**UNIT OF STUDY: Where is water? YEAR LEVEL: 6/7**

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| **Promoting Learning International** **www.pli.com.au** | **Bloom’s Taxonomy: Six Thinking Levels** | | | | | | |
| **Pre-Knowing** | **Knowing** | **Understanding** | **Applying** | **Analysing** | **Creating** | **Evaluating** |
| **Verbal**  **I enjoy reading, writing & speaking** | List ways that people are able to predict the weather | Explain how the water cycle works | Explain the properties of water using a W chart | Report on the amount of rainfall in NZ over the last few months | Write some diary entries as a child caught in a drought | Create a play involving water and where it goes | Outline some of the arguments on water wastage |
| **Mathematical**  **I enjoy working with numbers & science** | Find rainfall measurements for drought stricken countries and compare with NZ rainfall | Find out how much water NZ uses in a year and explain the uses | Draw and label 5 objects used to store water. Explain | Make a graph of the weather for Auckland | Classify all the water sports into categories of Pool, Ocean, River. | **Create a mathematical page involving water that could be used in a Figure it Out book** | Make a list of ways to save water at your school. Split the ideas into 2 categories, 1) best for environment 2) easiest to achieve.  Rank your ideas and explain. |
| **Visual/Spatial**  **I enjoy painting, drawing & visualising** | List the effects drought have on a community. | Copy 4 symbols used for water or logos for water companies. Explain their meaning. | Draw pictures of all the pictures of all the places water can be found in the world | Report on how and why water is used within a household | Create static image to encourage people to save water. Explain your image | Design an advertising campaign for saving water. Make posters, advertisements, brochures, ect. | Imagine you visit Auckland in 2080- what will it look like if we don’t save water |
| **Kinaesthetic**  **I enjoy doing hands-on activities, sports & dance** | List all the sports that use water and explain how. | Find all the countries that have traditional rain dances | List 10 things we could do at school or at home to save water | Build a model outlining the water cycle | Create your own water saving device. Explain how it works | Design and make a model of umbrella that keeps the rain out from the sides. | Write a letter to Mr Barnes outlining  -why we need to save water  -ways we can reduce water consumption |
| **Musical**  **I enjoy making & listening to music** | Find songs about water. Copy one into your book. Explain why you chose it. | Find and listen to songs with water in the title. Record the song titles you find | Re write the song lyrics of a popular song so they are about how to save water. | Use percussion instruments to create music for a storm | Write a rap song telling young children about the water cycle | Compose a song encouraging people to use water wisely | Rank your top 10 songs about water. Explain why you have ranked them the way you have |
| **Interpersonal**  **I enjoy working with others** | Find out what can float and sink., Give reasons for this | Use a TAP sheet to make a list of all the ways your group knows to use water wisely | List all the types of “water experts” there are and write down a brief explanation of their jobs | Create a mime action for all the ways people use water | Create a play based on the water cycle | **Design an experiment that shows the water cycle.** | Debate in a small group whether we use water properly. |
| **Intrapersonal**  **I enjoy working by myself** | Research dinosaurs that may have lived in water | Explain how it rains | Describe what it would be like to live in the ocean. | Make a crossword puzzle using water terminology. | If you were NZ’s priminister what water saving laws would you make and why? | Create a new type of weather that uses water | Suggest a plan for recycling water at our school. |
| **Naturalist**  **I enjoy caring for plants & animals** | Name fish that live in rivers. Explain why they live there | Name and record details of the largest and smallest water animals | Look at plants that live underwater. Describe their features. | Imagine you are a plant in the desert. What roubles do you have? | Use photos to write a report about the effect of drought on plant and animals | Research and create a food chain/web on a salt water animal | Make a powerpoint presentation outlining that effects of flooding on domestic animals. |

**Achievement objectives: (Science= major focus)**

-PLANET EARTH AND BEYOND

Earth Systems

\*Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth’s resources

**Learning Intentions:**

* Understand the importance of water in a community as a precious resource
* Gather factual information
* Use information to make meaning

**Success Critieria:**

* Identify ways water is used
* Understand the water cycle
* Identify ways to save water
* Produce relevant questions and answers to do with world water issues

**Learning Experiences:**

* Complete activities from the Matrix and record progress and learning journey in their topic books
* Take part in and write up experiments to do with water from:

*150 great* *Science Experiments Chris Oxlade*

*The Know How Book of Experiments by Heather Amery*

* Look in on the LEARNZ fieldtrips

*Coast to coast earth science*

22-24 October

*Science on ice, Science, Antarctica*

10-20 November

Archives: *Water Stations*.