

Tracking Tjina

Ngiyari & Kurutan Class Integrated Unit

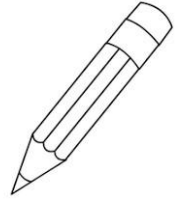
Term 1 2021

Science | HASS | Visual Arts



What do I know about tracking tjina?

Draw and label pictures to show some of the things you know about tracking tjina. Maybe you know what some tracks look like or where they lead to? Do you know where to find them? Why might Anangu track tjina?



Write a sentence explaining your pictures

What is something you want to learn about tracking tjina?

ASSESSMENT

Self Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

Science

Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena (year 1)

Students pose and respond to questions about their experiences and predict outcomes of investigations (year 2)

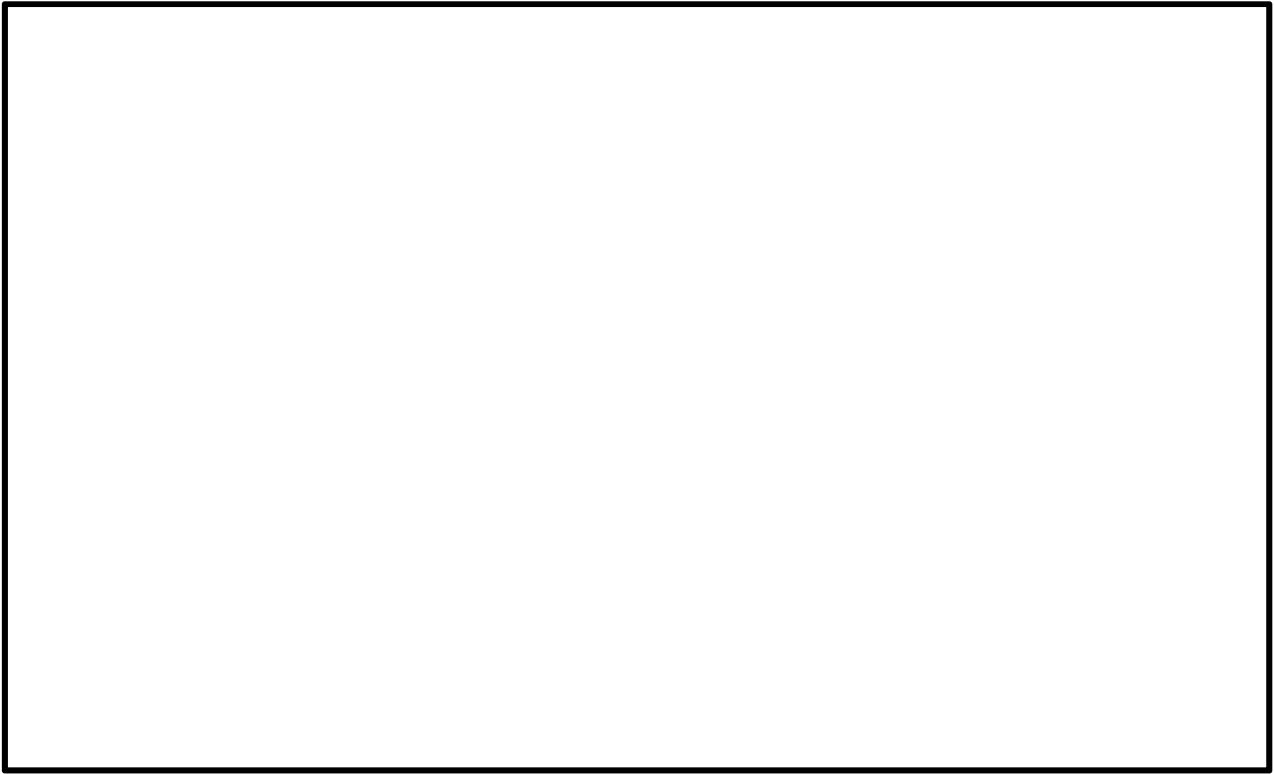
Students use their experiences to identify questions and make predictions about scientific investigations (year 3)

Students make predictions based on prior knowledge (year 4)

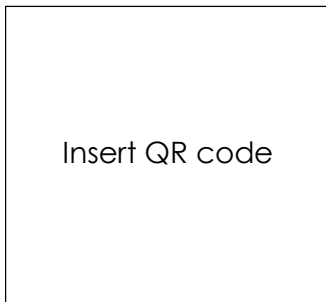
Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation (year 5)

What do I know about tjina tracks?

Draw some tracks that you know or have seen. Label what animal they belong to.



Describe one set of tracks you drew.



Scan me to watch our class making tracks!

ASSESSMENT

Self Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

Science

Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena (year 1)

Students pose and respond to questions about their experiences and predict outcomes of investigations (year 2)

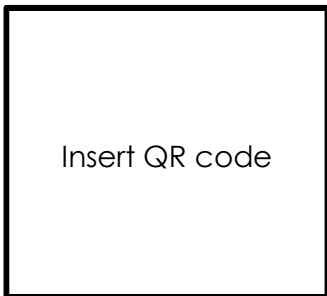
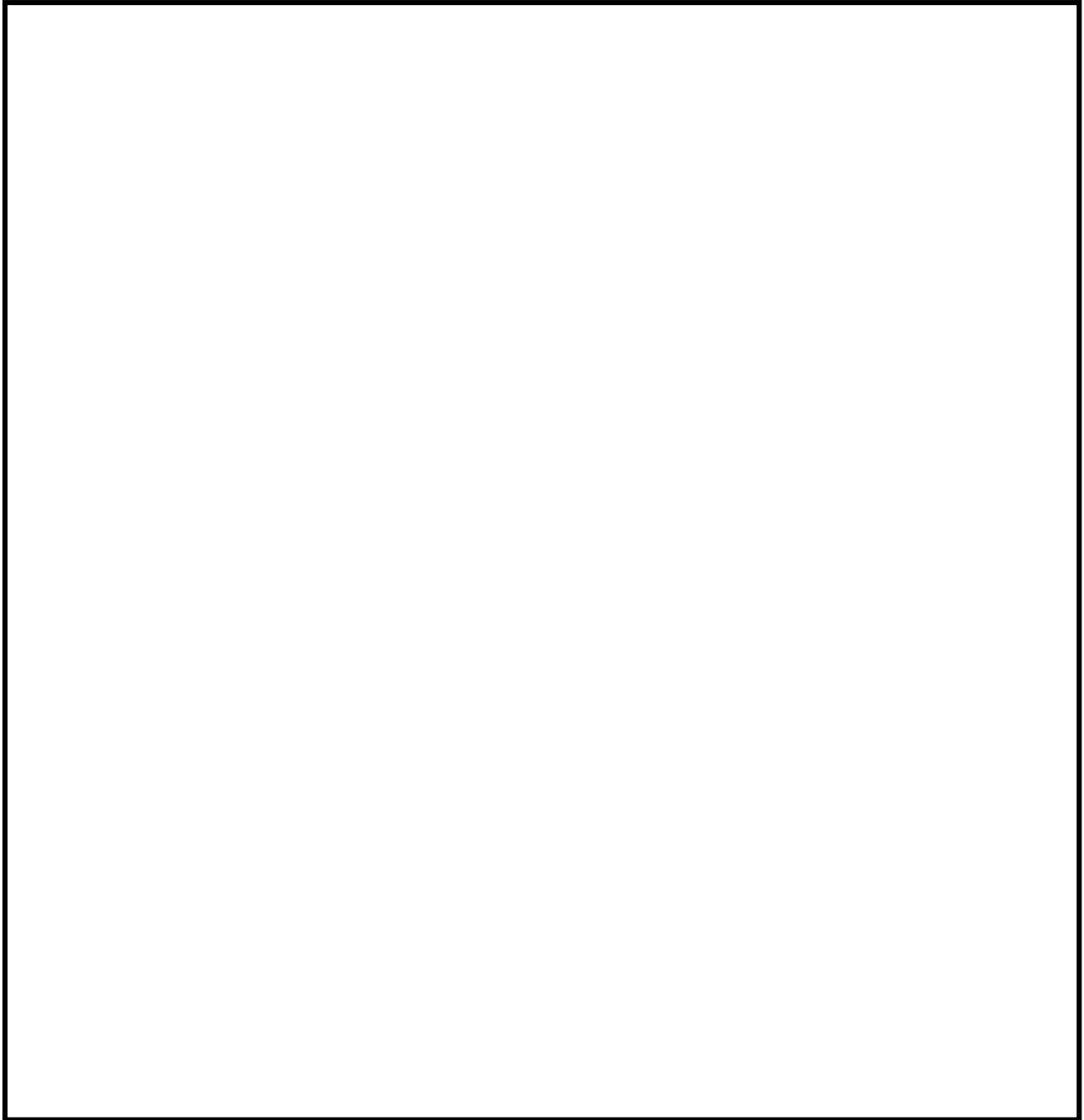
Students use their experiences to identify questions and make predictions about scientific investigations (year 3)

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Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation (year 5)

Where do we find tracks in Oak Valley?

Draw a mud map of where we will find tjina tracks. Lets go outside and make ground maps with natural resources.



Scan to watch us looking for tracks around community!

ASSESSMENT

Self Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

Science

Students observe the familiar features of places and represent these features and their location on pictorial maps and models.(Reception)

They represent the location of different places and their features on labelled maps and present findings in a range of texts and use everyday language to describe direction and location (year 1)

They represent data and the location of places and their features in tables, plans and on labelled maps (Year 2)

They describe the location of places and their features using simple grid references and cardinal compass points (Year 3)

They describe the location of places and their features using grid references and compass direction (Year 4)

They describe the location of places and their characteristics using compass direction and distance (Year 5)

Analyse & Sort tracks (open)

Cut, sort and paste the tracks we found into groups. Think about the size, shape, the animal it came from, whether it is living or non-living, and where we found it.

Describe how you sorted you Tjina Tracks

ASSESSMENT

Self Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

Science

Students share and reflect on observations, and ask and respond to questions about familiar objects and events (Foundation)

They follow instructions to record and sort their observations and share them with others (Year 1)

They record and represent observations and communicate ideas in a variety of ways (Year 2)

They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data (Year 3)

Students suggest explanations for observations and compare their findings with their predictions (Year 4)

Students organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations (Year 5)

Analyse & Sort tracks (closed)

Cut, sort and paste the tracks we found into two groups | Native and Feral.

Native Animals: Animals that were here and no human brought them here (Malu and Maku)

Feral Animals: Animals that humans brought here (Rabbits and Camel)

Native	Feral

Describe the impact of feral animals.

ASSESSMENT

Self Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

Science

Students share and reflect on observations, and ask and respond to questions about familiar objects and events (Foundation)

They follow instructions to record and sort their observations and share them with others (Year 1)

They record and represent observations and communicate ideas in a variety of ways (Year 2)

They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data (Year 3)

Students suggest explanations for observations and compare their findings with their predictions (Year 4)

Students organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations (Year 5)

Representing tjina tracks

How can we represent these tjina tracks? Do you know?

ASSESSMENT

Self Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

Science

Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena (year 1)

Students pose and respond to questions about their experiences and predict outcomes of investigations (year 2)

Students use their experiences to identify questions and make predictions about scientific investigations (year 3)

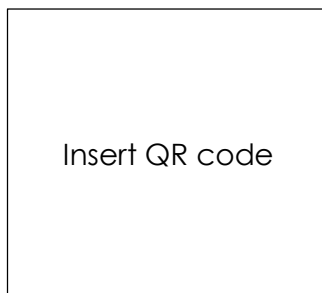
Students make predictions based on prior knowledge (year 4)

Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation (year 5)

Maps & Directions

When we look at maps, we use directions. The directions are **Kayili** (North), **Kakarra** (East), **Yulpari** (South), **Yapurra** (West). Label the map below with directions.

Label on this map where on this map have, we find animal tracks?



Scan me to see where we find tjina tracks in Oak Valley.

ASSESSMENT

Self Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

HASS

Students observe the familiar features of places and represent these features and their location on pictorial maps and models.(Reception)

They represent the location of different places and their features on labelled maps and present findings in a range of texts and use everyday language to describe direction and location (year 1)

They represent data and the location of places and their features in tables, plans and on labelled maps (Year 2)

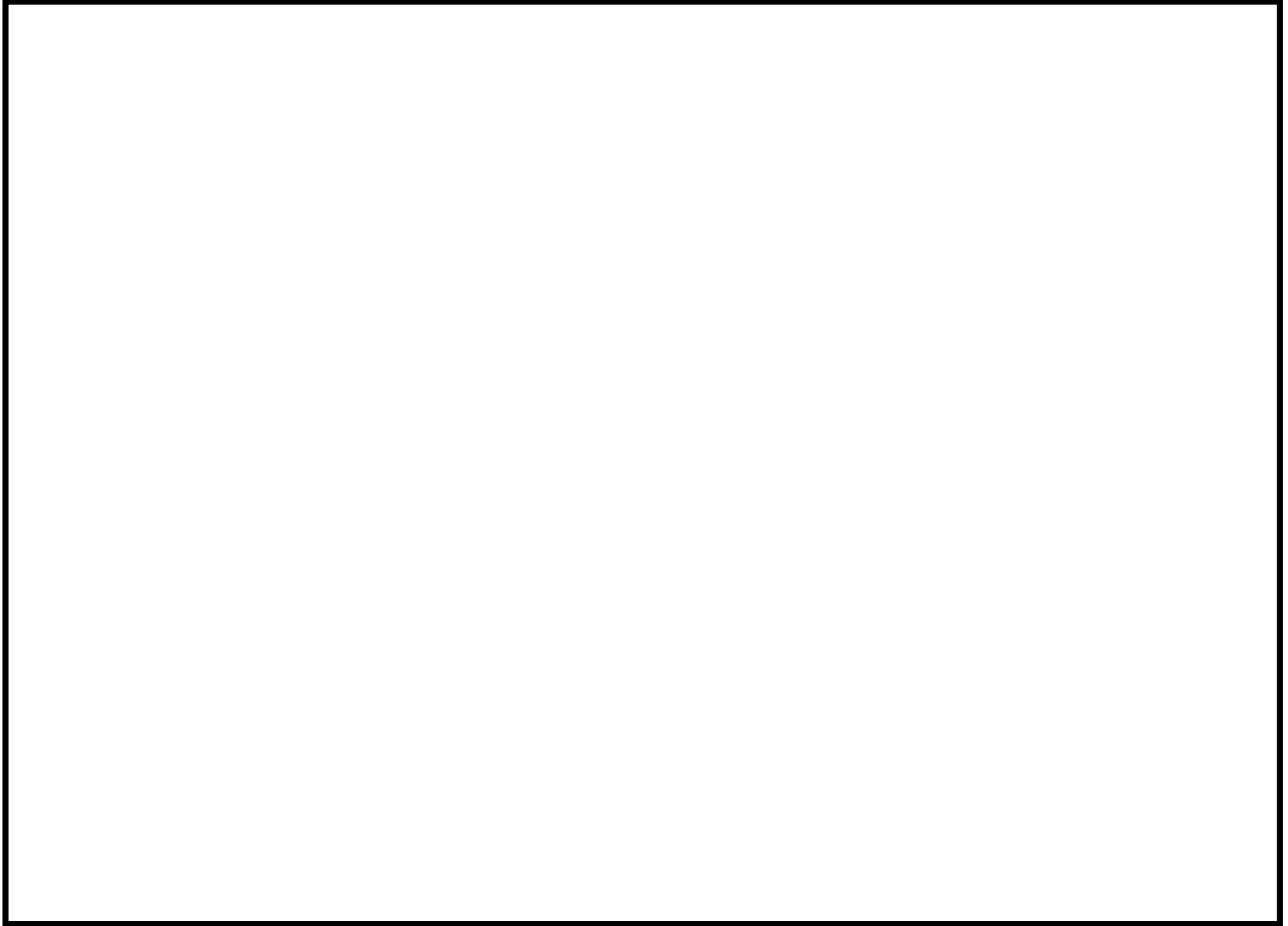
They describe the location of places and their features using simple grid references and cardinal compass points (Year 3)

They describe the location of places and their features using grid references and compass direction (Year 4)

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Artwork

Which artist uses tracks in their artwork? Think about who is in community.



Scan me to see my masterpiece.



ASSESSMENT

Self Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

Art

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes (End of Year 2)

Students collaborate to plan and make artworks that are inspired by artworks they experience (End of Year 4)

Making your own tracks

Who in community is ninti at tjina footprints for all animals?

We are going to learn how to make the tracks in sand. We are then going to make our own and pour plaster into the tjina tracks to make 3D tracks.

We Need:

Steps:

ASSESSMENT

Self-Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

English

They retell events and experiences with peers and known adults (Reception)

They create short texts for a small range of purposes (Year 1)

Students create texts, drawing on their own experiences, their imagination and information they have learnt (Year 2)

Students create a range of texts for familiar and unfamiliar audiences (Year 3)

Students create structured texts to explain ideas for different audiences. (Year 4)

Students create imaginative, informative and persuasive texts for different purposes and audiences (Year 5)

Nyaa Nyangatja? Match the tjina with the animal.

Nyaa nyangatja? Nyangatja_____	
Nyaa nyangatja? Nyangatja_____	
Nyaa nyangatja? Nyangatja_____	
Nyaa nyangatja? Nyangatja_____	
Nyaa nyangatja? Nyangatja_____	
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ASSESSMENT

Self Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

English

They listen to others when taking part in conversations, using appropriate language features and interaction skills (Year one)

Writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops (Pitjantjatjara)

Tjina tracks by the old shop

What did we find? How many?

Draw a graph showing what tracks you found and how many.

A large, empty rectangular box with a black border, intended for drawing a graph. The box is centered on the page and occupies most of the lower half of the document.

ASSESSMENT

Self Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

Numeracy

Students answer simple questions to collect information and make simple inferences.

(Reception)

Students draw simple data displays and make simple inference (Year 1)

Students collect, organise and represent data to make simple inference (Year 2)

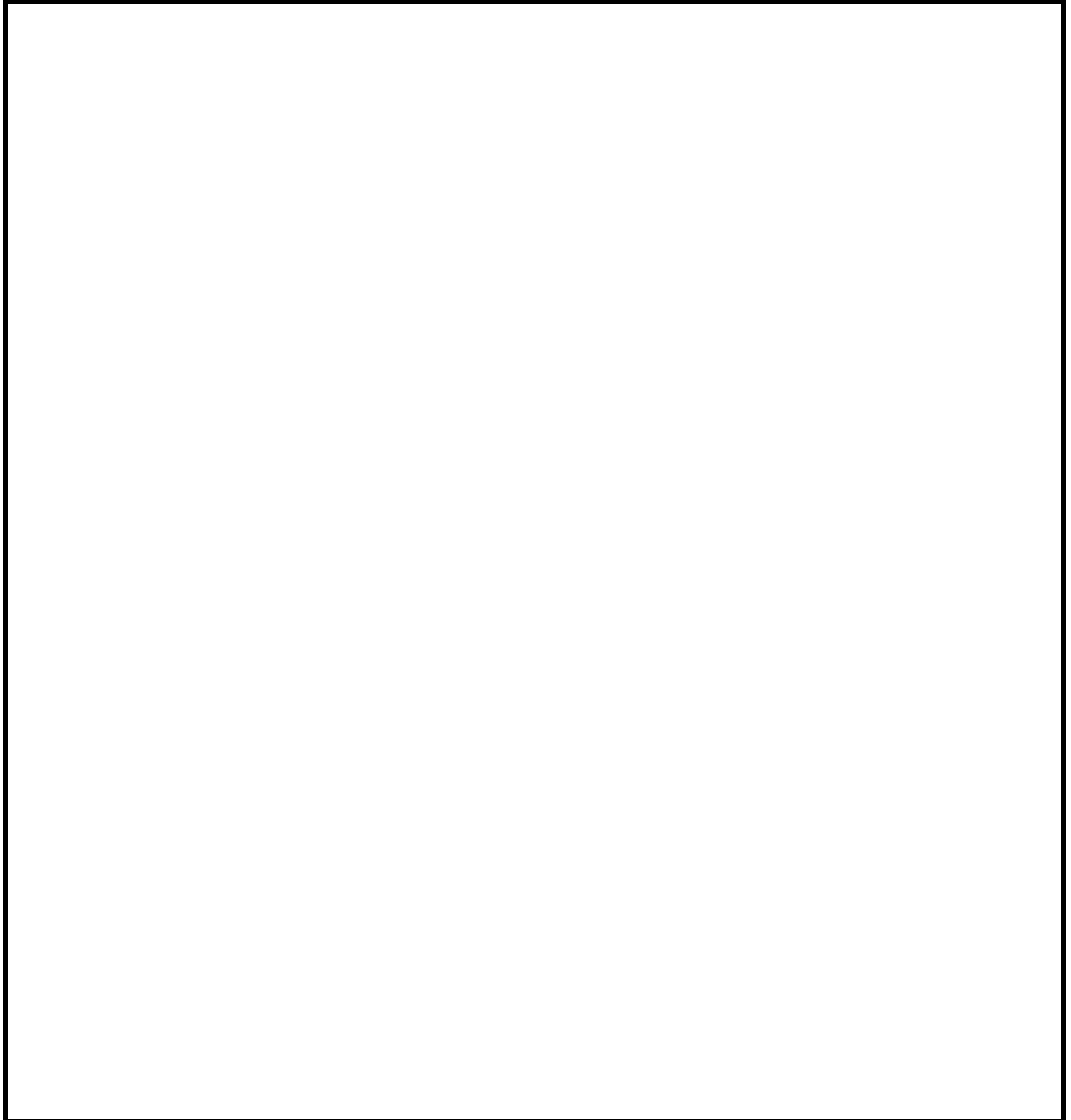
They conduct simple data investigations for categorical variables (Year 3)

They construct data displays from given or collected data (Year 4)

Students pose questions to gather data, and construct data displays appropriate for the data (Year 5)

What else can we use to track animals? Tjina Wiya!!

Draw and Label other ways for tracking animals.



ASSESSMENT

Self Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

Science

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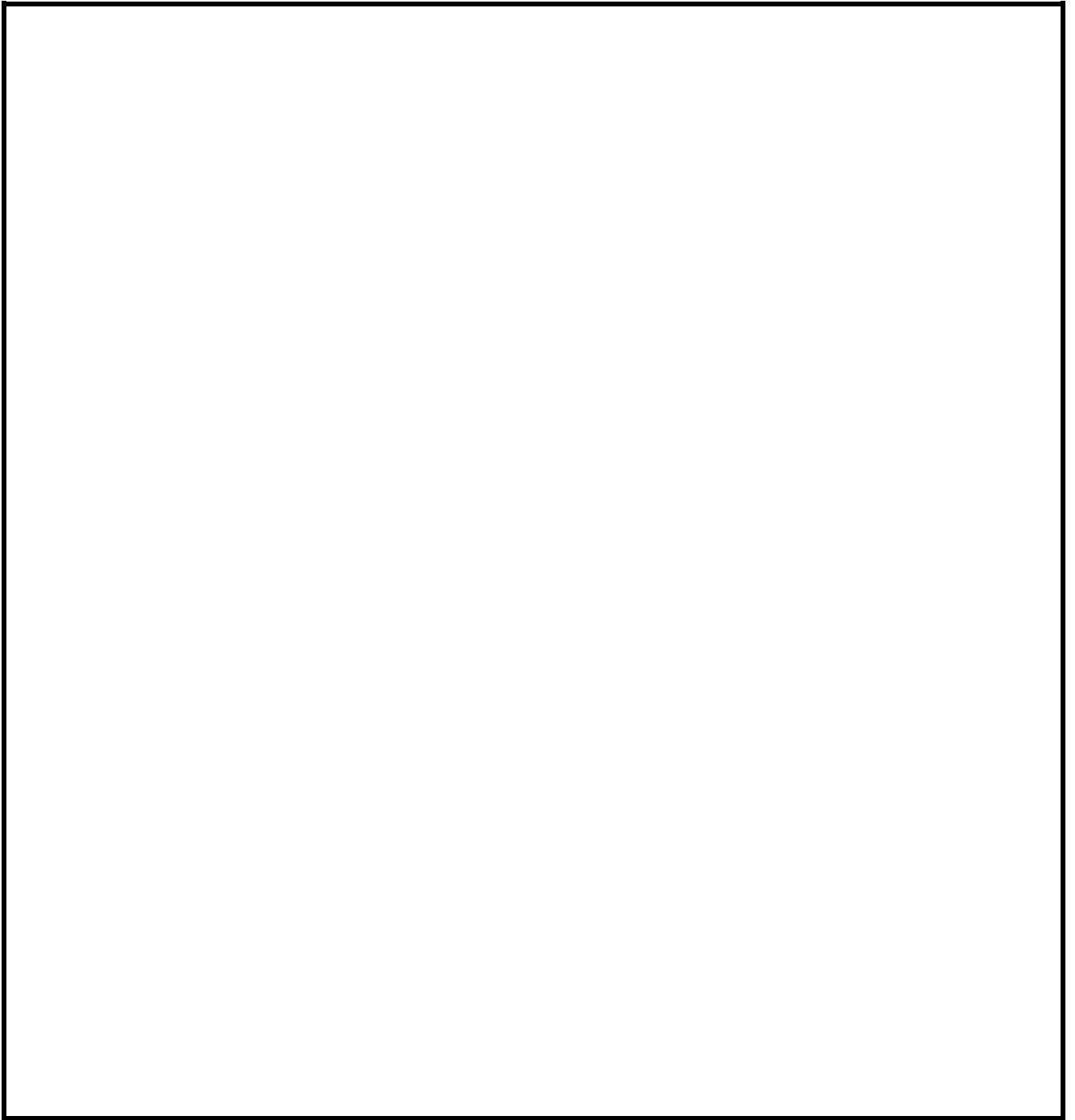
Students use their experiences to identify questions and make predictions about scientific investigations (year 3)

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Kurutan tracking tjina book

Pick **1** tjina track. Draw a picture and write a sentence. We will translate it into Pitjantjatjara and make a book for the school.



ASSESSMENT

Self-Reflection

How do you think you did this lesson?



Teacher comment

Achievement standards:

English

They retell events and experiences with peers and known adults (Reception)

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