



# Summer Camp

## Into the Outback Day 3

TK-3RD GRADE

### WELCOME

(5 min)

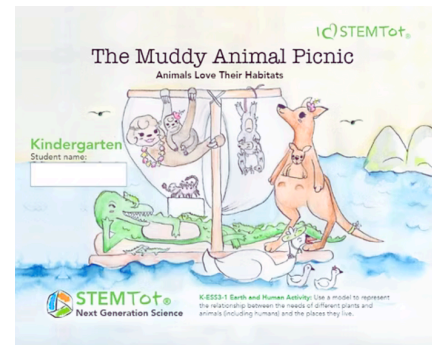
Say, "Today we will learn more about animals. We will also focus on patterns by making some dot artwork like the native people of Australia and solving puzzles!"

### 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](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.

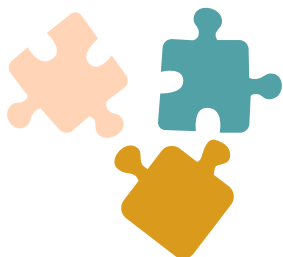


## PUZZLE TIME

(60 min)

### Materials:

- Puzzle



## USE THE SCIENTIFIC PROCESS: COMPLETE SOME PUZZLES

**Objective:** Students use the scientific process and group work to solve puzzles. Split into two groups and switch between solving two puzzles.

### Prep beforehand:

Set aside a corner of the room or table to store this puzzle as students will begin solving it today then come back to it on Day 4.

### Instructions:

Say: **When you're solving a big puzzle, you are curious, patient, and organized, just like a scientist. Follow these steps to solve your puzzle.**

#### Step 1: Collect your data

Turn all your puzzle pieces picture-side down. It is important for scientists to begin by collecting all the raw data, even before they know how it fits together.

#### Step 2: Sort and Observe — Organize your data

Now flip the pieces back, and start sorting. Put all the pieces that have a flat edge in one pile. These will be your corner and edge pieces. Scientists organize materials by putting it into piles.

#### Step 3: Build the Border

Study the picture on the box and begin to build the edges. Use all the flat sided pieces and build the frame. In science, this is called defining the problem or boundaries.

#### Step 4: Connect the pieces!

Work to put the body of the puzzle together by finding patterns and colors to match.

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 in a couple of days and finish our puzzle.**

## STEM TIME

(60- 80 min)

### Materials:

- Egg handouts



## STEM SNACK

(10 min)

### Materials:

- Freeze dried fruit



## 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.

## ENJOY FREEZE DRIED FRUIT SNACKS!

Say: "Today's snack is freeze-dried fruit—crispy, light, and full of flavor! In the Outback, where the heat is intense and fresh food can be hard to carry on long journeys, travelers and explorers need lightweight snacks that don't spoil. Freeze-dried fruit is perfect. It's easy to pack, stores well, and gives you energy without needing a refrigerator!"

### What you'll do:

Let students enjoy their freeze dried fruit snacks. They can try to tear it into small pieces and different shapes! Say: "Can you use the fruit pieces to make a little Outback scene on your napkin or plate? Maybe a sun, a lizard, or a rock formation!"