

The learning intention of the work is that students will learn more about the endangered birds of our Australian bush, choose one species to explore in depth.

Engage

Introduce Inquiry:

What is it that we want the students to be curious about?



Inquiry question:

What if all there were only portraits or photos of Australian birds left as a reminder of what once lived in the Australian bush?

STRATEGIES:

Use images/ texts/video clips to stimulate interest AND to connect them with the topic and us. What are they noticing? What interests them about birds?

K What do they know about Birds in our bush?

Map/ Geographical data

Mind map

Overview of key ideas....connections ?

List statements for interrogation.



What could the Inquiry question be? What are they curious about?

Write it up as a banner

- Model how to create an Inquiry table.
- What will they put on the table?
- Now.... What will the final product be that demonstrates new learning about Birds in the Australian bush

Explore this....

A mural?

A play?

A video clip?

 **Sobrane Simcocky**
 Saturday at 10:13 am · 🌐

My next exhibition poses the question.... 'What if all we have left are portraits of Birds?' After spending the better part of this past 2 weeks creating and immersed within the consciousness of this very important question a lovely soul sister comes into the gallery first thing this morning and has an important teaching role in Laos working with school children over there. She fly's out in 4 days. Her theme with these kids is of birds. She says to me there are very few birds in Laos because of the Agent Orange dousing the country received which knocked out insect and bird populations. Literally you don't hear birds singing in the morning.....we both stopped and looked at each other, our hearts connecting in synchronicity as we realised what we were discussing. She was experiencing the other side of this question.....
 'What IF all we have left are Portraits of Birds?'
 Arnold Street Gallery
 24th September.

Think about the depth of the assessment at the end of the inquiry. How can the students demonstrate their new knowledge?

- They will create a bird... a sock puppet a?
- They will create a healthy bird habitat for their bird.
- They will know all the parts of a bird.....

The 'language' related to birds... need to explore this

- Life cycle?
- Flight?
- Feathers?
- Food
- Tropical rainforests?
- Mountains?
- Nests?
- Endangered?
- Every student will create a 3 minute bird story or a play and we will video it that demonstrates the new learning .
- A bird narrative?

A Diorama?

A portfolio?

What?

GRAPPLE with the hard stuff here! We want original thinking NOT regurgitation of our ideas...

Think hard about how we can support 'risk taking with new learning'

Setting up generic tasks about birds to answer inquiry for final assessment:

HOW MIGHT THE students DO THIS?

Explore this in depth

CHOOSE:

- Every student will create a bird... [sock puppet, creation with cardboard/ paper/ collage/ fabric etc.,?
- Every student will create a bird habitat for the bird they create.
- Every Student will name all the parts of a bird..... and will use the 'language' related to birds... need to explore this
- Life cycle?
- Flight?
- Feathers?
- Features
- Tropical rainforests?
- Mountains?
- Nests?
- Food? Food webs/insects /bugs etc.,
- Endangered?
- More?

Every student will create a 3 minute bird story or a play and we will video it to

		share with their colleagues that demonstrates the new learning.
Explore	<p>Clarify and then review Inquiry question.</p> <p>Hands on tasks.</p> <p>Following hunches</p> <p>Thinking about inviting a guest speaker who knows something about birds.. who?</p> <p>Is there a Bird sanctuary or a bushland setting nearby?</p> <p>Look at articles/ websites about Australian birds that are endangered.</p> <p>Do the Students agree or disagree with the information? What is their view?</p>	<p>What Hands on activities can the students do to explore these concepts? e.g. How does a bird fly? What is happening? Go outside and watch? Try flight activities with paper? How big are birds? What is the size range? Why? Features? Life cycles? Nests? Habits? Food? Exploring/ testing ideas Making feathers / nests. Comparing/contrast Observation opportunities collecting data about birds Survey to collect information: Observations? Interviews? Online Research?</p> <p>Making a poster of the inquiry question after they have reviewed it...</p>
Explain	<p>Key words in relation to birds</p> <p>Exploring presentation mode.... how could Music/ Dance/ Drama/ Art/craft task/Narrative explain the inquiry.... How could the science be represented this way?</p>	<p>How are the students going to present all the new information that they have gained? What are some options? How can they honour the science exploration within their presentation?</p>
Elaborate	<p>Reconstructing viewpoints</p> <p>Consequence wheel</p> <p>Investigate new thoughts and concepts.... how?</p> <p>Interpreting new information</p>	<p>Collating and working onfinal presentation: What are the concepts that need to be shared What is the narrative that they want to share?</p> <p>Cooperative learning strategies working an planning in pairs or small groups ??</p>

Birds in the bush: Bybee's 5 E's

Jeff

September 2019

Evaluate	Compiling exhibition; Collecting everything that is needed. Reflecting upon new information that they have provided. Where is the evidence to substantiate? What new information has been collected?	Speaking and listening skills for presentation Narrative/ music to support presentation Reflection process: What did the students learn? Did they achieve what they hoped? What was the most interesting? KWL?
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