|  |
| --- |
| **Teacher Task Card 1** |
| **Subject:**Science | **Content Descriptor:** Living things can be grouped on the basis of observable features and can be distinguished from non-ling things (ACSSU044). |
| **Topic:**Biological Sciences  |
| **Year Level:**Year 3 | **Elaboration:**Sorting living and non-living things based on characteristics. |
| **No. of Activities:**5 |

|  |
| --- |
| **Prior Knowledge:**Students will have acquired prior knowledge about living things from previous units within the biological strand from previous years.Students have already gained knowledge and understanding of characteristics of living things such as growing, moving, sensitivity and reproducing. They also can recognise the range of different living things. |
| **Pedagogy:** 5E’s - Engage, Explore, Explain, Elaborate and Evaluate. |
| **Objectives of Activities:**Students will observe the stimulus to gain further understanding.Students will suggest ideas about living and non-living things.Students will represent and describe their understanding on how to differentiate living from non-living.Students will plan and record an investigation surrounding living and non-living things.Students will present their findings to their peers. |

|  |
| --- |
| **Sequence and Summary of Activities:****Activity 1 (ENGAGE)** – Students will watch a short video on living and non-living things.**Activity 2** **(EXPLORE)** – Students will form groups of 4 to discuss and record what they know and what they want to know through using a KWL chart. They will save the what they have learnt till the end of the activities and then use this as part of their presentation to the class.**Activity 3 (EXPLAIN)** – Students individually will use the information within their KWL chart and prior knowledge from previous lessons to fill in a VENN diagram.**Activity 4 (ELABORATE)** – In pairs students will plan an investigation within the school grounds to show knowledge and understanding of the differences and similarities between living and non-living things. Then can use the template provided or record this in their science books. They will need to share what they have discovered with other groups.**Activity 5 (EVALUATE)** – Students will go back to their KWL Chart to feel in the section on what they have learnt and then evaluate and present this information to the class. |
| **Teacher Background Knowledge:**For this particular set of activities educators need to know and understand the world around them locally and globally. Children (students) instinctively want to identify the what and how, and educators need to have the scientific literacy to support the learning that occurs through the use of written text. Throughout the activities educators need to use their prior knowledge in what a living thing is, in order to support children to classify and sort living and non-living things. This is done by students remembering that living things have characteristics such as breathing (respiration), excretion, reproduction, nutrition (food & water), grow & develop and sensitive. |
| **Links:**Weebly Link: <http://kristyscience.weebly.com/task-card-1.html>Youtube Link: <https://www.youtube.com/watch?v=bWBrusrCmX4> |
| **References:**Australian Curriculum, Assessment and Reporting Authority (ACARA), (2016). Science Curriculum. Retrieved from: http://www.australiancurriculum.edu.au/science/curriculum/f-10?layout=1#level3Bennett, D., (2015). Blakes science guide for primary students. Glebe, NSW: Pascal Press.Fleer, M., Jane, B., & Hardy, T., (2007). Science for children, developing a personal approach to teaching (3rd Ed.). Frenchs Forest, NSW: Pearson.Gregson, R., (Ed.). (2012). Connecting with science. South Melbourne, VIC: Oxford University Press.Images & Worksheets on website obtained from: https://images.google.comLoxely, P., Dawes, L., Nicholls, L., & Dore, B., (2014). Teaching primary science, promoting enjoyment and developing understanding (2nd Ed.). New York, USA: Routledge.Primary Connections. (2016). Feathers, fur or leaves. Retrieved from: http://www.scootle.edu.au/ec/viewing/S5686/index.html |