



Into the Outback

Day 3

TK-3RD GRADE

WELCOME

(5 min)

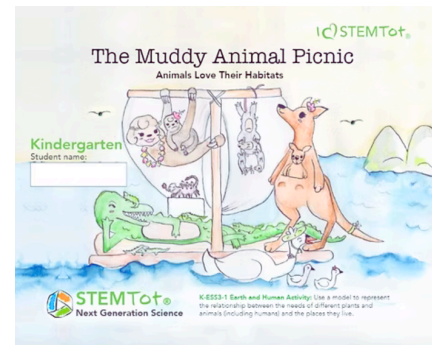
Say, "Today we will learn more about animals. We will also focus on patterns by making some dot artwork like the native people of Australia and solving puzzles!"

READING TIME

(20 min)

READ 'THE MUDDY ANIMAL PICNIC'

Read the STEMTaught story with your students. Use the Think, Pair, Share prompts at the bottom of the page to discuss the story and lead a class discussion.



GAME TIME

(30 min)

Materials:

- Cones or objects to mark a play area



AUSTRALIAN ANIMAL RELAY

Objective: Students play as some of the animals in the Australian Outback. They will relay race acting as these animals to see which team wins!

Instructions: Introduce the animals that will be used in the relay with the corresponding action. Alternatively, have the players come up with actions that they think that animal would do. Some animals and actions can include: **Kangaroo (hop)**, **Emu (run with arms down at sides)**, **Crocodile (army crawl)**, **Koala (bear crawl)**.

Organize the players evenly into teams with about 5-6 players per team. Teams will line up at one end of the playing field, about 6 feet apart from the other teams. Assign each player in line an animal with the corresponding action. For example, the first person in every line is assigned to be a kangaroo, the second an emu, the third a crocodile, and so on. To play the game, the instructor will say "Go!" and the first player in line from each team will race to the other side of the playing field and back while doing the action associated with their assigned animal. When they reach the starting point, then the next player may go. Play continues until everyone in the relay has had a turn to race. The team whose players make it all back first wins!

ART TIME

(60 min)

Materials:

- Brown paper
- Q-tips
- Paint



MAKE ABORIGINAL STYLE ARTWORK

Objective: Students learn to make dot paintings. Sidewalk chalk can also be used for a fun rendition Say: **"Dot paintings originated as an art form from the native Australians. They would use dots and symbols to create artwork. Today we are going to try out this fun technique!"**

What you'll do:

1. Students watch this media about dot art. They can choose to create a turtle like in the film or make their own design!

<https://youtu.be/tXxuOF0qMss>

2. Read students the Aboriginal Dot Art History handout.

3. Provide students with the templates or craft paper, pencils, paints, and Q-tips.

Play this relaxing Aboriginal Didgeridoo music as students work:

Say: **The didgeridoo is a long wooden instrument made by Aboriginal people of Australia. It makes deep, buzzing sounds. People have played it for thousands of years during ceremonies, storytelling, and to connect with nature. Let's listen to it while we paint.**

https://www.youtube.com/watch?v=bG_F6w7_Sh8

4. Students dip Q-tips in paint and fill in their animal shape template with dots and add dot patterns to the shapes around it. Let students take their time and use a variety of colors. They can paint multiple pieces both on the templates and on the brown paper. Let students take their time and use a variety of colors. Circulate and talk to them about what they are making. Call on student volunteers to share their work.

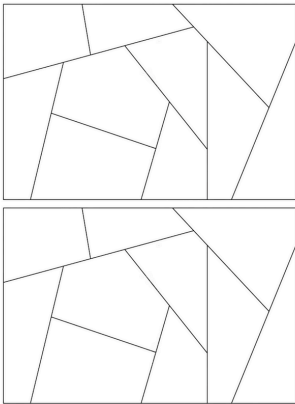


PUZZLE TIME

(60 min)

Materials:

- Puzzle
- Markers/coloring utensils



USE THE SCIENTIFIC PROCESS: CREATE YOUR OWN PUZZLE

Objective: Each student gets a blank puzzle. Students draw their own design on their blank puzzle.

Instructions:

Say: **Today, you get to create your very own puzzle! It can be related to the outback, to winter, or anything else you like. Once you have drawn your design, cut carefully along the lines to make your puzzle pieces. Write your initials on the back of each one and jumble them up. Then, you can solve your puzzle—and you can also switch with a friend to see if you can solve theirs!**

Step 1: Design your puzzle

Draw and create any scene you like. You can think about patterns you want to have, or shapes that you would like to use. Remember, your drawing can span over many puzzle pieces, just like in a real puzzle.

Step 2: Color it in!

Color your puzzle in with any colors and patterns you like.

Step 3: Cut your puzzle pieces

Use scissors to carefully cut out your pieces. You can ask your teacher for help.

Step 4: Be proud of your work!

Say: **Congratulations! You have just made your very own puzzle. Write your initials on the back of each piece.** (Students can also put their pieces in a baggie). Say: **Scientists like to keep all their data organized.** Students should try to solve their own puzzle.

Say: **You've taken very important steps today! If you aren't done with the puzzles yet, that's okay. We will come back to this and finish our puzzle. You can also try to solve a friend's puzzle!**

STEM TIME

(60- 80 min)

Materials:

- Egg handouts



EGG HUNT AND BIRD NESTS

Objective: Say: "It's time to get ready for an egg hunt! Emus are large birds with long necks and legs. They can grow to be 6.2 feet tall, making them one of the tallest birds in the world! There are Emu eggs hidden around the playground and you get to find them! Are real eggs easily breakable? Yes! Once we find our eggs we are going to need to create a nest for them to stay safe in. What kinds of things are nests usually made out of? Let's find some eggs and create our nest for them!"

Instructions:

1. Cut out the printed eggs.
2. Give each student an egg to color and decorate.

Say: "Emus hatch out of giant eggs and they grow to be up to 6' tall! Emus can run really fast. They can sprint up to 30 miles per hour! Emus build their nests on the ground using grass, leaves, and sticks. The male emu takes care of the eggs and chicks after the female lays the eggs and leaves. Emus are native to Australia."

3. Hide the eggs outside around the playground or classroom. The students will go on a hunt to find them.
4. Once the students have found the eggs, it's time to build a giant nest for them! This will be a collaborative group effort.
5. Make a large circle and have the students start collecting sticks, leaves, grass, etc for the nest.
6. They can add the eggs they found to the nest.
7. Tell the students that they will each be able to take an egg home.

STEM STORY**RELAY RACE****STEM ART****PUZZLE TIME****EGG HUNT +
BIRD NEST****METRIC****English Language Development 3.2 Participating in Read-Aloud Activities**

Engage in read-aloud activities with English- language books and communicate about the content of the books.

Physical Development Foundation 1.4 Running

Run with a longer stride length and each foot off the ground for a longer period of time. Show more control when stopping running. Swing their arm while stepping with the opposite leg more consistently.

Foundation 1.1 Attending to and Engaging in Visual Arts

Demonstrate increased attention to and engagement with a variety of visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new.

Visual Arts Foundation 1.2 Communicating About Art Forms and Elements

Notice and communicate about specific elements that appear in art (such as color, line, texture, or perspective), and describe how objects, forms, or representations are positioned in the artwork.

Math Foundation 4.6 Mental Rotation

Rely on trial and error to determine how objects move in space and fit in different locations (for example, try to fit an object into a hole by rotating, flipping, or sliding the piece in different orientations until it fits)

Math Foundation 2.5 Sorting and Classifying

Notice similarities and differences in the attributes of objects. Sort and classify objects by one attribute into two or more groups.

Approaches to Learning Foundation 3.3 Problem-Solving Together

Collaborate with peers in problem-solving during play and learning activities, sometimes for a short period of time and sometimes longer.

Performing Arts Foundation 3.5 Engaging in Role-Play

Engages in role-play (representing a person, animal, or character) using a wider range of voices, movements, and gestures.

Science Foundation 3.6 Growth, Change, and the Life Cycle of Living Things + Foundation 3.7 Needs of Living Things *(Describe the needs of humans, animals, and plants for growth and survival (for example, food, water, sleep, sunshine, shelter).*

ABORIGINAL DOT ART HISTORY



Aboriginal people originally did their artwork in the soil and on their bodies to communicate special messages. The soil can only hold the designs for so long before the wind erases them and painted bodies would eventually be washed.

All of this changed with a group of elementary school kids and their teacher in 1971. Their teacher's name was Geoffrey Bardon and he was assigned as an art teacher for the children of the Aboriginal people in Papunya, near Alice Springs. He wanted the students to paint a mural based in traditional styles on the school walls. The murals sparked interest in the community. He asked the students to paint the stories onto canvas and board. Soon many adults began painting

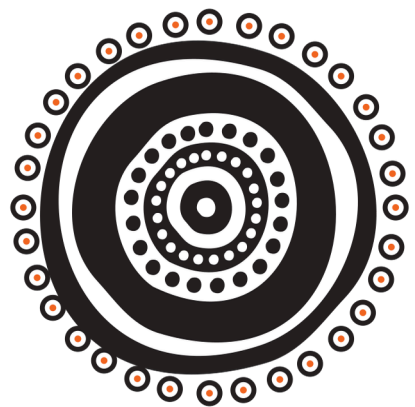
Bardon helped the Aboriginal children and artists to transfer depictions of their stories from desert sand to paint on canvas. Now their art style is well known and recognized throughout the world. Bardon was described by Time magazine in 1999 as a "trailblazer" and one of the South Pacific's most influential people for his work with Aboriginal artists in the Papunya settlement in Central Australia.

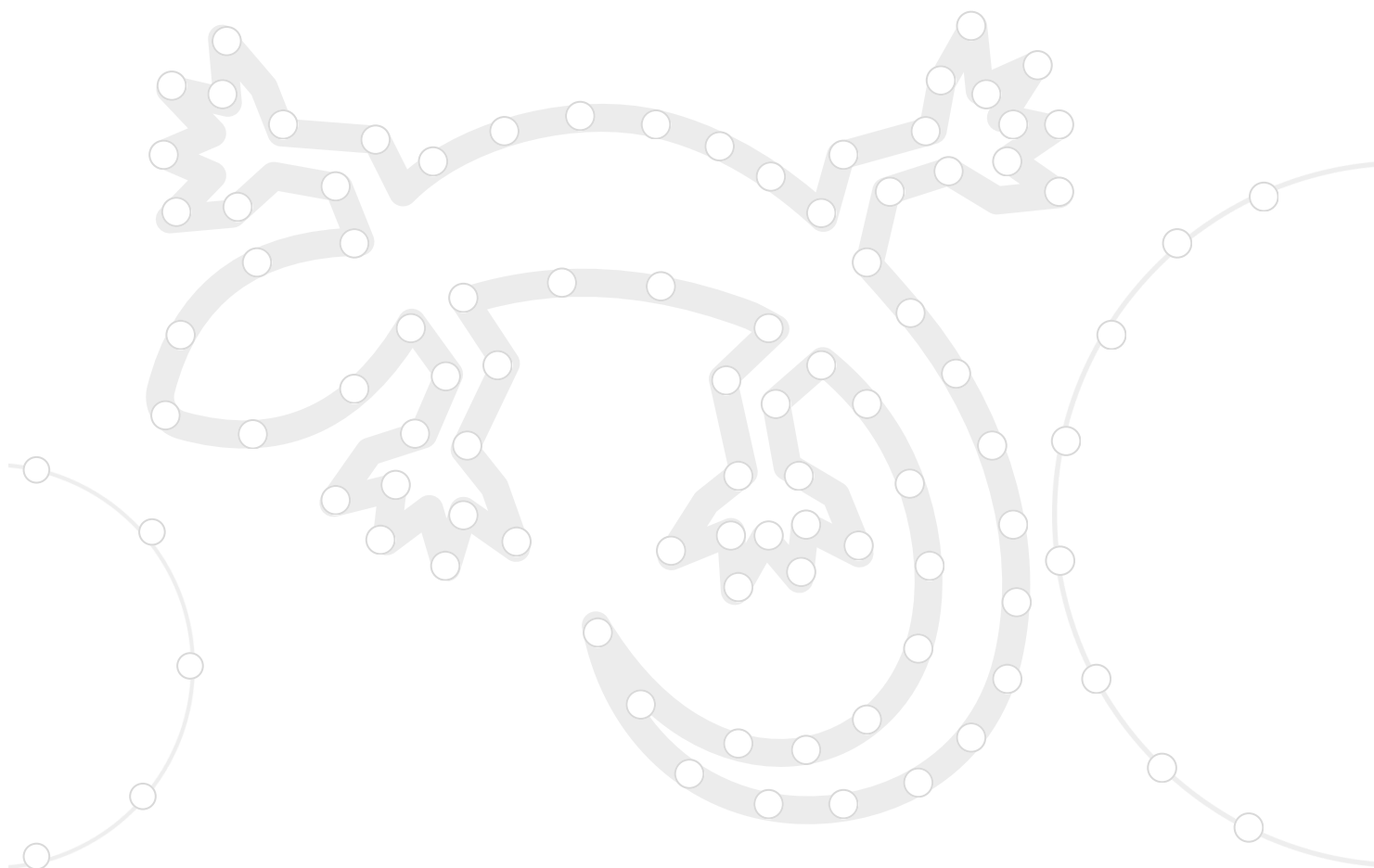
Would you like to join those early students and create your own dot art picture? Remember you can experiment with different things to make your dots. You can go outside and collect a stick, you can use your pencil eraser end, you can use the end of a paintbrush, Q-tip or something else you think up. Have fun!

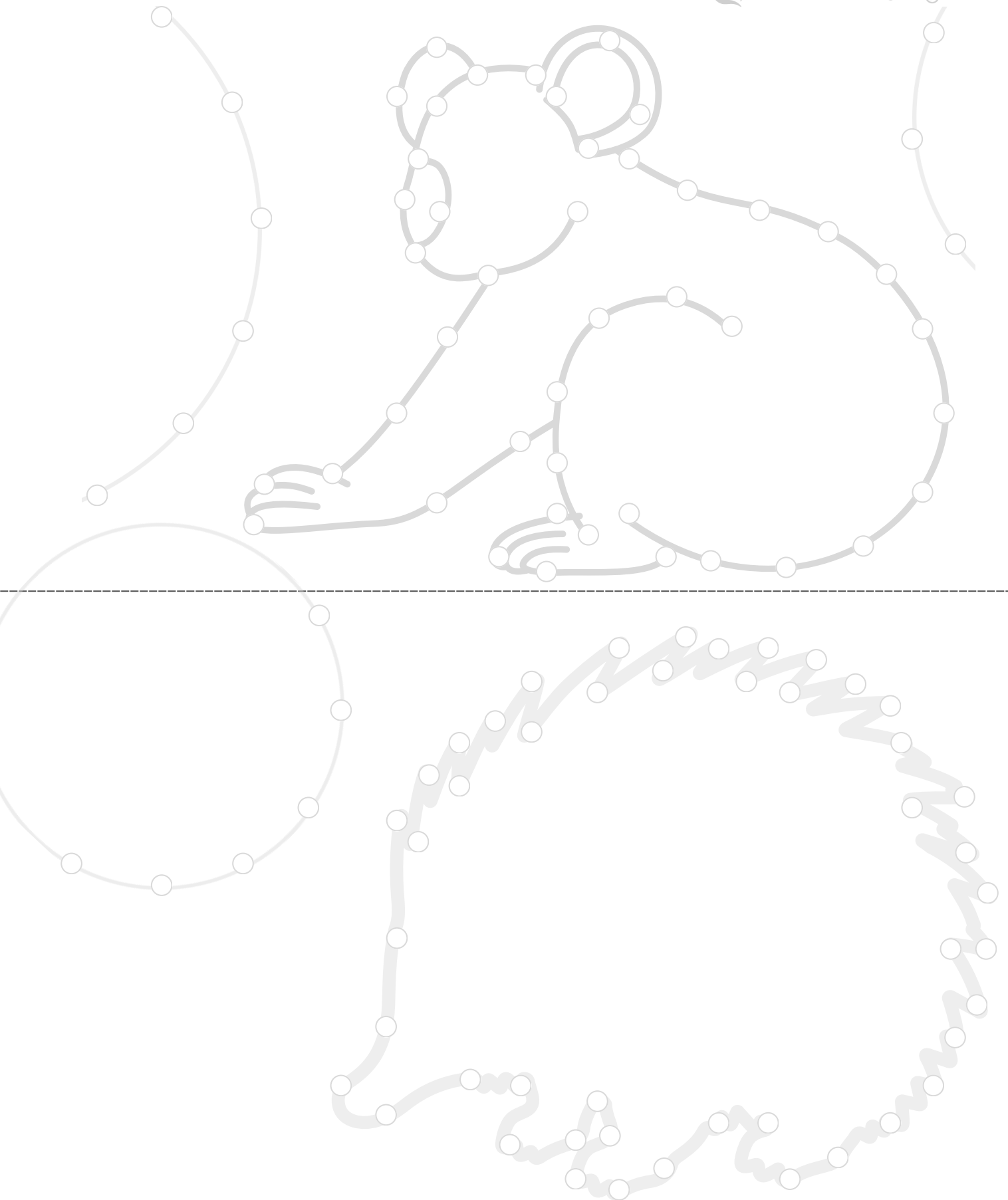
References cited: <https://www.aboriginal-art-australia.com/aboriginal-art-library/aboriginal-dot-art-behind-the-dots/> https://en.wikipedia.org/wiki/Geoffrey_Bardon



MINGI MAY BARNES, WHO IS FROM THE WANGKATJUNGKA ABORIGINAL COMMUNITY, IN THE KIMBERLEY (NORTHERN) REGION OF WESTERN AUSTRALIA.

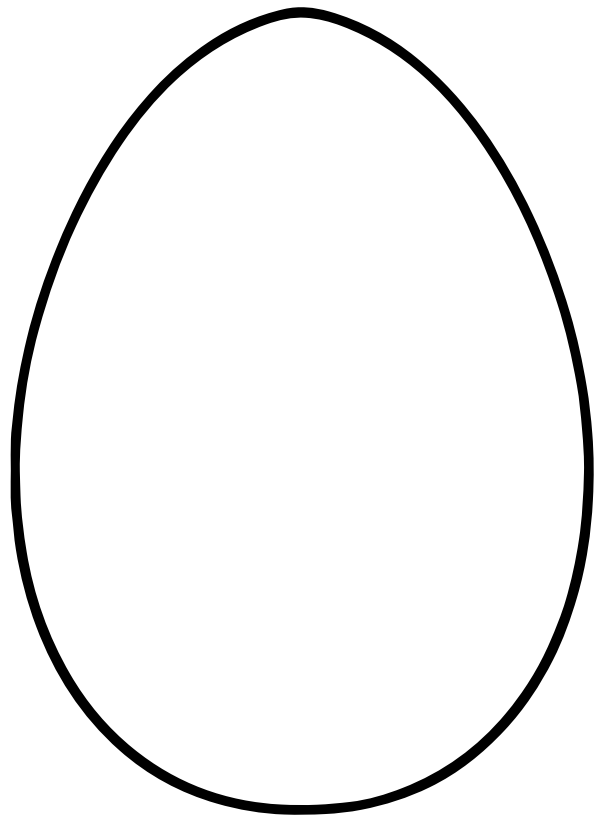
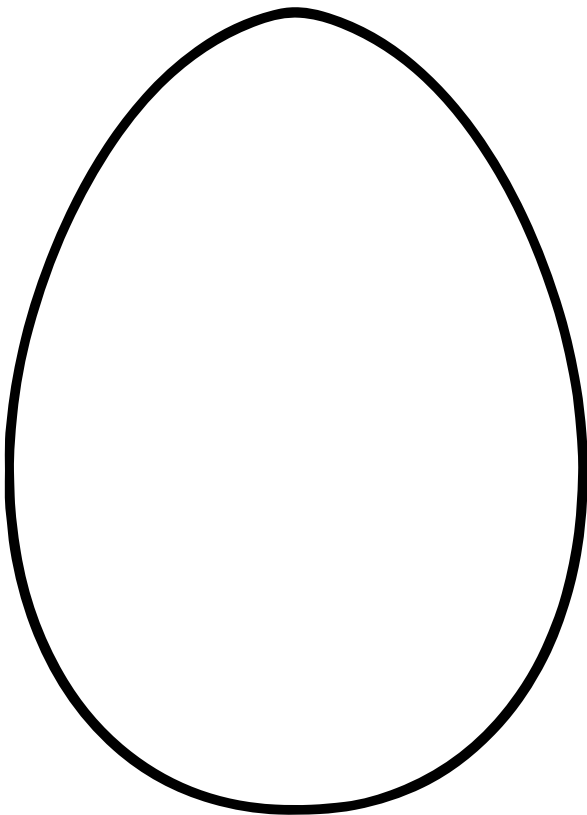
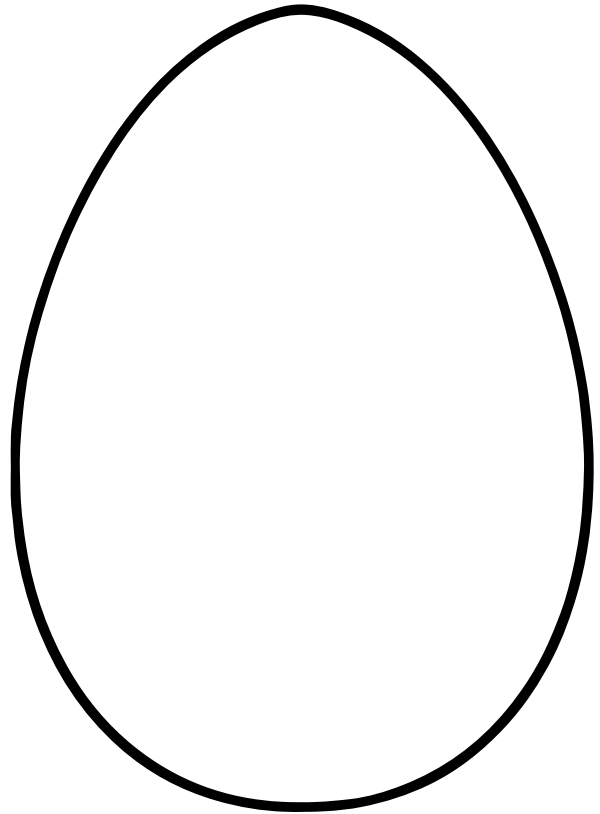
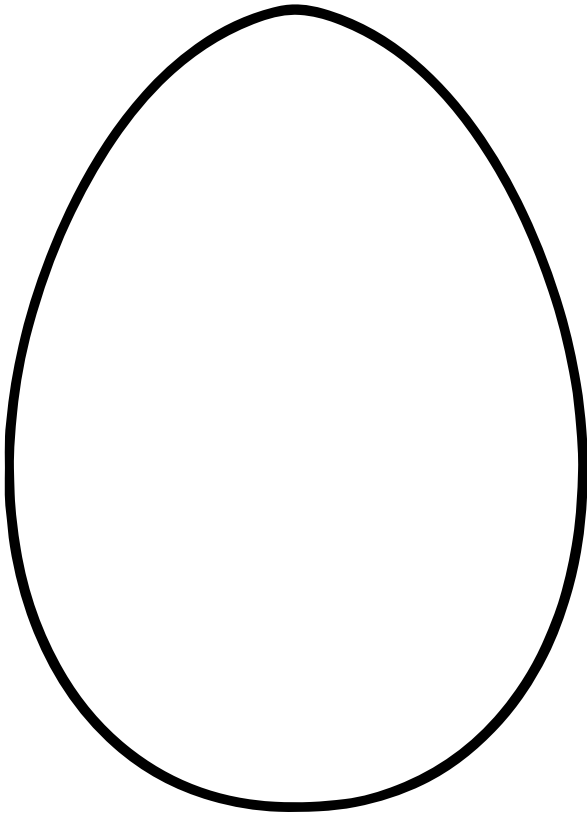






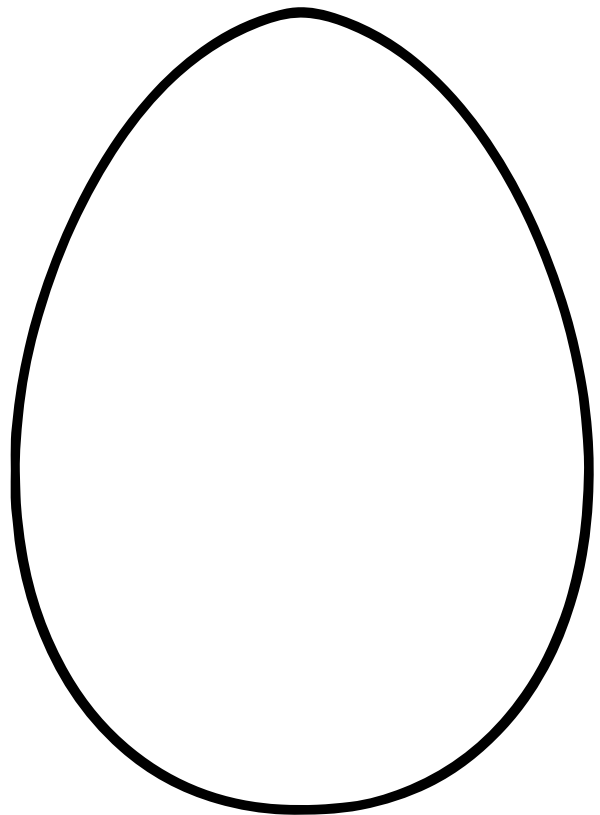
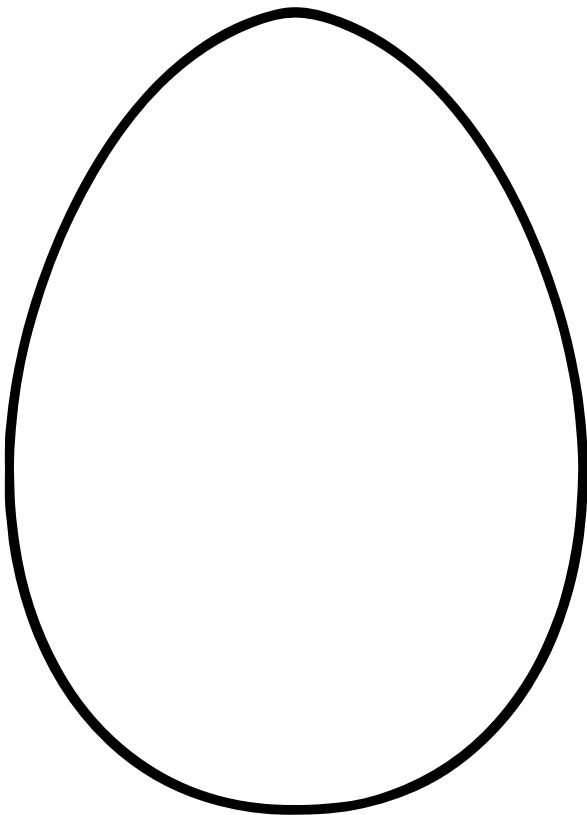
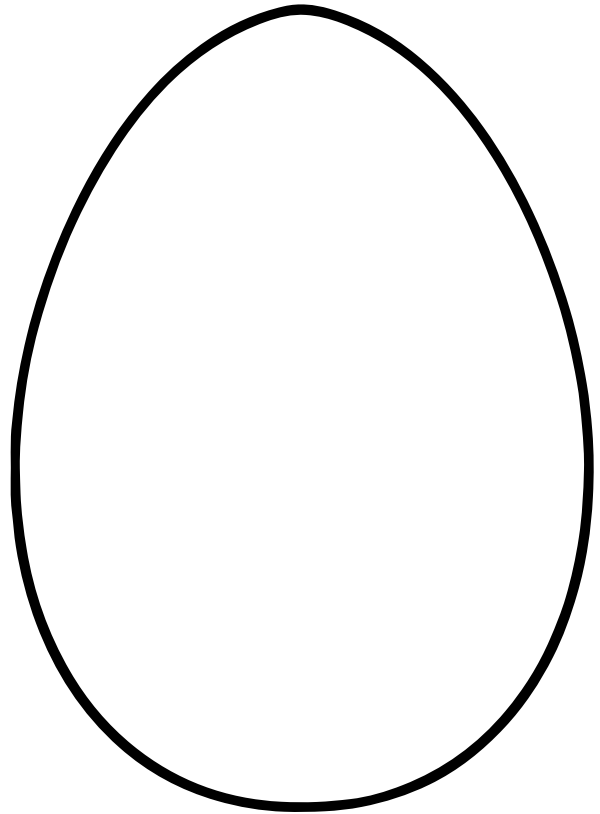
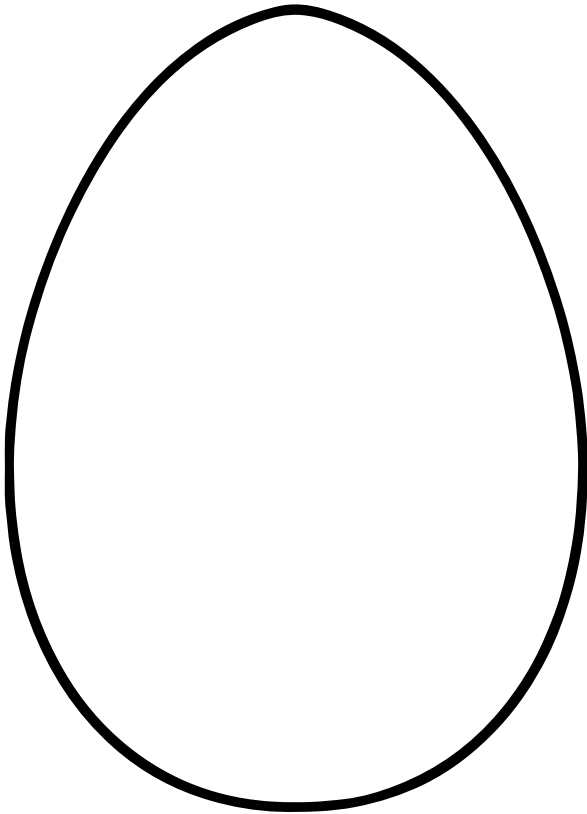
Egg Hunt

Cut out and Color an Emu egg to go on an egg hunt! The teacher or some helpers can hide the eggs outdoors or inside. Once all the eggs have been found build a nest using found materials for your eggs.



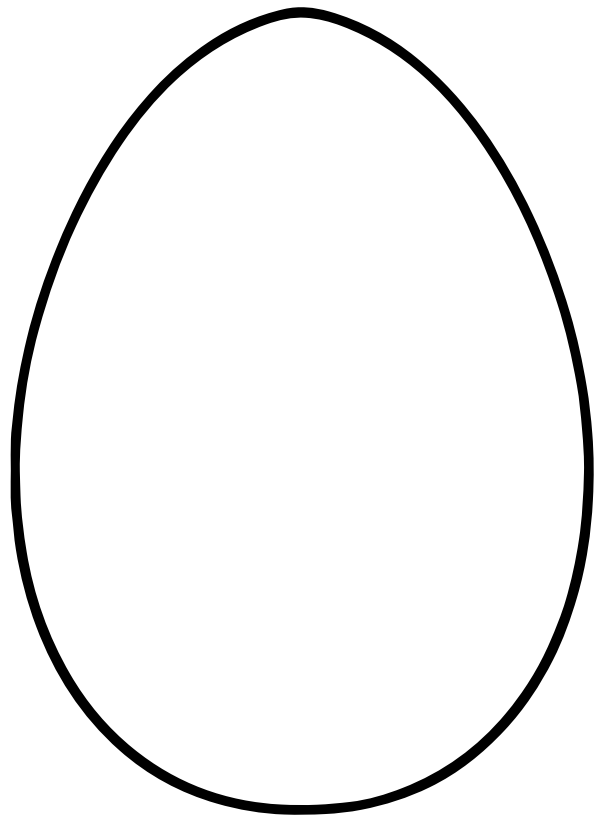
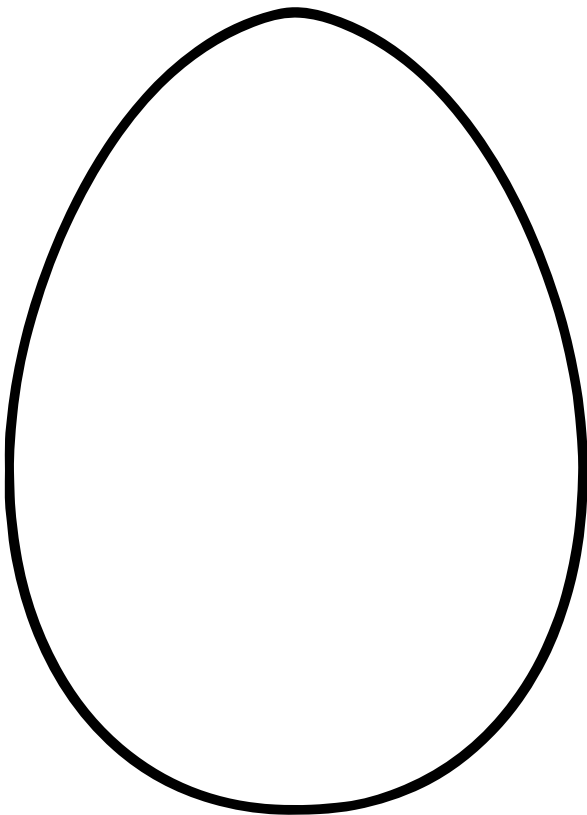
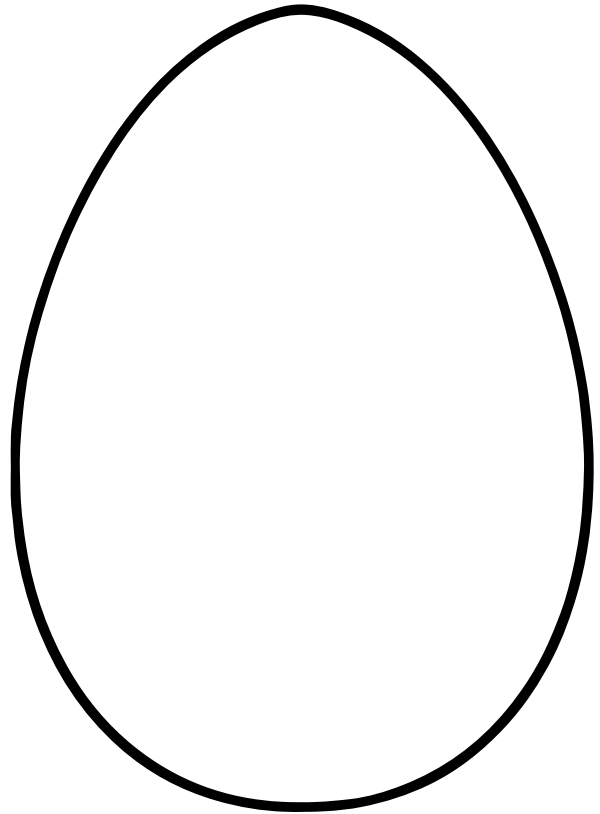
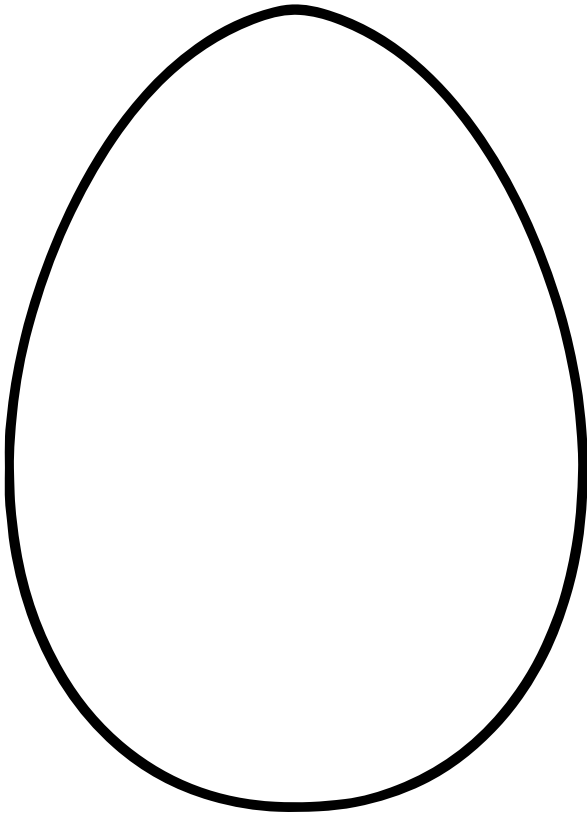
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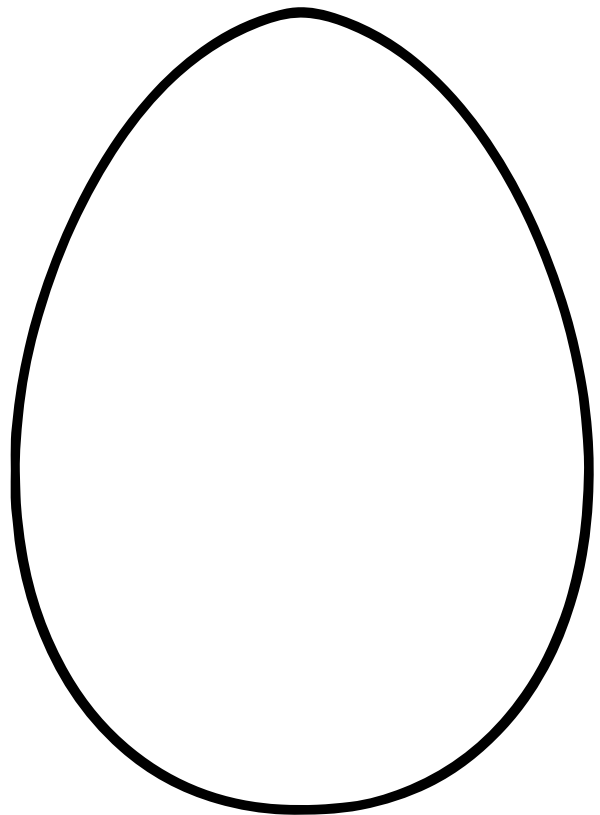
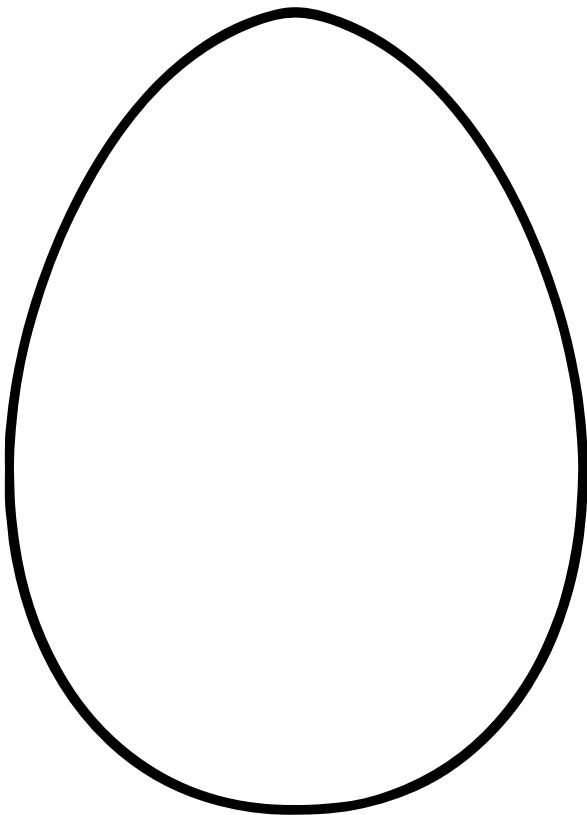
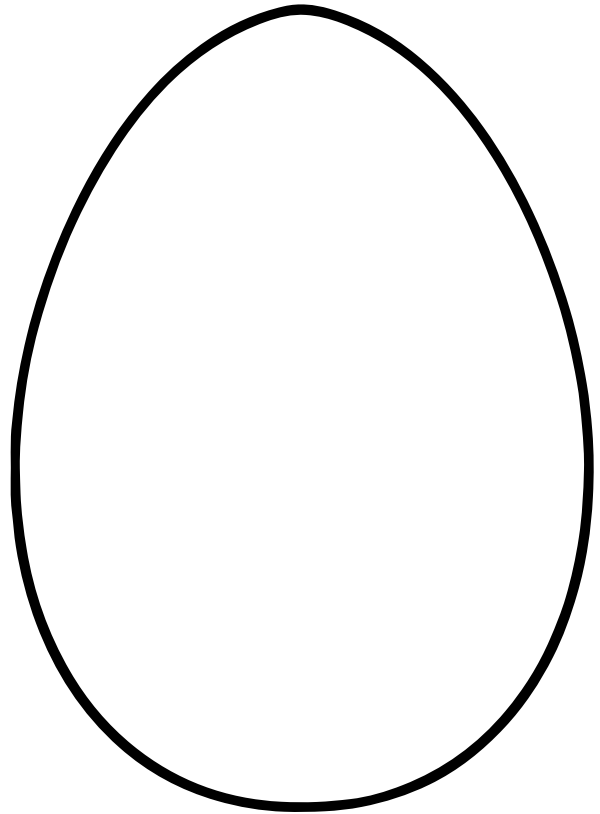
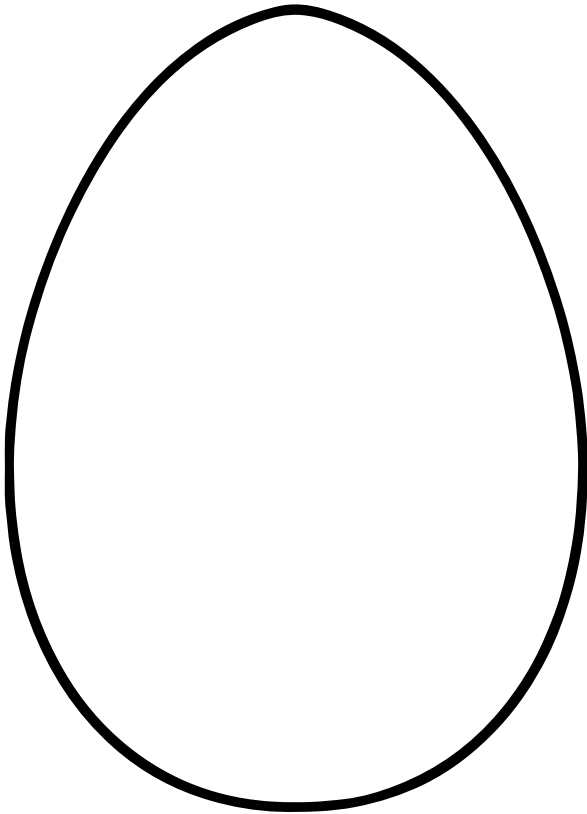
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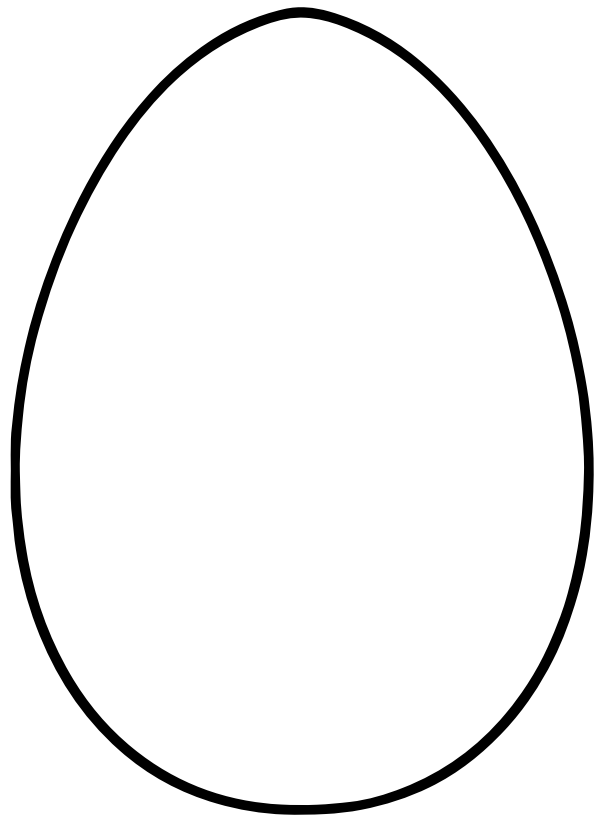
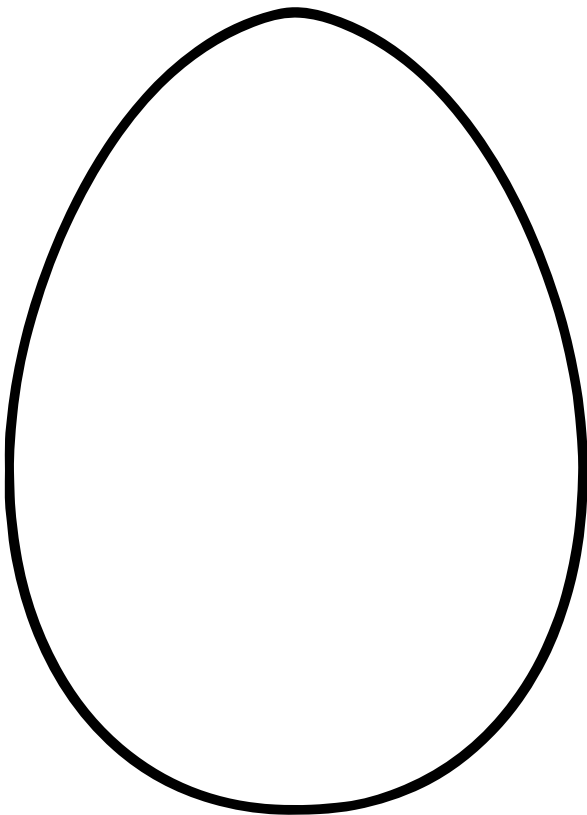
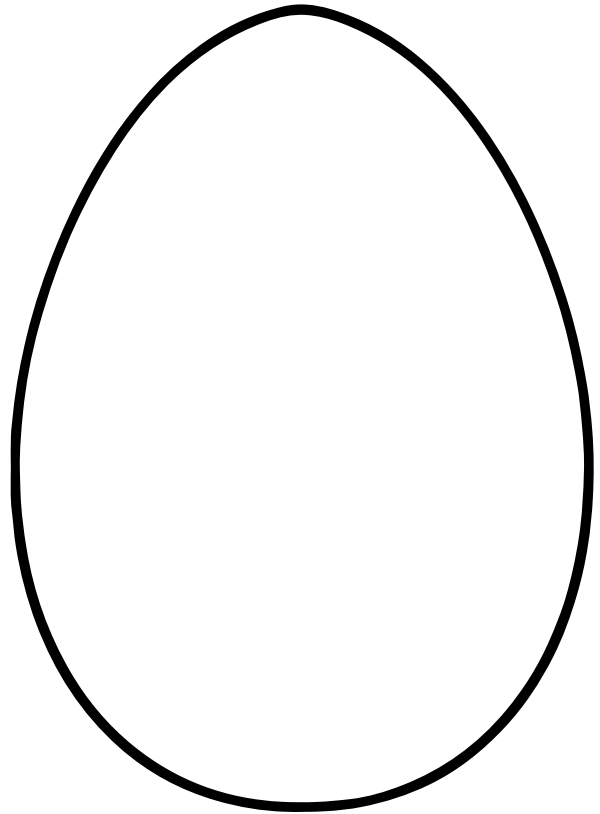
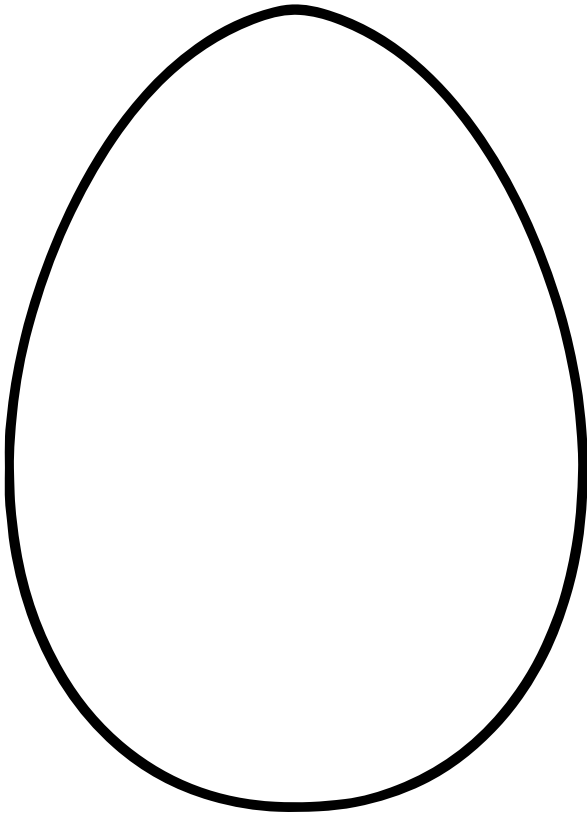
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