

#### YEAR ONE SCIENCE TEACHERS GUIDE

# YELLAGONGA WETLAND ECOLOGY EDUCATION RESOURCE

**ACSSU017** Biological Sciences, Science Understanding: Living things have a variety of external features.



#### Elaborations

- Recognising common features of animals such as head, legs and wings.
- Describing the use of animal body parts for particular purposes such as moving and feeding.
- Identifying common features of plants such as leaves and roots.
- Describing the use of plant parts for particular purposes such as making food and obtaining water.

### Teaching Points

- Observation skills: sight, smell, feel, sound, (taste – only when safe).
- Linking body parts to function e.g.
  - · Legs movement
  - · Wings flying
  - · Beak eating
- Linking plant features to function e.g.
  - · Roots soak in water
  - · Leaves soak in sunlight/make food
  - · Stem holds the leaves

#### Pre-excursion

- Discuss the five senses and how scientists use these to make observations about the environment.
- Create a word wall of describing words for observations e.g. tall, narrow, flaky, rough, smooth.
- Make observations of the school environment or objects. Have students draw an object then write describing words around it (e.g. what it looks feels, smells and sounds like).

## During the excursion

- Use Find That Plant Activity Sheet (for more able students):
  - Make good quality colour copies of the activity sheet if possible (A3 format if more space is required).
  - Students are required to find various trees or plants at Neil Hawkins Park using the photographic clue.
  - Once they find the plant there is a series of questions the teacher/group supervisor can use to talk about the plant.
  - A drawing or bark rubbing can be completed in the space provided. More able students may like to write describing words into the space. Note: bark of trees is not always accessible from paths however some trees can be accessed at Neil Hawkins Park on the lawn area.



- Use Find That Plant Activity Cards (for students who need more structure and guidance).
  - Make good quality copies of the photo cards: make six copies of the question card to glue to the back of each photo card. Laminate or place in a plastic sleeve. for protection. Make one set per group.
  - The teacher or group supervisor can then guide the students through the activity.
  - Once the students find each plant they can discuss it then complete a drawing or bark rubbing on a separate piece of paper. Note: bark of trees is not always accessible from paths however some trees can be accessed at Neil Hawkins Park on the lawn area.
- Use digital cameras to record images of the environment.

## Post-excursion

- Make a display of the children's observations and the photographs taken.
- Link functions to structure:
  - e.g. posters of plants showing features and their uses
- Further ideas can be found at wildlifefun4kids.com

# YELLAGONGA WETLAND ECOLOGY

City of Joondalup

NAME		

STUDENT ACTIVITY

# FIND THAT PLANT ACTIVITY

Use the clue to find the plant at Neil Hawkins Park. When you find it feel the trunk – is it smooth or rough?

- Does it have big or small leaves?
- Can you see any flowers on it?
- What do the leaves or flowers smell like?
- What animals do you think might live or visit this plant?
- Use a crayon to make a rubbing of the bark or leaves if you can reach it or draw a picture of the plant.









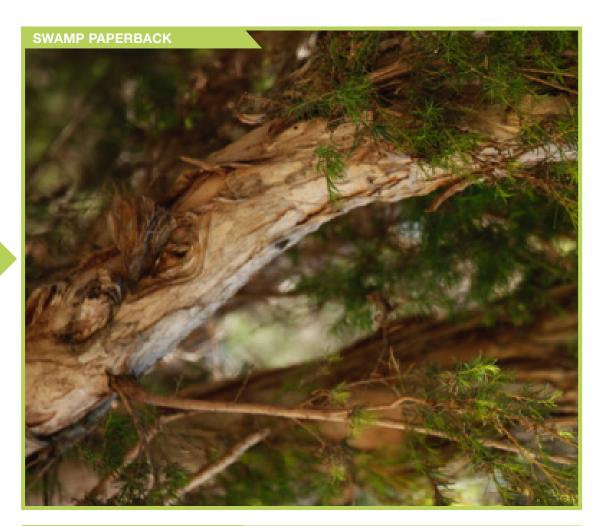






















Use the photo clue to find the plant at Neil Hawkins Park.

- When you find it feel the trunk is it smooth or rough?
- Does it have big or small leaves?
- Can you see any flowers on it?
- What do the leaves or flowers smell like?
- What type of animals might live or visit this plant?

Use a crayon and paper to make a rubbing of the bark or leaves if you can reach it OR draw a picture of the plant.