



Year one: Museum safari

Where do animals live? What do they do?

These inquiry cards have been written for parents and other adults to read to students in various parts of the Biodiversity Gallery. They focus students' attention on animal features and habitats.

They address the Australian Curriculum Science Understandings for year one, including:

- Living things that have a variety of external features
- Living things that live in different places where their needs are met
- Exploring what happens when habitats change.

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- **Marine South Australia**
- **Museum Safari**
- **Where do animals live?**
- **What do they do?**

Teacher information

The following cards have been written for parents or other adults to read to students in various parts of the South Australian Museum's Biodiversity Gallery. They focus students' attention on animals' features and habitats.

Links to the Australian Science Curriculum – year one

- Living things have a variety of external features.
- Living things live in different places where their needs are met.
- Exploring what happens when habitats change.

TfEL

- Promote dialogue as a means of learning.
- Build on learners' understandings.
- Communicate learning in multiple modes.

Leader information teacher information

- After your group has explored the gallery, collect a card from the class teacher.
- You only need one card at a time. Each card will direct you to a different part of the gallery (use the colour clues to get to the right area).
- Read the *italicised* text on each card to your group, (or say something similar).
- The card also has other information to help you to assist the students.
- When using the cards, please keep your students together as they move through the gallery.
- The cards ask:
 - Where do animals live?
 - What do animals do?
 - How do animals use their bodies?

Where do animals live?

“Somewhere in this room is part of a beach. Let’s find it.”

- When students find the beach display, ask them what’s at the beach (sand, water etc.) Ask them what animals and plants live on the beach.

“Somewhere in this room is part of a forest. Who can lead us to it?”

- When students find the trees, ask them what’s in a forest (trees, shade, leaves etc.) Ask them what animals and plants live in a forest.

“Somewhere in this room is part of a desert. Let’s find it”

- When students find a desert display, ask them what makes a desert (sand, dry, hot etc?) Ask them what animals and plants live in a desert.

What do animals do?

“All these animals live in South Australia. Let’s look at them carefully. Can we find an animal that is good at flying?”

- When a flying animal (such as a bird, bat or dragonfly) has been discovered, ask students to draw one part of its body that helps it fly.

“Can we find an animal that is good at swimming?”

- When a swimming animal (such as a fish, frog or platypus) has been discovered, ask students to draw part of its body that helps it swim.

“Can we find an animal that is good at digging?”

- When a digging animal (such as a wombat, snake or marsupial mole) has been discovered, ask the students to draw a part of its body that helps it dig.

“Can we find an animal that is good at hiding?”

- When a camouflaged animal (such as a lizard, frog or insect) has been discovered, ask students to draw a part of its body that helps it hide.
- These questions about flying, swimming, digging and hiding can be repeated.

Marine South Australia

What happens when things change?

“Who can find a pond?”

- When a pond has been discovered, ask the students, what would happen if the pond dried up?

“Who can find animals living in a tree?”

- When a tree has been discovered, ask the students, *what would happen if the tree was chopped down?*

“Who can find animals living in the sea?”

- When a marine animal has been discovered, ask the students, ask what would happen if rubbish was washed into the sea?

These questions about ‘what would happen if ...’ can be repeated for other animals’ homes.

Looking at parts of animals

“Some animals have body parts like ours. We have eyes. Can we find an animal with eyes?”

- When one is found, ask the students to name the animal if they can.

“We have legs. Can we find any animals with legs?”

- When one is found, ask the students to name the animal if they can.

“What other body parts do we have that some other animals have too?”

- The students may suggest ears, toes, etc. Ask them to show you examples (and to name the animals if they can).

“Some animals have body parts that we do not have. We do not have a tail. Can you find an animal that has a tail?”

- Ask them to show you examples (and to name the animals if they can).

“Can you find any other animals that have body parts that we don’t?”

- Ask them to show you examples (and to name the animals if they can).