

# My country: The Fitzroy river

What's happening down at the river?  
Let's find out....

<p><b>How the World Works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>Pre-Primary IBL Overview</b> <b>The River</b> <b>Enduring Understanding:</b> People's use of the river impacts upon the living things that call it their home.</p>	<p><b>Inquiry Skills</b></p> <ul style="list-style-type: none"><li>• Science involves observing, asking questions about, and describing changes in, objects and events <a href="#">[ACSH013]</a></li><li>• Participate in guided investigations and make observations using the senses <a href="#">[ACSI011]</a></li><li>• Engage in discussions about observations and represent ideas <a href="#">[ACSI023]</a></li><li>• Share observations and ideas <a href="#">[ACSI012]</a></li><li>• Work independently, or with others when required, for solutions <a href="#">[WATPP005]</a></li></ul>
<p><b>Key Questions</b></p> <ul style="list-style-type: none"><li>• <b>Form:</b> What is it like?</li><li>• <b>Function:</b> How does it work?</li><li>• <b>Causation:</b> Why is it like it is?</li><li>• <b>Change:</b> How is it changing?</li><li>• <b>Connection:</b> How is it connected to other things?</li><li>• <b>Perspective:</b> What are the points of view?</li><li>• <b>Responsibility:</b> What is our responsibility?</li><li>• <b>Reflection:</b> How do we know?</li></ul>	<p><b>Curriculum Connections</b></p> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"><li>• Living things have basic needs, including food and water <a href="#">[ACSSU002]</a></li><li>• Daily and seasonal changes in our environment affect everyday life <a href="#">[ACSSU004]</a></li></ul> <p><b>HASS</b></p> <ul style="list-style-type: none"><li>• The representation of familiar places, such as schools, parks and lakes on a pictorial map <a href="#">[ACHASSK014]</a></li><li>• The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs) <a href="#">[ACHASSK015]</a></li><li>• The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance <a href="#">[ACHASSK017]</a> <a href="#">[ACHASSK016]</a></li></ul>	
<p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"><li>• The plants and animals that inhabit the river</li><li>• How the seasons change how people use the river</li><li>• The impact people have on the river</li><li>• The ways in which people can take care of the river</li></ul> <p><b>Related Concepts</b></p> <ul style="list-style-type: none"><li>• Environment</li><li>• Seasons</li><li>• Habitat</li><li>• Sustainability</li></ul>		



An integrated inquiry program for Pre school

drawing  
TO LEARN

## Drawing to learn: Fitzroy 2018

### Tuning in:

#### Setting the scene for Inquiry:

Sing something from Playschool or Sesame Street about rivers or water or make up some little rhymes or jingles about it:

OR: Michael rowed the boat ashore

OR: Down in the river where the little fishes live...

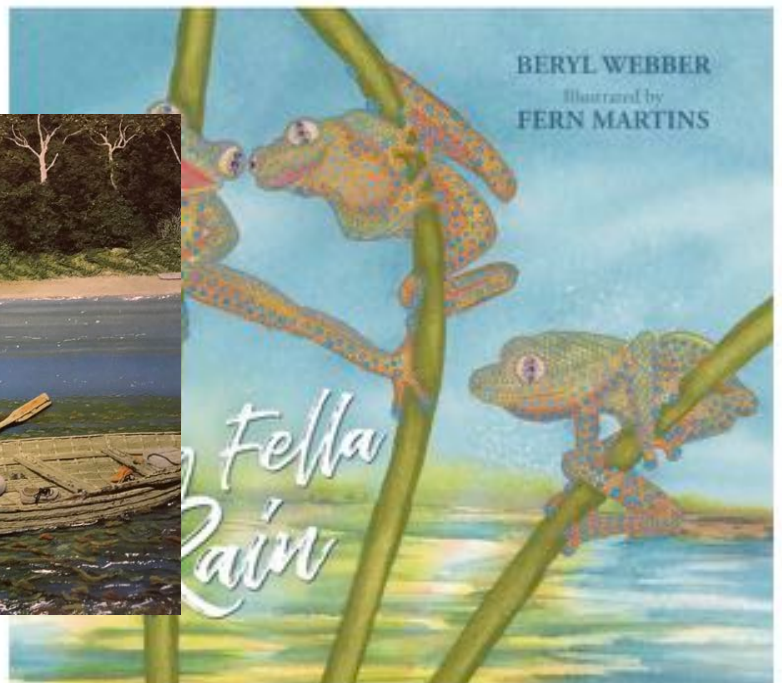
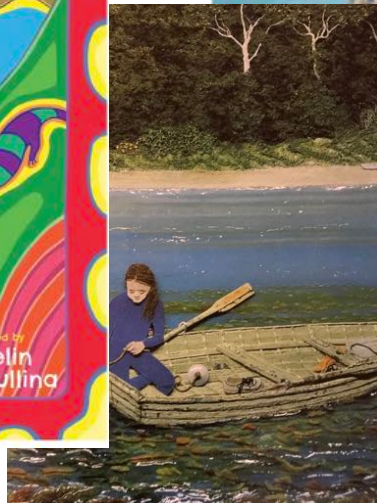
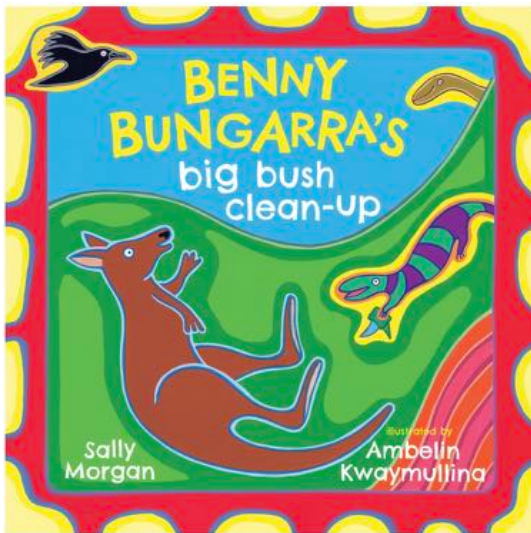


OR:

Walking in the sunshine off to the river. I am playing with my sister etc,  
Make these up! Just try it...

#### Texts:

Read some children's stories such as Mr Gumpy's outing or Big rain coming or Playground on the river or Crocodile river or Benny Bungarra or Big Fella rain or Jeanie Baker .... or



**Then take an excursion to the river....**

**Perhaps make some simple little fishing rods with string.**

**Ask the students "When we go to the river. What will we expect to see?"**

Get them to create a list of the things that they expect to see and make this as wide as you can...

be:

## Drawing to learn: Fitzroy 2018

- Water
- Soil
- Vegetation
- Birds
- Fish
- Mammals
- Travelling on and over it: Bridges/ boats
- More???

What are they noticing?

Encourage them to notice...

Use Level 1, 2 BLANK put out a few Level 4 BLANK questions...

Talk and walk and look and think, listen and notice.... Take photos. Encourage the students to get you to take photos of things that they notice

Really encourage curiosity.

Bring Excursion observations and conversations back to the Talking table in the classroom.

### **Tuning in:**

Get consensus from the children about the river WWWWH What do they know now?

Ask an inquiry question such as 'How important is the river to us?' or something similar: Do something like a mind map with them so that you collect all of their thoughts. Headings might be in relation to:

- Water
- Soil
- Vegetation
- Birds
- Fish
- Mammals
- Travelling on and over it



Record some of these conversations for further discussions or insights that the children may have on .... but also record and notice their language skills. Think about prepositional language: In on under beside. Strengthen an understanding of these terms.

### **Finding out:**

Look at lots and lots of photos of the river and the kids interacting with it.

Sort them with the students. Ask them lots of questions. Get them to try to think about the river differently

Get the children to sort the photos into piles

Identify what the students know about the photos in each pile.

WWWWH

## Drawing to learn: Fitzroy 2018

Depending on the student's interests create table activities connected to the key ideas about the river

Water:

Science discovery table: inquiry question: What's in the water?

Collect one or two buckets of river water:

What can you see in the water?

What happens when the water settles?

What is at the bottom of the bucket?

Can you see any organisms in the water?

Maybe get a microscope and see what the organisms look like?

Floating and sinking activities

Focus question: What sinks in the water? What floats?

Then perhaps a sorting activity of the rubbish found in the river

- ∇ Water
- ∇ Soil / sand inside the river
- ∇ Rocks
- ∇ The banks of the river soil and vegetation
- ∇ Mosquitoes/ ants/ bugs/ insects
- ∇ Vegetation
- ∇ Birds
- ∇ Fish
- ∇ Crustaceans
- ∇ Shells
- ∇ Amphibians
- ∇ Crocodiles / turtles
- ∇ Man made structures: bridge/ boats
- ∇ Trees
- ∇ Rubbish

Which area are they individually interested in ?

Find texts for them for reference

### **Sorting out**

Start encouraging them to think about the amount of rubbish in the river.

Place a pile of rubbish that you might have collected there: Bottles, lids, plastics, foam, straws, popsticks etc.,

Is this rubbish a problem.....? For: The water? The crocs? The fish? The ....

**Explore this with them!**

## Drawing to learn: Fitzroy 2018

### Going further:

What do you think you need do to protect the river

Create a We publish story [or whatever] 8 frames about their river...

Here is the river

Here is the Fitzroy river	In the river there is water	In the river there is sand	In the river there are fish
Near the river there are birds	In the river we found rubbish... lots of it We found: Tins Bottles Lids Straws Iron Wood	The Fitzroy river is our country. We need to put our rubbish into the Bin The Council workers will come and collect it and take it to the tip.	We have to look after our river. We want it to be a healthy river. Our Country needs the river to be healthy