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|  **Integrating Guided Inquiry and Digital Tools into the Australian Curriculum** | **Stage 1**| **Technology and change** |
| **Unit overview** |
| **Inquiry focus:** How have changes in technology shaped our daily life?**Summary of task:**  Students will investigate the impact of changing technology on people’s lives (at home and in ways they worked, travelled, communicated and played in the past) while learning about the basic functions and terminology used in the Learning Centre. |
| **Duration:** 10 weeks (1 hour per week) |
| **Outcomes** |
| **English K-10****EN1-4A** draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies**EN1-9B** uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts**EN1-10C** thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts**EN1-12E** identifies and discusses aspects of their own and others’ learning**Science and Technology K-10****ST1-9ES** describes some observable changes that occur in the sky and landscape |
| **Assessment overview**  |
| * Observations of individual students during class library activities
* Students’ work research and worksheets
* Students’ final presentation
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| **Stage** | **Description** | **Scaffolds/Strategies** | **Class Register** |
| **C:\Users\rtodd\Desktop\gi_open.jpg** | **Get the students excited about the inquiry topic:*** **Invitation to inquiry**
* **Open minds**
* **Stimulate curiosity**
 | **Lesson 1*** Explain the expectations of being in the library.
* Read ***You’ll Soon Grow Into Them Titch*** by Pat Hutchins (K-2 PRC book) and have the students predict what the theme will be for this term – Seasons .
* Using prepared outlines, match the seasons with the months.
* Watch <https://www.youtube.com/watch?v=dqdoad__D-4>
* Play the Seasons game (like Four Corners) to get them active.
* Listen to <https://www.youtube.com/watch?v=x5Lig67t2xg>
* Demonstrate how to logon to Studyladder and play the game Four Seasons – Year 2 – English.
 | **1A & 1M** (Wed 10 am -11am)Responded well and picked the Season theme quickly. Did not do the watching of the four seasons, but heard the song only. Enjoyed playing the game online as a class |
| **1G & 1R** (Fri 2 pm – 3pm)Responded well, but took some time to guess the theme. Watched the clip of the four seasons but did not listen to the song. Excited about going on to Study ladder. |
| **C:\Users\rtodd\Desktop\gi_immerse.jpg** | **Students get the BIG picture about the theme to be studied, and select a topic:*** **Build background knowledge**
* **Connect to content**
* **Discover interesting ideas**
 | **Lesson 2*** Explain the expectations of being in the library and about borrowing – one class at a time.
* Have the seasons and corresponding months displayed on the whiteboard and remind students about our theme.
* 1A & 1M to listen to <https://www.youtube.com/watch?v=x5Lig67t2xg>
* 1G & 1R to watch <https://www.youtube.com/watch?v=dqdoad__D-4>
* Both classes to watch <https://www.youtube.com/watch?v=106VN97TGfc&feature=related> (images of all seasons)
* Demonstrate how to logon to Studyladder and answer the season questions on **Four Seasons – Year 2 – English**

**Extension:** Watch the video on Studyladder – **Examining Timescales for the rotation of the Earth – all grades – Why we get Seasons** and answer the questions – **Examining Timescales for the rotation of the Earth – all grades – Seasons** | **1A & 1M** (Wed 10 am -11am)Did not have a clue about actually logging on – it took ages. Will need to go over that for next week. |
| **1G & 1R** (Fri 2 pm – 3pm) |
| **C:\Users\rtodd\Desktop\gi_explore.jpg** | **Students build background knowledge of their topic:*** **Explore interesting ideas**
* **Look around**
* **Dip in**
 | **Lesson 3*** Today’s lesson will be focusing on Summer – have children brainstorm what they already know about Summer.
* Watch – <https://www.youtube.com/watch?v=GQPm0nnrlxw> (bit American).
* Using a pre-prepared word document on Summer, as a whole class, students read one single sentence at a time. These sentences are discussed and the idea of finding keywords is explained. One student is then selected to highlight the keywords within that particular sentence using the highlighter tool.
* Students then underline and record these highlighted keywords on their own research proforma.
* Students draw a picture of things they enjoy doing in Summer.
* If time permits, whole class uses Wordle to create a Summer word cloud - <http://www.wordle.net/>
 | **1A & 1M** (Wed 10 am -11am) |
| **1G & 1R** (Fri 2 pm – 3pm) |
| **Lesson 4*** Today’s lesson will be focusing on Autumn – have children brainstorm what they already know about Autumn.
* Watch – <https://www.youtube.com/watch?v=pZ-4Rv1-ZJQ> (only have to watch half).
* As for Lesson 3.
 | **1A & 1M** (Wed 10 am -11am) |
| **1G & 1R** (Fri 2 pm – 3pm) |
| **Lesson 5*** Today’s lesson will be focusing on Winter – have children brainstorm what they already know about Winter.
* Children suck on a piece of ice to remind them about how cold Winter can be.
* As for Lesson 3.
 | **1A & 1M** (Wed 10 am -11am) |
| **1G & 1R** (Fri 2 pm – 3pm) |
| **Lesson 6*** Today’s lesson will be focusing on Spring – have children brainstorm what they already know about Spring.
* Watch – <https://www.youtube.com/watch?v=MdT1aSCgz5c&feature=related> (very short)
* As for Lesson 3
 | **1A & 1M** (Wed 10 am -11am) |
| **1G & 1R** (Fri 2 pm – 3pm) |
| **C:\Users\rtodd\Desktop\gi_identify.jpg****C:\Users\rtodd\Desktop\gi_gather.jpg** | **Students choose a research question and focus for their research:*** **Pause and ponder**
* **Identify inquiry question**
* **Decide direction**

**Students collect detailed information from a variety of sources:*** **Gather important information**
* **Go broad**
* **Go deep**
 | **Lesson 7*** Using knowledge obtained from previous weeks’ immersion into Seasons and identifying keywords, students individually pick their favourite season.
* Students write draft sentences into their research booklets as to why they have picked a particular Season – sentences to be checked by teacher.
 | **1A & 1M** (Wed 10 am -11am) |
| **1G & 1R** (Fri 2 pm – 3pm) |
| **C:\Users\rtodd\Desktop\gi_create.jpg** | **Students put all of their ideas together to create their product:*** **Reflect on learning**
* **Go beyond facts to make meaning**
* **Create to communicate**
 | **Lesson 8*** Students publish their sentences on a Word document including being shown how to import a picture OR re-write their sentences and draw a relevant scene that matches their season sentences.
 | **1A & 1M** (Wed 10 am -11am) |
| **1G & 1R** (Fri 2 pm – 3pm) |
| **C:\Users\rtodd\Desktop\gi_share.jpg** | **Students present their ideas to others, and communicate what they have learned to others:*** **Learn from each other**
* **Share learning**
* **Tell your story**
 | **Lesson 9*** In pairs, students read their published work to classmates or share with the whole class.
 | **1A & 1M** (Wed 10 am -11am) |
| **1G & 1R** (Fri 2 pm – 3pm) |
| **C:\Users\rtodd\Desktop\gi_evaluate.jpg** | **Students reflect on their learning:*** **Evaluate achievement of learning goals**
* **Reflect on content**
* **Reflect on process**
 | **Lesson 10*** While students read their published work to a classmate, their classmate is evaluating their work based on a simple rubric.
 | **1A & 1M** (Wed 10 am -11am) |
| **1G & 1R** (Fri 2 pm – 3pm) |

Teacher Evaluation

Extra Websites

<https://www.youtube.com/watch?v=ksGiLaIx39c>

<https://www.youtube.com/watch?v=TBLFMXU8FLI> This is embarrassingly funny! Our favourite one!

<https://www.youtube.com/watch?v=_0zKV6j1MDg>

<https://www.youtube.com/watch?v=x5Lig67t2xg> Our favourite one!