



## Who's Still Hiding? Teacher Resource

### Story Activity

#### Who's Still Hiding

VELS Level 1-2

Strand/Domain	Dimensions
Discipline-based Learning/Science	Science
Discipline-based Learning/English	Writing
	Speaking and listening
Discipline-based Learning/The Arts	Creating and making
Interdisciplinary Learning	Communication

This lesson focuses on developing an understanding of healthy waterways and the animals that are indigenous to waterways in the greater Melbourne region.

There is a strong focus on what makes each animal unique and what features are shared by other animals.

### Pre-activity

#### Introduction to healthy waterways

This activity is designed to elicit students' current understandings about what lives in waterways. The outcome of this activity will be reviewed by students following the story reading and post-story activities to identify new personal learnings about waterway environments and in particular, the presence of different animals.

- Ask students to close their eyes and imagine a waterway that they may have been to, such as a pond, lake, wetland, creek or river. Ask them to imagine all the things that they would see in that environment. Allow 20-30 seconds.

**Note: If students are unfamiliar with such environments use these links to download pictures of healthy waterways environments.**

[Healthy Waterway 1](#)

[Healthy Waterway 2](#)

[Healthy Waterway 3](#)



## Classroom activity

### Create a drawing, collage or clay model of a healthy waterway environment.

Explain to students that they will each draw or construct a healthy waterway environment showing all the things they thought about.

Guide students through a process of 'constructing' their picture using the following prompts:

- Draw the water.
- Add plants that live there.
- Add animals that live there.
- Add anything else that you think might be there.

**Have students share their pictures and explain why they have included the different elements.**

## Setting the scene

If possible, go down to the local river or creek to read the story. Ask the students to bring their pictures or models with them to the waterway to compare the elements in the picture or collage with what the students can see in the environment. Bring with you copies of the healthy waterways example images for comparison also.

You can use this opportunity to talk about the types of habitat that you can see and the types of animals that would use this habitat.

Ask the students:

- Why animals might hide?
- If the students were animals, where would they hide?
- Why would they hide and what would they be hiding from?

Ask the students about the types of games they play. If students don't mention that they play hide and seek, ask the students if they play hide and seek and elicit the rules of the game.

## Visualisation activity:

Explain to the students that we are all different.

- Ask students to describe some of the things that make us different to one another.
- Ask students to turn to the person next to them and find a physical feature that is the same and a physical feature that is different. Features may include eye colour, hair colour, etc.

Use this discussion to help the students identify that we have some features that are similar and some that are different. Now contrast our features with the features on a different type of animal that the students are familiar with, for example a dog or cat and ask the students what is the same and what is different.



## Language background:

Explain to students about how we can use clues to guess an answer to a riddle or a story. Suggest that the students might be able to use clues to guess who's hiding in the story.

## Story Reading

Read the story to your students, inviting them to guess what they think the mystery creature will be.

## Post Reading:

### Discovery of other animals:

Can you see who else has been hiding on pages 14-15 (a swamp wallaby, a lace monitor, a yabby, a damselfly, four growling grass frogs)?

Features:

- Discuss the features of the animals. What features do they have in common, what features are different?
- Ask the student how the features of each animal might help them to survive.

### Science information:

- Explain that many animals share a river habitat.
- Explain that many animals are shy and hide from people.
- Explain that a platypus is a unique animal with fur, a bill and webbed feet.
- Explain that a rakali is an Australian native rodent, similar in behaviour to an otter.

### Grammar Extension:

- Find the contractions in the story (let's, who's, I'm, we're, it's, doesn't, I've, didn't, you're).
- Use of speech marks.
- Use of first and second-person speech.
- Punctuation: exclamation, full stop, comma, question mark.

### Post Reading Worksheets:

Two worksheets focussing on features of each animal have been developed. Please download these worksheets via this link:

[Click here](#) to download the writing and literacy activity.

[Click here](#) to download the sorting and classification activity.



## Conclusion and Reflection

Ask students why it is important to look after our river and creek environments.

- Use the drawing, collage or clay model to discuss the issue of removing logs, plants, rocks and branches from waterways. Would the animals be happy living in this environment with nowhere to hide?
- If you have not been able to read the story at the creek, organise a class walking excursion to the local river or creek. Try to find some of animals featured in *Who's Still Hiding?* and look for the different types of habitat where each of the animals might live.
- Use the drawing, collage or model to discuss the issue of litter and how litter would affect the waterway environment. Add some examples of common rubbish such as plastic bottles, paper or wrapping to illustrate the visual affect of litter in the environment. Explain that the litter gets into the aquatic environment through the stormwater system because the rain washes the rubbish off the ground, into the drains and then into the creek. Discuss with your students that we have to keep the litter off the ground to keep the creek healthy.
- Discuss what would happen to the animals if they didn't have enough water in the river or creek. Talk to the students about how the water that we use at home comes from dams on rivers and creeks. If we use too much water at home, there won't be enough for the environment and the animals that need it.

## Decide on the appropriate action to take

Actions to discuss could include:

- Ask students if they visit waterways, parks with waterways, creeks and rivers. Some students may holiday and camp beside rivers. List the types of activities that they participate in when they are there, for example, fishing, swimming, boating.
- Discuss ways people can help keep the waterways they visit healthy, for example, be careful not to let litter fall on the ground because the rain washes it into the waterways. Make a message about litter and how it gets into waterways. Organise a clean-up of litter at the school to help keep the local waterway healthy.
- Older students could consider what would happen to plants and animals living in a waterway if it was affected by pollution, or changes were made to the waterway due to a new bridge. Students write and post a question based on a concern they have for living things in the waterway. The class uses these questions for class or group discussions or further research.

## Reflection

- Overall recap: What animals did we find in the story?
- As a class, share the groups' ideas about what water animals need for survival. Decide on a simple statement that captures some of these ideas. Try using a simple clapping rhythm to turn the statement into a chant. All students can chant the message while clapping the rhythm.



## Key messages

- Our waterways support a diverse range of plant and animal life, including, turtles, ducks, rakali and platypus. They are worth looking after.
- Everyone can help improve local rivers and creeks by reducing stormwater pollution – simple things like picking up after your dog, binning rubbish and planting trees can reduce the impacts.

## Levels 1–2 – Years Prep–2: Rich task

### Focus

To demonstrate an understanding of the key features of a variety of animals living in waterways and messages about caring for waterways.

### Activity: Who lives in waterways?

After studying waterways, students agree that it would be a good idea to share what they have learnt with their families. The class decides to adopt the local waterway and create 'waterways showcase' presentations.

**There are three different approaches to this extension activity, depending on the year level composition of your class.**

### Grade 1-2

- Explain the task of working in pairs to create multimedia presentations to be shared with the class and family using software such as PowerPoint, Kid Pix or Kahootz.
- Discuss the need for an informative multimedia presentation that promotes the importance of healthy waterways. Have students consider what they could include. For instance:
  - features of waterways
  - animals living in waterways
  - the types and features of animals living in waterways
  - lifecycles, for example, of frogs, birds
  - what happens when a waterway is not cared for
  - messages and actions for looking after our waterways.
- In pairs, students brainstorm the focus for their multimedia presentation and prepare a plan, which may include:
  - information
  - design, for example, text, photos, scanned drawings, sound, clip art
  - title, introduction and end page with key message.

Pairs produce their multimedia presentation using their plan to guide them.



## Sharing presentations

The pairs share their presentations with other students in their class.

Where appropriate, they could also share them with another class.

Presentations can be saved in a format for students to share with their family at home, or families can be invited to a showcase event at the school. The presentations can be uploaded onto the school website.

## Prep–Year 1

Alternative approaches to this activity for students in Prep–Year 1 include:

- individuals or pairs contributing one page to a class multimedia presentation
- students working with older buddies to produce a page for a class multimedia presentation
- if multimedia is not suitable:
  - Students can make a page for a class 'big book' (Students draw and the teacher scribes the students' ideas.) Students may choose to write their own animal riddle.
  - Students may re-write the story for a different type of animal.
  - Preps may create an illustrated waterways wordbook.

## Prep–Year 2

- An alternative approach to this activity, at any year level, could be creating a class multimedia presentation with pairs contributing a particular aspect of a healthy waterway.

## Curriculum mapping

Strand/Domain	Dimensions	Level	Standard: (Working towards Level 3 standard)
Discipline-based Learning/Science	Science Science	1	Use their senses to explore the world around them. Sort objects according to basic criteria such as size, shape, colour and weight, they identify and describe the similarities and differences between them.
		2	Observe and describe phenomena. Expand their simple scientific vocabulary by using words and terms for concepts.
Discipline-based Learning/English	Writing	1	Write personal recounts and simple texts about familiar topics to convey ideas or messages.
		2	Write short sequenced texts that include some related ideas about familiar topics. Write texts that convey ideas and information to known audiences. Select content, form and vocabulary depending on the purpose for writing.



Interdisciplinary Learning/Information and Communications Technology	Information and Communications Technology	1	With assistance, work with different types of data, such as text, numbers and images, to create simple information products and share their ideas.
		2	Manipulate text, images and numeric data to create Simple information products for specific audiences. Make simple changes to improve the appearance of their information products.