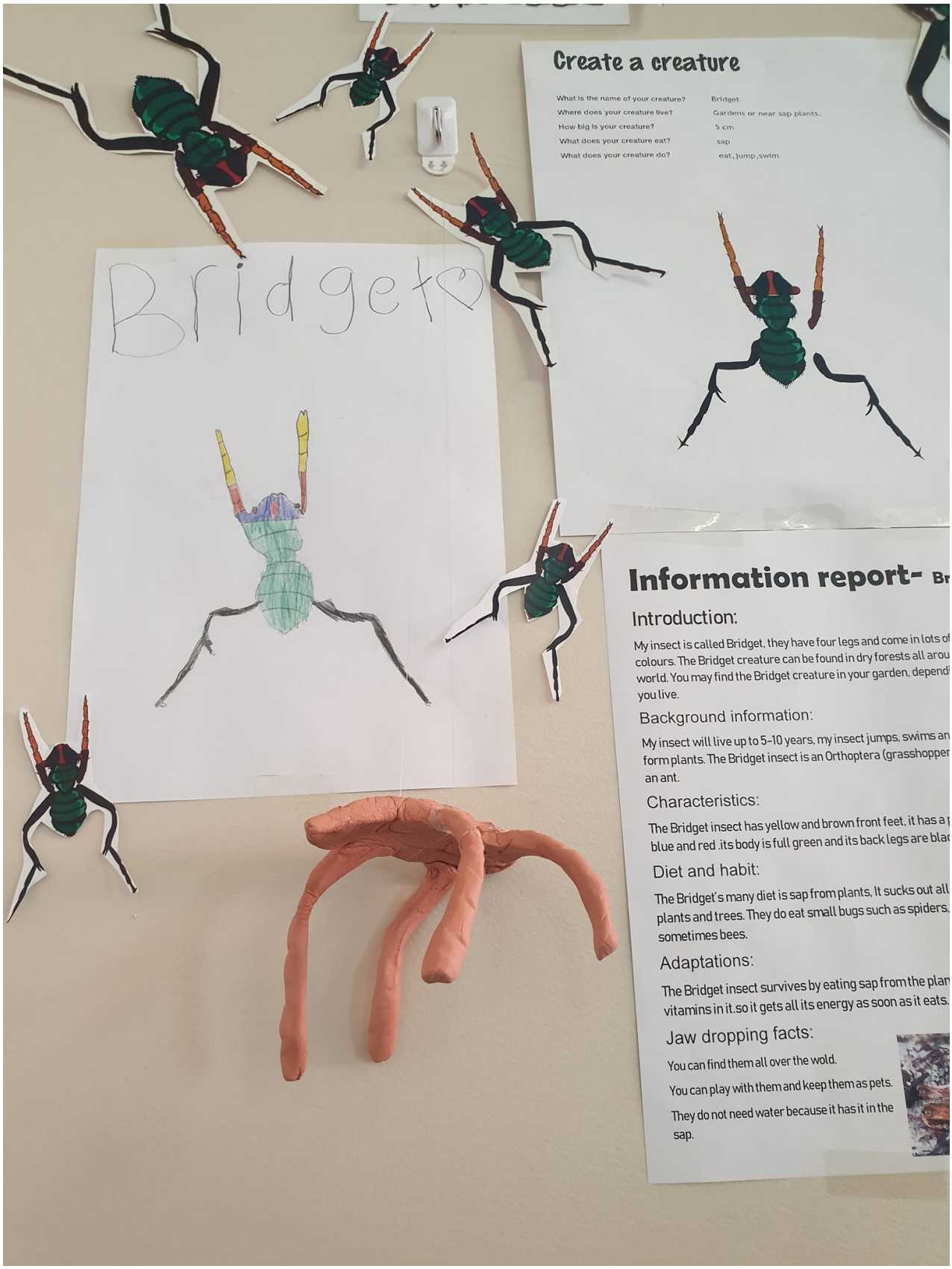
Adaptations: Scock blends in with the sand and because of this adaptation he is able to seek up on prey, and hide from predictors.

Jaw droppings: its predictors are the Uncle Morton insect and the death crab.

BRODIE

Create a creature

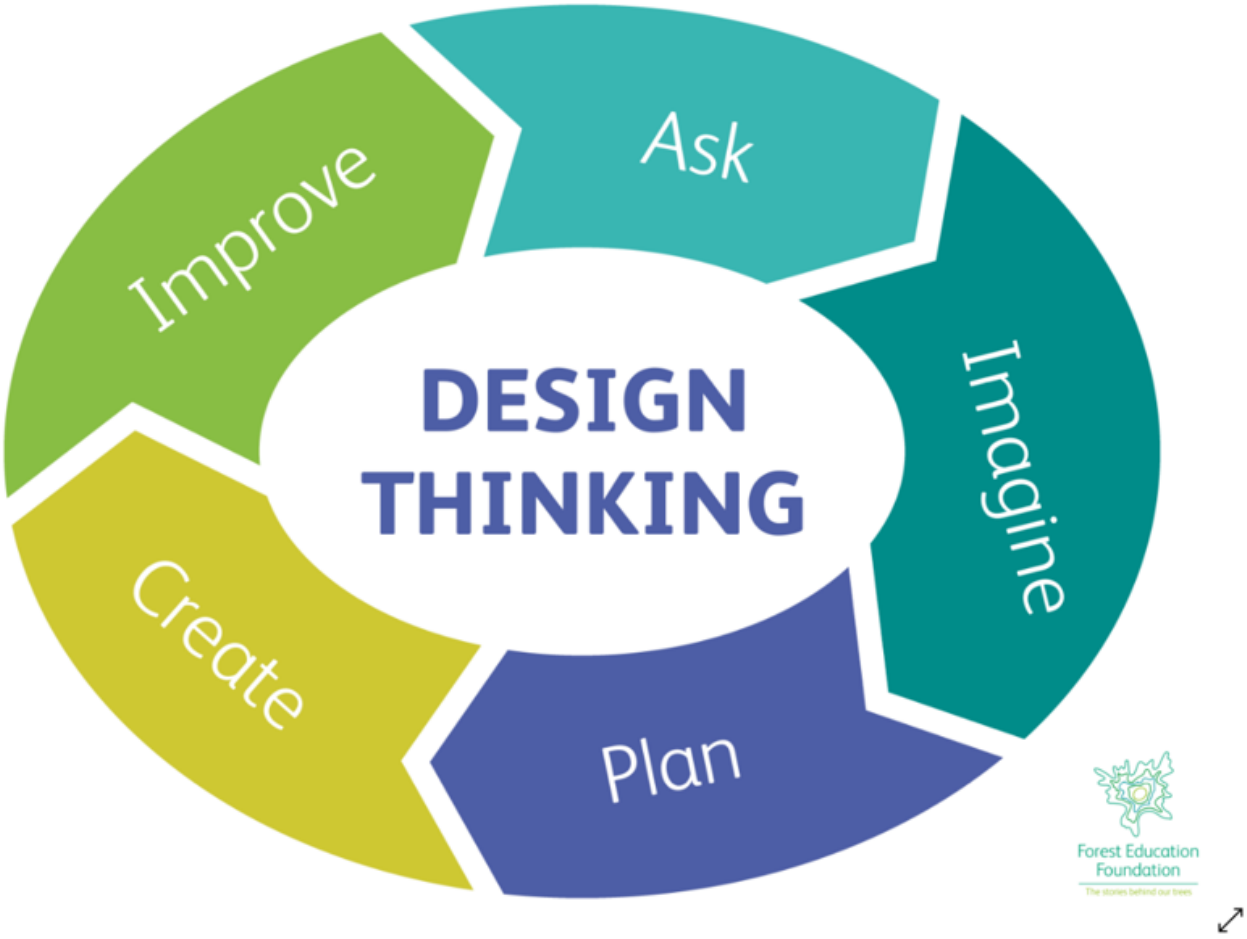
What is the name of your creature?	uncle morton
Where does your creature live?	in a hut
How big is your creature?	5ft
What does your creature eat?	fruit and sandwiches
What does your creature do?	flys around and looks for food


Create a creature
What is the name of your creature? Bridget
Where does your creature live? Gardens or near sap plants.
How big is your creature? 5 cm
What does your creature eat? sap
What does your creature do? eat, jump, swim
Bridget
Information report- Br
Introduction:
My insect is called Bridget, they have four legs and come in lots of
colours. The Bridget creature can be found in dry forests all arou
world. You may find the Bridget creature in your garden, dependi
you live.
Background information:
My insect will live up to 5-10 years, my insect jumps, swims an
form plants. The Bridget insect is an Orthoptera (grasshopper
an ant.
Characteristics:
The Bridget insect has yellow and brown front feet, it has a
blue and red .its body is full green and its back legs are blac
Diet and habit:
The Bridget's many diet is sap from plants, It sucks out all
plants and trees. They do eat small bugs such as spiders,
sometimes bees.
Adaptations:
The Bridget insect survives by eating sap from the plan
vitamins in it.so it gets all its energy as soon as it eats.
Jaw dropping facts:
You can find them all over the wold.
You can play with them and keep them as pets.
They do not need water because it has it in the
sap.

Lesson 10

Lesson Title: Species hotel

Students followed the design thinking model to plan their hotel.

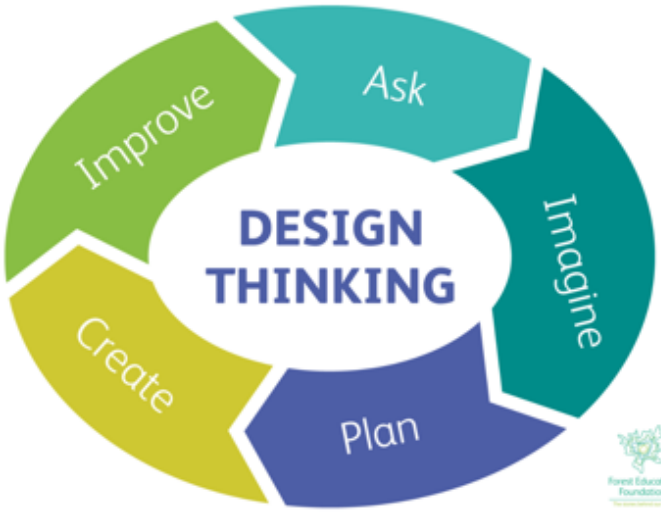


Each stage of the model was explained with examples and the students followed this planning page to plan out species hotel.

Each group was to provide 2 planning pages. One answering the ask and imagine stages of the design thinking model. And another page of what their hotel will look like, a drawing.

The following page is what the students were provided with to plan out their hotel.

SPECIES HOTEL



1. **Pick a native animal that lives in a Tasmanian Forest:**

Mammals of Tasmania:

- MONOTREMATA (Echidnas and Platypus)
- POLYPROTODONTA (Carnivorous Marsupials and Bandicoots)
- DIPROTODONTA (Possums, Kangaroos and Wombats)
- CHIROPTERA (Bats)
- RODENTIA (Rats and Mice)

2. **Research your animal, consider how it will survive and stay healthy in its habitat?**

ASK

- What does your animal need?
- What does it live in?
- What do you need for your species hotel?

IMAGINE

- What will your species hotel look like?
- What type of habitat does your animal live in?
- Will there be a dense or open canopy?

PLAN

- Draw your Hotel? What will it look like?

CREATE

- Collect all of your materials and build your hotel.

IMPROVE

- Answer the question page.

ORANGE

Eastern Barred Bandicoot

They like to ~~eat~~ root-eating grabs. They also like beetles, earth worms, berries and fungi.

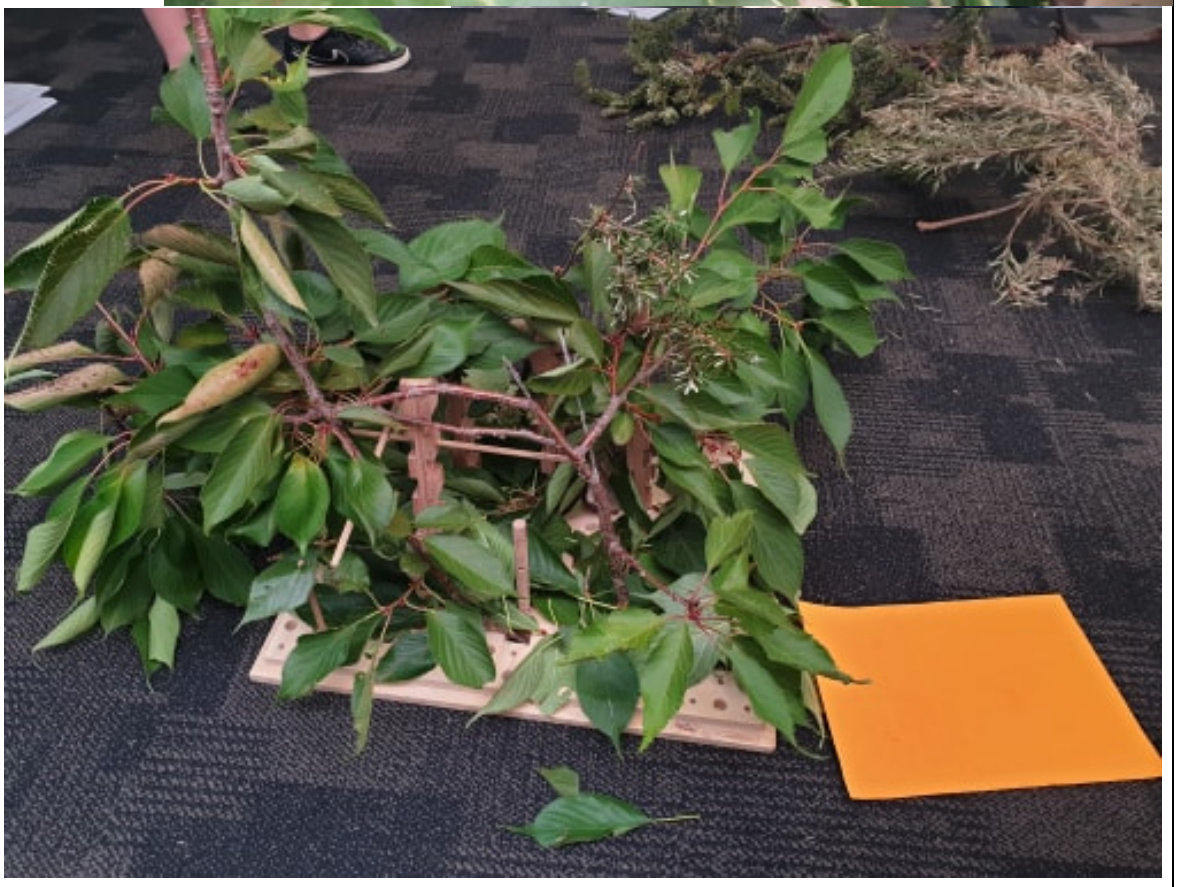
~~what do you need~~
what does it live in?

Eastern Perameles gunnii

They live in Queensland, Victoria and Tassie, woodlands and rainforests

We will need ferns, moss, old sticks

This species hotel was designed for:
The eastern Barred Bandicoot.



Students collected lots of leaves and dead sticks to protect their animal from predators.

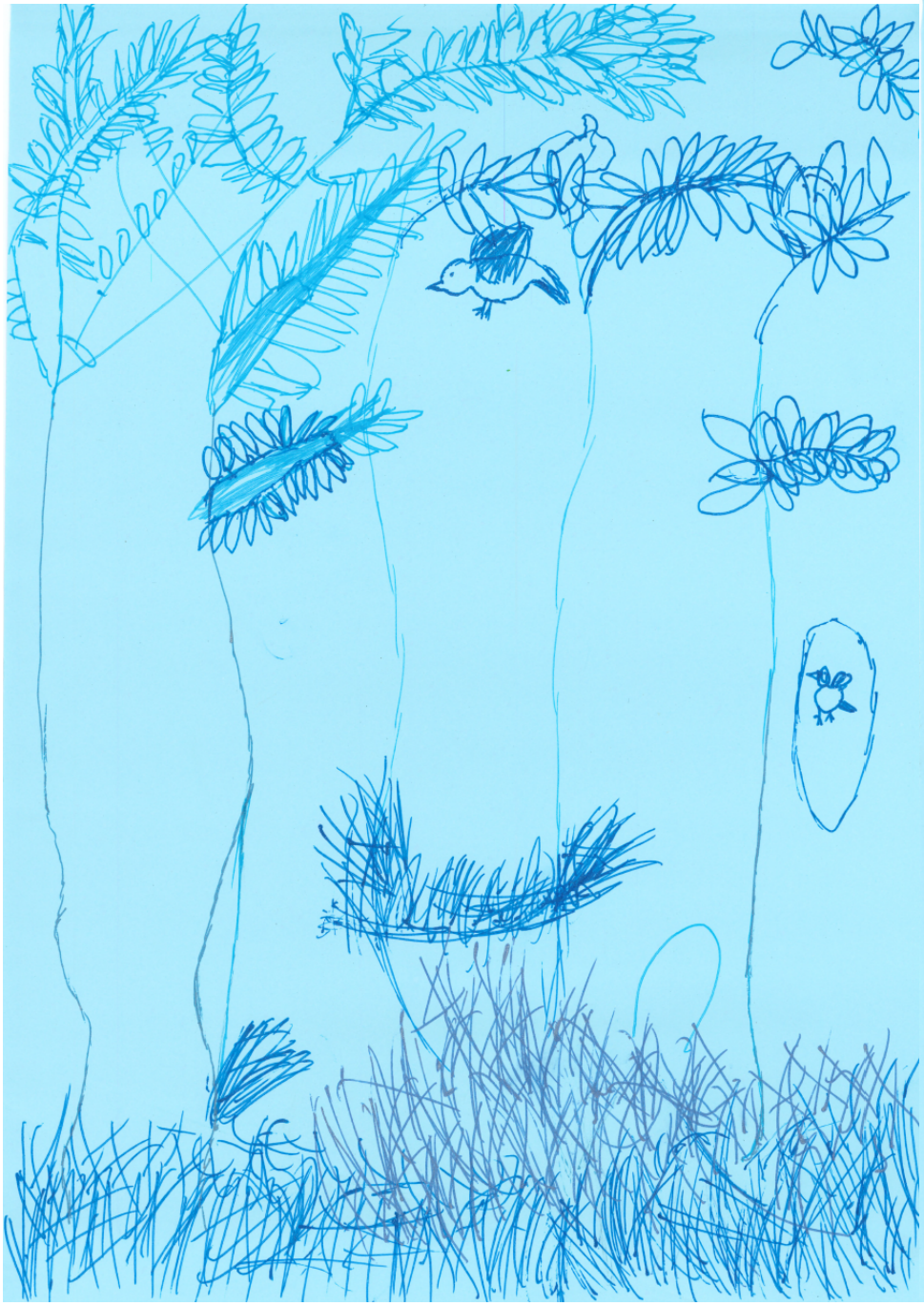
GREEN

Jemma, Thomas, Billy
Kyesha, Latoyah
Kangroos are Herbivors. they
eat grass, flowers, and fern, leaves
kangroo lives in little grassy
places/areas
in our habe We wilned
! they need water
and trees and nice
grassy Plans and Plants.
a Vet.

Billyson
Bilson

This species hotel was designed for:
Kangaroos.

Students created a dense bush habitat for their kangaroos.



Scarlet Robin

- What does your animal need? Food (insects) water
- What does it live IN? Trees in nests they make themselves.
- What do you need for your species hotel? Eucalyptus leaves, the wooden blocks,

- What will your species hotel look like? it will have eucalyptus leaves, High up (trees)
- What type of habitat does your animal live in? eucalyptus woodlands.
- Will there be a dense or open canopy? open canopy.

- What does your animal eat? arthropods such as insects and spiders.

BLUE

This species hotel was designed for:
The Scarlet Robin

Students created a habitat that was similar eucalyptus trees.

Echidnas

What they live in:

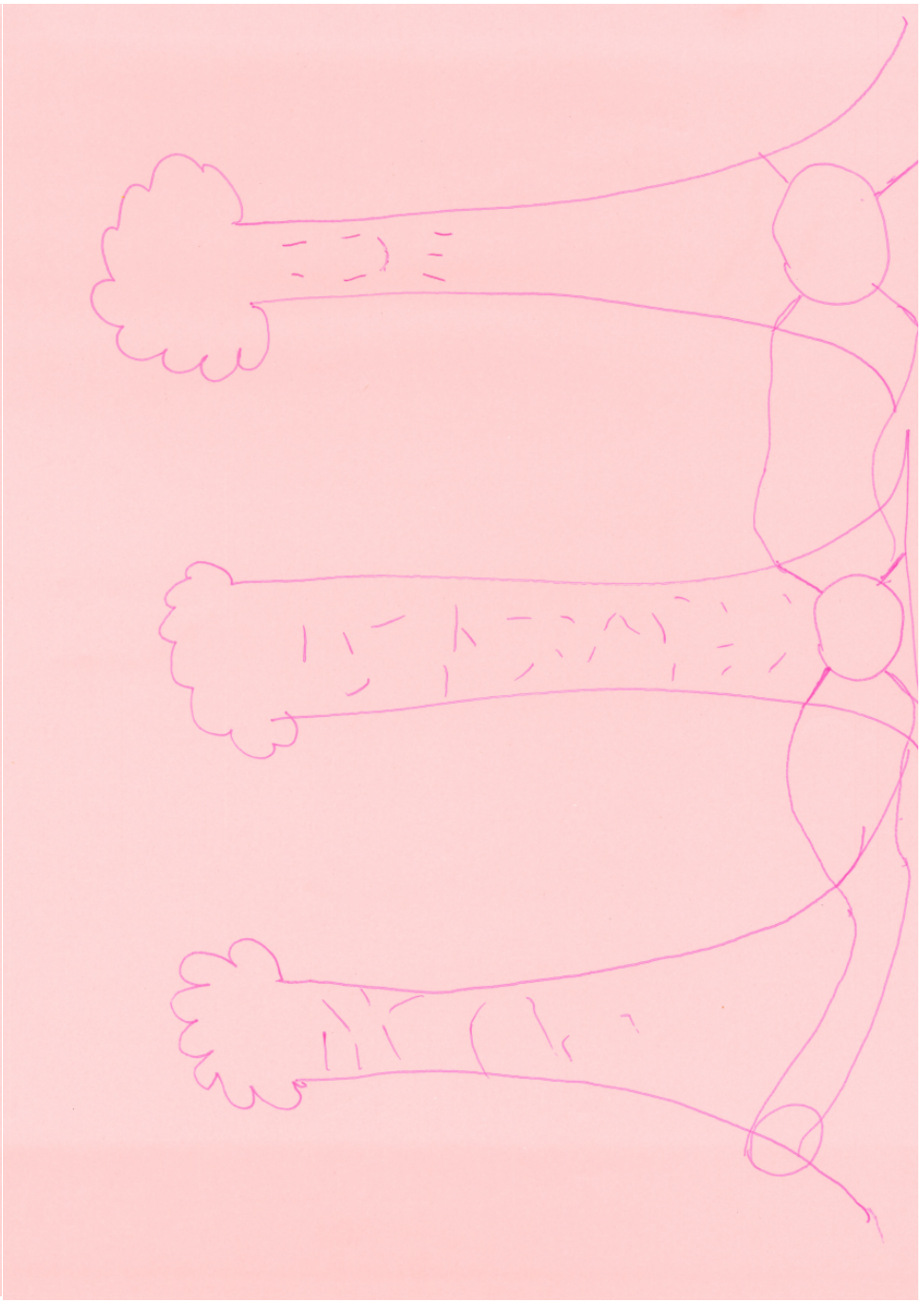
desert, rainforest, Bush and Alpine mountains they also Live in Hollow logs ~~rock~~, in the Soil, burrows and in rock crevices.

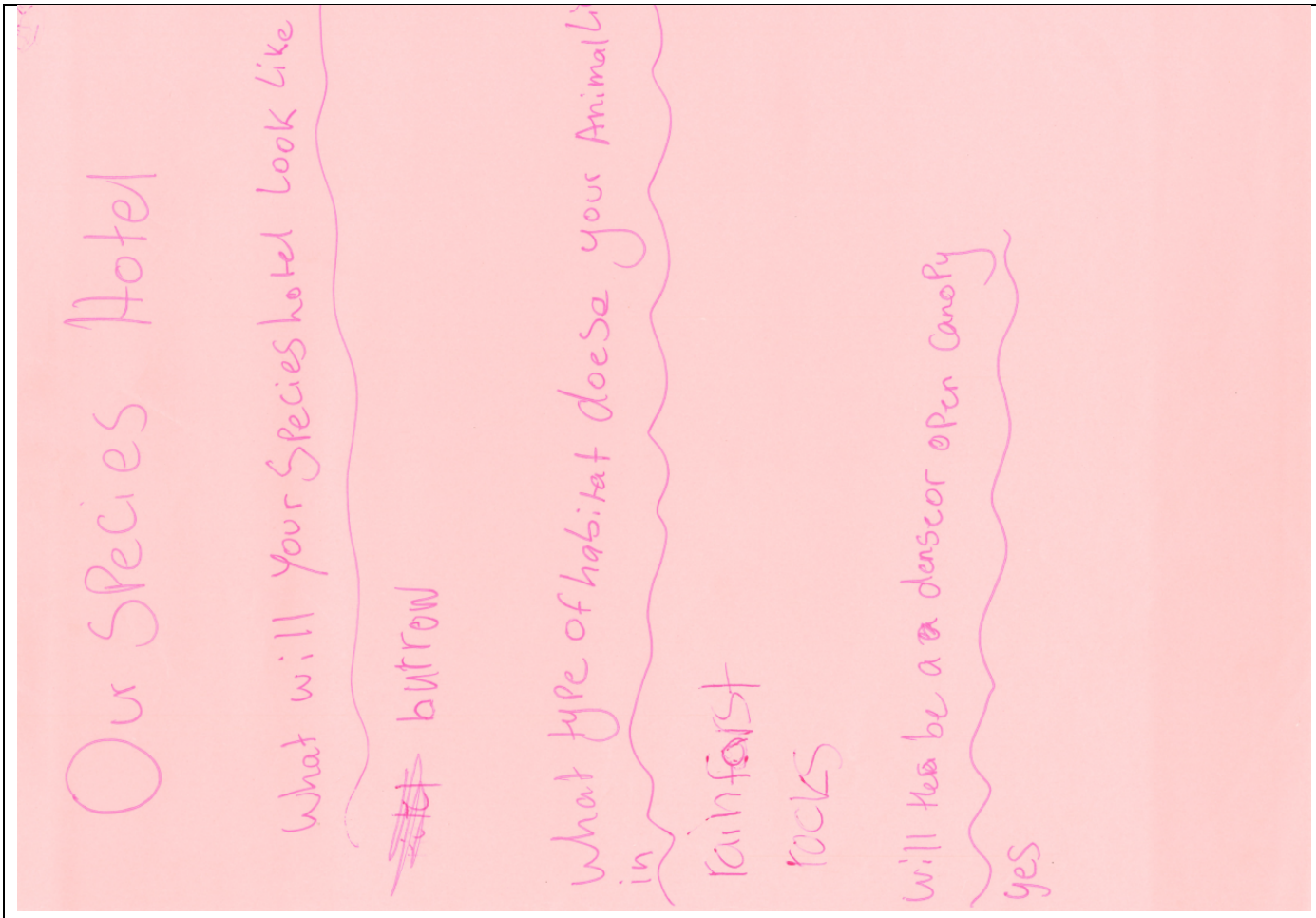
What doesie your Animal need:

encoragment a rocky Habitat
Shelter
a Diet

What do you need for your Animal Species hotel

Shelter
food (Ants, worm and Larva)
bedding
Bush





This species hotel was designed for:
Echidnas

You will notice the burrows that were made with bark in the second photo.

The students then moved to the improve phase of the design thinking model.
After creating their hotels, each group answered the following questions:

Group:_____

Members:

_____

1. Which animal did your group pick?

2. What does your animal live in?

3. What does your animal eat?

4. List 3 facts that your researched about your animal?

5. Did you create a successful hotel for your animal?

   Is your animal protected from predators?

   Can your animal access its food?

   Could your species hotel be transferred into its natural habitat and be used?

6. How would you change your species hotel to be improved?

Students responses:

Group: green

Members: Jemma, Billy, Labayan, Ms. Thomas

1. Which animal did your group pick? kangaroo

2. What does your animal live in? A grass land environment

3. What does your animal eat? grass

4. List 3 facts that your researched about your animal? did you know kngroos live in grassy plains? did you know that kangaroos are herbivours?

did you know kangaroos live in grassy plains? did you know that kangaroos are herbivours?

5. Did you create a successful hotel for your animal?

yes we did

Is your animal protected from predators?

yes

Can your animal access its food?

yes

Could your species hotel be transferred into its natural habitat and be used? No

6. How would you change your species hotel to be improved?

by getting water.

Group: Blue

Members:

Brilee, Saila, Holli, Coby, Jye, Brady

1. Which animal did your group pick? Scarlet robin

2. What does your animal live in? in eucalyptus woodlands

3. What does your animal eat? Insects.

4. List 3 facts that your researched about your animal? It is 13 cm in length. Male and Female look different. (the males have a black and white head)

5. Did you create a successful hotel for your animal? yes

   Is your animal protected from predators? yes it could hide in the trees

   Can your animal access its food? yes on trees and grass.

   Could your species hotel be transferred into its natural habitat and be used? yes because it had ~~natural~~ natural objects.

6. How would you change your species hotel to be improved? a little ~~fenclosed~~ area ~~from~~ so it protects them from the rain.

Group: Pink

Members:

issi, Samara, Cody, Bailey, Charlie, Boogie

1. Which animal did your group pick?

echidna

2. What does your animal live in?

desert Burrow Bush mountain

3. What does your animal eat?

ants egg insects

4. List 3 facts that your researched about your animal?

they Live in moundfains
they have spikes to Defend them Self

5. Did you create a successful hotel for your animal?

yes

Is your animal protected from predators?

yes

Can your animal access its food?

yes

Could your species hotel be transferred into its natural habitat and be used? yes

6. How would you change your species hotel to be improved?

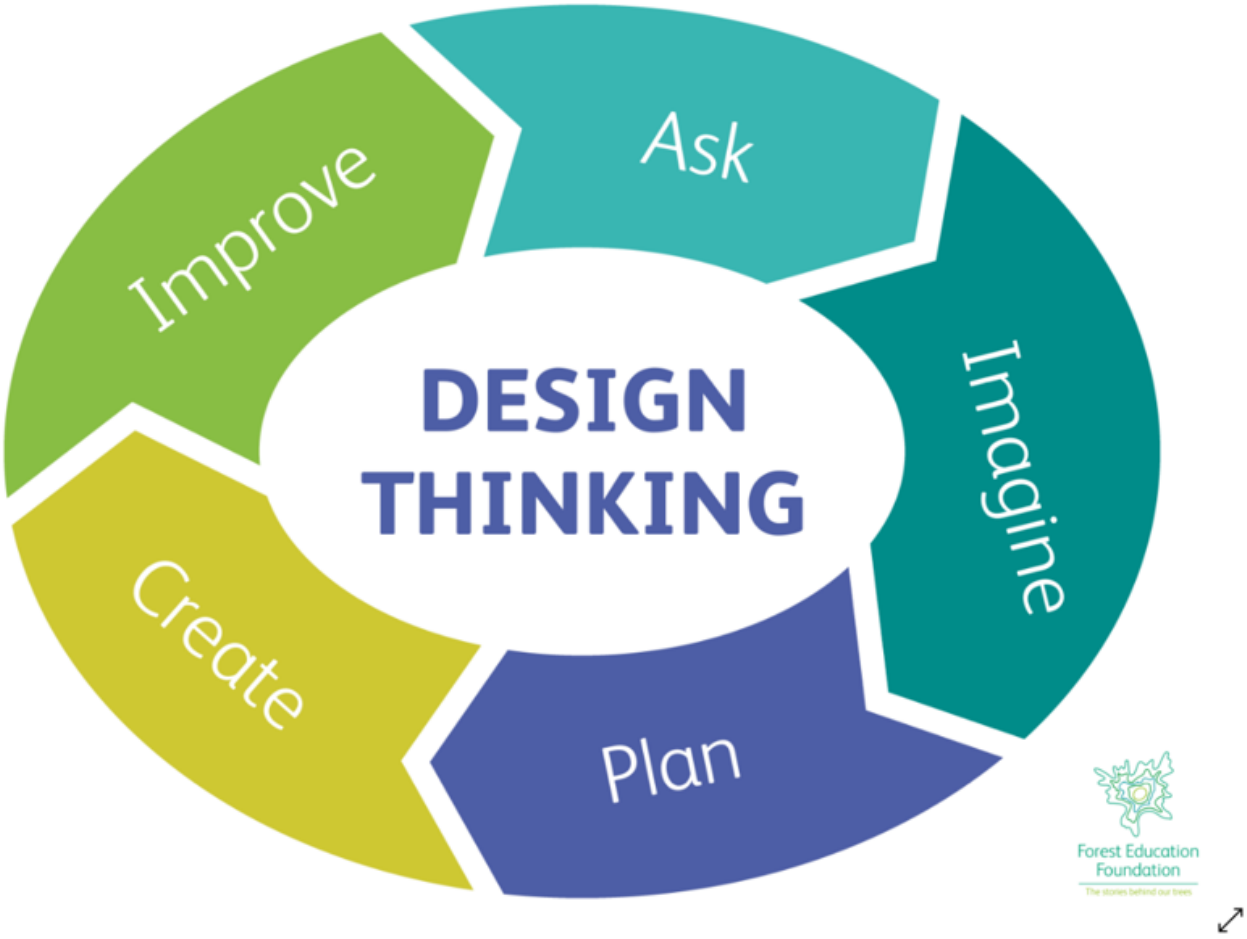
add more leaves
add water
add food

Lesson 11

Lesson title: Bridge Challenge

GROUP	Car rollover from start to finish	Hold 5kg of weight	Bridge touch both tables for support
ORANGE	×		✓
GREEN	×		✓
BLUE			
PINK			✓

Students followed the design thinking model to plan their bridge.

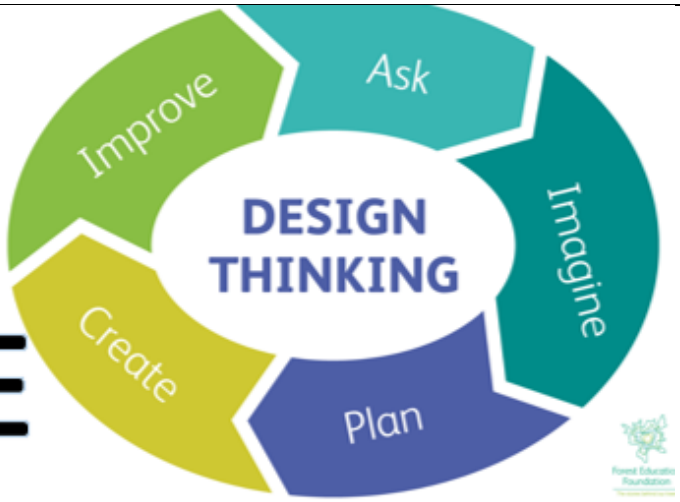


Each stage of the model was explained with examples and the students followed this planning page to plan out species hotel.

Each group was to provide 2 planning pages. One answering the ask and imagine stages of the design thinking model. And another page of what their hotel will look like, a drawing.

The following page is what the students were provided with to plan out their bridge.

BRIDGE CHALLENGE



Challenge: build a bridge across 2 desks with a 50cm gab between the desks, ensure your bridge can hold as much weight as possible and have a small car roll over it.

Aim: for your bridge to hold the most weight.

Success Criteria: Think back to when you made your first bridge, what did it look like and what did you use to support it? HINT: the tables are further apart so you can't use the long blocks to connect to both tables at the same time.

ASK

- Your bridge must connect to both tables.
- Your group must work together to create a design that is supportive and effective.
- Your bridge must support 5kg.
- Your bridge must be able to have a car roll over it.
- Join, connect and assemble the blocks to create a bridge.
- Have fun!

IMAGINE

- Plan your bridge.
- What will it look like?
- How will you meet the challenge?

PLAN

- Draw your bridge plan

CREATE

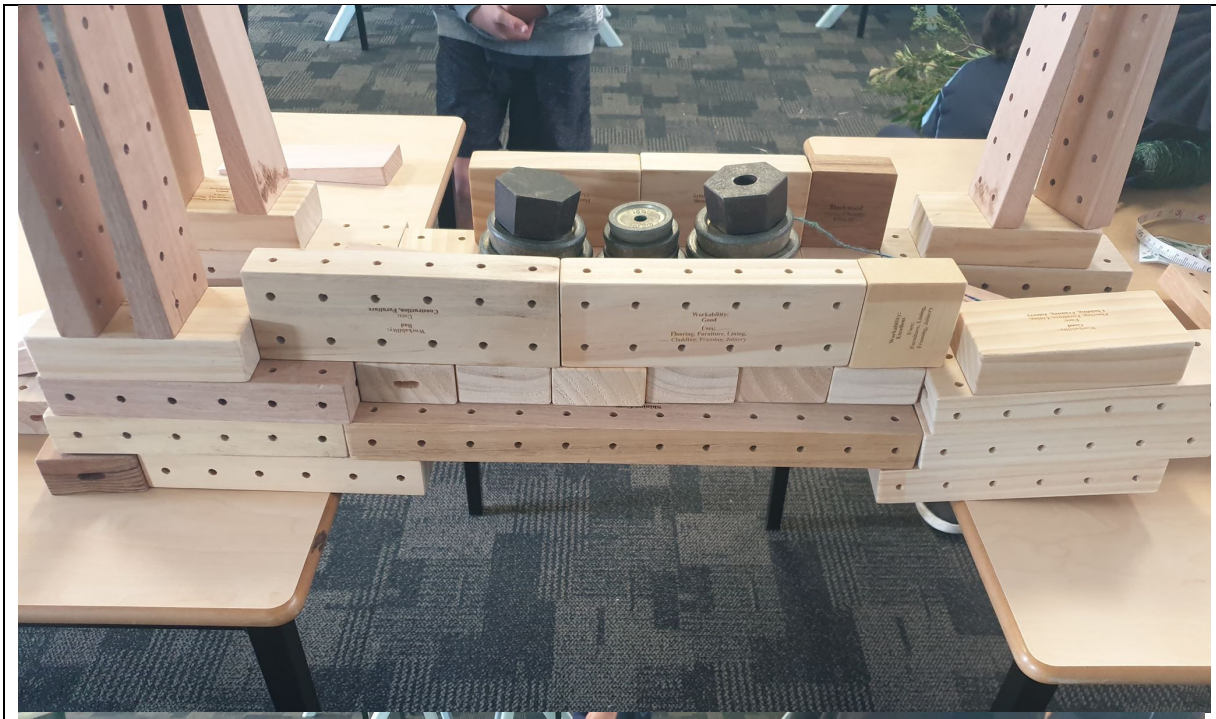
- Build your bridge and test that a car can roll over it and that it can hold some weight.

IMPROVE

- Answer the question page.

ORANGE


Workability:
Good
Uses:
Flooring, Furniture, Lining,
Cladding, Framing, Joinery

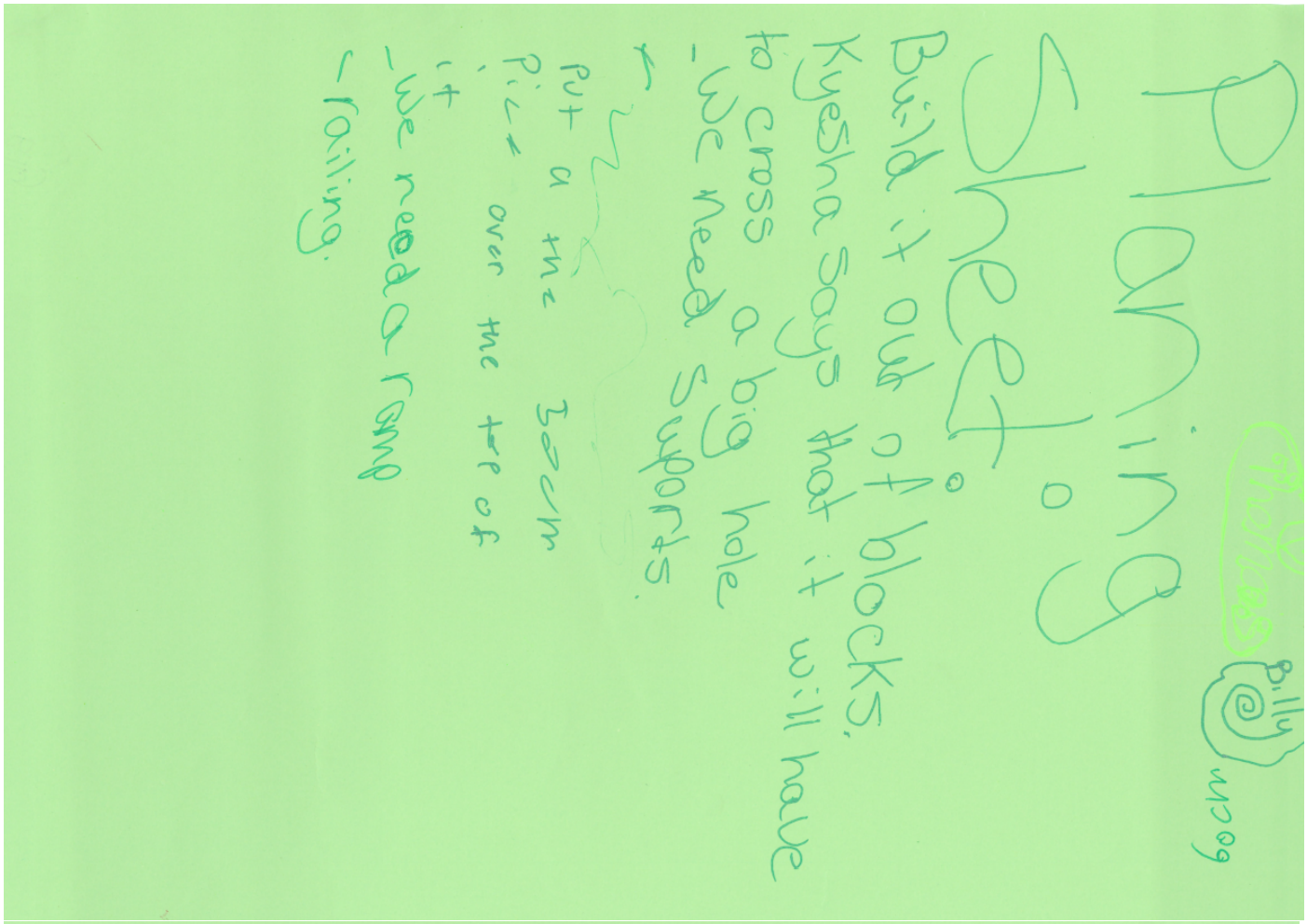


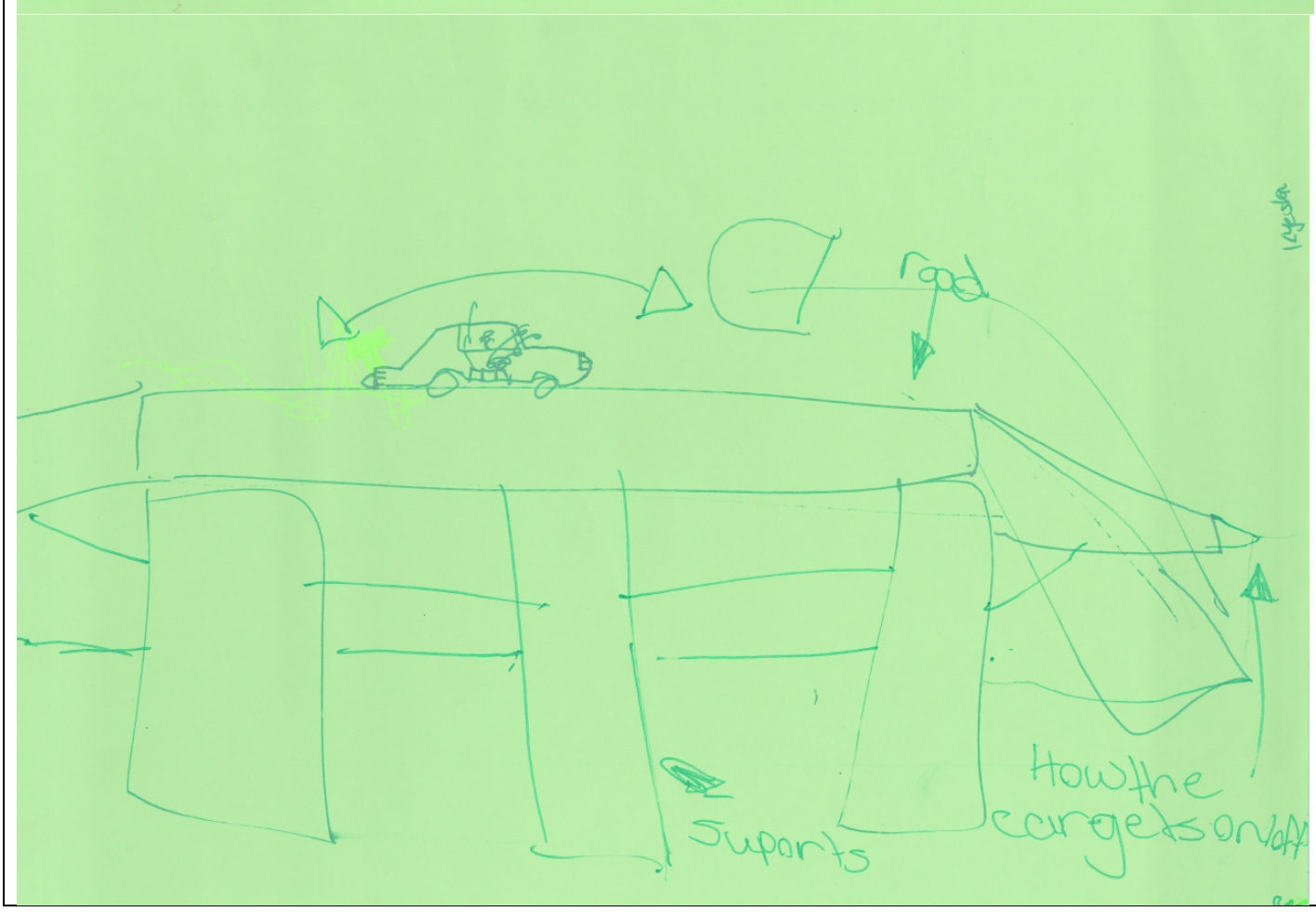
ORANGE group held the 5kg, the car didn't roll across the bridge.

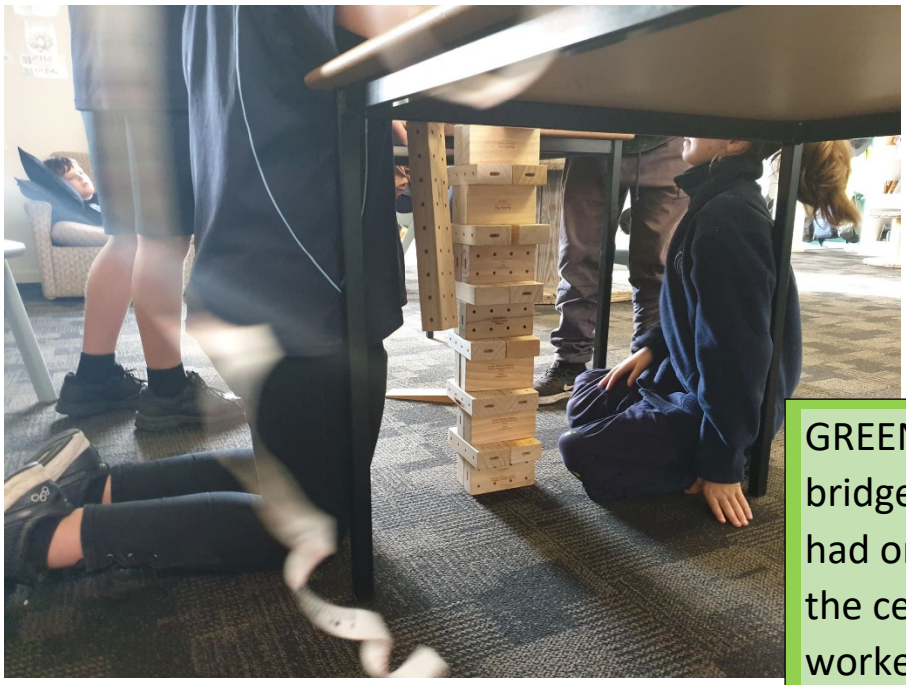
So they came to the conclusion that is the aspect that is they will fix next time.

Their reflection follows.

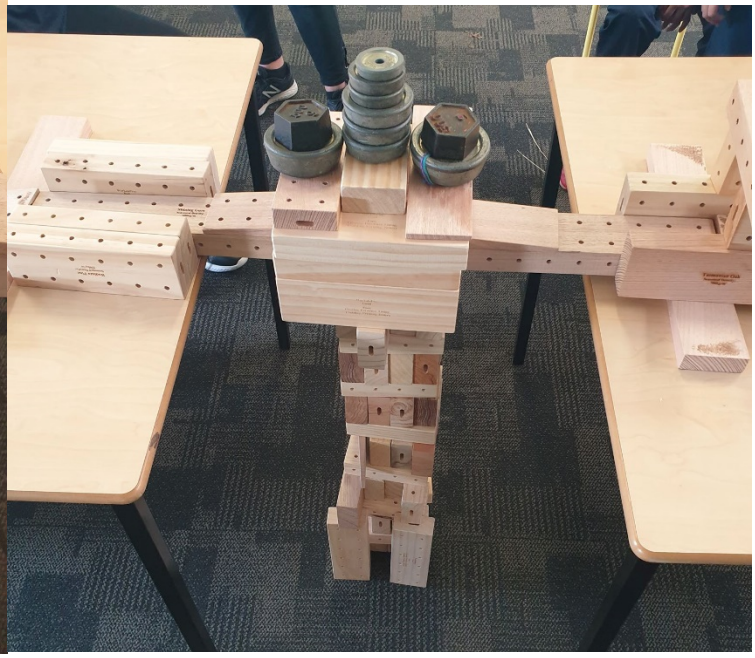
GREEN


Planning Sheet
Billy
Build it out of blocks.
Kyesha says that it will have to cross a big hole
- We need big supports.
- Put a thin piece of wood over the top of it
- We need a ramp
- railing.

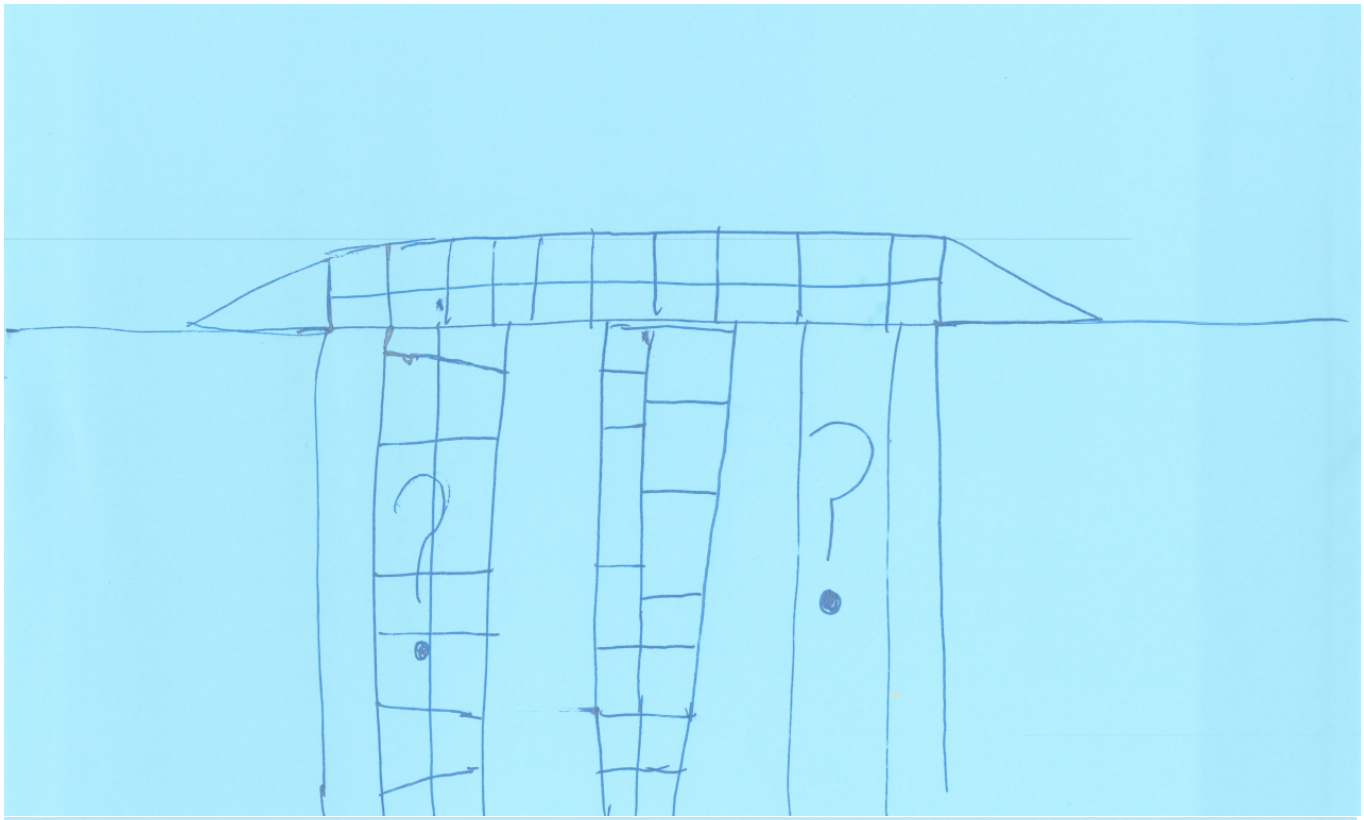

ramp
How the cargo gets on/off
supports



GREEN group designed their bridge like the jenga game. They had one large support pole in the centre of their bridge. It worked very well as their bridge held the full 5kgs.



BLUE



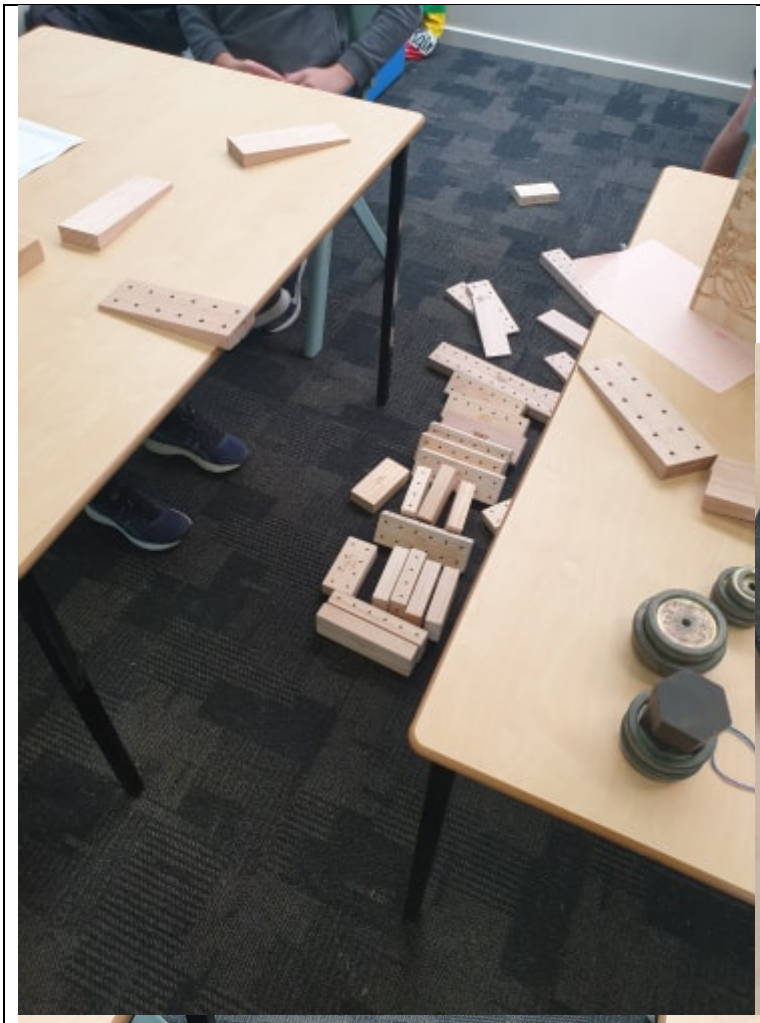
Bridge planing

It will have a lane for the car to drive across and supports to hold it up.

We will have a long pole to support the bridge.

PINK

Bridge challenge Plan.
It will look like a Bridge
we will need extra support on the sides
extra support under the Bridge



PINK group established that they needed more support on the tables, rather than the ground. They used all of their blocks to build a long pole of support in the middle of their bridge but it wasn't very stable.

Their reflection follows.

Orange

Group: Orange

Members:

Lukas, Liam, Ewan, Molly

1. How much weight did your bridge hold?

5kg

2. Did the car roll over your bridge successfully?

HELL NO!!!

3. How could you improve your bridge?

it needs 2 be more flater to help the car roll over bridge more easly

4. What else could you use to support your bridge?

concrete, Stickytape, bubble gum

5. Did your bridge go to plan? (Yes) No

If no, How did it change?

Group: green

Members:

Latoyah, Jemma, Billy, Kyesha, Thomas

1. How much weight did your bridge hold? 5 kg

2. Did the car roll over your bridge successfully?

No

3. How could you improve your bridge?

Bye taking of the ramps in our bridge

4. What else could you use to support your bridge?

my feet you could use our feet and stand on each side.

5. Did your bridge go to plan? (Yes) (No)

If no, How did it change?

the car did not get to the other side but our bridge did hold 5 kgs.

Group: Pink

Members:

iSSi, Samara, Cody, Bailey, Charlie, Brodie

1. How much weight did your bridge hold?

nothing because we didnt ~~dindt~~ have enough support

2. Did the car roll over your bridge successfully?

no because it cant running into Stuff/Blocks

3. How could you improve your bridge?

Putting more Support under it and on the Side making Sure the Blocks are Stabble

4. What else could you use to support your bridge?

more Blocks in diffrent areas

more Blocks under it

5. Did your bridge go to plan? Yes (No)

If no, How did it change?

Put more Support

The students then moved to the improve phase of the design thinking model.
After creating their hotels, each group answered the following questions:

Lesson 12

Lesson title: adaptations in 3 different habitats

Adaptations Activity

Ocean

Forest

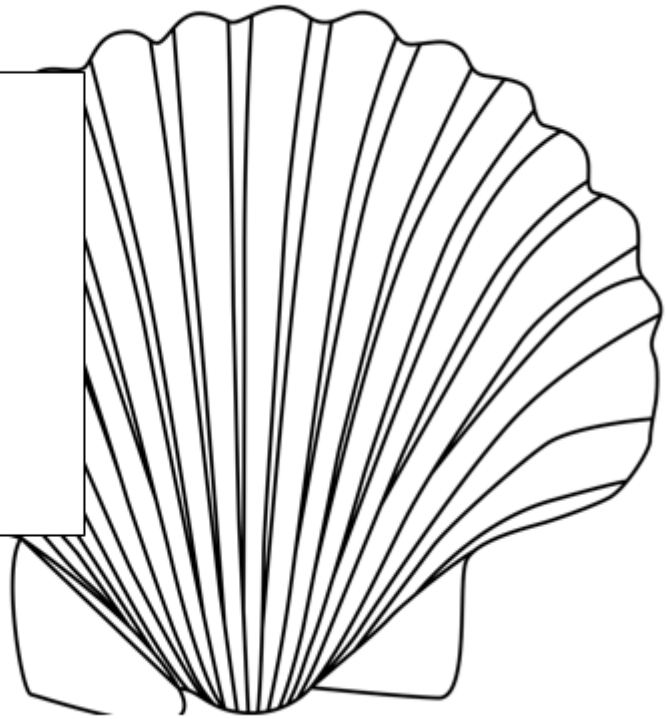
Desert

- Research Ocean animals with extreme adaptations.
  Pick 1 animal.
  Complete a fact file on that animal.

- Research Forest animals with extreme adaptations.
  Pick 1 animal.
  Complete a fact file on that animal.

- Research Desert animals with extreme adaptations.
  Pick 1 animal.
  Complete a fact file on that animal.

COMPLETE 2 FACT FILES

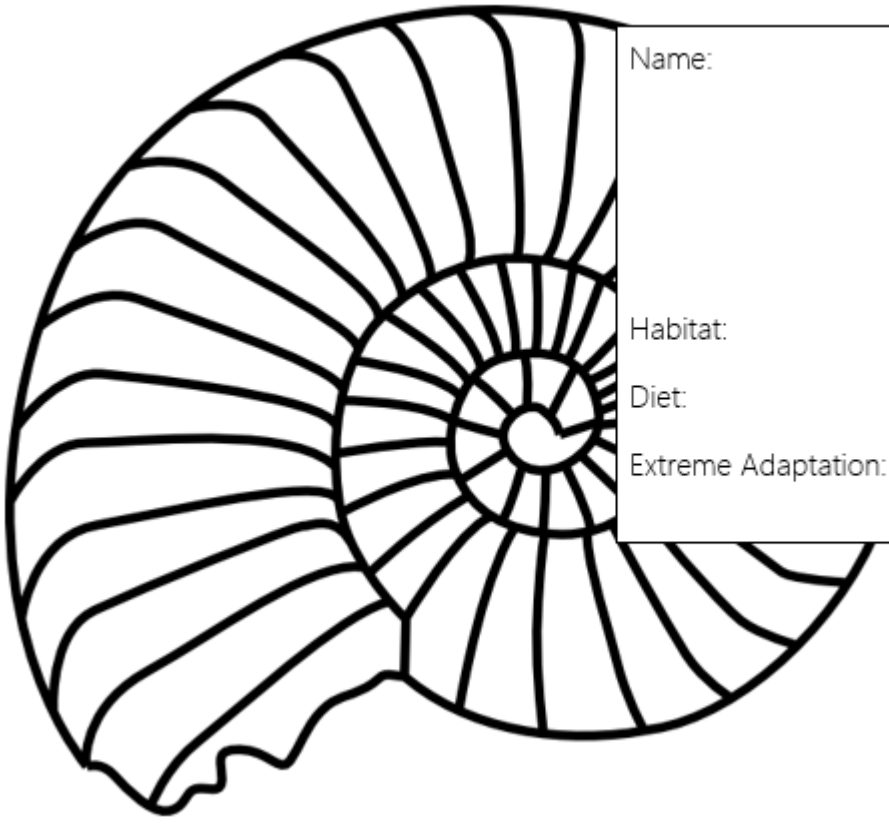


Name:

Habitat:

Diet:

Extreme Adaptation:

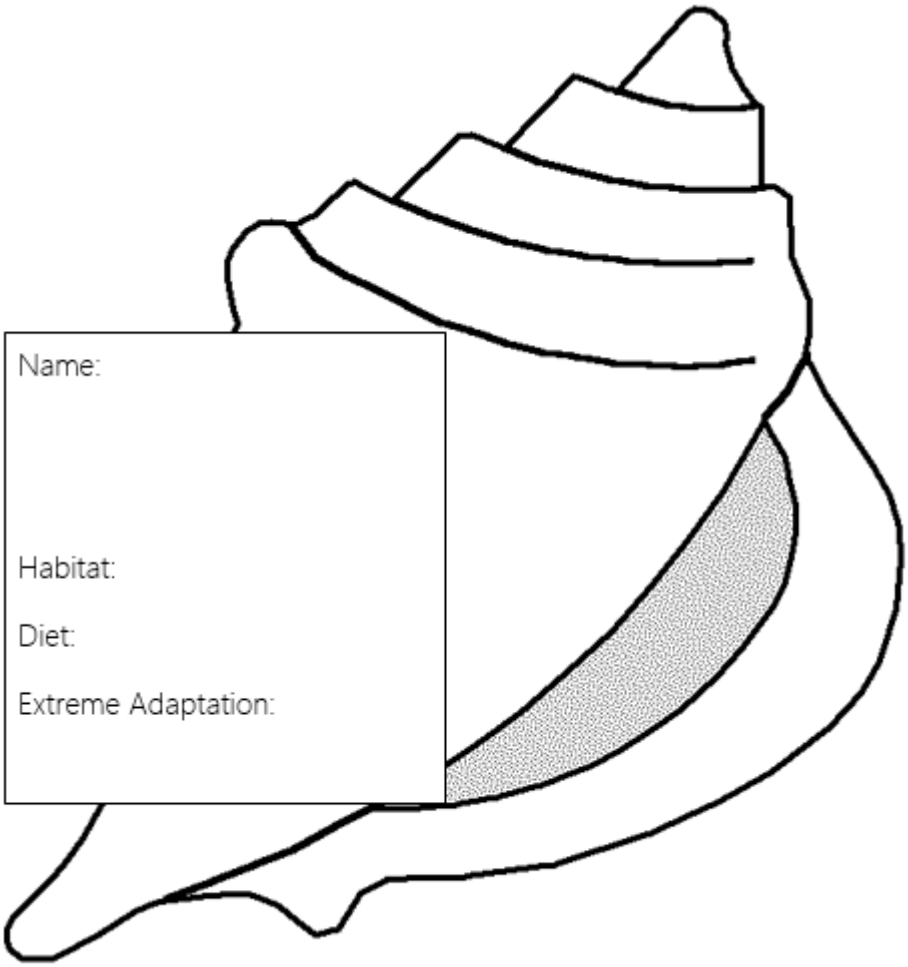


Name:

Habitat:

Diet:

Extreme Adaptation:



Name:

Habitat:

Diet:

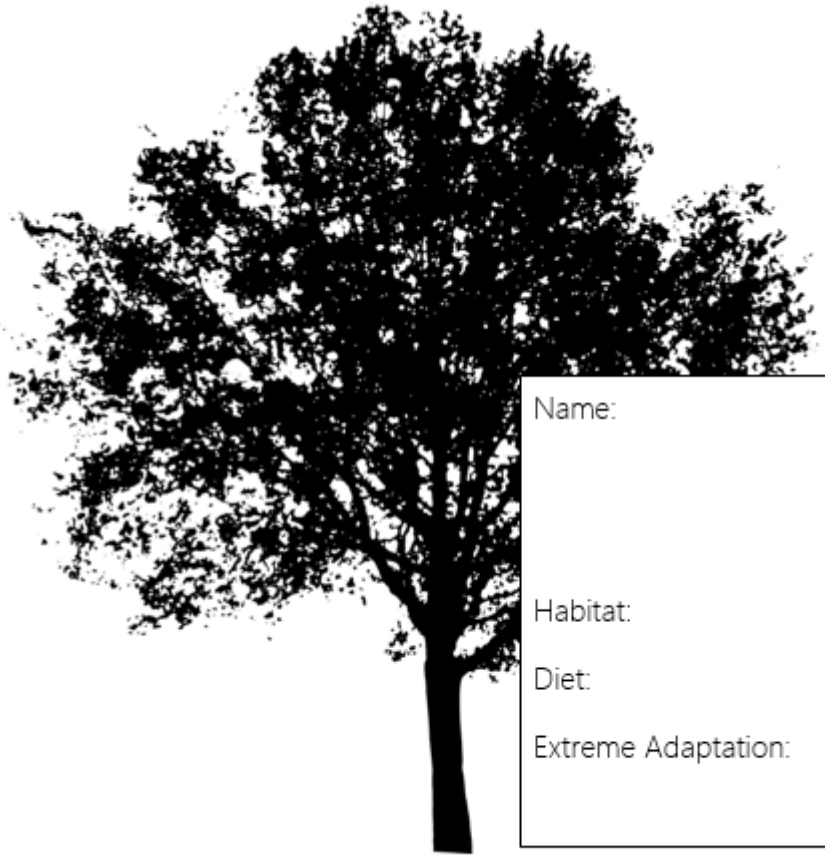
Extreme Adaptation:

Name:

Habitat:

Diet:

Extreme Adaptation:

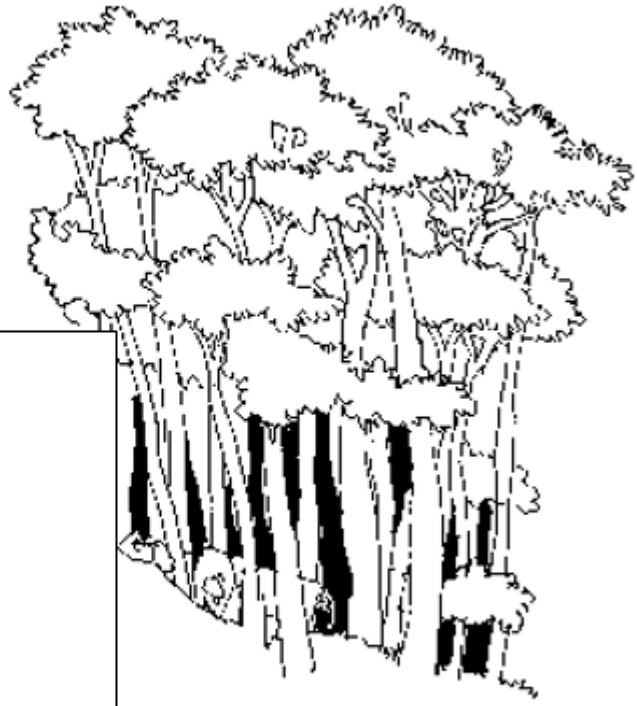


Name:

Habitat:

Diet:

Extreme Adaptation:

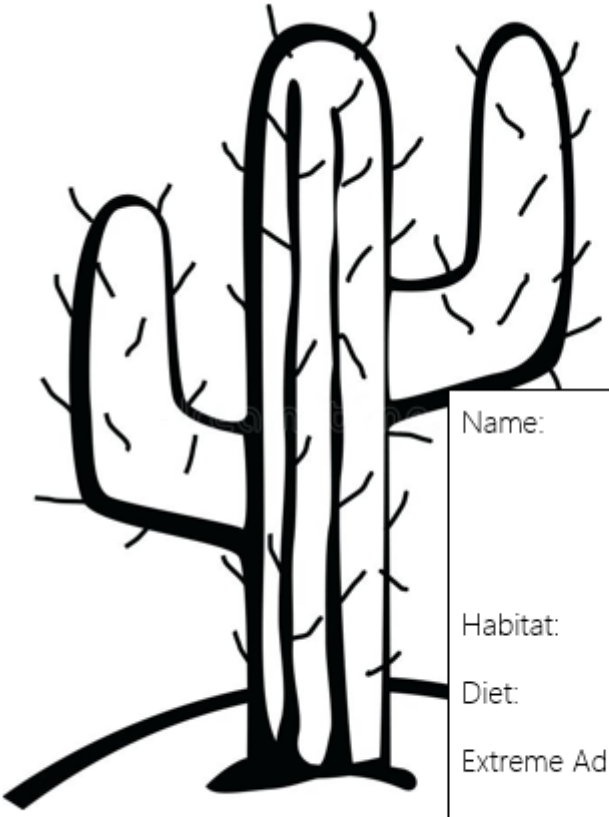


Name:

Habitat:

Diet:

Extreme Adaptation:

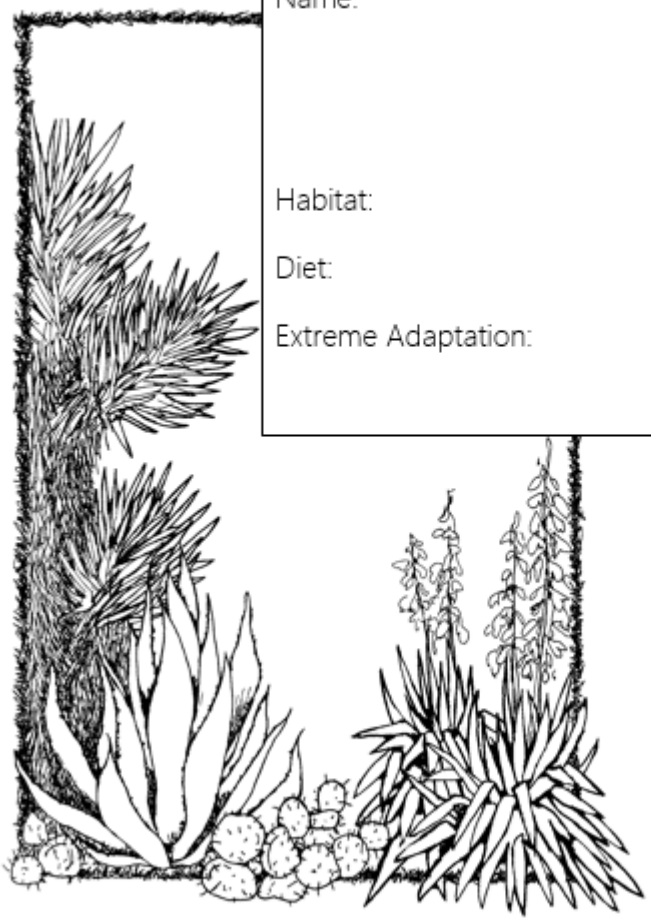


Name:

Habitat:

Diet:

Extreme Adaptation:

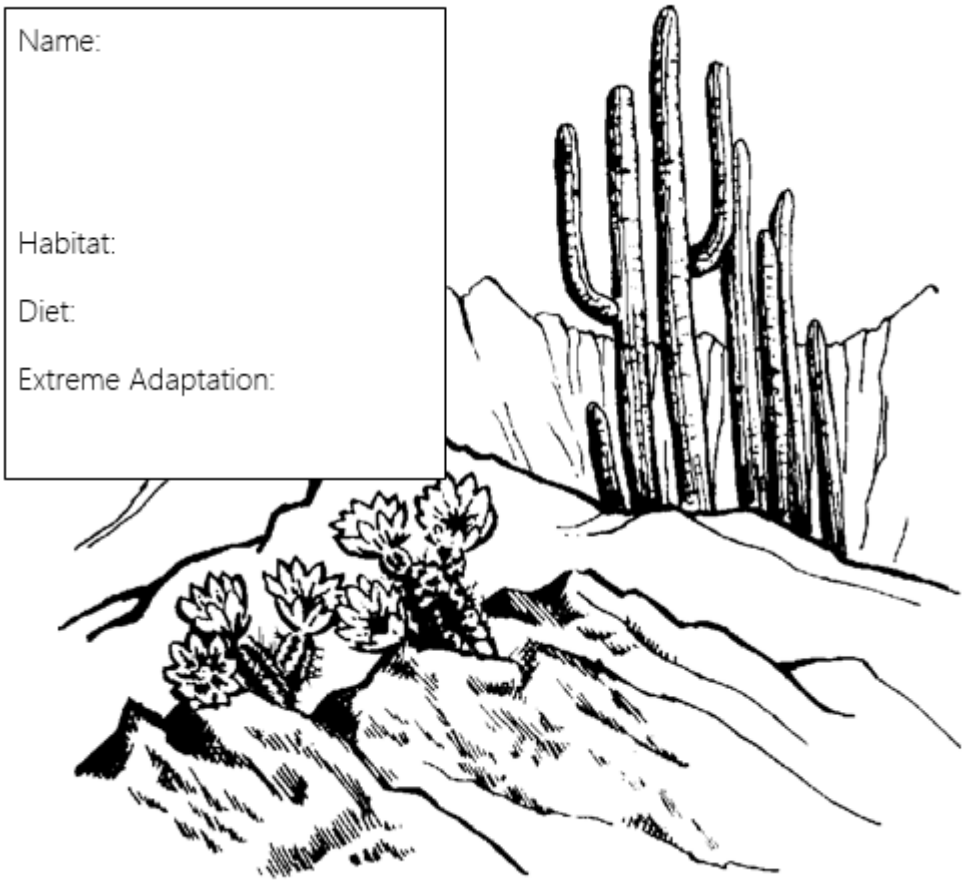


Name:

Habitat:

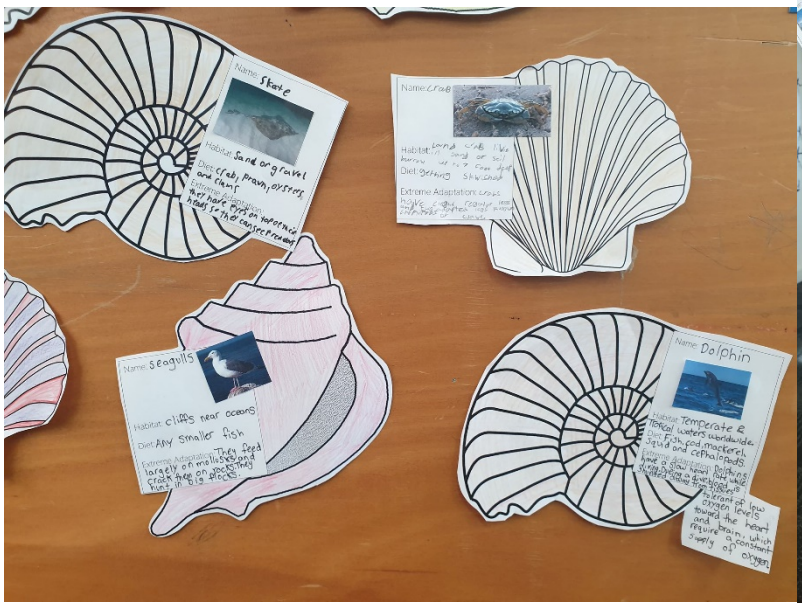
Diet:

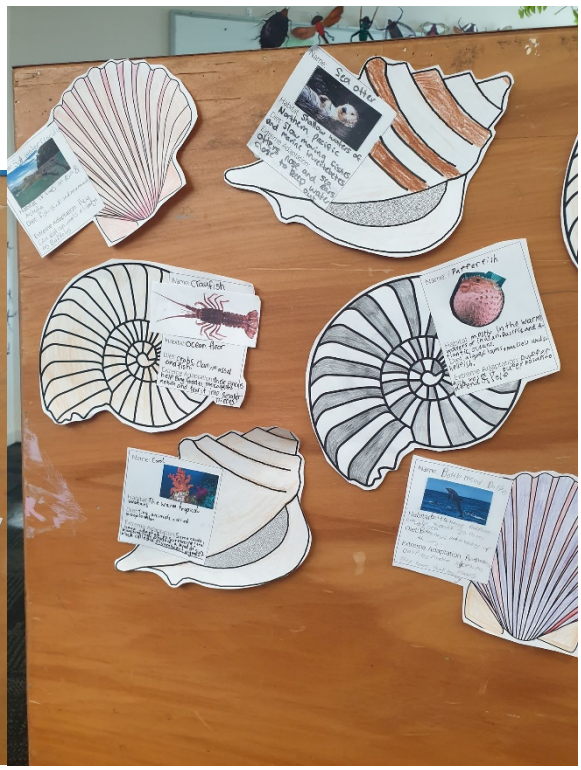
Extreme Adaptation:



Jemma Created 3 habitats and we added our animal fact files to each habitat.

OCEAN

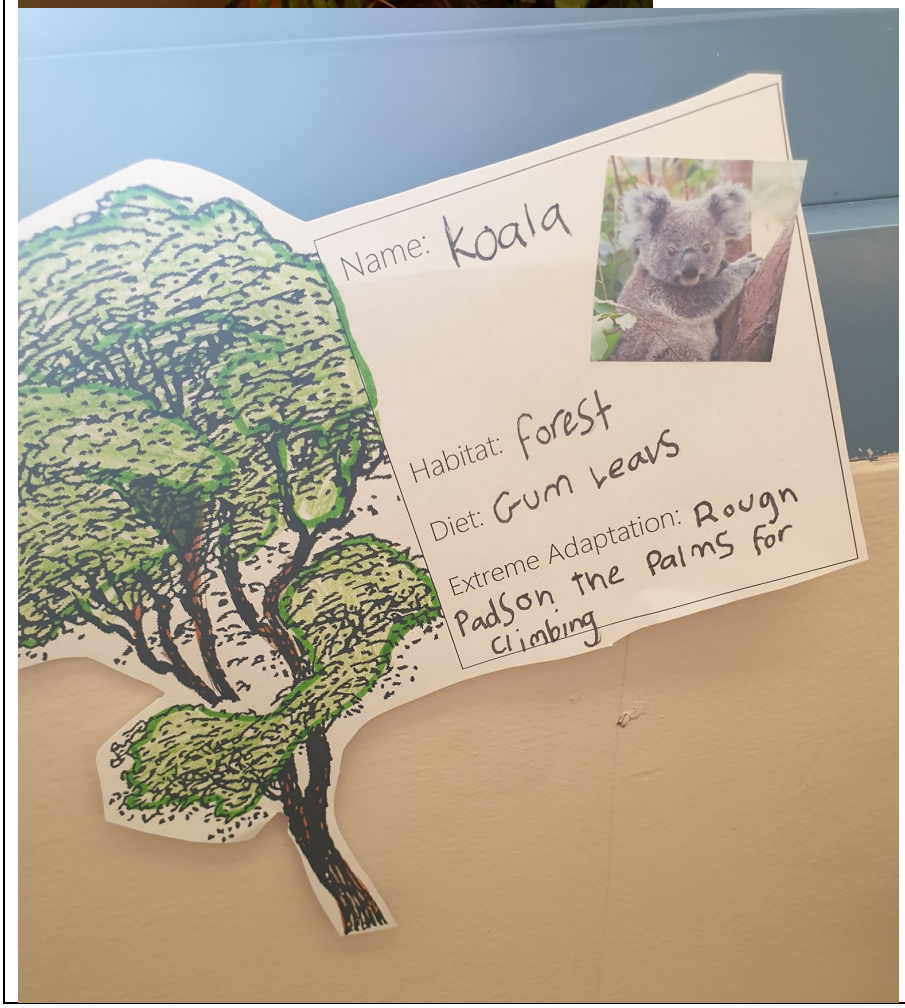

Name: Skate
Habitat: sand or gravel
Diet: crab, prawn, oysters and clam
Name: Crab
Habitat: sand or soil
Diet: getting
Name: Seagulls
Habitat: cliffs near oceans
Diet: Any smaller fish
Name: Dolphin
Habitat: Temperate & Tropical waters worldwide.
Diet: fish, cod mackerel, squid and cephalopods


Name: Sea otter
Name: Crayfish
Habitat: Ocean floor
Name: Parrot fish


O
C
E
A
N

FOREST


R
E
S
T

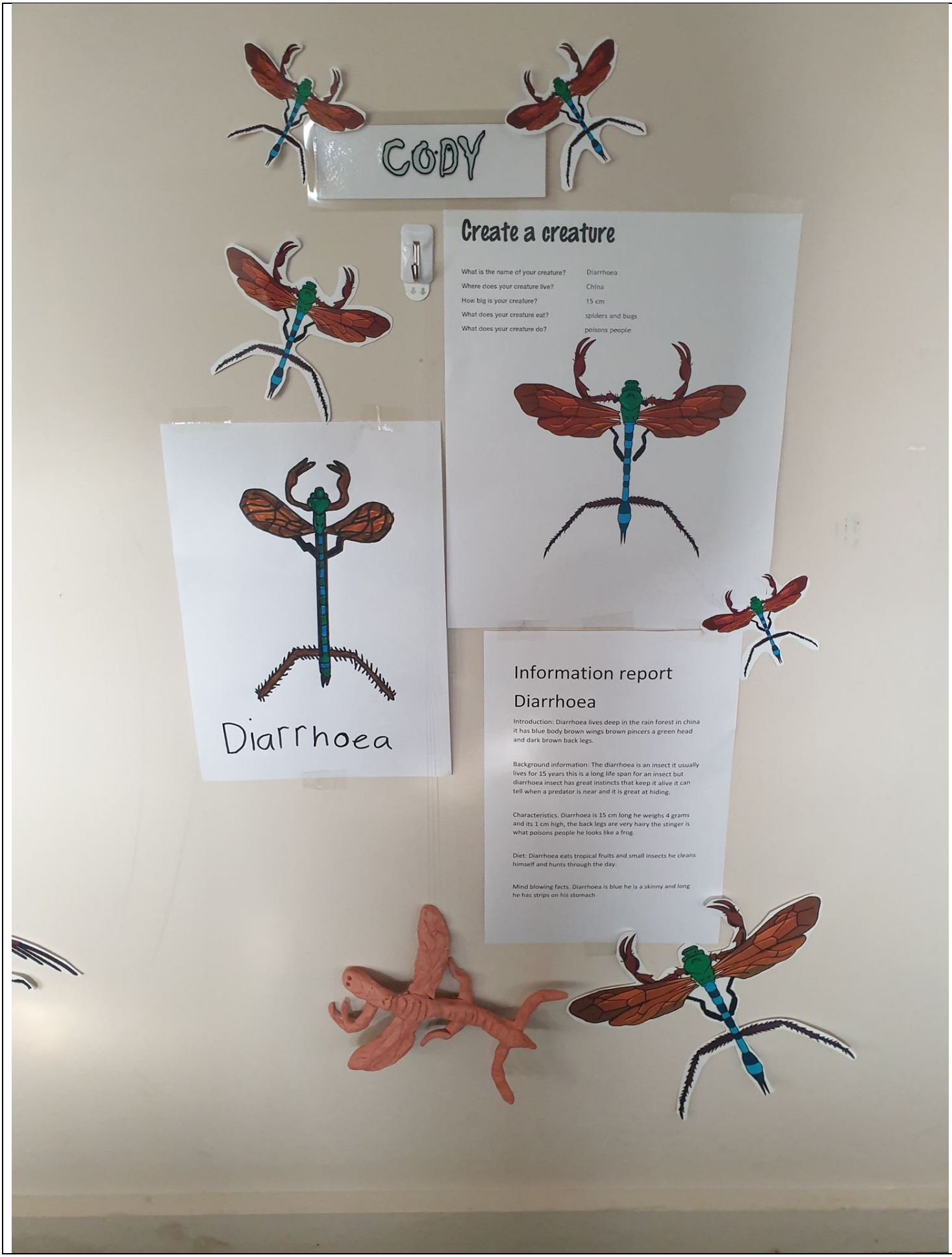

Name: koala
Habitat: forest
Diet: Gum Leavs
Extreme Adaptation: Rougn
Padson the Palms for
Climbing


F
O
R
E
S
T
CHARLIE

DESERT


Name: Camal
Habitat: camals Lives in the desert Were it is hot and dry
Diet: Camals eat grass, grain, oats, Water dried Leaves
Extreme Adaptation: camels have long eye lashes
Name: Sidewinder Snake
Habitat: Desert
Diet: Kangaroo
Extreme Adaptation: Scales for protection from other animals

D
E
S
E
R
T
INFORMATION REPORT
Uncle Morton
Introduction Uncle Morton is a resident that belongs to the order Odonata. He is a dragonfly and a spider. It can be found in trees an
Background information Uncle Morton is a dragonfly and a spider all in one
Life/span uncle Morton lives for so long due to its large body frame so it survives from all of its predators
Characteristics uncle Morton he has a large orange wings to help it fly. A Morton head and front legs
Diet/habitat uncle Morton eats fruit and sandwiches every 4 days in a hut the end
STUDENT
Introduction
Background information
Characteristics
Diet and habitat
Adaption
Jaws dropping facts


CODY
Create a creature
What is the name of your creature? Diarrhoea
Where does your creature live? China
How big is your creature? 15 cm
What does your creature eat? spiders and bugs
What does your creature do? poisons people
Diarrhoea
Information report
Diarrhoea
Introduction: Diarrhoea lives deep in the rain forest in china it has blue body brown wings brown pincers a green head and dark brown back legs.
Background information: The diarrhoea is an insect it usually lives for 15 years this is a long life span for an insect but diarrhoea insect has great instincts that keep it alive it can tell when a predator is near and it is great at hiding.
Characteristics. Diarrhoea is 15 cm long he weighs 4 grams and its 1 cm high, the back legs are very hairy the stinger is what poisons people he looks like a frog.
Diet: Diarrhoea eats tropical fruits and small insects he cleans himself and hunts through the day.
Mind blowing facts. Diarrhoea is blue he is a skinny and long he has strips on his stomach

SAMARA

Create a creature

What is the name of your creature?	Anti poo bug
Where does your creature live?	In the forest near the beach
How big is your creature?	1mm
What does your creature eat?	wasp,plants and spiders
What does your creature do?	fly, swim, dig and walk

Information report –The Anti Poo Bug

Introduction

My insect is called the Anti Poo Bug. It lives in the forest near the beach and be found all over the world. The Anti Poo Bug has a brown body, beige wings and brown legs.

Characteristics

It looks like a tic with long antennas, he is 1mm tall weighs nothing it's got a black head and body brown antennae's maroon green wings with a bit of yellow.

Diet and habit

It eats wasp's, spider's and plants and it eats when it feels like eating it lives in a tropical forest located close to beaches it fly's every day.

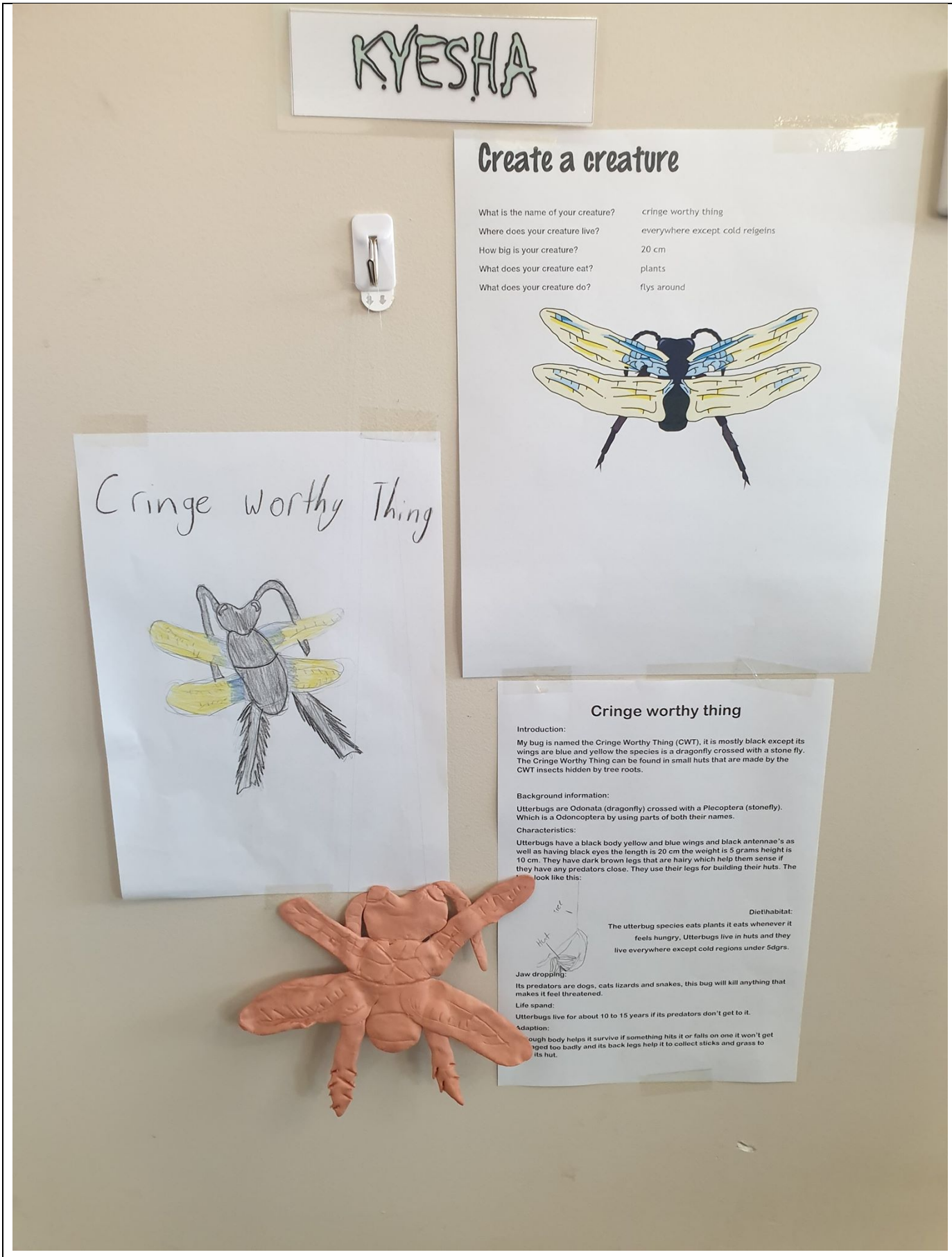
Adaption

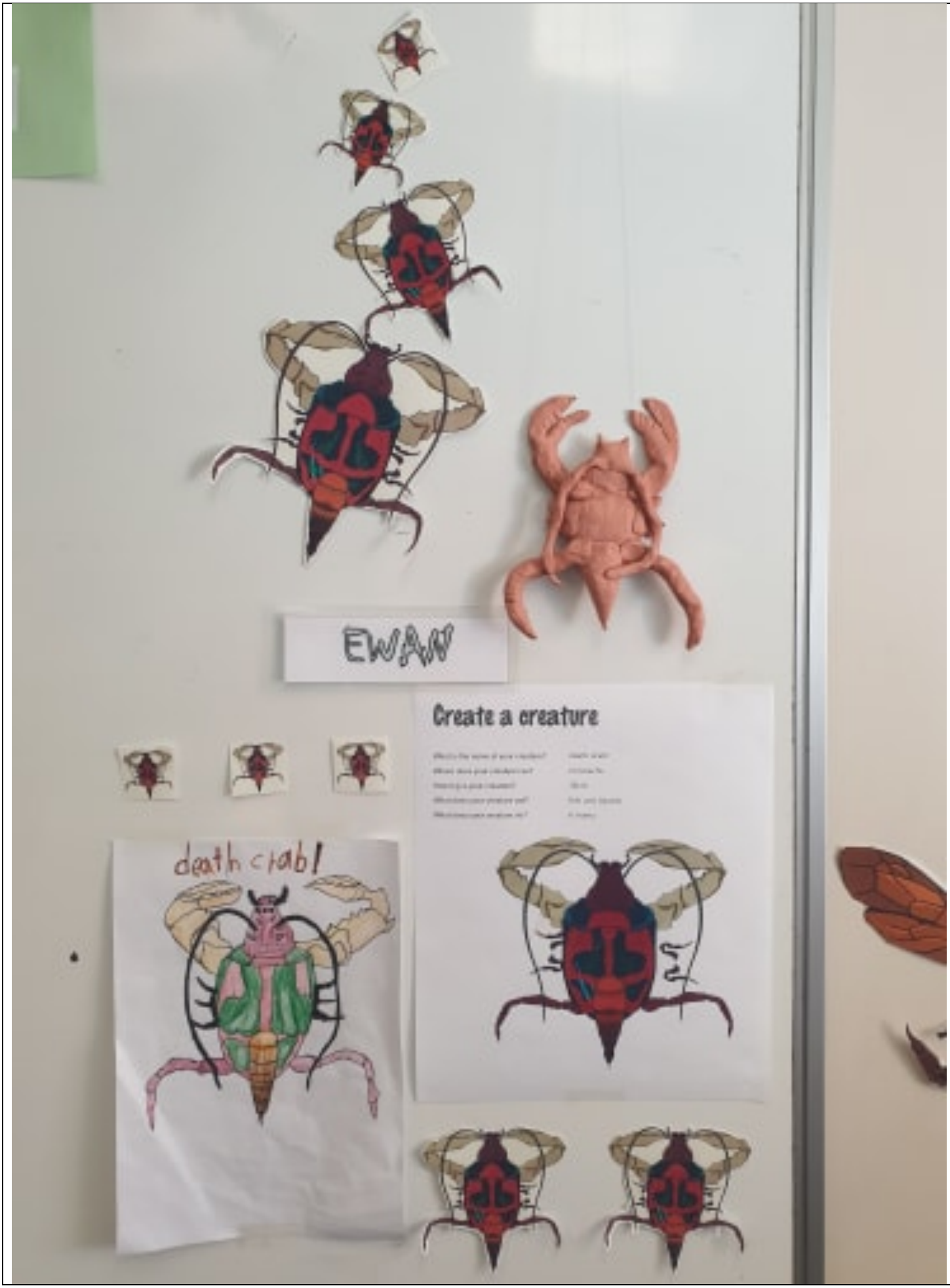
It does not have any body markings, one thing that helps him survive is his body fangs and antennas.

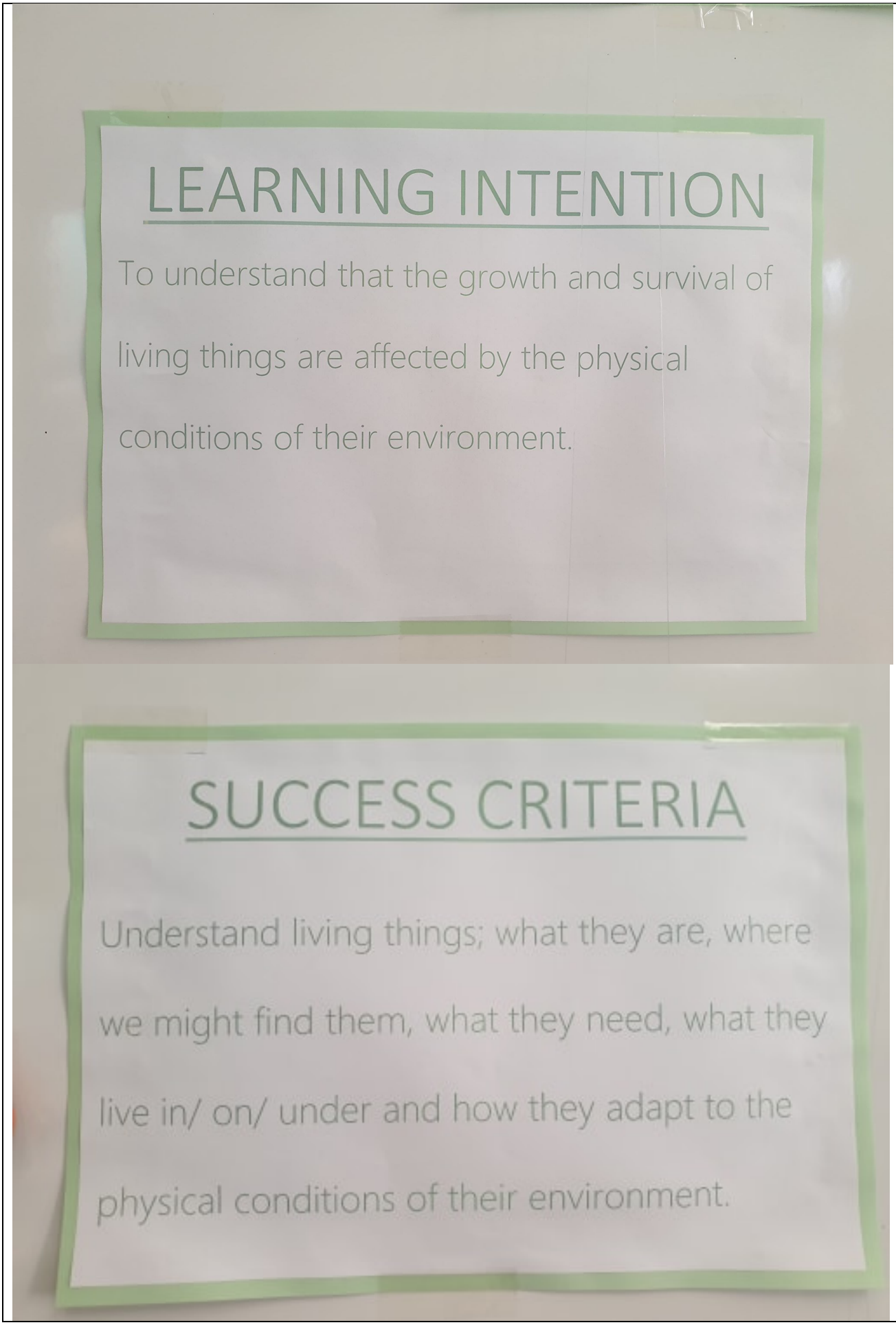
Jaw dropping facts the antennas are realy sensitive it can sense stuff from five meters.

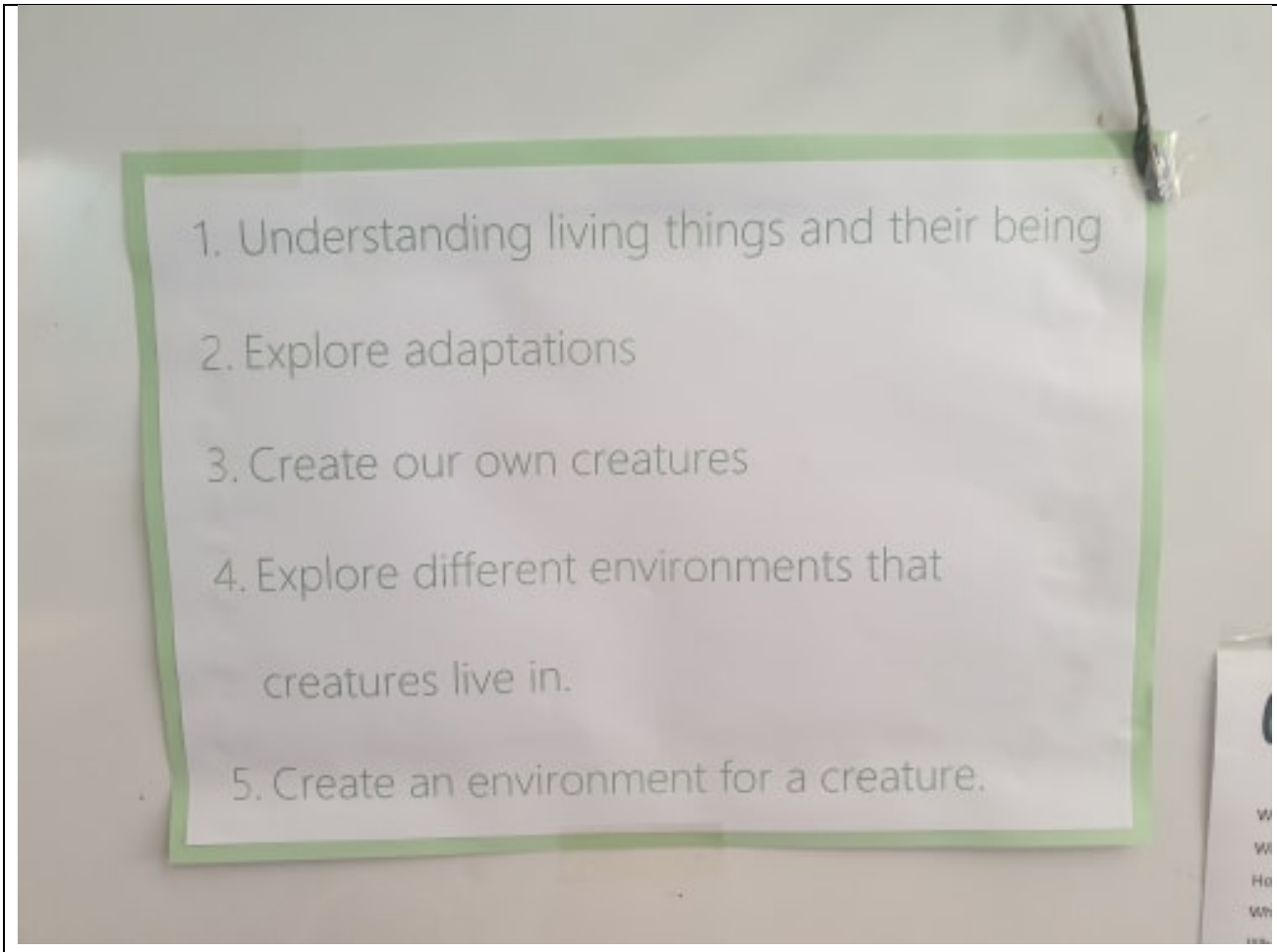
Conclusion

You can find my insect in the sand and in the bush


KYESHA
Create a creature
What is the name of your creature? cringe worthy thing
Where does your creature live? everywhere except cold reigeins
How big is your creature? 20 cm
What does your creature eat? plants
What does your creature do? flys around
Cringe worthy Thing
Cringe worthy thing
Introduction:
My bug is named the Cringe Worthy Thing (CWT), it is mostly black except its wings are blue and yellow the species is a dragonfly crossed with a stone fly. The Cringe Worthy Thing can be found in small huts that are made by the CWT insects hidden by tree roots.
Background information:
Utterbugs are Odonata (dragonfly) crossed with a Plecoptera (stonefly). Which is a Odoncoptera by using parts of both their names.
Characteristics:
Utterbugs have a black body yellow and blue wings and black antennae's as well as having black eyes the length is 20 cm the weight is 5 grams height is 10 cm. They have dark brown legs that are hairy which help them sense if they have any predators close. They use their legs for building their huts. The look like this:
Diet\habitat:
The utterbug species eats plants it eats whenever it feels hungry, Utterbugs live in huts and they live everywhere except cold regions under 5dgrs.
Jaw dropping:
Its predators are dogs, cats lizards and snakes, this bug will kill anything that makes it feel threatened.
Life spand:
Utterbugs live for about 10 to 15 years if its predators don't get to it.
Adaption:
ough body helps it survive if something hits it or falls on one it won't get ged too badly and its back legs help it to collect sticks and grass to its hut.


EWAW
Create a creature
death crab!


LEARNING INTENTION
To understand that the growth and survival of living things are affected by the physical conditions of their environment.
SUCCESS CRITERIA
Understand living things; what they are, where we might find them, what they need, what they live in/ on/ under and how they adapt to the physical conditions of their environment.



Signatures Page