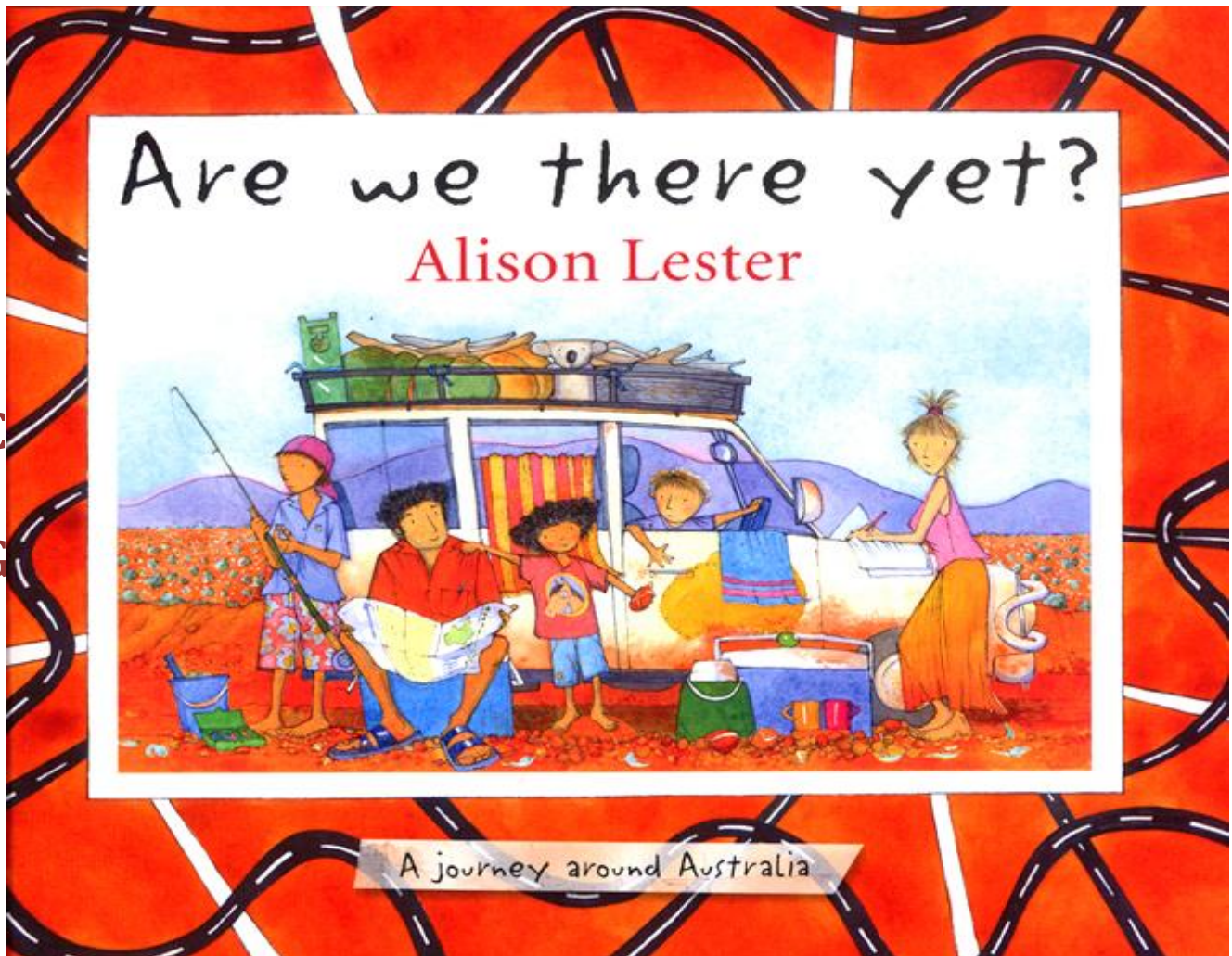


'We are going on a trip around Australia.....

See what we discover in our Travel journals....'



An integrated program for Primary school students based upon the inquiry text: 'Are we there yet?' by Alison Lester. The intention is that the students will know by the end of this exploration that Australia is a large country with many landforms, that create a diverse environment where people live and work. They will have created a Travel journal of the places that they taken their family in their own campervan in their imagination as they follow the journey in the text 'Are we there yet?'

drawing  
TO LEARN



The Australian Curriculum:

Year 1:

Geographical knowledge and understanding:

*What are places like?*

*What makes a place special?*

*How can we look after the places we live in?*

The places people live in and belong to, their familiar features and why they are important to people

The places that aboriginal and Torres Strait Islander peoples belong to in the local area and why they are important to them.

Record geographical data and information collected by observation

Represent the location of features of familiar places on pictorial maps and models

Draw conclusions based on discussion and observation

Literature:

Recognize that texts are created by authors who tell stories and share experiences that may be similar or different to student's own experiences

Respond to texts identifying favourite stories, authors and illustrators and they identify the place in Australia where the image is from.

Share feelings and thoughts about the events and characters 'Are we there yet?' or texts such as 'Possum magic'.

Identify some features of texts including events and characters and retell events from text

Replicate the rhythms and rhymes/ sound patterns from 'Are we there yet?' in their personal Travel journal

Literacy:

Listen to and respond orally to texts and to the communication of others.

Use interaction skills including listening and speaking while others speak, using appropriate voice levels, articulation, body language gestures and eye contact.

Use comprehension strategies to understand and discuss the texts 'Are we there yet?' and 'Possum magic' Use inferential questions to elicit more information.

Respond to BLANK Level 3/4 questions such as WWWWH and Why

Language:

Understand the use of vocabulary in familiar contexts related to everyday experiences

Maths: Measurement:

Use direct and indirect comparisons to decide which distance is longer/ shorter and explain reasoning in everyday language.

Compare and order duration of events in a journey, using the everyday language of time.

Sort and classify familiar objects needed to take on a long journey

Maths: Statistics and probability :

Answer yes / no questions to collect information



Tuning in:

1. Encourage students to bring a souvenir from a holiday in Australia to place on the Travel discovery table in the classroom.....their holiday or Granny's holiday.... It doesn't matter. Encourage the students to look /touch/ feel/discuss what they find on the table... Start thinking about recording the student's oral language at the Travel discovery table. Think about the language / vocabulary you would like to hear as this inquiry progresses:
2. Display the map of Australia that is inside the Alison Lester text or one similar. Ask the students what is this a map of? Do they know? What do they know about Australia? Do they know much? Explore the map... Talk about the capital cities... talk about the many interesting places that there are all around the country.
3. . What do they think they would like to learn about Australia? [KWL]
4. 'Let's make a Travel journal'.....place student's KW on page 1
6. Then introduce text 'Are we there yet?' by Alison Lester  
Talk about the author's intention when writing a text. Why do they do it?  
Just explore an image of the front cover of 'Are we there yet?' on the Interactive whiteboard.
7. Get the students to make guesses about what they think might be in the story. Tell them to keep their guess a secret. Write this into their Travel journal but don't show anyone!
8. Start an 'I wonder wall' in relation to the journey and encourage the students to post their wonderings on a sticky note on the wall. Encourage the children to keep thinking about their W.... What is it they would like to know about great big Australia? Discuss the wonderings at the end of each day that you are exploring each of the destinations in this inquiry.

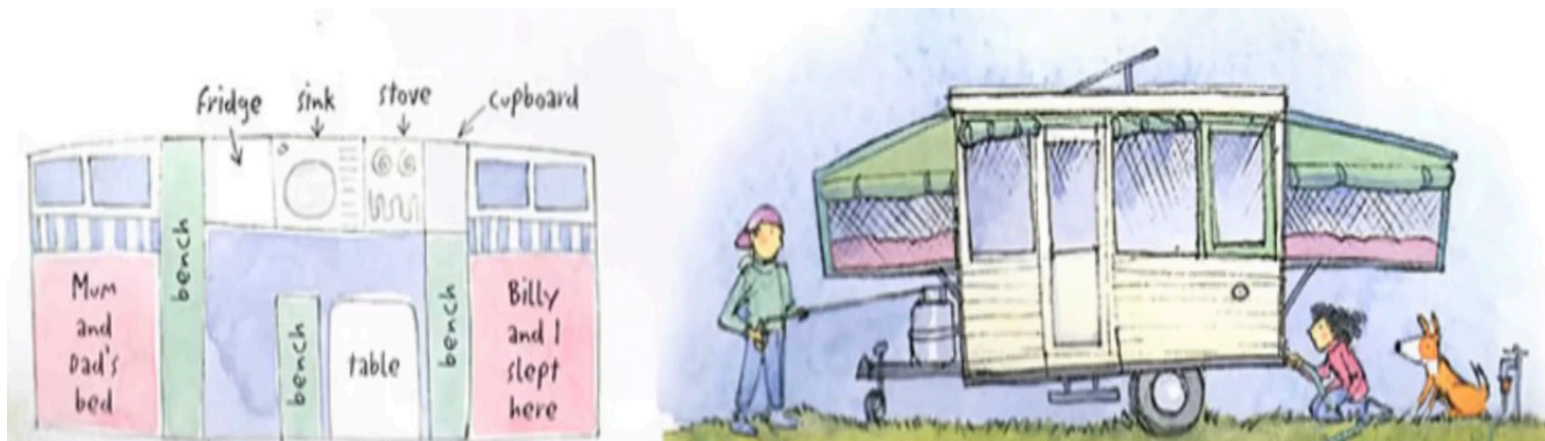


Finding out:

There is a lovely little youtube clip of the 'Are we there yet?' text being read that will be worth looking at:

9. Where does the journey in the text start? Can anyone find this place on the map? Look extensively at the map of Australia with the students and identify the Capital cities of Australia with them as you go along. Make sure that they know them and can identify them on the map. Perhaps they should have their own little map so that they can plot the story of the 'Are we there yet?' journey? So the beginning of this journey is.....

10. Give every student a large sheet of white paper. Look at the camper trailer that the family in the text are going to live in whilst they are travelling. Can the students draw it as if they are going on an adventure like this? Where would everyone in their family sleep/ eat?



Get the students to plan and draw their family camper van... just for their family. So the Maths language will be about width/ length/ in /on/ under/beside/ up/ down etc.,

A wonderful opportunity for checking on the students understanding of Pre-positions.

Glue into Travel journal

11. Begin the journey. Look at the map of Australia. Identify where the family started their trip. Using coloured dots place a dot in South Australia and begin to plot their journey.

12. Get them all to identify the beginning of the trip on their own little Australian map in their Travel journal. Create the beginning of their narrative

Finding out:

Read the text: all the way through

Then:

13. Upload a scene daily onto the IWB from the town/ city that the family passes through in 'Are we there yet?' over a fortnight or so and interrogate the scenes with the students.

12. Follow the journey within the text when looking at the images. Start with BLANK level 3 questions then move on to Level 4, if the students can go with you on this. Encourage them to look and notice.... Stimulate the conversation.

e.g I wonder where this could be? Let's look at the map of Australia.... Where?

**Create a generic template for these conversations for yourself:**

Use this with every scene throughout the text so that the children become familiar with the questioning and the process.

e.g. The goal is to help students notice details and make observations without leading them toward any conclusion:

- *What's going on in this picture?*
- *What do you see that makes you say that?*
- *What more can you find?*

13. Students then share with each other what they see or discover and comment on what other students have noticed.

14. Create a template for the students to write in their Travel journal as they take their family in their campervan to the destinations in the text.

e.g. "When we got to.... We found "

15. What are the key words that the children need to know? [nouns/pronouns/verbs and adverbs]

List them and discuss how to spell them and sound them. Keep the list in view

Go back to the curriculum documents guiding your planning and create a learning intention about this activity related to Year 1 geography and Year 1 literacy

**Then more questions from the Curriculum:**

*What are places like?*

*What makes a place special?*

*How can we look after the places we live in?*

*The places people live in and belong to, their familiar features and why they are important to people*

*The places that aboriginal and Torres Strait Islander peoples belong to in the local area and why they are important to them.*





If the children get stuck when looking at the text images think about asking questions such as:

Have you ever seen something like this?

What is it?

What can you see?

What are they looking at?

Who is showing them what to look at?

What is he wanting them to see?

Have a look again... What is hidden on the wall of this cave?

Where have you seen images such as this before? Are they telling a story?

I wonder?

I wonder what the story might be?

16. Each time you focus upon a destination, get the students to think about the land/ country/scenery around where their Dad or Mum might park their own camper van.

*What might they do at this spot where they have stopped?*

*What can they discover here?*

*What is there to see and do?*

Make sure that they know that they will need to think about this as they 'take' their family on a journey in their camper van around Australia just as the children in the text have done. Get them to write about what they saw...did/ experienced

### **17-26. Sorting out**

Australian destinations in 'Are we there yet?'

- Uluru
- Broome
- Katherine Gorge
- Canberra
- Cradle Mountain
- Mount Hotham
- Cairns
- The Blue Mountains
- Barossa Valley



Encourage the students to collect information about each place for their Travel Journal as they are identified in the text

- Place
- Location
- Population
- Climate and
- Main attractions

Provide a simple activity around each destination to upload into their Travel Journal. E.g. Student's write a postcard from the Barrier reef to Nana.

There are an abundance of ideas to support the text from Reading Australia, National Year of Reading 2012 Touring exhibition, Catholic Education Curriculum upload on Geography and 'Are we there yet?', Australian School Library Association notes for 'Are we there yet?' or 'Teacher notes' by Hunter and Richter..... there are a multitude of ideas.. Just choose 7/8 activities and get the students to glue them into their Travel journal.

Remember what you want the children to know or discover by the end of this integrated program.

Their Travel Journal needs to demonstrate this. The conclusion needs to 'bring' the students imaginary journey together.

*The intention is that the students will know at the end of this exploration that Australia is a large country with many landforms. These create a diverse environment where people live and work and that the student's have the language to express this knowledge.*

*They and their 'family' will have 'travelled' in their camper van on a similar journey in their imagination as they have explored the 'Are we there yet?' text and their Travel journal will reflect the journey.*

Going further:

27. Were the student's secret guesses right about what the text 'Are you there yet?' was about?

Were they right? Did they think it was about a journey? What do they know now?

28. Get them to create the front cover of their Travel journal now. "What is inside my Travel journal?" Check their introduction and conclusion. Do they match?

29. The L in the KWL. What have they learnt?

Student's glue this reflection at the back of their Travel journal.

30. Invite the parents into the classroom to see the student's Travel journals and hear what they discovered about great big Australia as they pretended to take their own family in a camper van to visit 9/10 destinations around Australia.

