

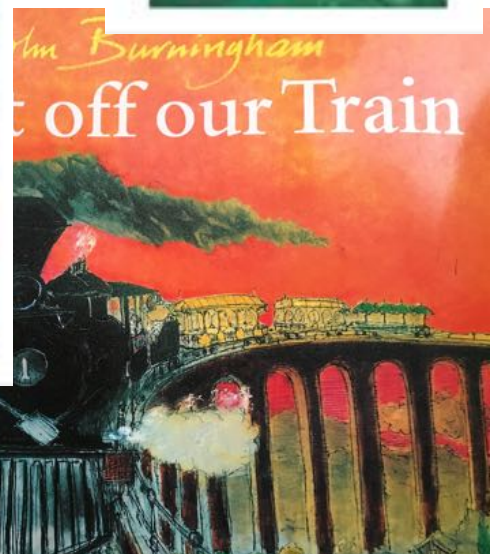
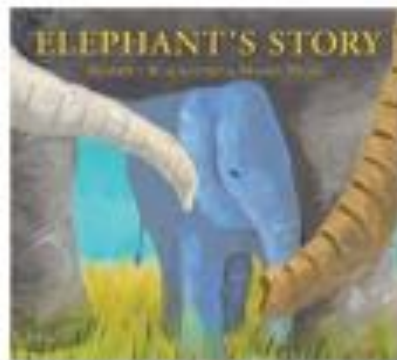
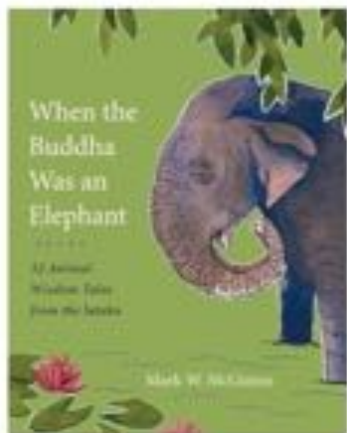
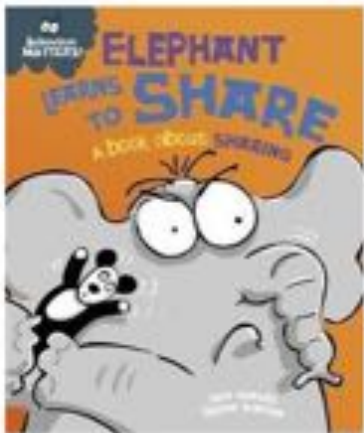
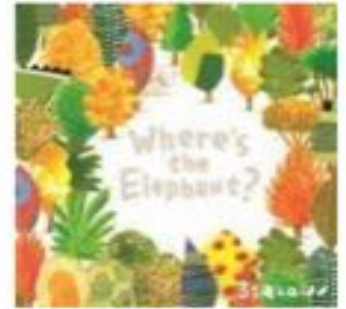
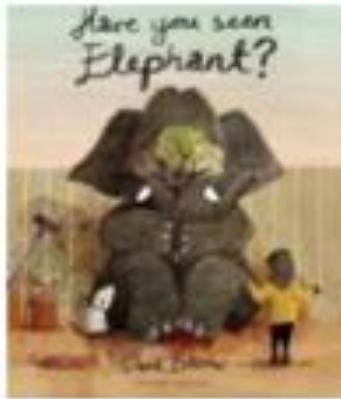
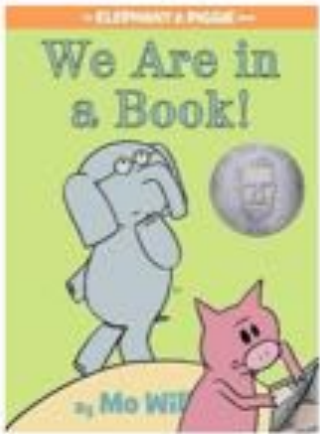
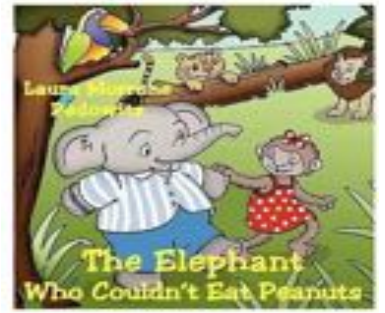
What is happening to the Asian elephants?

Do you know?



An inquiry based integrated program for Primary school students.

drawing
TO LEARN



Australian Curriculum:

Year 3: Biological sciences: Living things can be grouped together on the basis of observable features and can be distinguished from non-living things

Science involves making predictions and describing patterns and relationships

Year 5: Biological sciences: Living things have structural features and adaptations that help them to survive in their environment

Science involves testing predictions by gathering data and describing patterns and relationships to develop explanations of events and phenomena

Geography: Develop geographical questions to investigate and plan an inquiry.

Literature: How texts reflect the context of culture and situation to describe the effect of ideas, text structures and language features

Personal responses to ideas, characters and viewpoints

Create literacy texts using realistic and fantasy settings and characters.

Literacy: Plan rehearse and deliver oral presentation for defined audiences incorporating accurate and sequenced content.

Connecting ideas to personal experiences: present a personal point of view

Language: Learn extended and technical vocabulary and ways of expressing opinions.

Understand how different types of texts vary in use of language choices, depending on their function and purpose.

Maths : Statistics and probability: Chance: List outcomes of chance experiments involving equally likely outcomes.

Collect data, organize into categories and create displays using tables, graphs.

Visual Arts: Use materials, techniques and processes to explore visual conventions when making art works:

Applying art and design techniques effectively and safely.

Manipulating and experimenting with combinations of various materials

Practicing a variety of techniques and materials to interpret a theme or subject

Cross curriculum priorities: Asia and Australia's engagement with Asia.

Explore some fiction and non-fiction texts about elephants with the students in class for a day or two.

Introduce elephant inquiry with initial Inquiry question:

What is happening to the Asian elephant? Do you know?

1. 8/10 laminated photos of Asian elephants. Share amongst students. List common features of elephants. What are they? What makes an elephant an elephant?

Graph observable features:



2. Choose a laminated photo of one of the Asian elephants. Divide photo into 4/4 squares. Fold large rectangle of calico into 4/4 squares. Transfer elephant image from photo to calico square by square using black pen. Show folds on elephant skin. Think about the skin, trunk, ears feet, hooves of an elephant and what adaptations have helped them to survive.



3. Create a border at the bottom of the calico:.....crayon rub or block print leaves to create leaves, ranches, sticks under the elephants feet.



4. Mind map: Everything students know about elephants: Then divide into categories:



5. Sort ideas: Discuss
e.g Geographical features of where elephants live.

- Size
- Shape
- Families
- Ivory
- Life cycle
- What do they eat?
- Smell
- Touch
- Movement
- How long do they live?
- How accessible is their food to them?
- Do they need water? How much?
- More?

6. Help the students to develop a set of prompt level 4 BLANK questions about the elephant related to each category.

7. Then: Encourage them to think about choosing their own Inquiry question:

- What could happen if
- Why did
- Why has
- What could
- Why cant
- How could
- What will
- Why are
- What could
- If..... etc.,



8. Students choose the inquiry question that interests them most in relation to the Asian elephant:

Then: How will they find the answers to their inquiry?

Where?

How will they record them?

How will they present them?

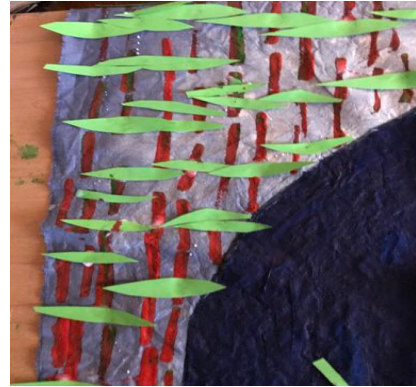
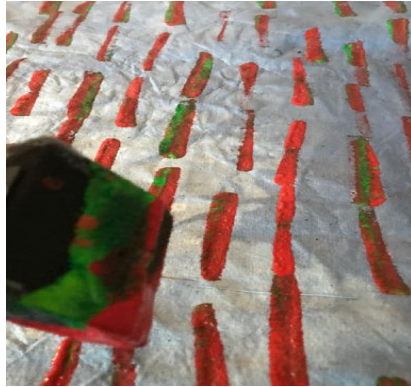
How will the group celebrate the work and the answer to the inquiry?

9. Create an inquiry task sheet with each student: Collect two samples of work from each curriculum area:

Literacy:	Language	Literature
Number:	Measurement:	Science:
Geography:	History:	Visual arts

Then: Focusing upon Visual arts:

- 10: Wash calico background... in keeping with research
11. Bamboo stems/ leaves in the background with paint.
Green leaves in crepe paper or tissue paper at the top



12. Use crayon to outline the elephant body: Paint. Water down the paint. Make sure the folds are distinguishable and the rough surface of the skin is highlighted with crayon.



13. Designs on legs with ribbon/sequins/ felt...glueing



14. Block print around the ear, trunk.



15. Stitch rug on back of elephant:
Squares joined together :Wools/ felt/ buttons /cottons.



16. Eye bead or button for elephant eye with sequins surrounding.



17. Little felt elephants on ribbons to hang from the bottom of the collage to highlight the diminishing numbers of Asian elephants:



Exhibition:
This is what I now know about Asian elephants in 2017