PROMOTING LEARNING INTERNATIONAL (56 GRID) PLANNING MATRIX

(This matrix was devised by Ralph Pirozzo in 1997 & updated in 2004)

**UNIT OF STUDY:\_Minibeasts of Kinchega National Park YEAR LEVEL:\_3 & 4\_**

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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** | Write a Definition for Minibeasts and National Parks. | | *Outline* what makes a Minibeast and also what makes a National Park. | *Examine* and demonstrate an understanding of the responsibilities people have for caring for the environment. | *Examine* and discuss the complete and incomplete metamorphosis of ants and butterflies/moths. | | **RAT**  Give a speech about how and why students value a particular feature of the community and *justify* why it should be protected from development. | |
| **Mathematical**  **I enjoy working with numbers & science** | Brainstorm prior knowledge and *Locate* and mark on a map of NSW Kinchega National Park and other features, sites and places in and around Menindee. | | Using grid references *match* National Parks and other features and sites of Australia on a map. | Using *classifying* skills conduct a Minibeast hunt and tally in a list the Minibeasts found. | *Arrange* the minibeasts into the areas in which they were found and *create* a Minibeast map. | | | *Assess* where the most minibeasts were located within the school and *justify* why they might have been located where they were. |
| **Visual/Spatial**  **I enjoy painting, drawing & visualising** | *Listen* to a description of what Kinchega might look like at day and night and draw what you see. | *Look* at images of Kinchega National Park and other National Parks. | Describe what you see in pictures of a National Park. | *Plan* a strategy for caring for a particular place to encourage minibeasts to survive and identify what makes this habitat special. | | | *Construct* a model, painting, drawing etc. of a Minibeast to be included in your **RAT** *(Choose a Minibeast and write a report including; name, habitat and lifecycle).* |  |
| **Kinaesthetic**  **I enjoy doing hands-on activities, sports & dance** | Look at and *discuss* a Habitat in the school as well as what might live in it. | *Find* some insects share the same habitat and look at why? | *Describe* food chains and how some of the insects in our school Habitats fit into one. | *Investigate* using the internet what food webs contain. *Apply* this research to planning for your groups diorama. | | | **RAT**  In pairs or groups of 3 *construct* a diorama of a theme-park for a Minibeast. | *Evaluate* your and another groups diorama. Use a matrix to justify. |
| **Musical**  **I enjoy making & listening to music** | *Listen* to sounds of the rainforest and discuss the sounds you hear as well as making a list of sounds that you might hear. | | Complete a chart of sounds and *identify* the animals they come from. | *Arrange* rainforest sounds recordings to the tune of another song. Eg Ba Ba Black Sheep. |  | | *Construct* a rain-stick using toilet rolls and rice. |  |
| **Interpersonal**  **I enjoy working with others** | *Make* two thinking clouds, one for insects and the other for spiders. | *Find* and *list* the differences between insects and spiders. | *Match* insects and spiders to their images. | *Examine* a habitat in Kinchega National Park and *investigate* the food webs within. | | | *Design* a brochure for a National Park. Include all of the features you would like to have as part of your National Park. | **RAT**  In small groups review and *critique* a National Park (from the created brochure) and make *recommendations* to the government for improvements and protection. |
| **Intrapersonal**  **I enjoy working by myself** | What are the significant natural, built and heritage features of the local area? | Write a *recount* of the Minibeast hunt. | *Express* your feelings about Minibeasts using poetry. | *Classify* and identify insects and spiders. | | On a map of Australia *compare* the locations of National Parks and their environments. | **RAT**  Choose a Minibeast and write a report including; name, habitat and lifecycle and present to the class in radio form. | |
| **Naturalist**  **I enjoy caring for plants & animals** | *Observe* Minibeast video to generate interest and draw out prior knowledge of Minibeasts. | *Define* what makes a Minibeast. | *Recognise* the importance of some Aboriginal land and water management practices. |  | | *Compare* ways in which members of the community use features of the community to meet their needs. | Plan and *create* a worm and ant farm. Evaluate and make recommendations for improvements in future ant and worm farms. | |
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**Learning Outcomes/The Essential Learnings**

TS2.1 - Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum

TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

## RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.

## RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.

RS2.8 Discusses the text structure of a range of text types and the grammatical features that are characteristic of those text types.

WS2.9 - Drafts, revises, proofreads and publishes well structured texts that are more demanding in terms of topic, audience and written language features.

WS2.10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.

WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.

WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features of the various text types used.

DS2.1 Gathers and organises data, displays data using tables and graphs, and interprets the results.

SGS2.3 Uses simple maps and grids to represent position and follow routes.

WMS2.3 Uses appropriate terminology to describe, and symbols to represent, mathematical ideas.

ENS2.5- Describes places in the local area and other parts of Australia and explain their significance.

ENS2.6- Describes people’s interactions with the environments and identifies responsible ways of interacting with environments.

LTS2.3 **-**Identifies and describes the structure and function of living things and ways in which living things interact with other living things and their environment.

INVS2.7 Conducts investigations by observing, questioning, predicting, testing, collecting, recording and analysing data, and drawing conclusions.

DMS2.8 Develops, implements and evaluates ideas using drawings, models and prototypes at appropriate stages of the design process.

VAS2.1 **-** Represents the qualities and experiences and things that are interesting or beautiful by choosing among aspects of subject matter

MUS2.2- Improvises musical phrases, organizes sounds using colour and explains reasons for choices.

**This unit has been created by**

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