

LIBRARY SUSTAINABILITY OF RESOURCES

Year Level:

4

Duration:

Term 1, 2014

Rationale/Overview:

Literature Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

Geography:

The Earth's environment sustains all life focuses on developing students' understanding of sustainability which is about the ongoing capacity of the environment to sustain human life and wellbeing. Students recognise that people have different views on how sustainability can be achieved. They learn that sustainability means more than the careful use of resources.

The inquiry process provides opportunities to consider the sustainable use of environments and resources and to apply this information to develop a plan for appropriate action that people could take to improve environmental quality.

Digital Technologies:

Students become more concerned with the social and environmental use of technologies in their local, national and global communities for a range of purposes and users.

Achievement Standard:

(Include proficiencies if relevant)

English : Reading and viewing

By the end of Year 4, students understand that texts have different structures depending on the purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints.

Geography

By the end of Year 4, students describe and compare the characteristics of places in different locations at the national scale. They identify and describe the interconnections between people and the environment. They describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places. Students recognise the importance of the environment and identify different views on how to respond to a geographical challenge.

Students develop geographical questions to investigate and collect and record information and data from different sources to answer these questions.

Digital Technologies and Cyber Safety In the Digital technologies curriculum, the two sub-strands provide students with knowledge, understanding and skills through which they can safely and ethically exploit the capacity of digital technologies to create, modify and construct digital information and systems for specific purposes and/or

audiences, controlled through a variety of means. (Digital Technology across the years of schooling – Draft Digital Technologies Curriculum, page 29)

Major Assessable Tasks: (Identify the evidence of learning to be gather during this unit):

Year Level Common Assessment Tasks:

1. Creates a cover page for the Library Folder, inserting pictures and stating goals about reading for 2014.
2. Writes geographical questions to guide research.
3. Creates a keynote presentation about the sustainability of a geographical area, describing the issue.

Vocabulary List:

Sustainable, endangered, preservation, conservation, environment, challenge, predict, geographic, location, characteristics,

Regular Assessment Tasks

Anecdotal Records
Formative observations
Searches the OPAC for resources, using a 'basic' search on the 'Oliver' library system, using their iPad.

Report Pointers

Content descriptors to be taught: (report pointers to be sorted)

General Capabilities and Cross-Curriculum priorities

Inquiry

ICT Aust. Curric Pointers:

Students increasingly look for and value learning that helps explain broader aspects of their world. (2012 Digital Technologies Draft Curriculum, 108)

Students become more concerned with the social and environmental use of technologies in their local, national and global communities for a range of purposes and users. (2012 Digital Technologies Draft Curriculum, 109)

Plan, select and safely use a range of devices, software, functions and commands in digital environments. (2012 Digital Technologies Draft Curriculum, 128)

Basic Computer Skills: logging on, accessing URL, printing, saving, word processing, inserting an image.

Highlight the General Capabilities and Cross-Curriculum Priorities that will be targeted in this unit.

 **Literacy**

 **Numeracy**

Geography Aust Curric Pointer:

Inquiry and Skills

Observing, questioning and planning

Develop geographical questions to investigate (ACHGS026)

Collecting, recording, evaluating and representing

Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys and measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS027)

Geographical Knowledge and Understanding

The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)

The natural resources provided by the environment, and different views on how they could be used sustainably (ACHGK024)

Key Inquiry Questions

108. How does the environment support the lives of people and other living things?

109. How do different views about the environment influence approaches to sustainability?

How can people use places and environments more sustainably?

Literature

English Curric. Pointer:

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)

Responding to literature

Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)

Report Pointers:

- Searches the OPAC for resources, using a 'basic' search on the 'Oliver' library system for Year 4 to 6.
- Creates a cover page for the Library Folder, inserting pictures and stating goals about reading for 2014.
- Writes geographical questions to guide research.
- Creates a keynote presentation about the sustainability of a geographical area, describing the issue.



ICT competence



Critical and creative thinking



Ethical behaviour



Personal and social competence



Intercultural understanding



Aboriginal and Torres Strait Islander histories and cultures



Asia and Australia's engagement with Asia



Sustainability

	Desired Outcomes (Report Pointers)	Content, Learning Experiences and Teaching Strategies	Assessments	Resources
1.	ORIENTATION to the Library Use of Oliver Library System	<ul style="list-style-type: none"> • Procedures • Borrowing limits and formats • Access • Overdues Use desktops to view, Smartboard explanation		
2.	Create LIBRARY FOLDER cover	<ul style="list-style-type: none"> • Access iPages • Download and complete the cover for "My Library Folder 2014", from the CCGS Intranet. • Insert pictures from the Internet, titles to be read this year and favourite authors. Print. • Discuss examples of genres, list authors, fiction • Teach how to paste a picture from Internet. 		<ul style="list-style-type: none"> • Intranet
3.	Begin BLASTER on Sustainability Background	<ul style="list-style-type: none"> • Explain the BLASTER process • Read Yakkin the Swamp Tortoise and discuss the issues. Extend this work if time. • Watch video on animals and land use in Africa and Sth America • Summarise video as a class group verbally • Each boy to write a comment to paste on the sustainability tree on the wall. 	Teacher anecdotal record	http://www.nature.org/ourinitiatives/regions/southamerica/brazil/explore/river-turtles-stage-a-comeback.xml http://www.nature.org/ourinitiatives/regions/africa/protecting-elephants.xml
4.	Like to Know/ Want to know	<ul style="list-style-type: none"> • Teacher to model questioning using the ECHO poster. • Write questions to guide research into sustainability 	Teacher to record	<ul style="list-style-type: none"> • Encyclopedia, Online databases, websites, books

		<ul style="list-style-type: none"> Each pair to choose one project to investigate the issues 		
5.	Access Information	<ul style="list-style-type: none"> Discuss the meaning of the questions Discuss where to find the information Read in different formats to discover answers to questions. Eg encyclopedias and websites Show boys how to use the book encyclopedias Help boys access the sustainability websites on Intranet Yr4 Explain how to read the websites 		<ul style="list-style-type: none"> Sustainability websites on Intranet Year 4
6.	Select and record information	<ul style="list-style-type: none"> Choose appropriate information to answer questions. NB: Weaker boys to print page and highlight keywords. Record notes on QSN chart (notemaking) Bibliography- include the reference list at the bottom. 		Notetaking on QSN
7.	Talk /Write/ Create	<ul style="list-style-type: none"> Create a keynote presentation Oral presentation to the class 	Formative comments by teacher for improvement Before presenting to the class.	Online encyclopedia format
8.	Evaluate	<ul style="list-style-type: none"> Boys complete a self-assessment on the research done 	Self-Assessment Rubric Teacher to assess for grading	Rubric
9.	React	<ul style="list-style-type: none"> Brainstorm different ways to react to this information. List for boys to take back to classroom. 		
10.		<ul style="list-style-type: none"> Create coloured slogans for the library wall about the issues learnt. 		

** Year 4 also:

- ❖ Participate through listening to literature promotion each week of new books and book talks by other class mates.
- ❖ Borrow books each week- one fiction and one non-fiction book out of the library; up to 6 items.
- ❖ Borrow Kindles on a class roster basis- for one week during the year

INQUIRY- black LITERATURE- blue

What worked well? *Story- Yakkin the Swamp Tortoise was a good introduction and brought lots of discussion. Using Sticky notes on ideas about sustainability was an easy way for all boys to contribute at their own level of understanding.*

Boys adjusted well to new procedures. It was difficult during the first three weeks as ipads were not ready. Boys had to begin work on the desktops and then redo it on the ipads. Printing issues meant that boys could not complete expectations.

Did the programme sequentially work? If not, what needs to change for next time? *It was sequential and an effective progression.*

This programme builds sequentially depending on the boys' level of understanding and experience with the library system.

Was time allocation enough? *Time is never enough. Do we try to accomplish too much? Is our expectation too high?*

Some boys are very slow choosing books and this means they need to rush other parts of the lesson.

Do all students understand the concepts taught? *Concepts had to be carefully explained and possibly not all boys grasped all concepts. However, as they came with very little understanding, they have gone some way towards realising the complexities of this important concept.*

There were many new IT skills to learn and most, if not all boys are now more confident. Need to revise OPAC searching regularly.

How are we measuring the short-term to long-term memory goal of learning for all boys? *Inquiry Short term- sticky notes, class discussion. Long term- Explaining their notes*

Short- explain/do, Long term- Review books read, explain to other boys how to use an IT skill.

How has the application of what has been learnt been demonstrated? *Discussion, notemaking, partner collaboration*

Book Reviews on Book Journal in Book Creator, show the teacher how you found a resource, Book talk on books each boy has read, class discussion.

Were the planned cross-curriculum priorities and general capabilities highlighted in planning covered? Which ones can more readily be applied for next term / same time next year? *All were covered in some way within 4-5 lessons. Given the timeframe they were not all explored in depth.*

All covered: In particular Critical and creative thinking used on discussions, author information searches on internet, ethical behavior in choice of websites, ICT competence, social competence in discussions

What extra resources could be useful to make programme more effective? *Video on the projects. More age appropriate websites or information (difficult to find)*