

## UNIT OVERVIEW

<b>Teacher/Class:</b>	<b>Date:</b>
<b>Unit Title: The Sea</b>	<b>Learning Area: English/ integrated into science inquiry</b>
<b>Focus: Marine life and Conservation L3/4</b>	<b>Strand: Written/Oral</b>
<b>Achievement Objectives:</b> <b># Writing - transactional</b> <b># Reading</b> <b># Oral</b> <b>Objective details are on individual units linked to to each strand(attached)</b>	
<b>Specific Learning Outcomes:</b> <b>#Transactional Writing</b> Write instructions, explanations, arguments and factual accounts, express personal viewpoints on topics related to the sea. <b># Close Reading</b> Throughout this unit, strategies to clarify meaning - comprehension and exploring language - will be emphasised to further develop and extend the students' understanding and use of language in both reading and writing. <b>Speaking and Listening</b> Listen to and interact with others in a group or class discussion	
<b>Skills Objectives/Focus: Communication/Cooperation(ES)</b> Exploring Language =Explore the language used in different texts. Thinking Critically =Identify and talk about the meanings in written texts. Processing Information =Identify, gather, select, record present relevant info. Listen to and interact with others in a group or class discussion.	<b>Learning Styles/Modalities Addressed:</b> <b># Visual</b> <b># Kinesthetic</b> <b># Blooms taxonomy used</b>
<b>Teaching and Learning Context: integrated into science unit - The Sea (see integration overview)</b> <b>Teaching and Learning Sequence:</b> Select and adapt these learning activities to best meet the needs of your students, and to fit the time available: * Introduce the topic by brainstorming to explore students' prior knowledge: * What do we already know about the sea, fishing, fish? * What do we/I want to find out about? (suggest whaling and whales in New Zealand and around the world) Record students' responses on a chart and return to this at the end of the unit. Students to make bubbles to express their experiences and feelings about the sea. * Teacher sets up a Bus Stop. Example bus stop activity - students list the names of the members of the group who have: * swum in the sea * collected tuatuas * enjoyed raw mussels or oysters * thrown back an undersized fish * paddled a canoe * visited Kelly Tarlton's Underwater World * collected seaweed * seen a scallop shell * seen live coral * been seasick Following the bus stop, as a class discuss: * The different experiences and feelings we have about the sea. * Which activities were easy to complete and which were difficult to complete? Why? * As a class or in groups discuss "Why is the sea important to people?". Mind map or brainstorm ideas in groups. * As a class or in groups write down questions to investigate. What specific things do we want to find out about? Record students' ideas and return to this chart at the end of the unit.  <b>Whaling, Past and Present</b> *Close Reading: shared, guided and independent reading. *Read and discuss: *Why did whalers and sealers come to New Zealand? *Why and how did they kill large numbers of whales and seals?	
<b>ICT Component:</b> * use of internet to gather data for research on marine life especially marine fish * computers for presentation of reports, writing etc linked to unit( imovie, Keynote, Pages)	
<b>Assessment:</b> <span style="float: right;"><b>Assessment Criteria:</b> to be identified with students</span>  Group and class oral and visual presentations of inquiry based research reports	