

Desert survivors

Week 1 Term 2

27th April, 2020

Classes P5, P8 & P11



Living things have structural features and adaptations that help them to survive in a desert environment

Note to parent

Lesson 1 is designed to explain their ideas about which structural features of animals might help them survive in a desert environment. It is the conclusion to our Biological Sciences topic which commenced in term 1. **Due Friday 1st May, 2020 by 3:05pm.**

Lesson 2 Due Friday 8th May, 2020 by 3:05pm.

I am excited to share your child's science learning journey this term and look forward to viewing their work. Please trim and glue any resource sheets from this fortnight work into the 'Home Learning' booklet, then take a photo of all work and email it to me by Friday 8th May, 2020.

Claudine Green 😊

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Resources

Where possible answers can be recorded directly into the 'Home learning' booklet (*instead of printing out the worksheets*).

Resource sheets 1, 2 & 3

TASK 1

Choose which monkey YOU THINK has a good chance of surviving in a desert environment using evidence of understanding of adaptations, and use of evidence-based reasoning. There is no 'correct' answer, however, there are appropriate claims and assertions about particular features and behaviours and whether they are adaptations

We are all spinning in circles

Week 2 Term 2

4th May, 2020

Classes P5, P8 & P11



What is our solar system and what features does it have?

Note to parent

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Through 'inquiry' we pose big questions that don't necessarily have one answer. We adopt an investigative approach to **teaching** and **learning** where students are provided with opportunities to investigate a problem, search for possible solutions, make observations, ask questions, test out ideas, and think creatively AND *use their intuition*.

I am excited to share your child's science learning journey this term and look forward to viewing their work. Please trim and glue any resource sheets from this fortnight work into the 'Home Learning' booklet, then take a photo of all work and email it to me by Friday 8th May, 2020.

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Resources

Dr Binocs – Online video 'Solar System'

<https://tinyurl.com/hq6zwzx>

Online song – We are the planets

<http://tinyurl.com/qyyjozg>

Resource sheet 4 & 5

TASK 1:

Discuss the solar system image on resource 4. Print resource sheet 4 or use a scrap paper to brainstorm:

- What do you already know about these planets?

TASK 2:

This video shows Dr Binocs in outer space looking at the Milky Way galaxy before zooming into our solar system and exploring the main features of each planet in order from closest to furthest from the sun. Use the information from this video to answer the questions on resource sheet 5: Our Solar System

TASK 3:

Reflection:

Listen to the song 'We are the planets'. This song reinforces the planets of our solar system in the correct order and provides more interesting facts about each.

<http://tinyurl.com/qyyjozg>

What changed at night?

This is an imaginary animal that is very similar to a monkey. It is adapted to living in the forest eating fruit, leaves and insects. It has dark fur to camouflage it in the shade of trees, although some individuals have lighter fur, and has a tail to help it swing through the trees. Imagine that a small population of them were stranded in an Australian desert. Look at the structural features of each monkey and read its description below. Which type of monkey do you think has a better chance of surviving in the new environment?

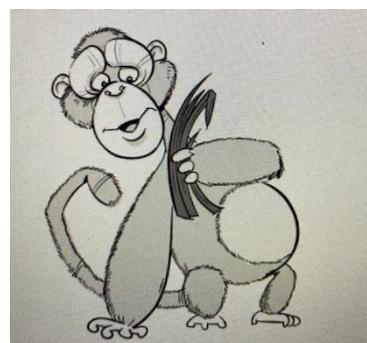
Monkey 1

Has tough lips and stomach and eats hardy, tough, dry grasses like spinifex. Doesn't sweat much and loves to run around during the heat of the day



Monkey 2

Has tough lips and stomach and eats hardy, tough, dry grasses like spinifex. Tends to sweat so prefers to stay in the shade or somewhere dark until dusk.



Monkey 3

Can't stomach tough plants but is very good at catching insects full of delicious liquids. Doesn't sweat much and loves to run around during the heat of the day.



Monkey 4

Can't stomach tough plants but is very good at catching insects full of delicious liquids. Tends to sweat so prefers to stay in the shade or somewhere dark until dusk.



Choosing monkeys

I think monkey has a better chance of surviving in the desert.

A key adaptation of the monkey I chose is...

It might help it to survive because...

My evidence for claim is...

Another adaptation of the monkey I chose is...

It might help it to survive because...

My evidence for claim is...

Another adaptation of the monkey I chose is...

It might help it to survive because...

My evidence for claim is...

Another adaptation of the monkey I chose is...

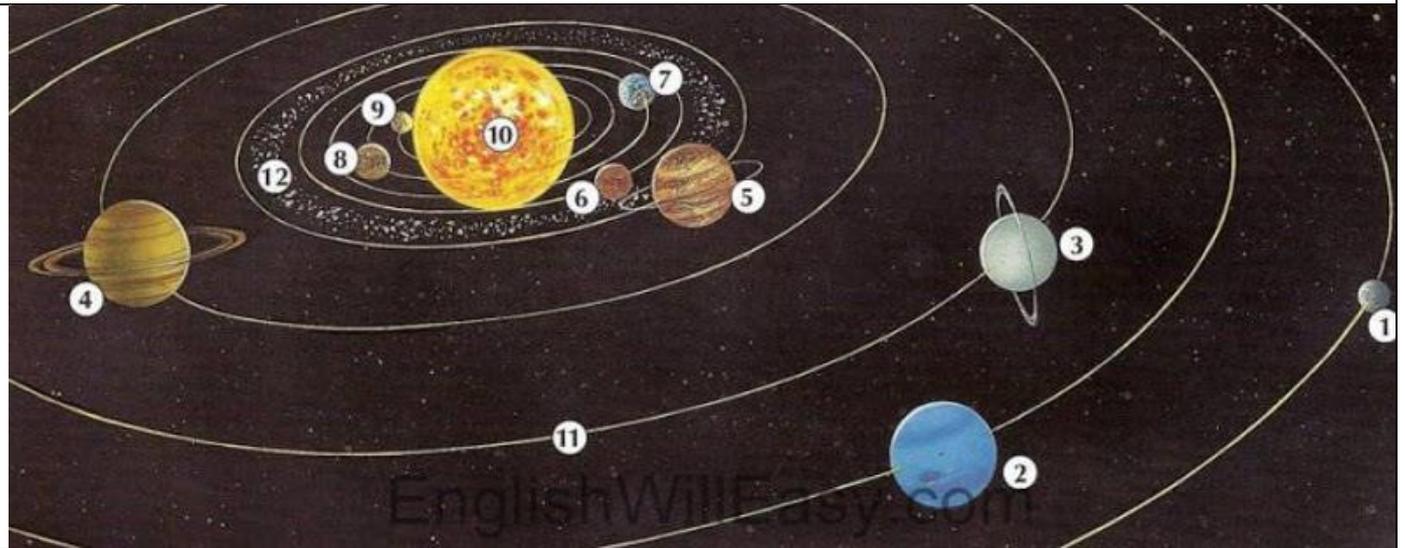
It might help it to survive because...

My evidence for claim is...

This chart will help you to make evidence-based assumptions about the monkeys.

Structural feature or behaviour	Possible claims
Light-coloured fur	It is camouflage in some deserts during the day. It helps reflect the rays of the Sun.
Dark-coloured fur	It helps absorb UV and protects from the Sun. It is camouflage at night.
Big ears	It allows animals to diffuse heat It helps animals hear noises
Small ears	Means that less dust and sand get in
Big feet	It stops the monkey sinking into the soil. It helps to dig.
Small feet	It is easier to fit into confined spaces like burrows.
Prefers eating tough plants	There are lots of plants like acacia and spinifex that they could eat.
Prefers eating insects and succulent plants	Those foods are rarer but have a lot of water.
Very active during the day without sweating too much	The monkey saves water and doesn't heat up as much.
Has a lot of fur	Lots of fur can help insulate against the heat and the cold. Monkeys without lots of fur might burn in the rays of the Sun.

The solar system



1. Pluto
2. Neptune
3. Uranus
4. Saturn
5. Jupiter
6. Mars
7. Earth
8. Venus
9. Mercury
10. sun
11. orbit
12. asteroid belt

Our solar system

Watch the video about our solar system and answer the following questions.

1. What is our galaxy called?

2. What is a solar system?

3. How many planets are found in our solar system?

4. Each planet has unique features that scientists use to describe it. Describe the unique features for each planet as shown by the video.

MERCURY

VENUS

EARTH AND THE MOON

MARS

JUPITER

SATURN

URANUS

NEPTUNE

5. What are the names of the five dwarf planets in our solar system?

- 1.
- 2.
- 3.
- 4.
- 5.