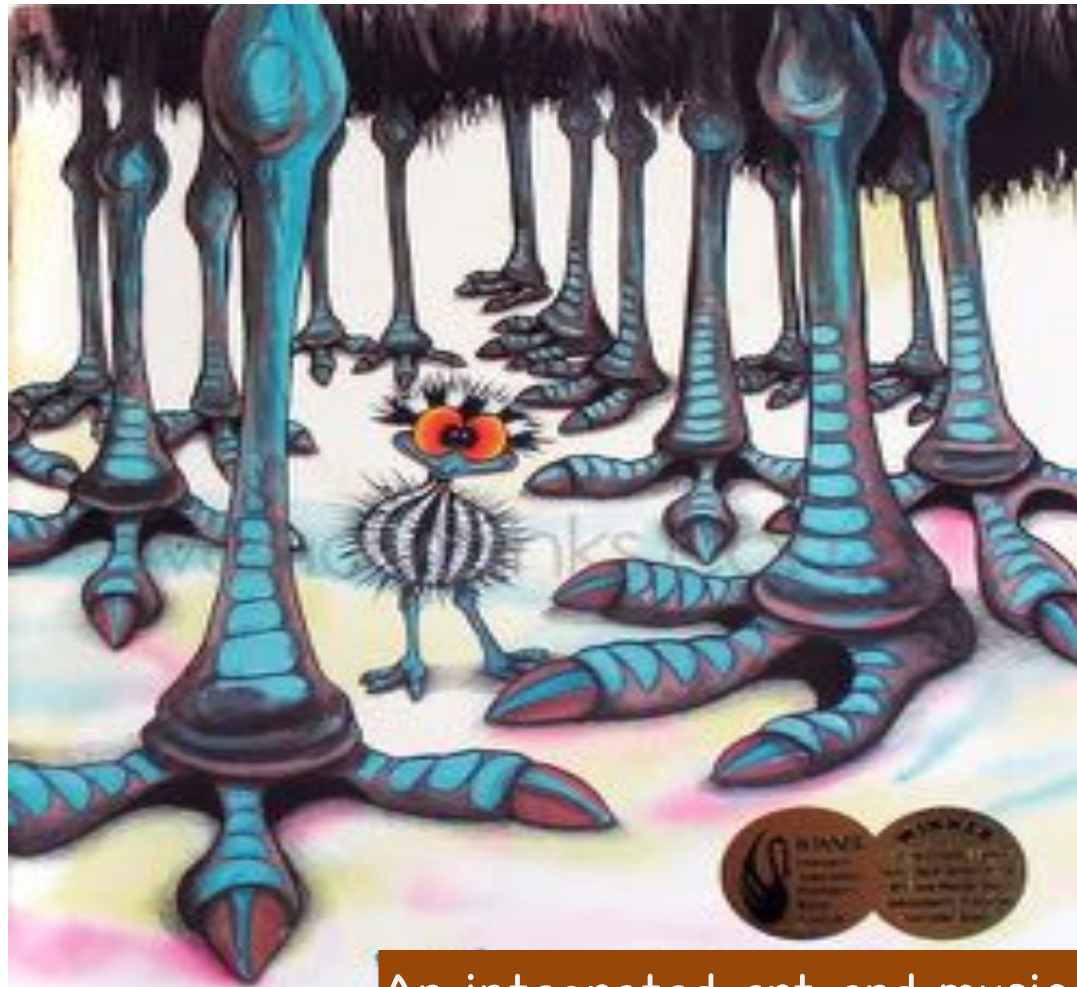


What do we know about emus?

Let's learn...



An integrated art and music program.



The Australian Emu An Emu is a large bird, native to Australia that stands high on its legs and has a long neck. Total length: seven feet two inches. The emu is the second tallest bird in the world, only being exceeded in height by the ostrich. The Emu's bill is not greatly different from that of the common Cassowary; but the horny appendage, or helmet on top of the head, in this species is not evident.

The whole of the head and neck is covered with feathers, except the throat and fore part of the neck about half way down, which are not so well feathered as the rest. Emus don't fly. They have vestigial wings, the wing chord measuring around 20 cm (8 in), and each wing having a small claw at the tip.^[32] Emus flap their wings when running, perhaps as a means of stabilising themselves when moving fast.^[7] They can run at speeds of 48 km/h (30 mph) due to their highly specialised pelvic limb musculature.^[32] Their feet have only three toes and a similarly reduced number of bones and associated foot muscles; emus are the only birds with muscles in the back of the lower legs. The pelvic limb muscles of emus contribute a similar proportion of the total body mass as do the flight muscles of flying birds.^[34] When walking, the emu takes strides of about 100 cm (3.3 ft), but at full gallop, a stride can be as long as 275 cm (9 ft).^[35] Its legs are devoid of feathers and underneath its feet are thick, cushioned pads.^[35] Like the cassowary, the emu has sharp claws on its toes which are its major defensive attribute, and are used in combat to inflict wounds on opponents by kicking.^[36] The toe and claw total 15 cm (6 in) in length.^[35]

The bill is quite small, measuring 5.6 to 6.7 cm (2.2 to 2.6 in), and is soft, being adapted for grazing.^[32] Emus have good eyesight and hearing, which allows them to detect threats at some distance. The emu swallows small stones to assist in the grinding up and digestion of the plant material. Individual stones may weigh 45 g (1.6 oz) and the birds may have as much as 745 g (1.642 lb) in their gizzards at one time. They also eat charcoal, although the reason for this is unclear.^[32] Captive emus have been known to eat shards of glass, marbles, car keys, jewellery, and nuts and bolts.^[49]

Emus drink infrequently, but ingest large amounts when the opportunity arises. They typically drink once a day, first inspecting the water body and surrounding area in groups before kneeling down at the edge to drink. They prefer being on firm ground while drinking, rather than on rocks or mud, but if they sense danger, they often stand rather than kneel. If not disturbed, they may drink continuously for ten minutes. Due to the scarcity of water sources, emus are sometimes forced to go without water for several days. In the wild, they often share water holes with kangaroos, other birds and animals; they are wary and tend to wait for the other animals to leave before they quench their thirst.

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The plumage in general consists of a mixture of brown and grey, and the feathers are somewhat curled or bent at the ends in the natural state: the wings are so very short as to be totally useless for flight, and indeed, are scarcely to be distinguished from the rest of the plumage, were it not for their standing out a little. The emu has a prominent place in [Australian Aboriginal mythology](#), including a [creation myth](#) of the [Yuwaalaraay](#) and other groups in New South Wales who say that the sun was made by throwing an emu's egg into the sky; the bird features in numerous stories told across a number of Aboriginal groups. The emu is popularly but unofficially considered as a faunal emblem – the [national bird](#) of Australia.^[93] It appears as a shield bearer on the [Coat of arms of Australia](#) with the [red kangaroo](#), and as a part of the Arms also appears on the Australian [50 cent coin](#).

Wikipedia



CURRICULUM YEARLY OVERVIEW – Pre Primary (Foundation)

ENGLISH – AUSTRALIAN CURRICULUM																	
LANGUAGE	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	ATSI ICU	Explore how language is used differently at home and school depending on the relationships between people	P&S	Understand that language can be used to explore ways of expressing needs, likes and dislikes	P&S	Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes	CCT	Understand that some language in written texts is unlike everyday spoken language	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality	ICU P&S ASIA	Recognise that sentences are key units for expressing ideas	Recognise that texts are made up of words and groups of words that make meaning			
	Explore the different contribution of words and images to meaning in stories and informative texts		Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics being taught at school	P&S	Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words		Know how to use onset and rime to spell words		Recognise rhymes, syllables and sounds (phonemes) in spoken words	Recognise the letters of the alphabet and know there are lower and upper case letters							
LITERATURE	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	P&S ATSI ICU	Respond to texts, identifying favourite stories, authors and illustrators	P&S	Share feelings and thoughts about the events and characters in texts	P&S CCT	Identify some features of texts including events and characters and retell events from a text	P&S ICU	Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry	ATSI ICU	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures	ICU	Retell familiar literary texts through performance, use of illustrations and images	CCP ICT			
LITERACY	Identify some familiar texts and the contexts in which they are used	P&S	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	P&S CCT	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	P&S ICU ICT	Deliver short oral presentations to peers	P&S SUS	Identify some differences between imaginative and informative texts	CCT	Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge		Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	ATSI CCT	Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge	ICU CCT P&S SUS	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops
	Produce some lower case and upper case letters using learned letter formations		Construct texts using software including word processing programs	ICT													
MATHEMATICS – AUSTRALIAN CURRICULUM																	
PROFICIENCY STRANDS	Understanding		Fluency		Problem Solving		Reasoning		<i>The proficiency strands are an integral part of mathematics content across the three strands. They reinforce the significance of working mathematically within the content and describe how the content is explored and developed. Educators should aim to embed each proficiency strand in every content description wherever possible.</i>								
NUMBER & ALGEBRA	Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point		Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond	LIT	Subitise small collections of objects	LIT	Represent practical situations to model addition and sharing	CCT ATSI	Compare, order and make correspondences between collections, initially to 20, and explain reasoning		Sort and classify familiar objects and explain the basis for these classifications	CCT	Copy, continue and create patterns with objects and drawings	CCT			
MEASUREMENT & GEOMETRY	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language	LIT	Compare and order the duration of events using the everyday language of time	LIT CCT	Connect days of the week to familiar events and actions	LIT	Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment	LIT	Describe position and movement	LIT	STATISTICS & PROBABILITY		Answer yes/no questions to collect information	LIT			
SCIENCE – AUSTRALIAN CURRICULUM																	
SCIENCE UNDERSTANDING	Living things have basic needs, including food and water	SUS CCT	Objects are made of materials that have observable properties	SUS	Daily and seasonal changes in our environment, including the weather, affect everyday life	P&S ICU ATSI	The way objects move depends on a variety of factors, including their size and shape	CCT	SCIENCE AS A HUMAN ENDEAVOUR		Science involves exploring and observing the world using the senses	P&S CCT					
SCIENCE INQUIRY SKILLS	Respond to questions about familiar objects and events	LIT CCT P&S	Explore and make observations by using the senses	LIT	Engage in discussions about observations and use methods such as drawing to represent ideas	LIT P&S CCT	Share observations and ideas	LIT P&S									
HISTORY – AUSTRALIAN CURRICULUM																	
Key concepts	Continuity & Change		Cause and Effect		Perspectives		Empathy		Significance								
HISTORICAL KNOWLEDGE & UNDERSTANDING	Who the people in their family are, where they were born and raised and how they are related to each other	ICU P&S CCT	The different structures of families and family groups today and what they have in common	ATSI P&S ICU ASIA	How they, their family and friends commemorate past events that are important to them	ICU ATSI NUM ASIA	How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums	LIT ICU P&S ATSI	Year Level Focus - Personal and family histories What is my history and how do I know? What stories do other people tell about the past? How can stories of the past be told and shared?								
HISTORICAL SKILLS PP – Yr 2	Sequence familiar objects and events	P&S NUM	Distinguish between the past, present and future	LIT NUM	Pose questions about the past using sources provided	LIT CCT	Explore a range of sources about the past	LIT CCT	Identify and compare features of objects from the past and present	LIT CCT	Explore a point of view	ICU P&S CCT	Develop a narrative about the past	LIT CCT	Use a range of communication forms (oral, graphic, written, role play) and digital technologies	LIT ICT	
OTHER LEARNING AREAS (CURRICULUM FRAMEWORK)																	
THE ARTS	Arts Ideas		Arts Skills & Processes		Arts Responses		Arts in Society		SOCIETY & ENVIRONMENT		Place & Space		Resources		Natural & Social Systems		Active Citizenship
TECHNOLOGY & ENTERPRISE	Technology Process		Materials		Information		Systems		Enterprise		Technology Skills		Technology in Society				
HEALTH & PHYSICAL EDUCATION	Knowledge & Understandings		Attitudes & Values		Skills for Physical Activity		Self-Management Skills		Inter-personal Skills								
LOTE	Listening and Responding and Speaking		Viewing, Reading and Responding		Writing		Cultural Understandings		The System of the Target Language		Language Learning Strategies						
GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES – AUSTRALIAN CURRICULUM																	
GENERAL CAPABILITIES	Literacy		Numeracy		ICT Competence		Critical & Creative Thinking		Ethical Behaviour		Personal & Social Competence		Intercultural Understanding		<i>General capabilities are represented within and across the learning areas to different degrees. The links outlined above are only suggestions.</i>		
CROSS-CURRICULUM PRIORITIES	Aboriginal and Torres Strait Islander histories & cultures	ATSI	Asia & Australia's engagement with Asia	ASIA	Sustainability	SUS	<i>Cross curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning area. The links outlined above are only suggestions.</i>										

Term One	Term Two	Term Three	Term Four	Whole Year Focus

What do we know about emus? Let's learn:

Explore some of the Emu texts, non-fiction and traditional texts about emus with the students. Read read read!



Session one:

Literature/ Literacy/ Language

After reading lots of texts about emus, choose the text that the children like the most.

Maybe have an emu puppet as a prompt to either tell the story or reinforce the text at key moments. Reread and re read. Have fun with it/ Predict what might be coming in the narrative. Engage the children in the story...completely.

A laminated photo of the emu in their favourite text

Share with the children.

List common features of an emu.

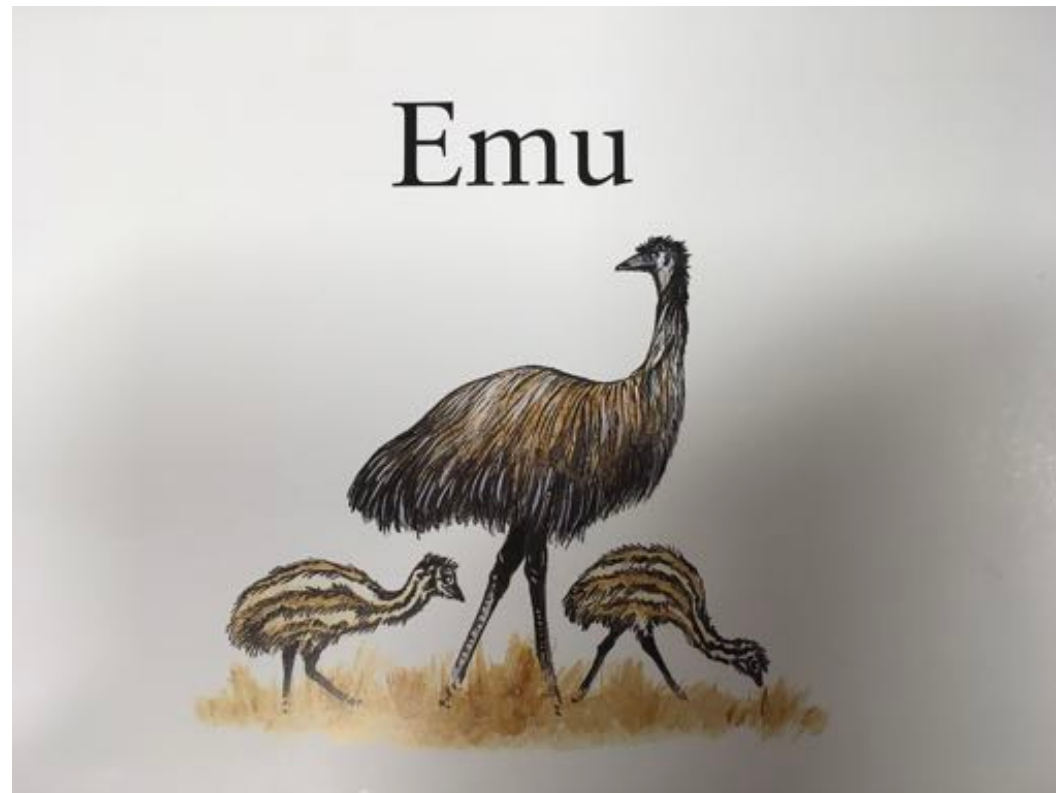
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What are they?

What makes an emu an emu?

Graph observable features:

- Legs
- Feathers
- Beak
- Long legs
- Beady eyes
- Etc.,



Session two:

Art/ Design/ Literature/ key words

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Then: Laminate a drawing of an emu

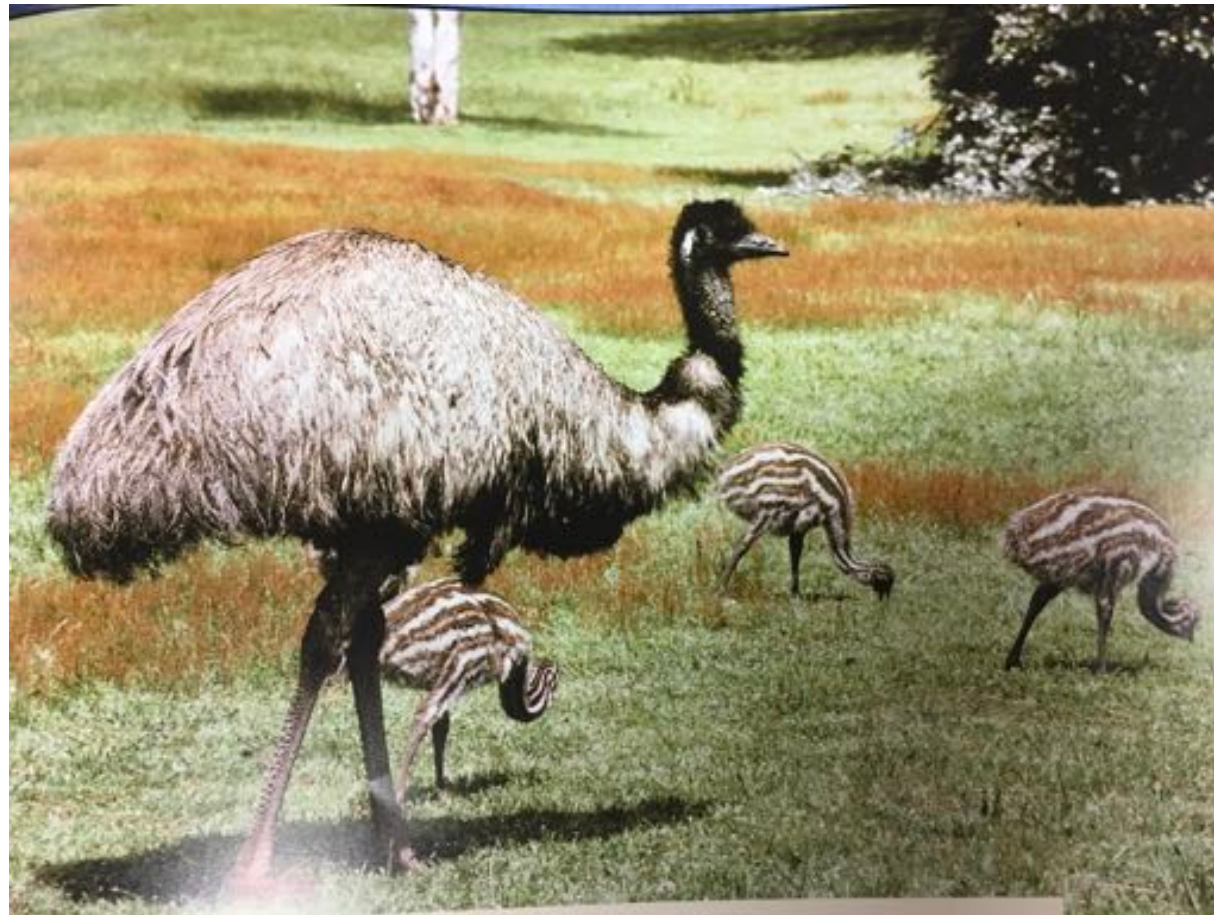
Divide the image into 4/4 squares.

Fold large rectangle of calico sheet into similar 4/4 squares.

Transfer image from laminated drawing to calico square by square using pencil, then black pen, ready to paint the emu.

Think about the skin, ears, strong legs, feet, feathers and features and what adaptations have helped emus to survive in the desert.

Talk to the children as you either do it together or they do it themselves in small groups.... Don't worry about drawing perfection.



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Create a border at the bottom of the calico of the Australian desert:.....crayon rub, colour sand, stems, leaves, rocks, grasses, branches, termite nests under the emu's feet.
Talk with the children about the Australian desert and an emus habitat.



Session two:

Language/ Literacy/ Geography/ Science

Mind map: Everything children know about emus:

Everything!

Then divide into categories:

Refer to the Big Book 'Life cycles of Australian animals: Emu.' By Greg Pyers to assist exploration

Talk talk talk, talk :

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So.....

Geographical features of where emus live.

Sounds they make

Size

Shape

Feathers

Families

Life cycle

What do they eat?

Smell

Touch

Movement

How long do they live?

How accessible is their food to them?

Do they need water? How much?

More?

Help the children ask some questions about the emu related to each category. In this instance though stick with the Inquiry question 'What do we know about emus?' in relation to the text.

Create a simple task sheet for each child:

Collect a sample of work from each curriculum area in relation to the inquiry: Maybe create a Drawer in your TEACHH process for these tasks? Refer to the Honey ant series activity Books 1,2 and just change the activity to emus not honey ants.

Music	Literacy/	Literature
Language	Measurement:	Science:
Geography:	Number	Visual arts

Session Three:

Then: Focusing upon **Visual arts:** Finish the emu and the emu habitat and use it as a backdrop for a little musical presentation based upon One of the Emu texts to answer the inquiry question: 'What do we know about emus?'

Art/ Design

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Wash calico background: Desert/ sky colours... in keeping with images in story

Use crayon to outline the emu onto the mural:

Water down the paint.

Paint the emu with the students.

Make sure the folds are distinguishable and the rough surface of the skin highlighted with crayon.

Then when dry, create designs on legs with ribbon/sequins/ felt....glueing

Buttons/ sequins on body, coloured feathers... make the emu colourful and bold

Eye bead or button for his eyes with sequins surrounding.

Session Four:

Literature/Language/ Literacy/Music/ Drama

Now that you have created a backdrop for a narrative 'Here's our emu story?'

Create a little drama musical presentation about emus in a narrative form....

e.g Here is Mr Emu. He is hiding behind a tree. He is ... He has His babies etc.,

Music:

Present the children with an array of instruments that they can explore, try out/play around with for a while.

Start getting them to think about which instrument could they use to symbolize the emu consistently in a musical story. This might be a glockenspiel or a recorder with little delicate taps as he moves around : Beat and rythmn

What instrument might symbolize the mother's low growl?

What group of instruments could create the sound of a family of emus all together... tapping sticks or maraccas or a rain maker....? What instrument could be the mother's What is the baby emu call ?



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Session Five:

Language/ Literature/ Art/ Design/ Music/ Drama/ Speaking and Listening

Choose which instrument each child will play during the performance of the children's Emu play.

Perhaps choose as well:

- a narrator AND
- a conductor to direct the musical accompaniment as the story of the emu unfolds.
- Get one of the children to hold up the story for everyone to see. [An interactive whiteboard would be brilliant OR the images of the story on an ipad or computer screen BUT.....]

Session Six:

The lot!!

Rehearse a few times with the children and practice before the final performance at the end of the week AND then stand back and glory in the whole beautiful complex creation!!

Clap very, very loudly!

Equipment needed:

Calico or large sheet

Felt tip pens

Pencils, crayons

Black highlight pen

White glue/ masking tape, cello tape

Sequins, pipe cleaners, pegs, buttons, paper towels, cellophane, colored papers, wool etc.,

Needle/ cotton and wool just in case

Paint / brushes

Exhibition:

Here is what we know about Emus....