Interest/Attitude Survey:

**Australia**

1. How do you feel about learning about a different continent and its culture?

2. How do you feel about reading about Australia?

3. How do you feel about researching an animal from Australia?

4. How would you like to teach the class about your animal?
   - Write a report and draw a picture.
   - Make a diorama of the animal and its habitat.

5. How would you like to work on researching your animal?
   - Alone.
   - With one other person.
   - With a group.
6. Did you watch the Olympics in Australia?

7. Have you ever heard of the Great Barrier Reef?

8. Write 2-3 sentences about what you would like to learn about Australia.
Outline of Lesson Topics

Day 1: KWL- We will begin our unit on Australia by using a KWL chart.

Objectives: Students will learn to make predictions, to form questions, and to research answers when they use the K-W-L reading strategy. Students will be able to identify at least one Australian animal that they know.


Description: The teacher will introduce the unit by explaining to the class that they will be learning about the country and continent of Australia by doing a K-W-L method and by reading information from a book. The teacher will explain the K-W-L method. The teacher will tell the students that the 'K' stands for what I know, the 'W' stands for what I want to find out, and the 'L' stands for what I learned. The teacher will show the students how the chart will be set up with three columns and each column is labeled with one of the letters (K, W, L). After the teacher has read the book The Biggest Frog in Australia by
Susan L. Roth, the students will then begin their K,W,L chart and focusing on one animal that they would like to learn about.

**Days 2-6:** K,W,L – Students will begin research on an Australian animal that they want to learn about.

**Materials:** Go to the school library and allow the students to gather books about their animals.

**Objectives:** Students will be able to identify their animal, state its name and know its habitat. Students will also be able to explain what they have learned by presenting it to the class.

**Description:** The students will research and write about what their animal looks like, what it eats, where it lives and any unique characteristic it may have. They will also draw a picture or make a diorama at home, that includes their animal and its habitat and present it to the class.

**Day 7:** Globe activity– We will create a globe of Australia, which will help students become familiar with the location of Australia.

**Objectives:** Students will be able to identify the location of Australia on a globe.

Students will be able to compare Australia with other areas of the world.
Materials: Styrofoam balls, maps, colored pencils, scissors, glue, and string.

Description: Students will color their maps and cut them out. They will then glue the continents to the ball making sure that they are being put in the right places. Then I will attach a string to them and hang them throughout the classroom.

Day 8: United States and Australia comparison—Students will compare and contrast the differences and similarities of these two countries.

Objectives: Students will learn new information and reinforce prior knowledge when they compare facts about two similar countries. Students will be able to state at least one similarity and difference between the two countries.

Material: Enchantment of the World—Australia by Emilie Lepthien, United States History from the Houghton Mifflin textbook series, paper and pencil.

Description: By working in groups, the children will brainstorm and research texts to find some similarities and differences between the two countries. They will then report back to the teacher and all the students information will be recorded on a chart.

Day 9: Passports—Students will fill out an application for their passport.
Objectives: Students will know what a passport is. They will be able to state their information on their passport.

Materials: Passport to use as an example, passport forms, index cards, instant camera and film, crayons and markers.

Description: Explain to students that when traveling to another country you must have a passport. Read them all the directions that applicants must follow in order to get a passport. Then have all the children fill out the information on a “mock” passport and take a picture of each student for a passport photograph. Have the students design the cover of their passports.

Day 10: Map measuring—Students will learn how to use the scale distance key on the map as they imagine they are traveling throughout Australia.

Objectives: Students will show that they know how to use a scale distance key on a map figuring out how far they have traveled from the United States to Australia. Students will convert the distance into miles. Students studying maps will increase their awareness of size according to distance in miles so that when asked to measure the distance between two places on a map, students will be able to do so correctly.

Materials: Pencil and map.
**Description:** Do a sample measurement as a group first. Then have the students find Sydney and then Meekatharra on their maps. Tell the students that in order to measure, they will have to put the edge of the paper along a line running between two points on the map. Next the students will put a mark by each point. Put the paper on the scale bar and read off the real distance between the two points. Compare the measurements with class to see if everyone got the same answer. Give everyone a list of distances to measure.

**Day 11:** Aborigine bark art—Students will make Aboriginal bark art

**Objectives:** Students will learn to design and create a piece of artwork that tells a story when they recreate eucalyptus bark drawings. They will also learn how a culture that has no written language passes its history from generation to generation through drawings.

**Materials:** Brown paper or brown paper bags cut into 9x12 pieces. Red, yellow, black, and white washable tempera paints (or crayons and markers). Paint brushes, Q-tips, and pencils. The following books to read from and to show examples of Aborigine artwork: *Australia and the Aborigines* by the Educational Research Council of America. *The Land and Wildlife of Australia* by David Bergamini
Description: The teacher will read the two stories to the children to explain how the Aborigines lived and communicated with each other. They will then be asked to tell a story, like the Aborigines did, by painting.

Day 12: Geography-Students will become familiar with the major cities, physical characteristics and their location.

Objectives: Students will make a map of Australia. This hand-on activity will help students retain the information better and take ownership of their work. They will be able to locate Australia on the map and cities within the country.

Materials: map, poster board, colored markers scissors

Description: The Students will be divided into groups and assigned a territory in Australia in which they are to draw a large map of it. Then the students will be asked to draw the major cities and rivers in their territory.

Day 13: Great Barrier Reef-Students will make a Styrofoam mural of the reef and hang for display.

Objectives: For students to learn about the Great Barrier Reef by creating a class mural. The students will apply what they know the Great Barrier Reef contains, to the mural.

Materials: Mural-size paper, pencils, paint, paintbrushes and Scissors
**Description:** As a class, we will research the appearance and composition of the Great Barrier Reef. Then we will sketch a small-scale version of one sections of the reef for practice. Make a full-sized sketch on the butcher paper. Then the students will make the reef come to life by painting the various characteristics that the reef contains.

**Day 14:** Climate Activity—Students will research the climate of the southern and northern region of Australia.

**Objectives:** Students will be able to understand Australia's Southern hemispheric climate. Students will be able to compare the difference between Australia’s climate and ours.

**Materials:** activity sheet, the book *Exploring Into Australia* by Kate Darian-Smith, map, colored markers, pencils, crayons and paper

**Description:** The students will first be introduced to how the climate is different from ours by reading a book. The students will then be divided into groups and asked to find information on the average precipitation and the average temperature. They will then make bar graphs based on the information that they received.

**Day 15:** Aussie phonics—Students will do Aussie phonics during their language arts lesson.
**Objectives:** Students will understand that although 99% of Australians speak English, Australians have their own dialect. Students will be able to decode meanings of Aussie words or phrases used in sentences with 90-95% accuracy. Students will be able to understand how to use context clues by engaging in an exercise.

**Materials:** Aussie phonics worksheet and Chalkboard

**Description:** The teacher will talk to the students about how to use the context of a word to figure out the meaning of a word if you don’t know what the word is. Then the students will be given a work sheet in which they are to read the sentences and figure out what the words mean in English. They will be able to do this in groups of two.
Lesson Plan

Name: Lynda Seeger          Date: 
Content area: Language Arts          Unit Topic: Australia 
Today’s Lesson: K-W-L          Grade Level: 5

Lesson Rationale

Standards and Key Ideas:

English and Language Arts:
Standard 1: Students will read, write, listen, and speak for information and understanding

   Key Idea: 1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Instructional Objectives:
Students will learn to make predictions, to form questions, and to research answers when they use the K-W-L reading strategy.

Students will be able to identify at least one Australian animal that they know.
Adaptations: For students with hearing impairments: Teacher and student will wear voice-enhancement devices.
For students with behavioral problems: Teacher will provide clear and concise directions.


Lesson Opening

Anticipatory Set: The teacher will introduce the unit by explaining to the class that they will be learning about the country and continent of Australia by doing a K-W-L method and by reading information from a book. The teacher will explain the K-W-L method. The teacher will tell the students that the 'K' stands for what I know, the 'W' stands for what I want to find out, and the 'L' stands for what I learned. The teacher will show the students how the chart will be set up with three columns and each column is labeled with one of the letters (K, W, L). After the teacher has read the book The Biggest Frog in Australia by Susan L. Roth, the students will then begin their K,W,L chart and focusing on one animal that they would like to learn about.
Lesson Body

Activity:

1. The teacher will explain that we will fill out the first two columns before we read and then do the last column after having read the book.

2. The students will make three columns on their paper and label them K-W-L while the teacher makes a chart on the board or overhead.

3. The teacher will then ask the class what they think they know about Australia and as students raise their hands to answer will write the responses on the projector.

4. Then the teacher will ask the class what they want to learn about Australia and will follow the same procedure above.

5. The students will also copy the information from the projector onto their papers.

6. Next, the students will work in pairs for cooperative reading, skimming through the book together to gather new information or confirm the predications they have already made.

7. Once the reading is completed, the students and teacher will do the last column of the K-W-L. The teacher will ask the groups what they have learned from
the reading and how does it compare to the predictions made in the two other columns. Did they find answers to what they wanted to learn? Were they correct in what they thought they knew?

8. Using the questions above as a basis, the class will conduct a discussion on what they have been learning about Australia and then they can make suggestions as to which animal they would like to learn even more about.

**Modeling of Activity:** The teacher will show the children how to make their charts by going step by step through the process with the children following her lead.

**Checking for Understanding:** The teacher will evaluate students during the classroom discussion to determine if students have accessed the correct information from the book in order to fill out the "What I Learned" column of the KWL.

**Closure:** “Did you enjoy learning about Australia today?” *Wait for response.* “Who can tell me something that we learned today?” *Ask 5-6 children.* “Great and that is just a little bit of what we will be learning about Australia.” “Tomorrow we will be learning about the animals that live
in Australia, so tomorrow make sure that you know what animal you want to learn more about.”

**Lesson Follow-Up**

**Evaluation:**

What did I want the children to learn?

- Australia is a content that is very different from ours and contains many different animals.

How will I know they learned it?

- The children state the various things that they have learned at the end of my lesson.

**Lesson Resources:**

- **The Biggest Frog in Australia** by Kate Darian-Smith.
- **The Land, Wildlife, and People of Australia** by David Bergamini
Lesson Plan

Name: Lynda Seeger

Content area: English Language Arts Unit Topic: Australia

Today’s Lesson: K-W-L

Grade Level: 5

Lesson Rationale

Standards and Key Ideas:

Standard 1: Students will read, write, listen, and speak for information and understanding

Key Idea: 1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Instructional Objectives: Students will be able to identify their animal, state its name and know its habitat. Students will also be able to explain what they have learned by presenting it to the class.

Adaptations: For students with hearing impairments: Teacher and student will wear voice-enhancement devices. For students with behavioral problems: Teacher will provide clear and concise directions.
Materials: Go to the school library and allow the students to gather books about their animals.

Lesson Opening

Anticipatory Set:

“Good Morning! Who can tell me what the K-W-L method is?”

Call on a child. “Great!” “Today you are going to use this method to learn about Australian animal that you would like to do a project on.”

Lesson Body

Activity:

1. The class will make another K-W-L sheet.

2. The students will go to school library and gather books and information that will help them write their report.

3. The students will research and write about what their animal looks like, what it eats, where it lives and any unique characteristic it may have.

4. They will also draw a picture or make a diorama at home, that includes their animal and its habitat and present it to the class.

Modeling of Activity: The students will follow the teacher’s directions when making their K-W-L sheet.

Checking for Understanding: Students will be asked to present the information that they gathered to the class.
The student will be asked to tell the class about their animal and what they learned about it.

Closure: “I hope everyone has found out some interesting things about their animals.” “All of the animals are so cool!” “I’m sure tomorrow we will find out some more interesting information.” “I can’t wait to see these projects when they are all done!”

Lesson Follow-Up

Evaluation:

What did you want the children to learn?

- What their animal looks like
- What their animal eats
- What makes their animal unique
- Where their animal lives
- Compose a written paper about their animal

How will I know they learned it?

- Quality of written work
- Quantity of information

Lesson Resources School Library
Lesson Plan

Name: Lynda Seeger  Date:
Content area: Social Studies  Unit Topic: Australia
Today’s Lesson: Globe Activity  Grade Level: 5

Lesson Rationale

Standards and Key Ideas:

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global-including the distribution of people, places, and environments over the Earth’s surface.

Key Idea 1. Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.
Instructional Objectives:
Students will be able to identify the location of Australia on a globe.
Students will be able to compare Australia with other areas of the world.
Adaptations: Students with difficulty cutting: I will pre cut the continents for them.
Students with behavioral problems: The rules will be established before we begin with consequences if they are broken.
Materials: Styrofoam balls, maps, colored pencils, scissors, glue, safety pins and string.

Lesson Opening
Anticipatory Set: “Today we are going to make something fun. We’re going to make globes that we will be hanging in the room.” “Does everyone know where to find Australia on the globe? Well if you didn’t than you will today!” “Lets get started.”

Lesson Body
Activity:

1. Students will color the maps.
2. Students will cut the pattern of the map out.
3. Students will glue the map onto the ball making a globe.
4. Students will tie the string to the safety pin and place the pin into the top of the globe, then hang the globes from the ceiling around the room.

*Modeling of Activity:* The teacher will work along with the students if they need help. There will be a finished model provided for the children to follow.

*Checking for Understanding:* At the end of the project, the students will be asked to locate Australia. They will also be asked what were some differences that they saw between Australia and all the other continents.

*Closure:* “Everyone did a wonderful job – they look awesome!” “I bet that now everyone can show me where Australia is and you probably know where some of the other contents are too.” “Great job everyone!”

**Lesson Follow-Up**

**Evaluation:**

What did I want the children to learn?

- Where Australia is on the globe
- The difference in size compared to the other continents

How will I know that they learned it?

- Students will construct their globes with all the contents in the right areas
- The students will make inferences about the differences between all the contents
Name  Lynda Seeger______________________  Grade Level 3_______________________________ Time Block (2hrs/day, AM)

Theme__Australia

Trade Books or Anthology Titles Used:
1. Exploration Into Australia By Kate Darian-Smith

2 Children of the World Australia

3 The Biggest Frog in Australia by Susan L. Roth

4 Big Talk by Miriam Schlein

<table>
<thead>
<tr>
<th>Balanced Literacy Program Components</th>
<th>Core Reading Instruction</th>
<th>Working With Words</th>
<th>Independent Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Non fiction book: Exploration into Australia</td>
<td>Introduce and talk about marsupials and what they are.</td>
<td>Library time in which they can get a book to help them about an Australian animal.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Read the children the story Big Talk and talk about kangaroos and</td>
<td></td>
<td>Children will read more information on their Aust</td>
</tr>
<tr>
<td>Day</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Show students the book <em>The Children of the World – Australia.</em></td>
<td>Children will finish reading the book and gathering information about Australian animal.</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Children will present their projects to the class.</td>
<td>We will talk about the different terms that the children might have said during their presentation. Children will present their projects to the class through an oral presentation.</td>
<td></td>
</tr>
</tbody>
</table>