KALTA

Watu & Malu class integrated unit

T4 2020

Science | HASS | Visual Arts | Health

Name: _____

Designed by Nicole Chataway

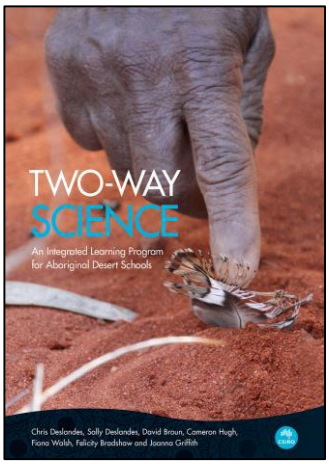
WHAT DO I KNOW ABOUT KALTA?

Draw a picture of some of the things you know about kalta.

Maybe you know what they look like or where they live?

Do you know what they eat? Do you know who their predators are?

Who in your family knows where to find kalta? Let's invite them on our excursion!



Activity | **'Two-Way Science'**
By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

Places, maps and country | Unit 2: Maps and mapping |Activities 1&2: Making a ground map

TEACHER COMMENT:

CURRICULUM LINKS:

Activity: Mud mapping where to go for kalta.

Explicit teaching: Mud mapping where we can find kalta near where we live.

ACARA: The representation of the location of places and their features on simple maps and models (HaSS). The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (HaSS). Living things have basic needs, including food and water (Science). Living things live in different places where their needs are met (Science). Living things depend on each other and the environment to survive (science). Observable changes occur in the sky and landscape (Science). Earth's surface changes over time as a result of natural processes and human activity (Science).

WHERE DO WE GO FOR KALTA?

Let's create a class mud map of where we might find kalta.

Photo of our class Mud Map of where we go for kalta.

Seesaw QR Code to watch the video!

Video of our class discussion about where we go for kalta.

TEACHER COMMENT:

CURRICULUM LINKS:

Activity: Where do we live and where do we find kalta?

Explicit teaching: Geographically mapping where we can find kalta near where we live.

ACARA: The representation of the location of places and their features on simple maps and models (HaSS). The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (HaSS). They describe how people in different places are connected to each other and identify factors that influence these connections (Geography). They explain why places are important to people, recognising that places have meaning (Geography). They represent data and the location of places and their features in tables, plans and on labelled maps (Geography).

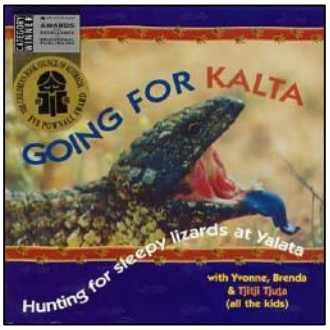
WHERE ARE KALTA FOUND?

Where do we live on a map of Australia? What are the states and territories?

Where can we find kalta in relation to where we live?

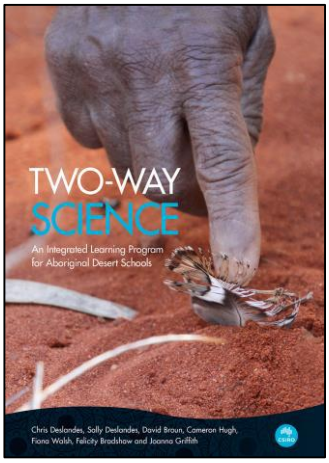
SOUTH AUSTRALIA

Seesaw QR Code to watch the video!



Life cycle information from |**'Going for Kalta'**
By Yvonne Edwards & Brenda Day (1999).

The Kalta's life story: Page 28



Activity | **'Two-Way Science'**
By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

Animals | Unit 6: Reptiles
Activity 6: Life cycle and behaviour

TEACHER COMMENT:

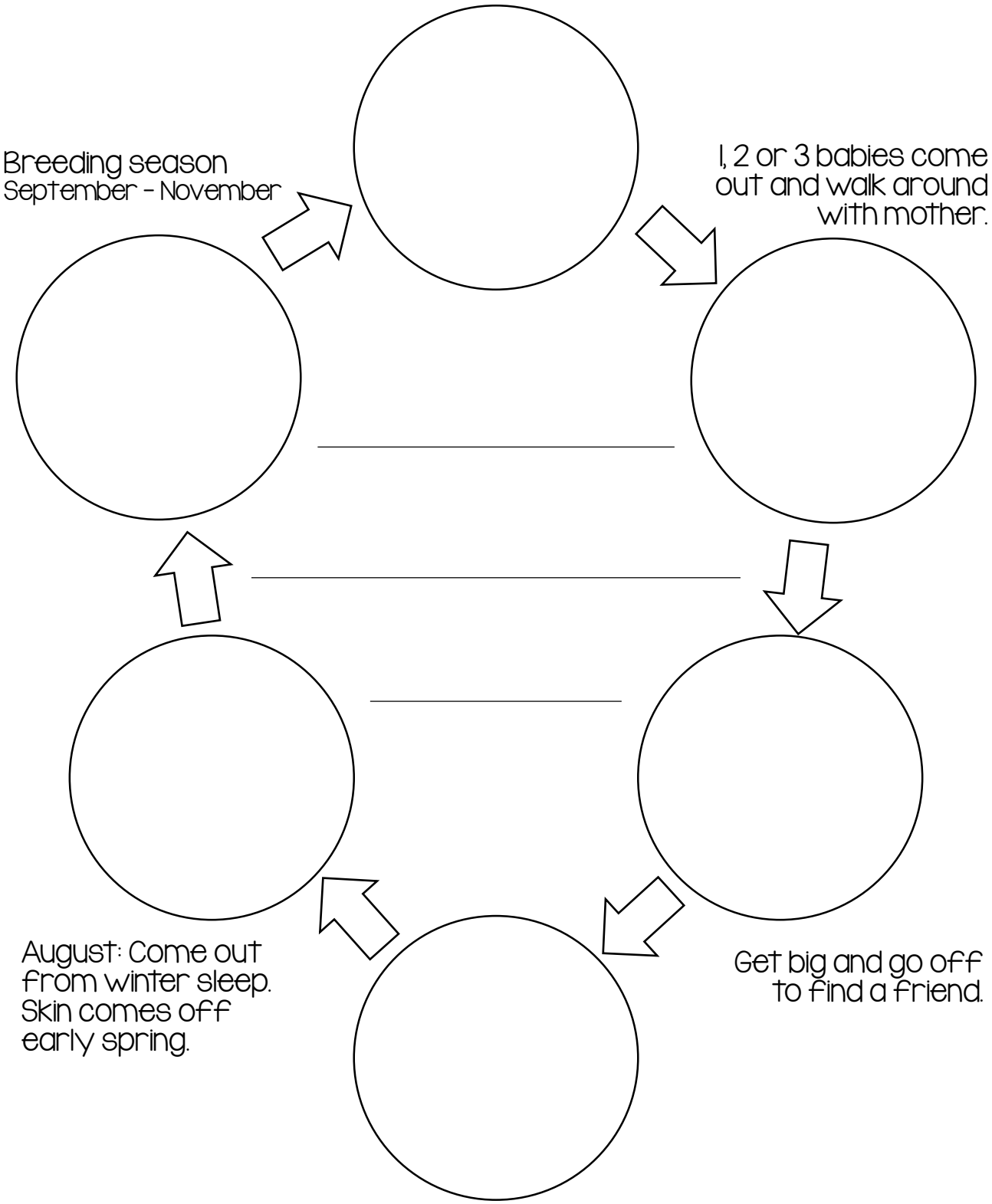
CURRICULUM LINKS:

Activity: Life cycle of kalta. This activity will include making a class seasonal chart for kalta using our knowledge of their life cycle and the months of the year.

Explicit teaching: Identifying and exploring the life cycle of kalta.

ACARA: By the end of Year 2, students describe changes to objects, materials and living things (Science). They record and represent observations and communicate ideas in a variety of ways (Science).

Eggs come
Baby kalta grow inside mother.



Breeding season
September - November

1, 2 or 3 babies come out and walk around with mother.

August: Come out from winter sleep. Skin comes off early spring.

Get big and go off to find a friend.

November: lay down and sleep all the winter.

TEACHER COMMENT:

CURRICULUM LINKS:

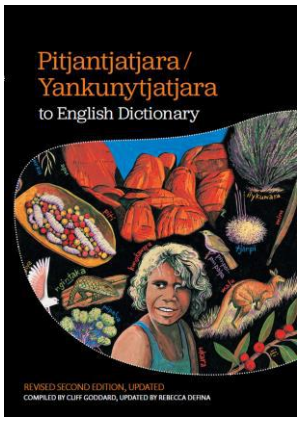
Activity: What can we create to trap/catch kalta? How do Anangu catch kalta?

Explicit teaching: Creating something that will be effective in helping catch kalta.

ACARA: Students identify needs, opportunities or problems and describe them (Design & Technologies). Students record design ideas using techniques including labelled drawings, lists and sequenced instructions (Design & Technologies). With guidance, students produce designed solutions for each of the prescribed technologies contexts (Design & Technologies).

DESIGN & TECHNOLOGY

What can we make to trap/catch kalta? How do Anangu catch kalta?



Teacher Resource | **'Pitjantjatjara/Yankunytjatjara to English dictionary'**
Compiled by Cliff Goddard & updated by Rebecca Difina(1992).

Mathematical terms to use:

- More
- Most
- Not many
- None
- Least
- Little
- Barely any

Predicting

- How many do you think we will find?
- Which place will have the most kalta?

TEACHER COMMENT:

CURRICULUM LINKS:

Activity: How many kalta did we find?

Explicit teaching: How to use a tally in a table to represent data collected. Practising writing the date on our work. Graphing the data collected on a simple graph.

ACARA: They collect, sort and display familiar data from a range of sources and recognise patterns in data (Maths). Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (Science).

HOW MANY KALTA DID WE FIND?

What places did we go out on country to find kalta?

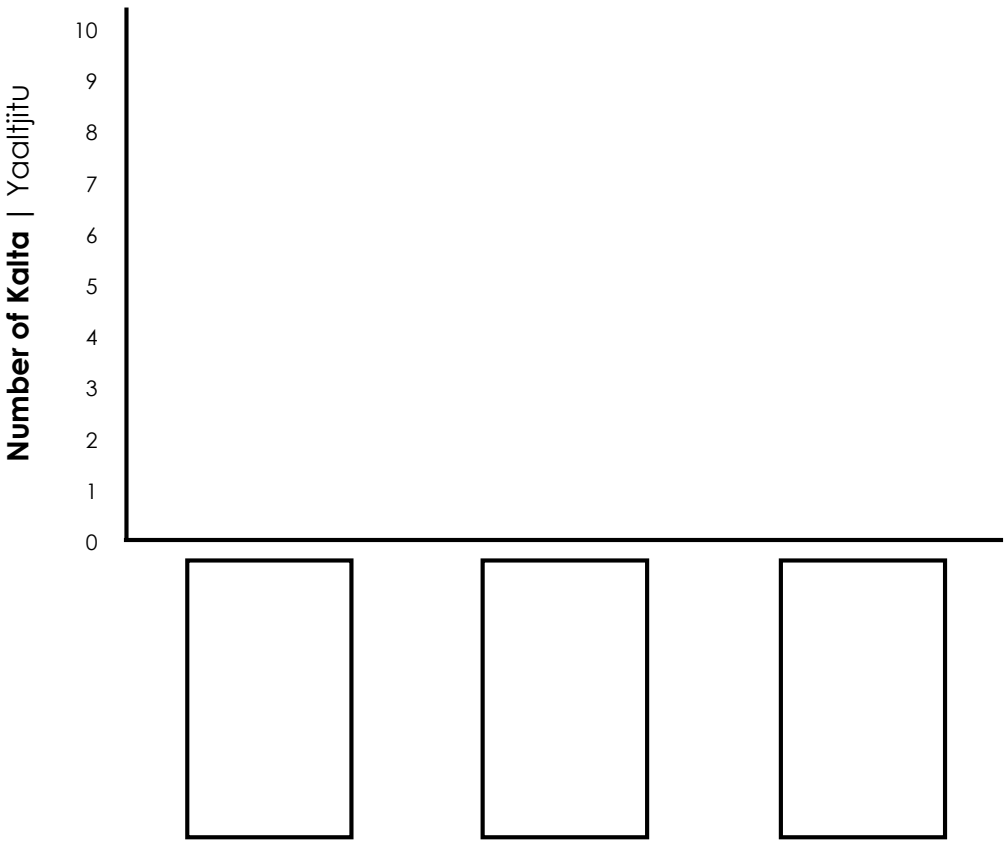
Where had the most kalta?

Record results in the table below and graph it underneath.

Date: _____

Location?/ **Ngura?**			
How many Kalta?/ **Yaaltjiṯu?**			

GRAPHING THE NUMBER OF KALTA FOUND



Place/country we found the kalta | nganala

Teacher Resource | **'Keeping Safe: Child Protection Curriculum, Early Years: Years R-2'**
The Government of South Australia (2017).

Questions to ask:
What would happen if…

- There is no food for kalta?
- Summer doesn't come?
- They can't find any water?

TEACHER COMMENT:

CURRICULUM LINKS:

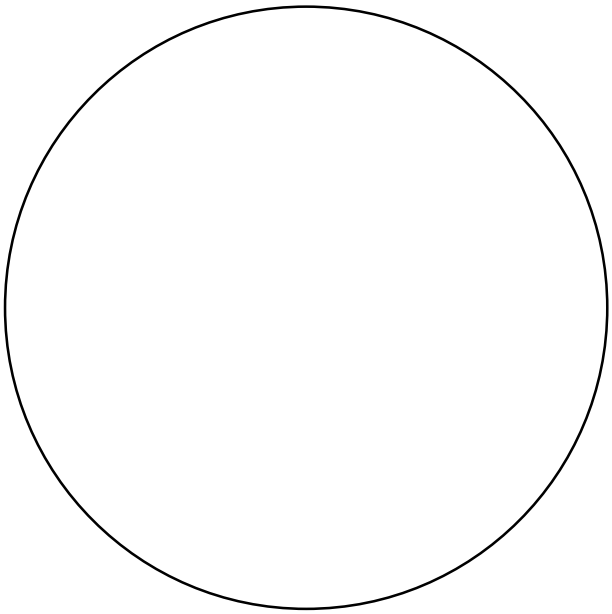
Activity: What do kalta need to survive?

Explicit teaching: What does this animal NEED to survive. Following on from Keeping Safe wants & needs topic (T3 2020).

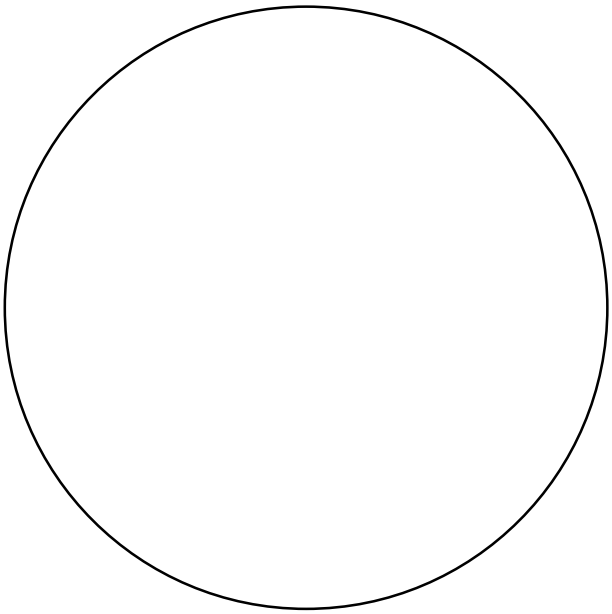
ACARA: Living things live in different places where their needs are met (Science). Living things have basic needs, including food and water (Science). People use science in their daily lives, including when caring for their environment and living things (Science). Living things have a variety of external features (Science). Wants & Needs (Keeping Safe: Child Protection Curriculum, Focus Area 2: Activity 1:1 F-2).

WHAT DO KALTA NEED TO SURVIVE?

Can you independently draw 4 things kalta need to survive?



1. _____



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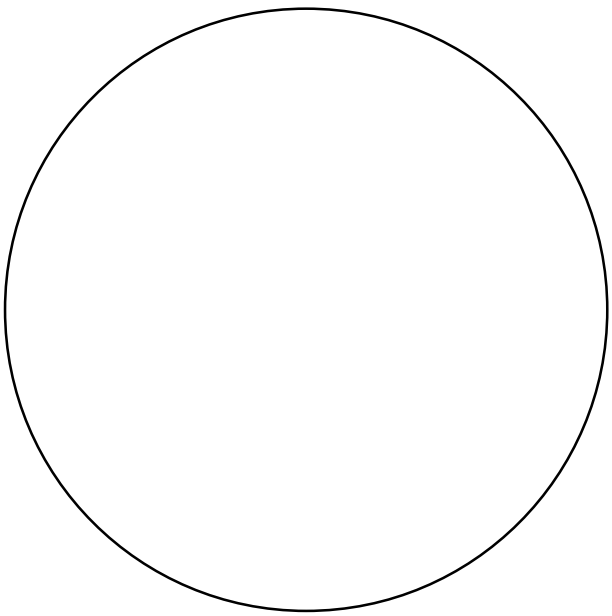
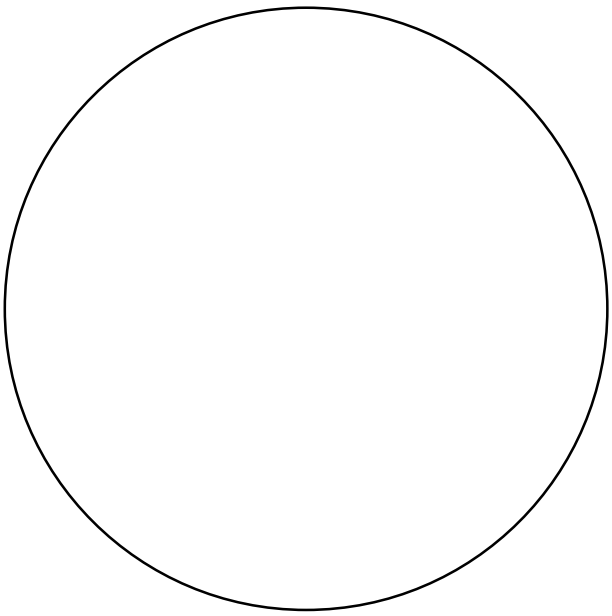


3. _____



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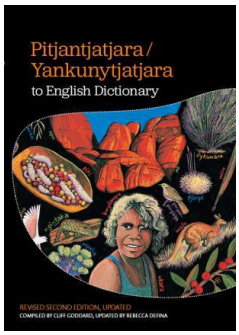

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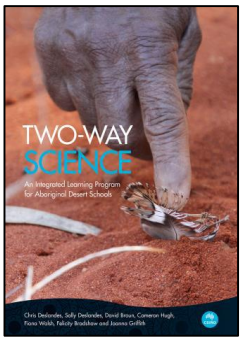

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Animals | Unit 6: Reptiles
Activity 7: Goanna anatomy (adapted)

TEACHER COMMENT:

CURRICULUM LINKS:

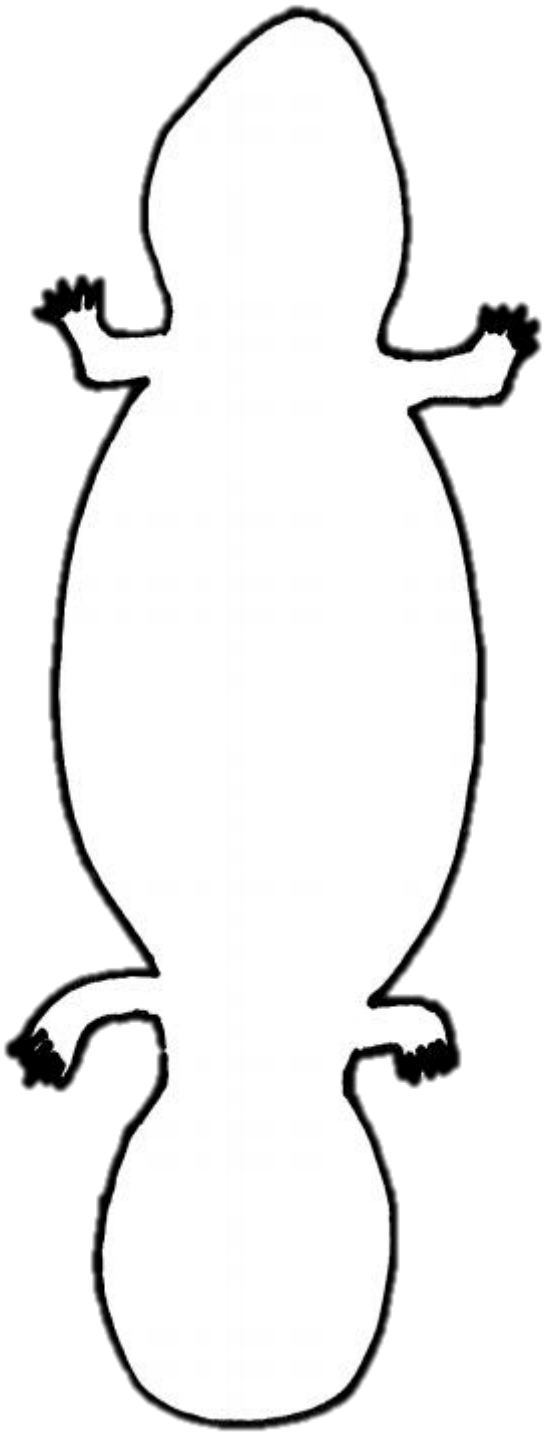
Activity: kalta anatomy.

Explicit teaching: What body parts do humans and kalta have in common?

ACARA: Living things live in different places where their needs are met (Science). Living things have basic needs, including food and water (Science). People use science in their daily lives, including when caring for their environment and living things (Science). Living things have a variety of external features (Science). Body Awareness: Parts of the body (Keeping Safe: Child Protection Curriculum, Focus Area 3: Activity 1:3 F-2). Students pose and respond to questions about their experiences and predict outcomes of investigations (Science).

KALTA BODY PARTS

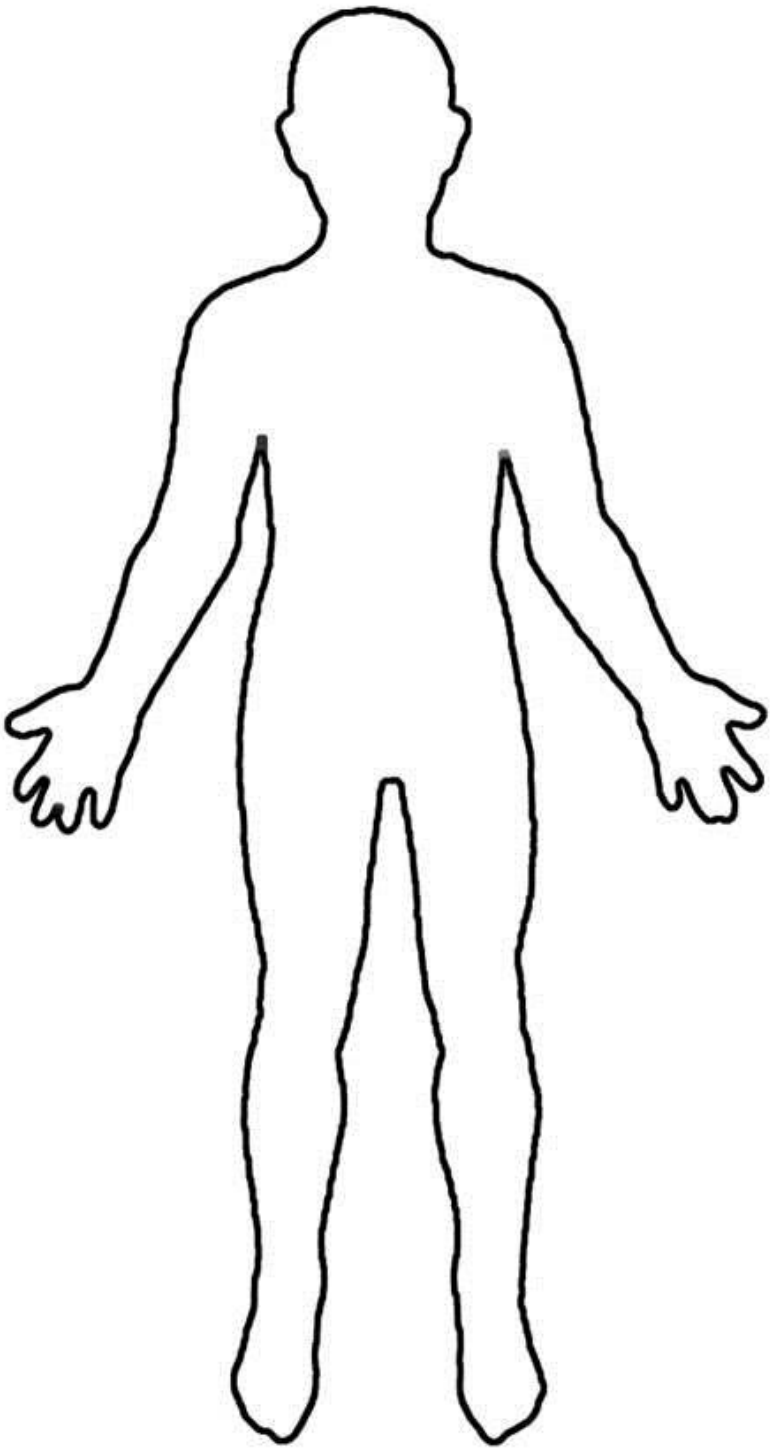
Labelling body parts of a kalta.



THE BODY PART IN English	THE BODY PART IN Pitjantjatjara

ANANGU BODY PARTS

Labelling body parts of a person.



TEACHER COMMENT:

CURRICULUM LINKS:

Activity: kalta art activity

Explicit teaching: Drawing/painting what we see. Symmetry of kalta.

ACARA: By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes (Visual Arts).

KALTA - VISUAL ART PROJECT

Watu Class students took photographs of the kalta we found on our excursion.

We also looked at what flowers and bugs they eat to add to our artwork.

This is my finished artwork | ngayuku walkatjunanyi

TEACHER COMMENT:

CURRICULUM LINKS:

Activity: What do I know about kalta now?

Explicit teaching: Reflecting on learning throughout the term.

ACARA: Students understand that their texts can reflect their own experiences (English). They identify and describe likes and dislikes about familiar texts, objects, characters and events (English). They retell events and experiences with peers and known adults (English). When writing, students use familiar words and phrases and images to convey ideas (English). Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops (English). They correctly form known upper- and lower-case letters (English).

REFLECTION ON MY LEARNING - KALTA

Draw a picture of what you have learnt about kalta this term.