

Book 2

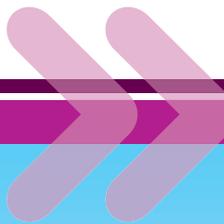
INTEGRATED

Animal Park

Home Sweet Home

Year 4

Activity Book



HOME SWEET HOME



INTEGRATED

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Overview of Animal Park

Animal Park consists of two modules.

Module	Outcomes focus	Duration
1 Talk to the animals	Technology and Enterprise 1. TECHNOLOGY PROCESS 3. INFORMATION English 7. VIEWING 8. READING 9. WRITING The Arts VISUAL ARTS	4.5 days
2 Home sweet home	Technology and Enterprise 1. TECHNOLOGY PROCESS 2. MATERIALS 3. INFORMATION English 7. VIEWING 9. WRITING	4.5 days

Each module has:

- ★ a student work plan
- ★ activities
- ★ a teacher overview and outline.



The resources and materials you will need for 'Home sweet home' are:

Kit materials:

- ★ A3 blank paper (x 6 sheets)
- ★ A4 blank card (x 4 sheets)
- ★ A4 blank paper (x 4 sheets)

Home materials – stationery:

- ★ folder to store your work (*Animal Park* portfolio)
- ★ scissors
- ★ glue
- ★ pencils
- ★ felt-tipped pens
- ★ paints
- ★ paintbrushes

Home materials – other (collected during Week 1):

- ★ shallow box, lid or sturdy base such as chipboard for model making – approximately A3 size, 30 cm x 40 cm rectangular or square
- ★ Model building materials such as:
 - newspaper and glue (papier-mâché)
 - cottonwool
 - aluminium foil
 - yoghurt containers
 - lids
 - scrap material and paper

Home materials – other:

- ★ camera – still photos
- ★ recording device – video camera, mobile phone



Student work plan



Day	Learning activity	Description of learning activity	Approximate Timing	Student's initials
6 Snap happy				
Day 6	6.1 Camera check	Familiarise self with camera features and shot sizes	10 mins	
	6.2 Candid camera	Classify camera shots	10 mins	
	6.3 Test photographs	Practise taking photographs using different shot sizes	10 mins	
	6.4 Build that model	Organise materials and equipment for model building	10 mins	
	6.5 Getting started	Photograph collected materials	30 mins	
	6.6 Landscape	Build the model landscape	20 mins	
	6.7 Soil	Add soil to the model landscape to the model landscape if needed	} 20 mins	
	6.8 Greening the play area	Add grassy or leafy surfaces to the model landscape if needed		
	6.9 Ice, snow and water	Add icy, snowy or watery surfaces to the model landscape if needed		
	6.10 Around the edge	Test materials for the model edging	20 mins	
	6.11 How well did it work?	Think critically about materials used	20 mins	
7 Build the play equipment				
Day 7	7.1 Equipment construction	Construct the play equipment for the model	80 mins	



Day	Learning activity	Description of learning activity	Approximate Timing	Student's initials
	7.2 Material selection	Substantiate material choices	20 mins	
	7.3 Placement testing	Trial positions of play equipment on the model	20 mins	
	7.4 Finishing touches	Reflect on the model and add any final items	20 mins	
	7.5 Final photos	Take photographs of the completed model	20 mins	
8 Presentation for the Director				
Day 8	8.1 Sort your photos	Review photos and decide which will be included in a presentation	30 mins	
	8.2 It's your choice	Decide on the presentation format – electronic or print	10 mins	
	8.3 Photo ready	Position photographs into an electronic template or print book	50 mins	
	8.4 Notes to explain	Write explanatory notes to add to each photo	40 mins	
	8.5 Added extras	Enhance the presentation	30 mins	
9 At the Animal Park				
Day 9	9.1 Advertising ideas	Brainstorm forms of advertising	10 mins	
	9.2 Effective advertising – television	Rank features of advertisements	20 mins	
	9.3 Animal play equipment	Substantiate choices made about play equipment	30 mins	



Day	Learning activity	Description of learning activity	Approximate Timing	Student's initials
	9.4 Advertisement script	Write a simple script for a television advertisement	50 mins	
	9.5 Props and setting	Organise props and setting for advertisement video	20 mins	
	9.6 Puppets strut their stuff for video	Practise and perform the puppet script using puppets and props	20 mins	
10 In print and paw print				
Day 10	10.1 Print design	Respond to guiding questions about print design	20 mins	
	10.2 Print advertisement planning	Plan a print advertisement	10 mins	
	10.3 Draft it up	Draft a print advertisement	10 mins	
	10.4 Final print	Produce a print advertisement	60 mins	
	10.5 Eco-paw print	Review model-making materials and consider ways to make the 3D model more environmentally friendly	40 mins	
	10.6 Improving the eco-paw print	Note ways to make the 3D model more environmentally friendly	20 mins	
	10.7 Packing it all up	Organise <i>Animal Park</i> portfolio and ensure all required activities are included	10 mins	



Signposts

Look for signposts throughout the learning modules. They give instructions to help you with the learning activities.



Animal Park portfolio – This signpost tells you to present your work in your writing file.



Record – This signpost tells you to record yourself speaking.



Reading – The reading signpost tells you to read from the suggested book.



Multimedia – The multimedia signpost tells you to use an audio CD, CD-ROM, video or DVD.



Computer – The computer signpost tells you to use a computer or the internet.



Scissors – The scissors signpost tells you to cut out a page from the book.



Table of contents

The table of contents helps you organise your *Animal Park* portfolio and ensures that you have completed all the activities. The work that will be included in the portfolio will be clearly marked with the following symbol:



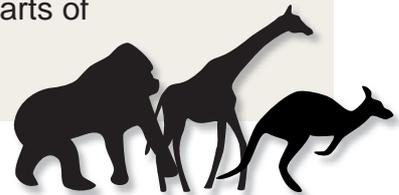
You have already placed the table of contents into your portfolio. As you complete each activity, add your initials to the column.

REMEMBER

Your *Animal Park* portfolio is a showcase of your work. While you are working, consider:

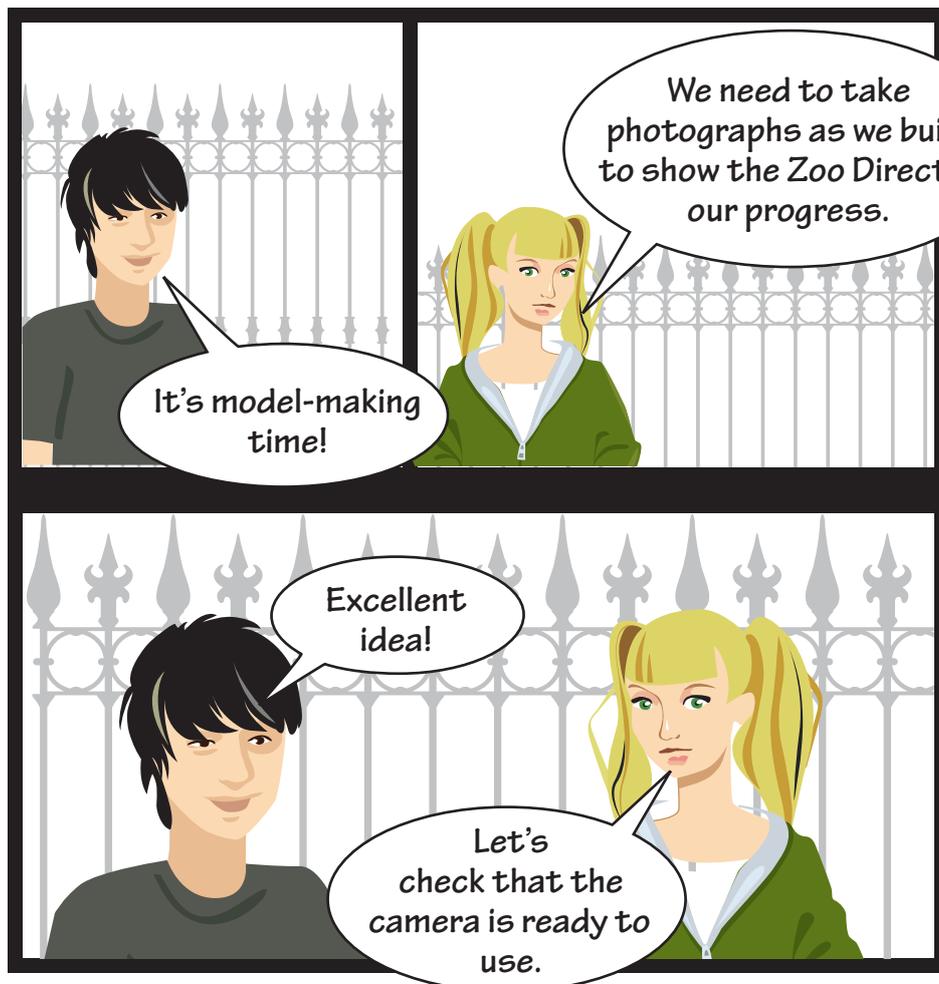
- ★ the neatness of your handwriting and presentation
- ★ enhancing your work – either by hand or on the computer with colours, borders and other publishing features

Remember to check that you have completed all parts of each activity.





6 Snap happy



6.1 Camera check

- ★ Find the camera.
- ★ Check that the battery is charged.
- ★ Ask an adult to demonstrate the features of the camera, for example taking photos, zooming, viewing taken photos, deleting photos, transferring photos to computer.
- ★ Create a file on your computer to store your photographs.





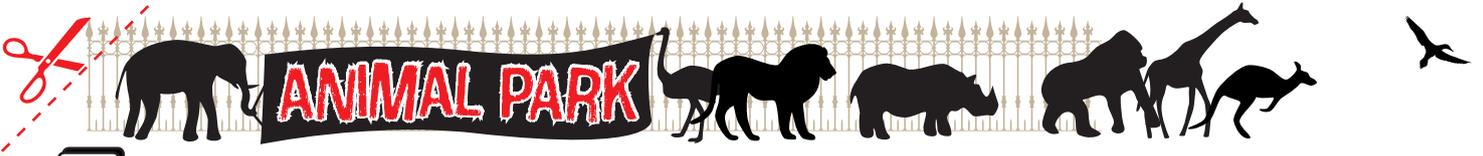
There are four different photography angles that you should know about. They are:

Bird's-eye view: a photograph taken from above the main object, as if the photographer was a bird flying above the main object of the photograph.

Close-up shot: a photograph that has been taken by zooming in on the main object of the picture. This brings the object up very close and a lot of important detail can be seen.

Medium shot: photographs that include the main object of the photograph and some of the close surroundings too. These photographs contain less detail than close-up shots. They are sometimes called 'mid shots'.

Long shot: photographs that include the main object of the photograph and all of its surroundings. The photographer usually stands a long distance from the main object to take the shot. It is sometimes called a 'wide shot' or a 'full shot'. These photographs contain less detail than medium shots.



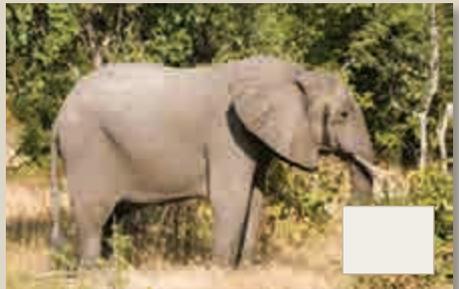
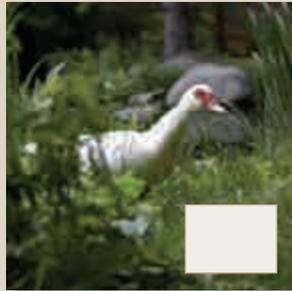
6.2 Candid camera

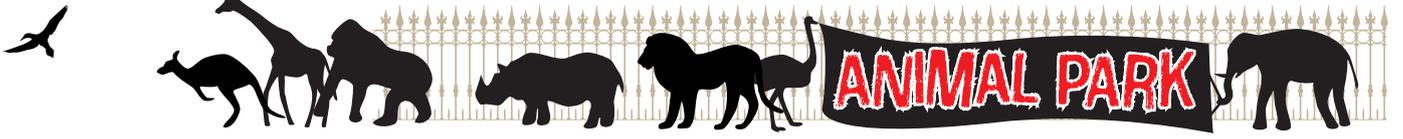
Look at the photographs in this activity and sort them into bird's-eye view, close-up, medium and long shots.

Print the correct letter below each photograph.

Place this sheet into your portfolio.

- B** = bird's-eye view
- C** = close-up shot
- M** = medium shot
- L** = long shot







6.3 Test photographs

Of course you can take bird's-eye view, close-up, medium and long shot photographs from the front, back or sides of an object.

Find something that you would like to use for taking some test photographs – your pet, a family member or a toy.



Take some test photographs to show two close-up views, two medium-shot views, two long-shot views and two bird's-eye views.

You can take the photographs from the front, back or side of your selected object.

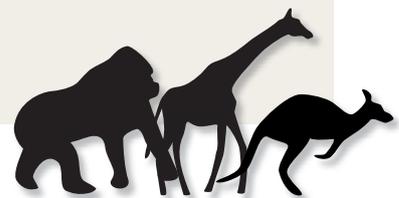
REMEMBER

Always take two photographs of each event or situation just in case one does not work out.

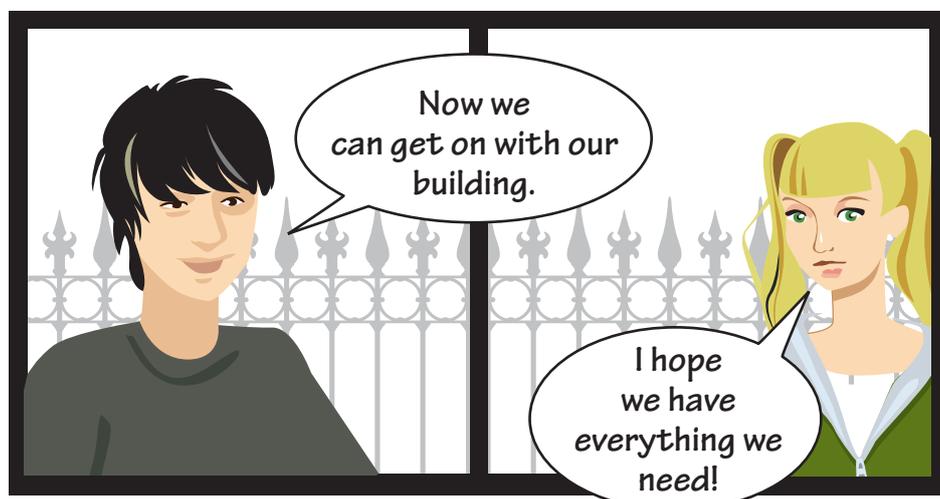
Check that the photographs are clear.

Transfer the photographs into your computer file for safekeeping.

Name each photograph.



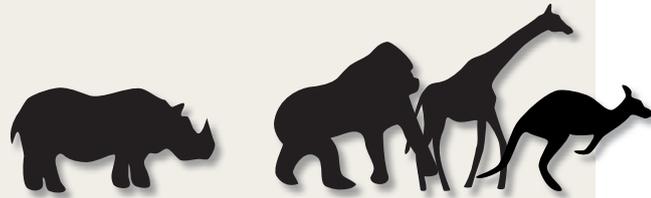
6.4 Build that model





Things you need:

- ★ camera
- ★ play area plan – completed
- ★ a shallow box or lid or sturdy base, such as chipboard, for model making – approximately A3 size, 30 cm x 40 cm rectangular or square (used in Week 1)
- ★ materials collected in Week 1, for example cottonwool
- ★ scissors
- ★ glue
- ★ pencils
- ★ felt-tipped pens
- ★ paints
- ★ paintbrushes.



REMEMBER

Find a suitable work space and set out all your materials and equipment.

Check with an adult to make sure you can leave your materials in this space for a few days.

Make sure that everything is out of reach from younger children.



6.5 Getting started

Spread out the materials and equipment you will be using to make the ground for your play area.

Take some photographs of these items.



Which angle would be the best to use? Bird's-eye view, close-up, medium or long shot? Perhaps a combination of several of these?

Check that the photographs are clear.

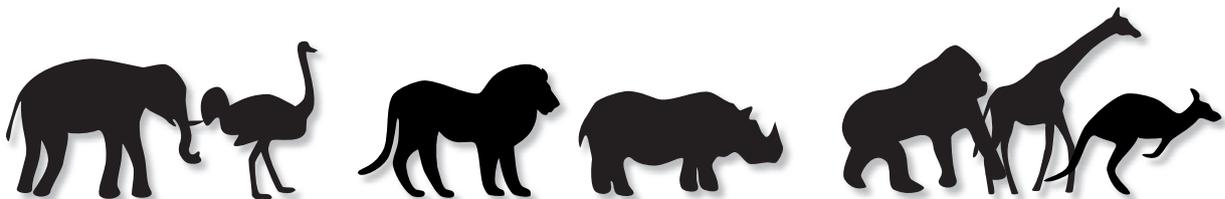
Transfer the photographs into your computer file for safekeeping.

Name each photograph.

The letter from Ann E Mal stated:

You need to consider the best way you can give each animal a safe and secure living environment. We do not want any caged enclosures, but you can use natural materials to protect the animals and keep them secure in their areas. We want each animal area to represent the natural habitat of that animal.

Keep these points in mind when you are building your model.





6.6 Landscape

Your animal's habitat will have a particular landscape. Is it flat or hilly?

How will you create a section of this landscape for your play area?

Suggestions:

- ★ crumpled or shredded paper covered by gluing on paper strips.
- ★ layering sand
- ★ bubble wrap.

Build your play area landscape base.

Take some photographs of the landscape base.



Which angle would be the best to use? Bird's-eye view, close-up, medium or long shot? Perhaps a combination of several of these?

Check that the photographs are clear.

Transfer the photographs into your computer file for safekeeping.

Name each photograph.

Read through activities 6.7 to 6.9.

Some of the information and instructions in these activities will relate to your model building and some will not.

Use the information that you need to continue building your landscape.

6.7 Soil

Do you need a soil surface on your landscape?

What sort of soil is in the habitat?

What colour and texture is the soil?

How will you create the look and feel of this soil?

Create the soil surface where you need it.

Take some photos of your soil base.





Which angle would be the best to use? Bird's-eye view, close-up, medium or long shot? Perhaps a combination of several of these?

Should you take your photos from the front, back or sides of your model or perhaps a combination of these?

Check that the photographs are clear.

Transfer the photographs into your computer file for safekeeping.

Name each photograph.

6.8 Greening the play area

Do you need a grassy or leafy surface on your landscape?

What sort of grass or leaves are on the ground of the habitat?

What colour and texture is the grass or leaves?

How will you create the look and feel of this grass or leaves?

Create the grassy or leafy surface where you need it.

Take some photos of your grass base.



Which angle would be the best to use? Bird's-eye view, close-up, medium or long shot? Perhaps a combination of several of these?

Should you take your photos from the front, back or sides of your model or perhaps a combination of these?

Check that the photographs are clear.

Transfer the photographs into your computer file for safekeeping.

Name each photograph.

6.9 Ice, snow and water

Do you need an icy, snowy or watery surface in your landscape?

What colours and textures do you need to create?

How will you create the look and feel of ice, snow or water?



Create the icy, snowy or watery surfaces where you need them.

Take some photos of your icy, snowy or watery surfaces.



Which angle would be the best to use? Bird's-eye view, close-up, medium or long shot? Perhaps a combination of several of these?

Should you take your photos from the front, back or sides of your model or perhaps a combination of these?

Check that the photographs are clear.

Transfer the photographs into your computer file for safekeeping.

Name each photograph.

6.10 Around the edge

Ann E Mal asked that you use natural materials to protect the animals and keep them secure in their areas.

How will you edge your play area to ensure visitors and predatory animals cannot get in and your animal cannot wander out?

What will you use?

If you have nothing suitable in your collection, go hunting outside to find three possible materials.

Experiment with your selected materials along one edge of the model. Complete this table as you test your materials.

Material	Did it work?	Will you use it?	Why/Why not?

You should now have a suitable edging material. You may like to edge your play area now or leave this task until the model is completed.





6.11 How well did it work?

Think about the landscape and ground surface you built for your play area model.

Put your thoughts into words by answering these questions.

Landscape

What materials did you collect to build the landscape?

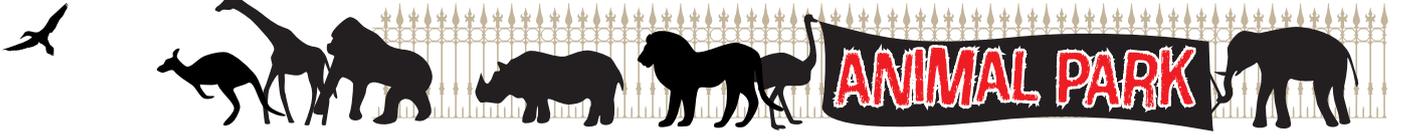
Which of these materials did you use?

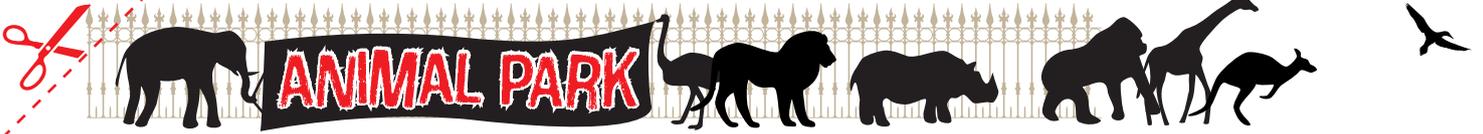
Were there any materials you did not use? Why not?

Did you use any other materials?

What were they?

Why did you use these materials?





Ground surface

What materials did you collect to make your ground surface?

Which of these materials did you use?

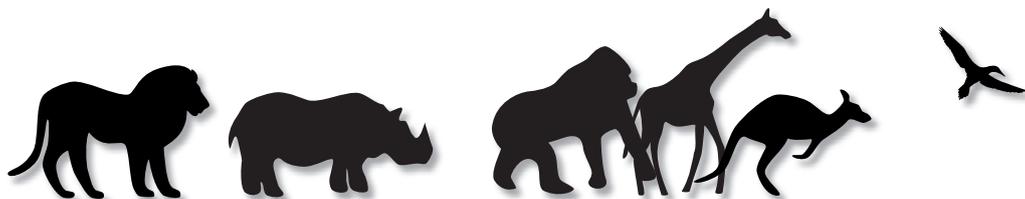
Were there any materials you did not use? Why not?

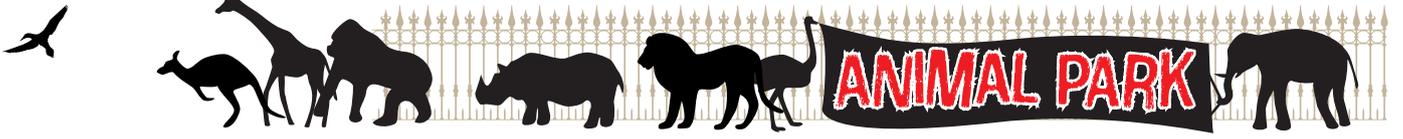
Did you use any other materials?

What were they?

Why did you use these materials?

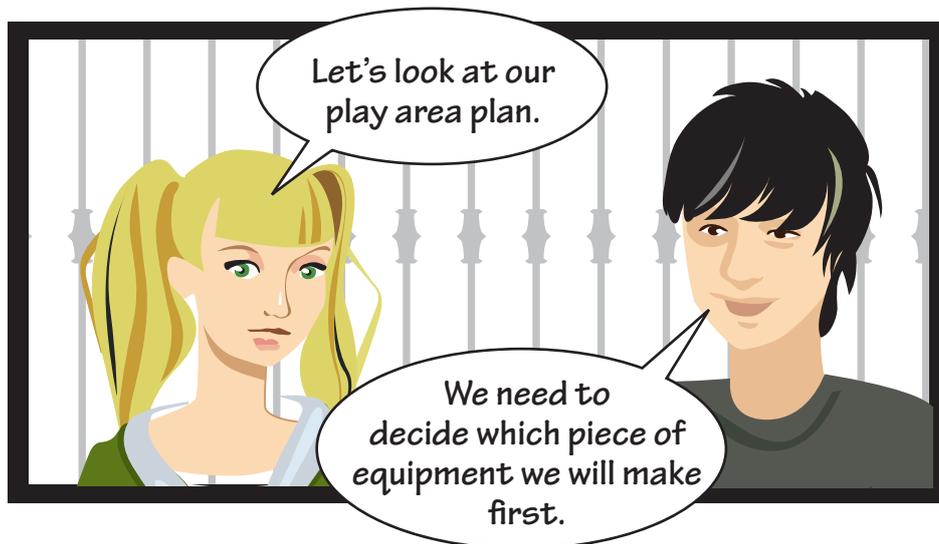
Please place these sheets in your portfolio.







7 Build the play equipment



7.1 Equipment construction

Select the piece of equipment you wish to build.

Collect the materials you need and start building!

Test your materials as you go, so you use those most suitable for the task.

Take some photos of each piece of equipment after you have built it.



Which angle would be the best to use? Bird's-eye view, close-up, medium or long shot? Perhaps a combination of several of these?

Should you take your photos from the front, back or sides of your model or perhaps a combination of these?

Check that the photographs are clear.

Transfer the photographs into your computer file for safekeeping.

Name each photograph.





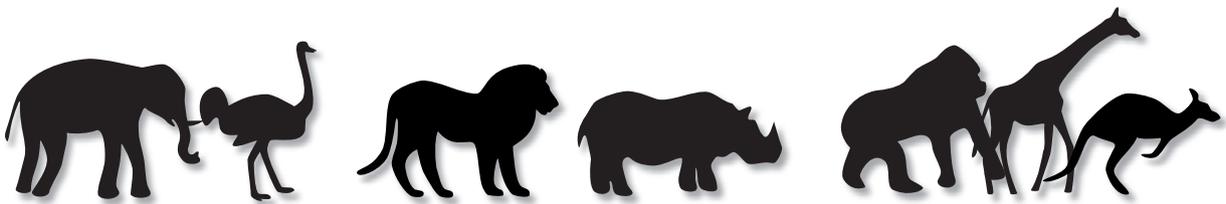
Continue building until you have completed all the play equipment you have drawn on your plan.

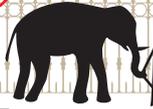
Use paint, pencils or felt-tipped pens to add colours that would fit with the animal's environment.



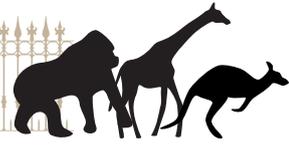
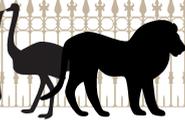
7.2 Material selection

When you have finished building, complete this table for four pieces of the play equipment. An example has been completed for you.



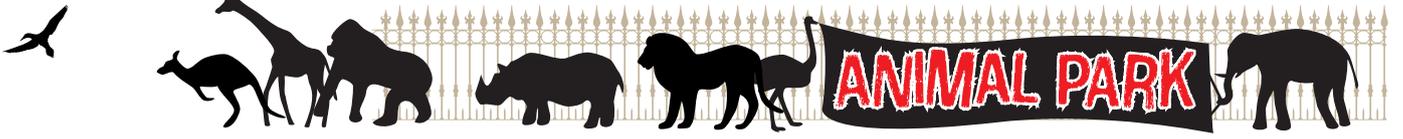


ANIMAL PARK



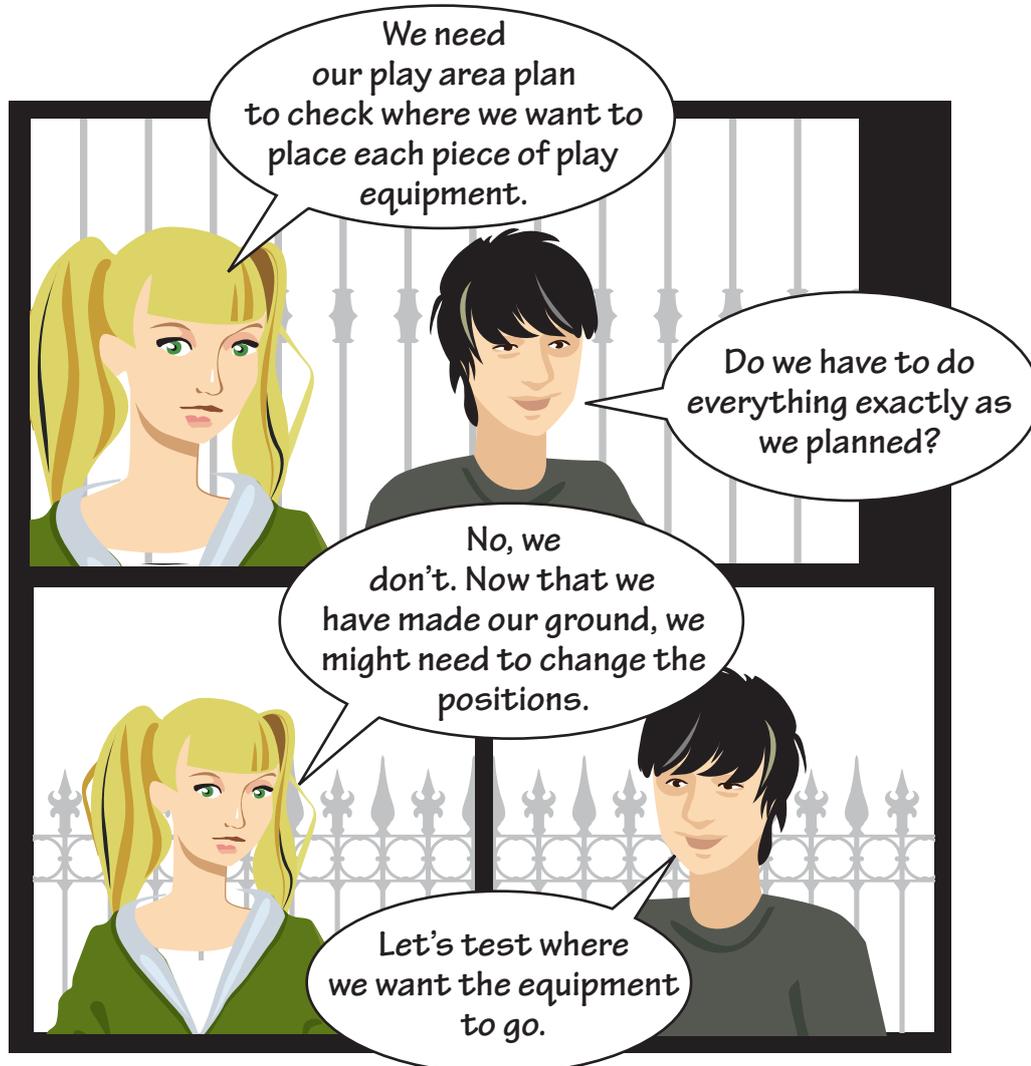
Play equipment or section	Materials I planned to use	Materials I used	I changed some materials because ...
Canoe	White paper	Playdough	The paper was too floppy and did not hold its shape. I could make a good canoe shape with the playdough.

Please place this sheet in your portfolio.





7.3 Placement testing



Place each piece of equipment onto the ground of your model.

Think about what else you might need to add to the model; for example, a diving board will need a pool. Can you fit the pool into the space where you have positioned the diving board?

When you are pleased with your equipment placement, attach each piece to the ground so it will not move or fall over.





Take some photos of the model showing each piece of equipment.



Which angle would be the best to use? Bird's-eye view, close-up, medium or long shot? Perhaps a combination of several of these?

Should you take your photos from the front, back or sides of your model or perhaps a combination of these?

Check that the photographs are clear.

Transfer the photographs into your computer file for safekeeping.

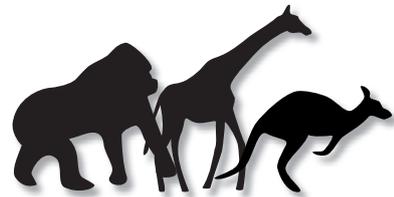
Name each photograph.

7.4 Finishing touches

Take a careful look at your model from all angles.

What does it need to become complete?

- ★ pool for the diving board?
- ★ water for the waterslide?
- ★ shady trees?
- ★ the natural fence around the play area?
- ★ painting?
- ★ a sign to tell everyone which animal you had in mind when you created this play area?



As you add your finishing touches, take photographs of each stage.

Take some photos of the model showing each aspect of the play area.



Which angle would be the best to use? Bird's-eye view, close-up, medium or long shot? Perhaps a combination of several of these?

Should you take your photos from the front, back or sides of your model or perhaps a combination of these?

Check that the photographs are clear.

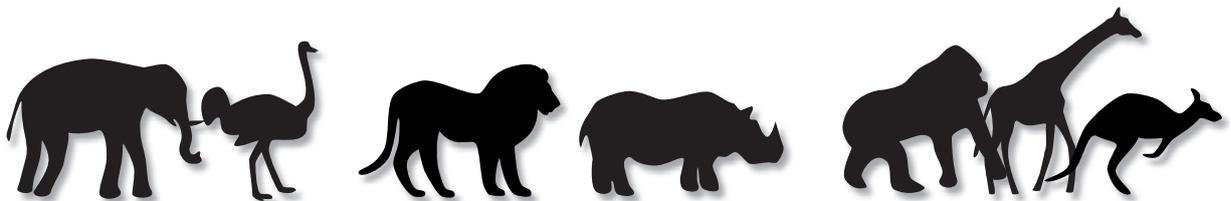
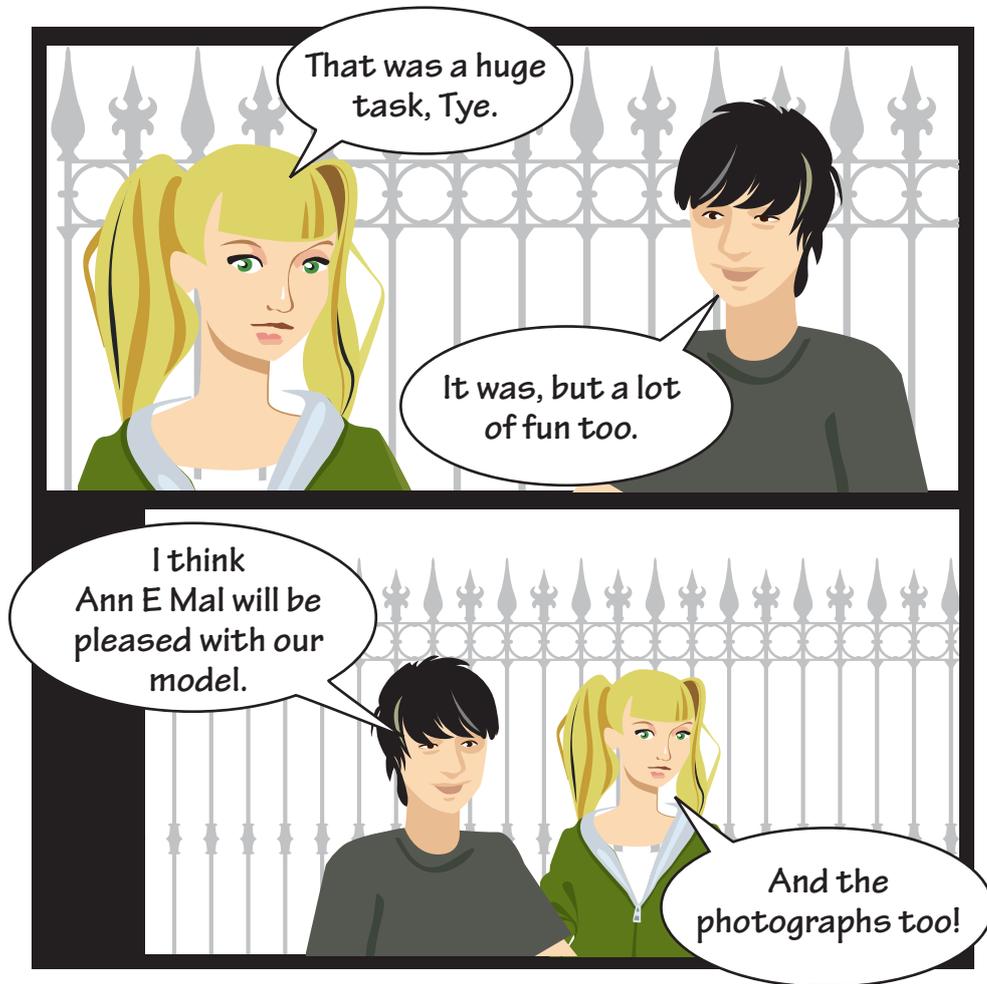
Transfer the photographs into your computer file for safekeeping.

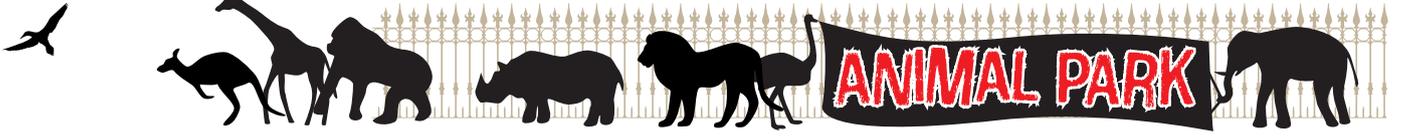
Name each photograph.

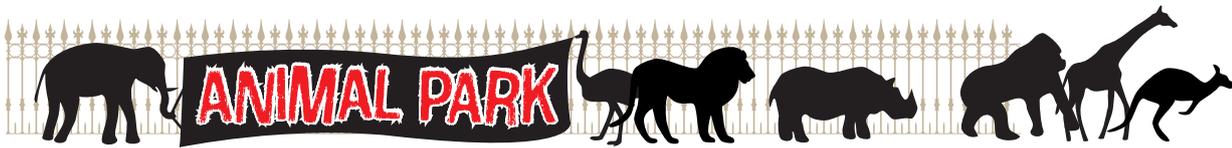


7.5 Final photos

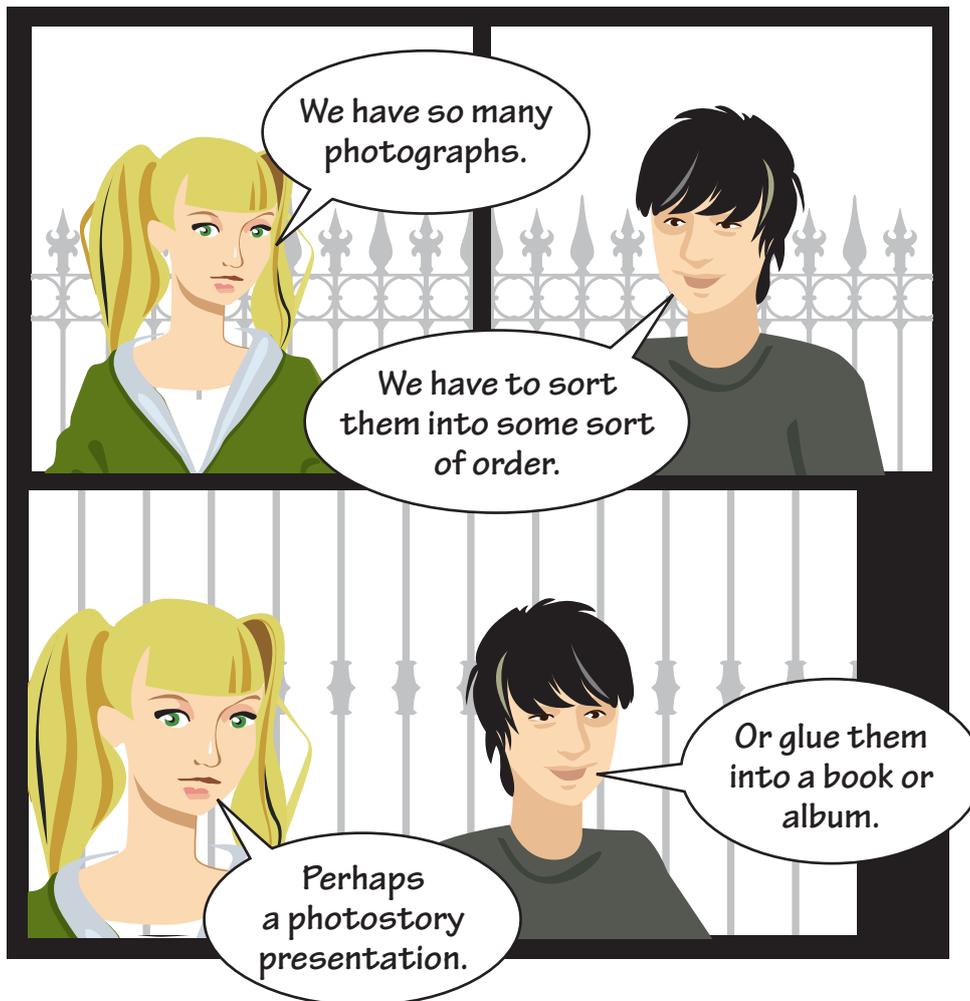
To finish off, take a bird's-eye view photograph of the completed model.







8 Presentation for the Director



8.1 Sort your photos

1. Create a new folder on your computer for the photographs that you want to use in your presentation.
2. Include enough photographs to show all the stages of development of your model and a range of shot sizes – bird's-eye view, close-up, medium and long shots.
3. Review your photographs and decide which photographs you will use.
4. Move these into your new folder and leave the unwanted ones in the old folder.



8.2 It's your choice

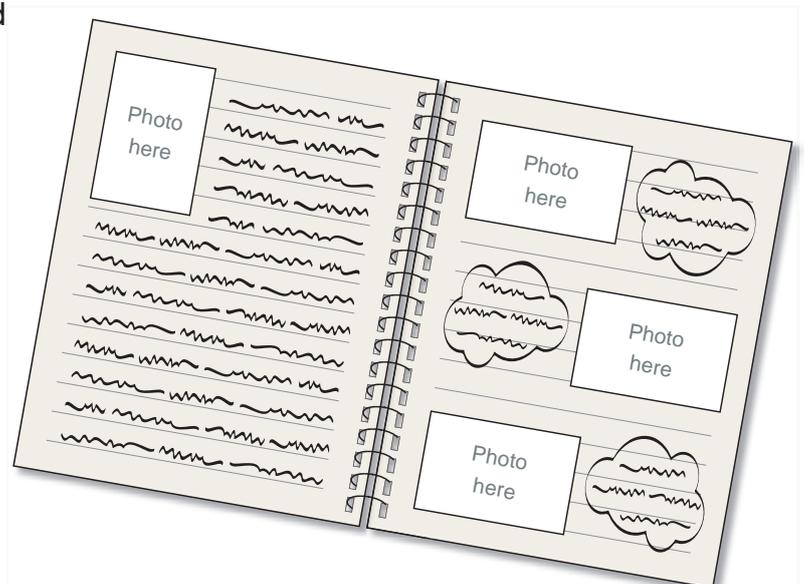
1. Decide how you will present the photographs to Ann E Mal. You have some options.
2. Create an electronic photostory or a similar presentation form that can be stored on the computer, a CD or thumbdrive, and viewed on the computer.
3. Create an electronic photobook that can be stored and viewed on the computer or a CD.
4. Print the photos and place them into a book or album.

8.3 Photo ready

1. Think about the placement of your photographs. You could have one on a page, or several showing the same step but taken using different angles or shots.
2. Place each photograph into your book or album or photostory or photobook template.
3. If you are using a book or album, remember to leave space to add information.

8.4 Notes to explain

1. The photographs will need some notes attached to explain what is happening at each stage.
2. Add some short sentences to each photograph to explain what you have done.
3. Think about the different ways you can add your notes such as speech bubbles.





8.5 Added extras

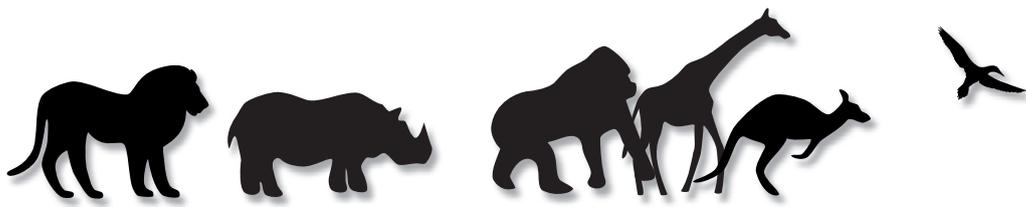
Electronic presentation – add an audio of yourself reading the notes, or music. Experiment with the special publishing features so that your photographs fade in and zip out!

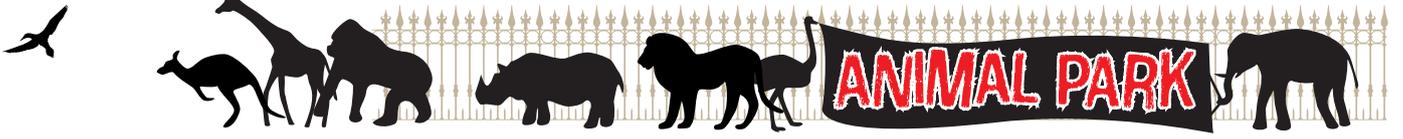
Book or album – frame your photos with colour. Add small illustrations.

Store your electronic presentation on your computer and you can email it to your teacher at the end or copy it onto a CD or thumbdrive and store in your portfolio.



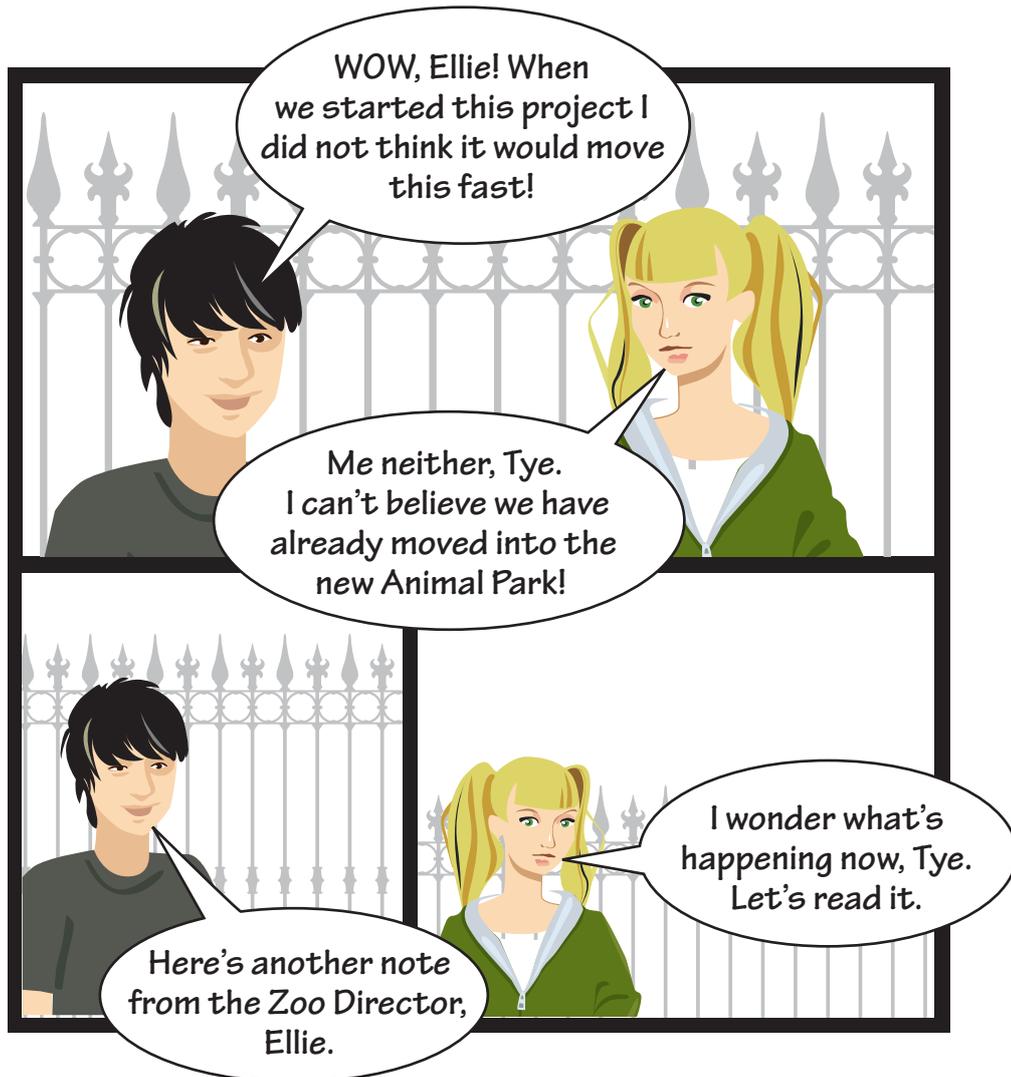
Store your book or album inside or with your portfolio.







9 At the Animal Park





Hi Tye and Ellie

Thanks to you and your Park Designer for providing excellent models for the Animal Park Supervisor. Your hard work has meant the Animal Park has been finished in record time and our animals are now enjoying their new living and playing areas.

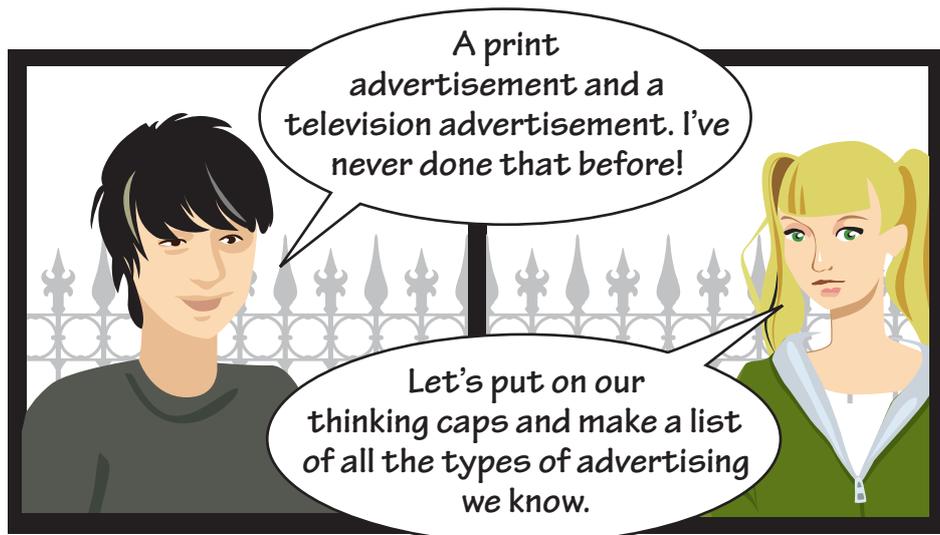
We need to advertise our new Animal Park. I have asked the Media office staff to do this and they have requested your help. Would you please create a print advertisement and a television advertisement for one of the new play areas? The publicity staff will use this as a model for the whole campaign.

Thank you for your assistance.

Ann E Mal

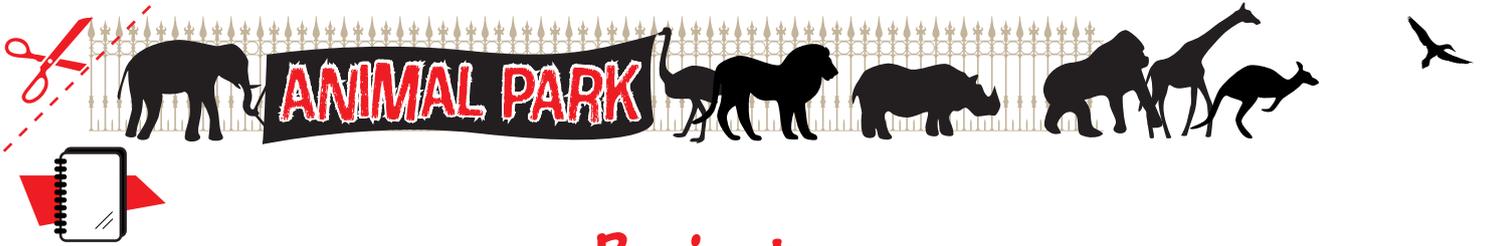
Ann E Mal
Animal Park Director

9.1 Advertising ideas



There are many places and ways you can advertise your animal's play area.

Brainstorm ways to advertise the play area.



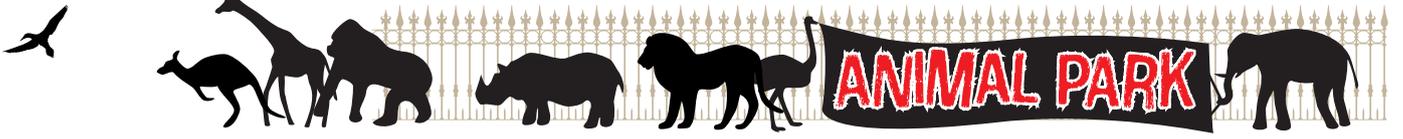
Brainstorm

T-shirt

cap

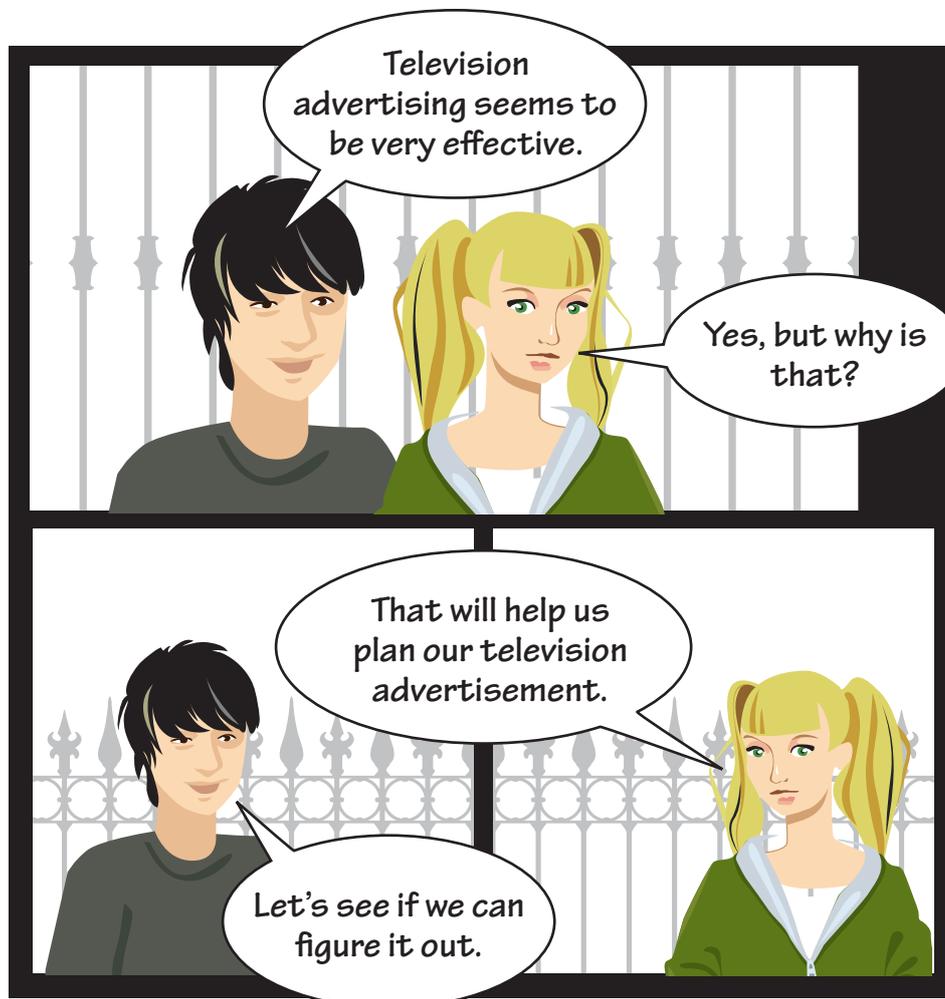
recyclable shopping bag

Please place this sheet in your portfolio.





9.2 Effective advertising – television

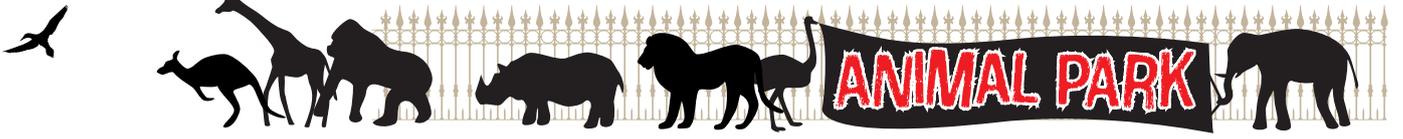


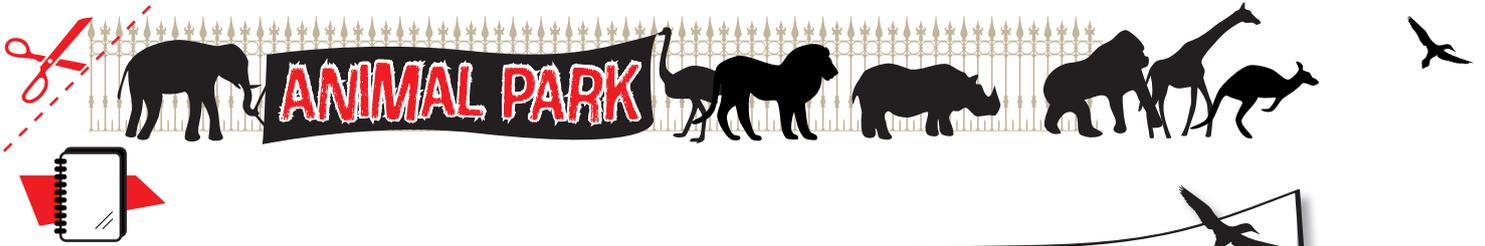
You are going to produce your own television advertisement. It will be 30–60 seconds in length. This activity will help you plan your advertisement.

Think about the television advertisements you have seen and heard.

What is it about the audio (sound) and visual (pictures) that makes them effective?





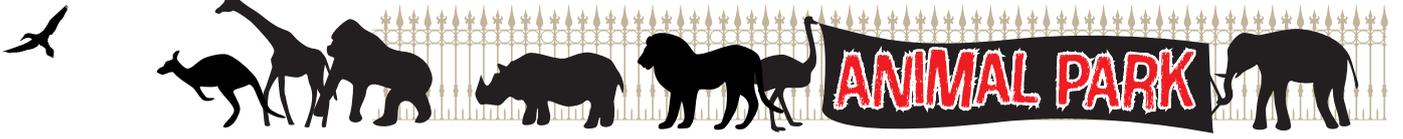


Rank these advertising features from 1 – 14 to show how important you think they are when producing a television advertisement.

1 = most important
14 = least important

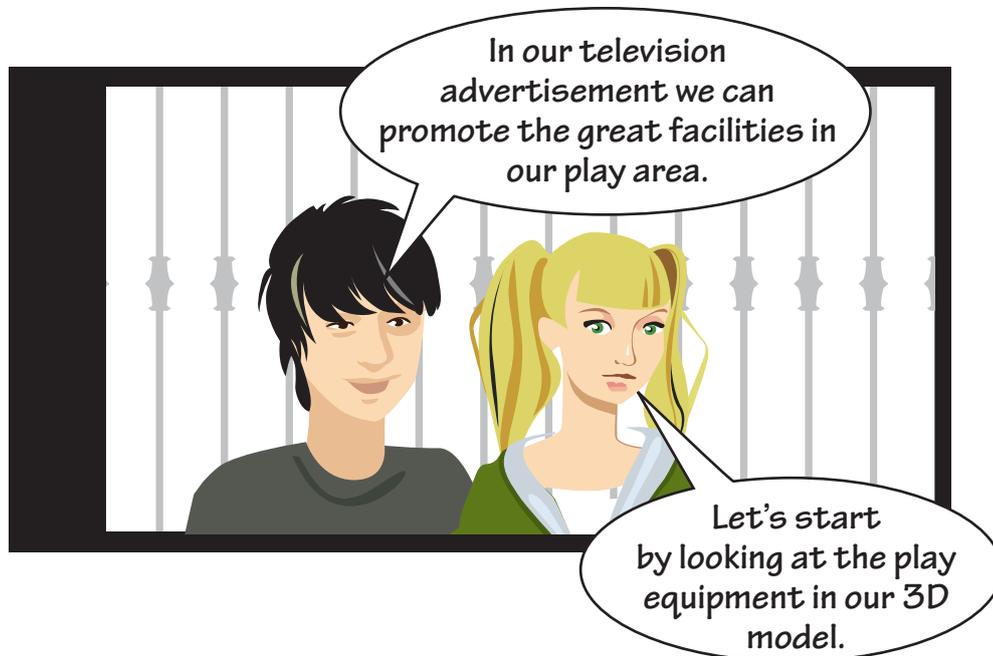
Rank	Television advertisement feature
	The audio (sound) gives you lots of information.
	The audio (sound) uses words and phrases that are easy to understand.
	The audio (sound) gives you quick facts.
	The audio (sound) works like a mini-story to tell the facts.
	The audio (sound) works with the visual (pictures) to give the facts.
	The audio (sound) repeats important bits of information.
	The visual (pictures) repeats information that the audio (sound) has told you.
	The advertisement makes the features of an item appear more wonderful than they are.
	The advertisement is humorous.
	The advertisement is serious.
	The advertisement makes special offers, eg free hat with every T-shirt purchased!
	The advertisement has a slogan or catchphrase, eg Catch us if you can!
	The advertisement uses descriptive words, eg thrilling, marvellous.
	The advertisement uses emotive words, eg love, healthy, safer.

Please place this sheet into your portfolio.





9.3 Animal play equipment



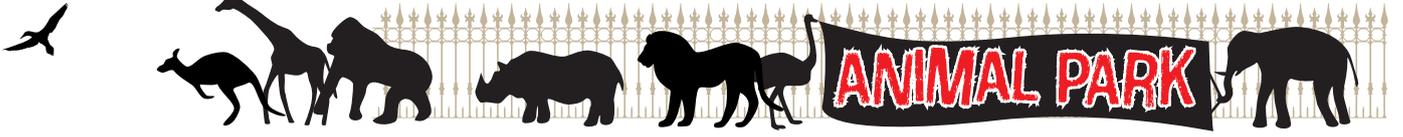
Look at the play equipment that you included in your 3D model.

Select four pieces of play equipment from your model and list them in the first column of this table.

In the second column write some sentences to explain why you built each piece of equipment for your animal.

Read the example before you begin.





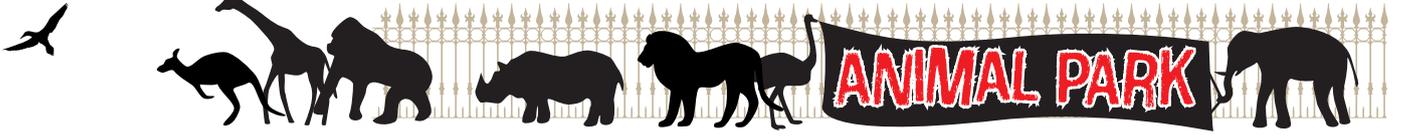


Animal play equipment



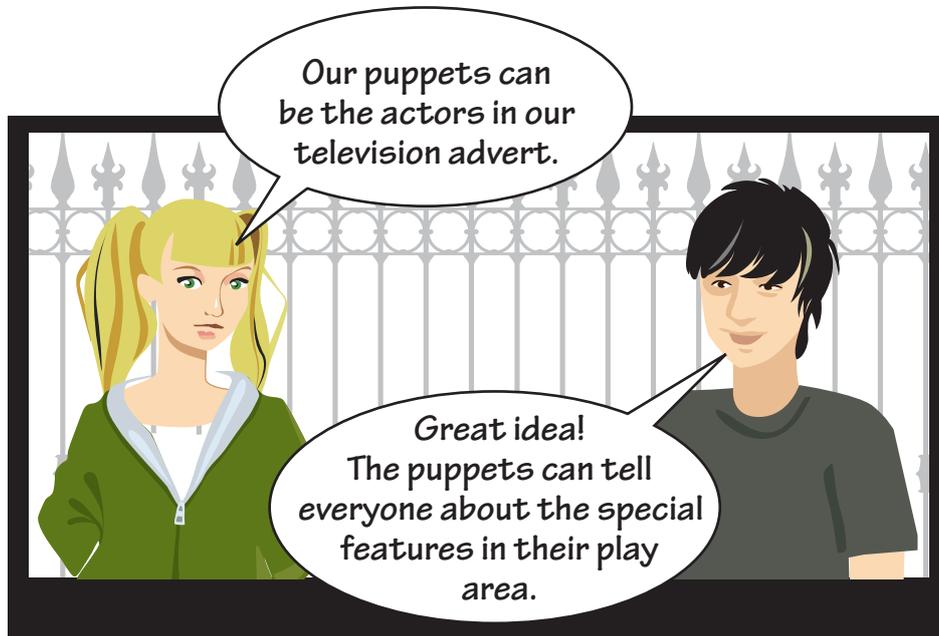
Play equipment	Why I included it
Waterfall and pool	Hippopotamuses spend a lot of time in water. They can float and swim well and they like playing in water. My hippo can splash and play in the waterfall and swim in the pool. The waterfall will keep the water fresh.

Please put this table into your portfolio.





9.4 Advertisement script



Your television advertisement will feature your puppets as actors.

Your script will include:

- ★ the words the actors say about the special features of the play area
- ★ the movements the actors make.

The information you put into your animal play equipment sheet will help you with the content of your script.

Once you have written the script you will make a video of your advertisement.

Your advertisement should be 30–60 seconds in length.

Step 1

Select the information you want to give the public about your animal play area. Use the information you put into your animal play equipment sheet to help.

Step 2

Write a simple script for your two puppets, using the information from Step 1. You can include other actors in the advertisement if you wish.





Here is a short sample script for a 15-second advertisement.

Setting:

Parrot 1 sitting on a hanging seed feeder

Parrot 2 hanging onto a rope swing



Script:

Parrot 1: Welcome to the parrot area in our new Animal Park.

Parrot 2: We have lots of rope swings.

(Parrot 2 swings on the rope swing.)

Parrot 1: And hanging seed feeders.

(Parrot 1 pecks at the seed on the seed hanger.)

Parrot 2: See us perform fantastic tricks in the pool.

Parrot 1: See our environmentally-friendly home.

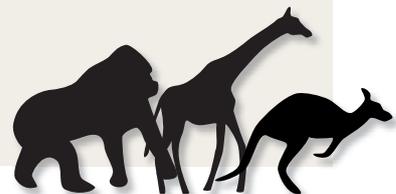
Parrot 2: We are lively and love people.

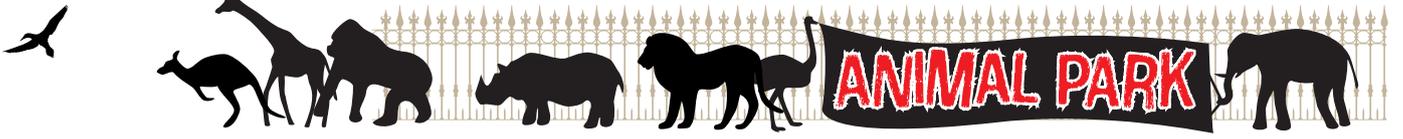
Parrot 1: Visit Parrot Paradise at the end of Birdwalk Parade!

Now it's your turn. In the space provided, write your own script.

REMEMBER

Your advertisement should be 30–60 seconds in length.







9.5 Props and setting

Step 1

Scout some possible filming spots. Will you perform indoors or outdoors?

Step 2

Organise any simple props. You might want a banner or a table to act as a stage.

9.6 Puppets strut their stuff for video



Step 1

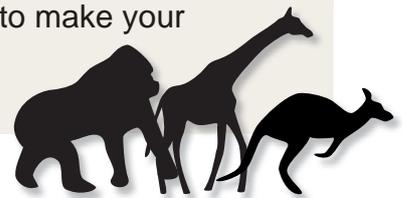
When you have collected everything you need, practise the script using your puppets. Time yourself or ask someone to do this for you.

REMEMBER

Speak with a clear voice.

You are playing two animals, so try to use two different voices.

Experiment with different sounds and expression to make your voice 'animal-like'.



Step 2

Make any required changes to your script.

Step 3

Ask someone to act as your camera person and video the puppets performing the advertisement.

Step 4

Store your video in a file on your computer.

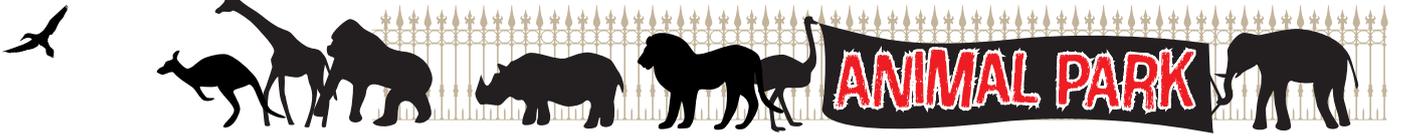
Step 5

Copy your video onto a thumbdrive or CD and put it into your portfolio.

Step 6

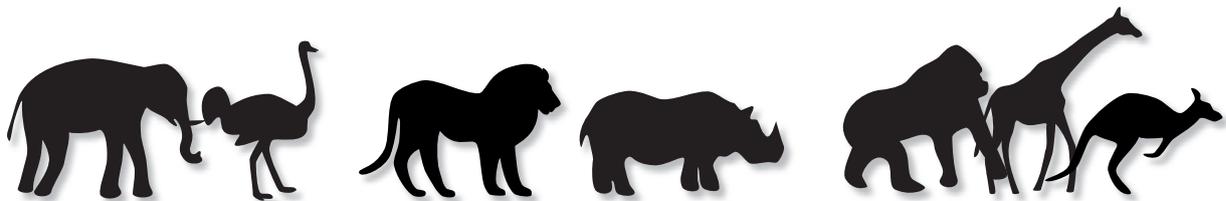
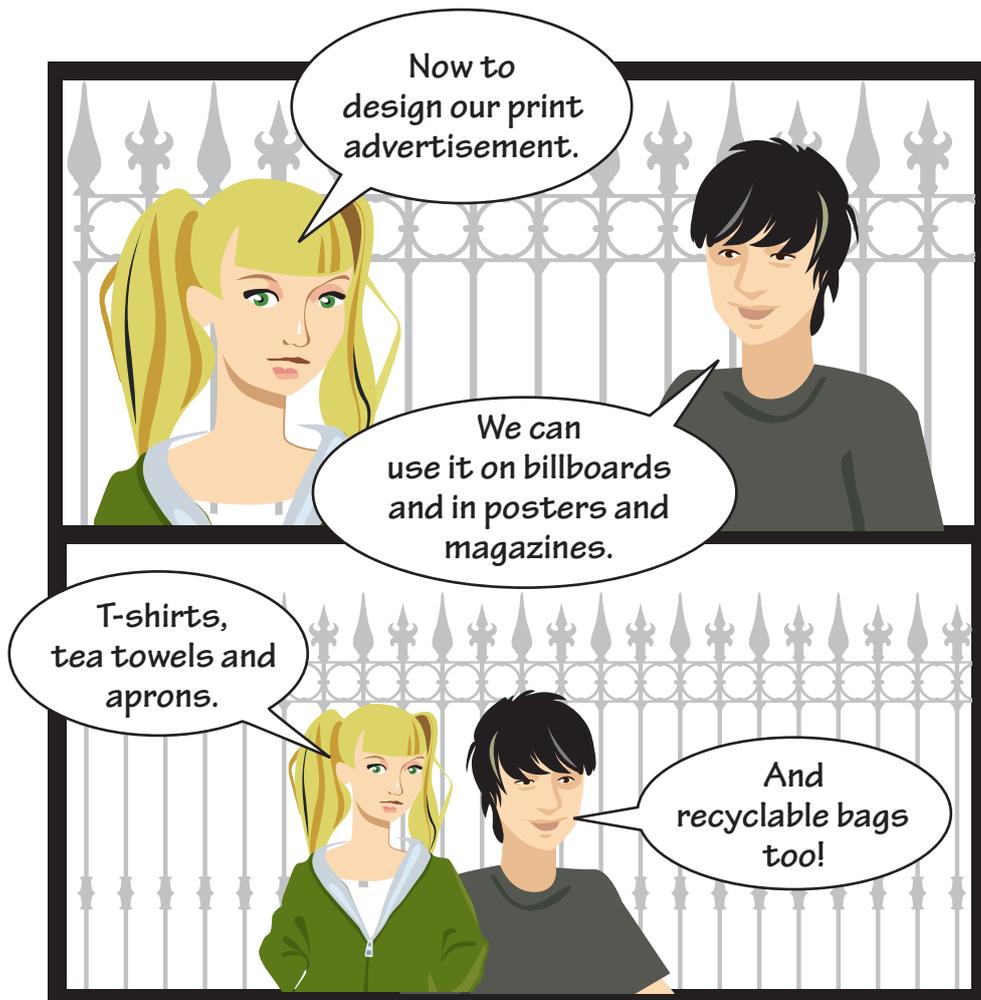
Place your script into your portfolio.







10 In print and paw print





10.1 Print design

This example shows you the main features of a print advertisement. Use it to help you when you plan your advertisement.

main picture

headline

eye-catching colours

logo

hook

text

contact details

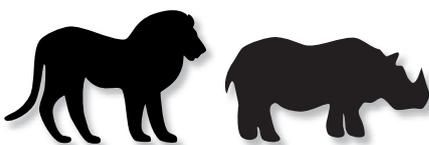
ESCAPE TO THE SKIES

FF LEARN TO FLY WITH FLYAWAY FLIGHTS
45 MINUTE LESSONS - \$90 EACH
PAY FOR 9 AND GET ONE FREE!
NIGHT FLYING TOO!
FLY HIGH WITH TJ OR BUZZ
7 DAYS A WEEK

PH: 327 7890



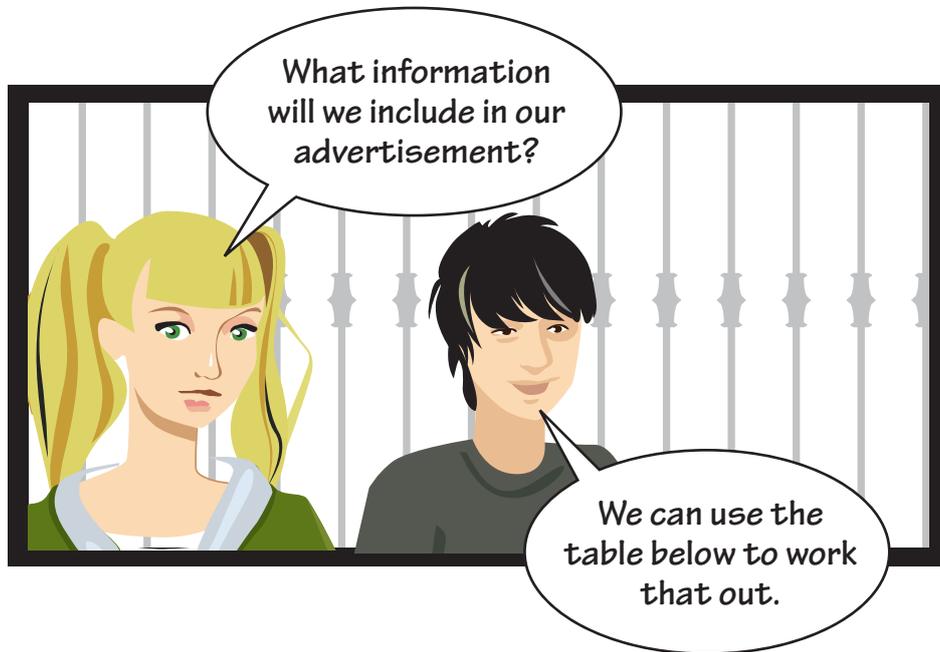
Take out your Certificate of Work from your portfolio. This is another example of a print poster. Can you identify the print design features that appear on the Certificate of Work? Check off the features you can see.



Feature	Check
headline	
text	
eye-catching colours	
contact details	
logo	
hook	
main picture	



10.2 Print advertisement planning



Answer the questions to help you plan your print advertisement.

What **text** (quick facts) will your print advertisement give your audience?

Are the quick facts the same as those included in your video? **Yes** **No**

Why or why not?



Will you use a **headline**? **Yes** **No** What will it be?

Will you use a **hook**? **Yes** **No** What will it be?

Will you include **contact details**? **Yes** **No** What will they be?

Will you design a **logo** for the Animal Park to use in your advertisement?

Yes **No** What will it be?

What **pictures** will you use in your print advert? Your model and photographs could be useful for ideas.

What **eye-catching colours** will you use?





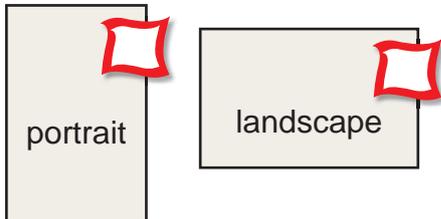
What art materials will you use? (eg paint, crayon, collage)

What size will your advertisement be?

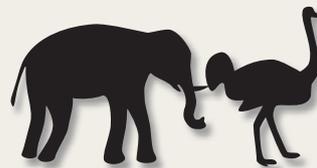


Where will you display your advert to make sure the public sees it?

Will your advert be portrait or landscape orientation?



Materials:



- ★ paper

A3 print advert:

- 1 sheet of A4 paper (draft)
- 1 sheet A3 paper (published copy of print advertisement)

OR

A4 print advert:

- 2 sheets A4 paper (one draft and one published copy of print advertisement)

- ★ lead pencil
- ★ eraser
- ★ preferred art materials – pencils, crayons, paint.



10.3 Draft it up



Using an A4 sheet, draft your advertisement.

Use light pencil lines so you can erase them as you work.

You can try out colours and ideas and experiment with drawings and print on your draft.

REMEMBER

Key features:

- ★ catchy headline
- ★ eye-catching colours and picture/s
- ★ short phrases or single words.

10.4 Final print

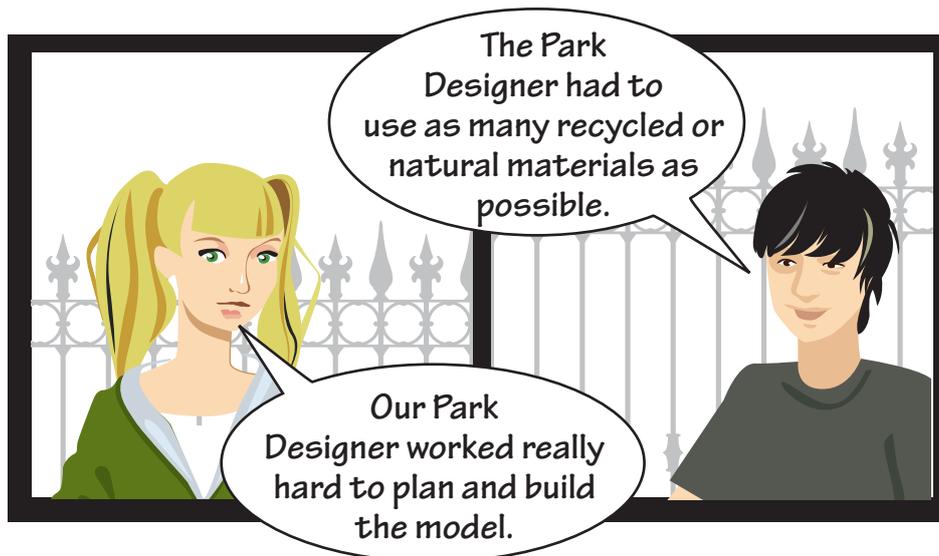


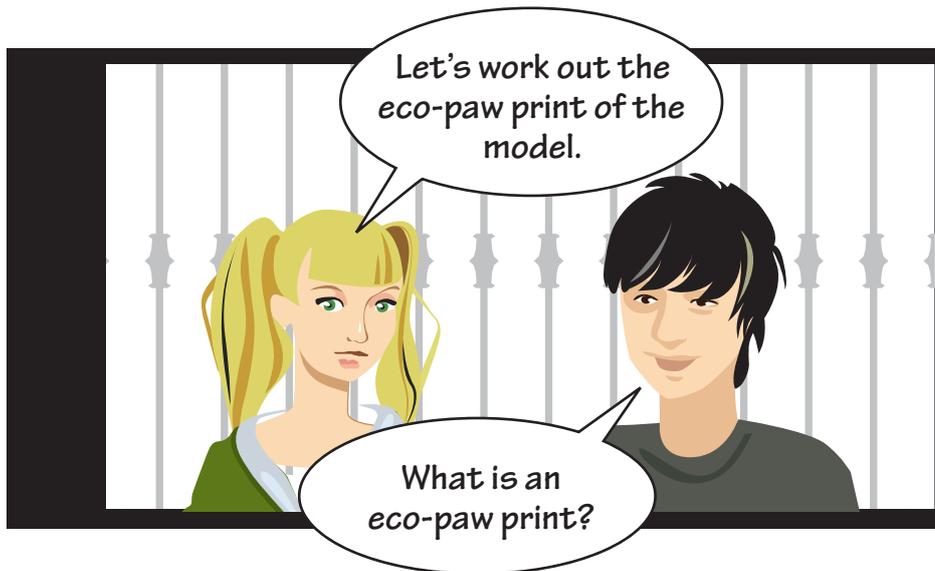
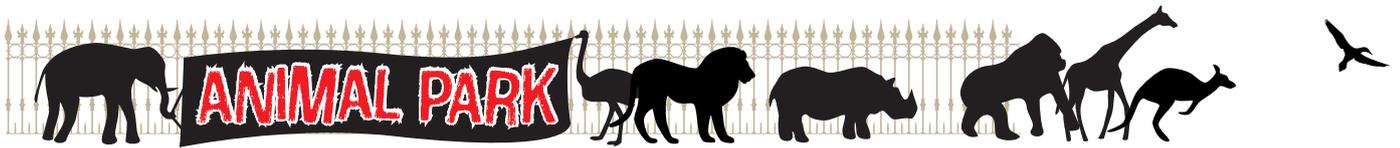
Produce your print advertisement.

Use light pencil lines here, too, so you can erase them if you change your mind!

Store your draft and your published print advert in your portfolio.

10.5 Eco-paw print



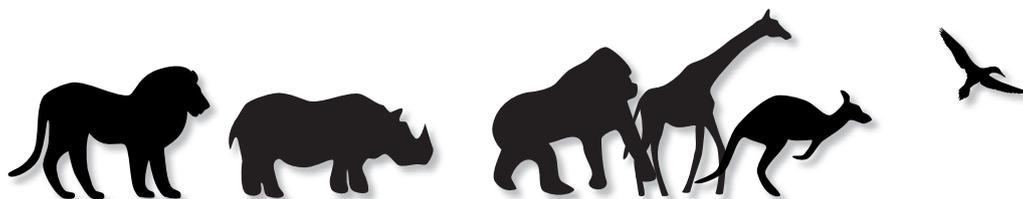


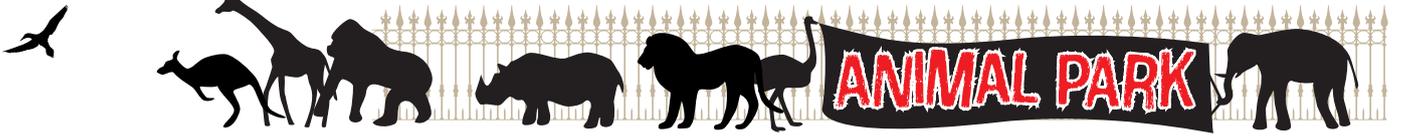
The focus for the 3D model production was the use of **environmentally-friendly materials**. Some were natural materials, some were recycled and some were new or cost money.

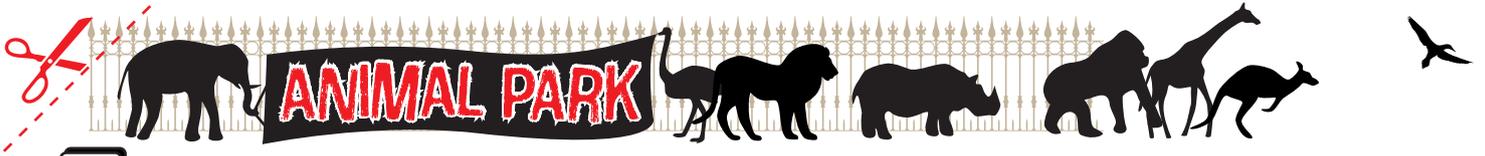
An **eco-paw print** is a number that tells us the environmentally-friendly rating of our model.

You will need your model to help you complete this final task.

Carefully review the materials you used to complete each part of your model from ground level to finishing touches. List every item – from paint to twigs, in the correct column in this table.







Materials I recycled		Natural materials		Materials that were new or cost money	
eg yoghurt container	1	eg leaves	1	eg paint	1
TOTAL		TOTAL		TOTAL	

Give each item a point score of 1.

Total each column.

Column 1

Column 2

Column 3

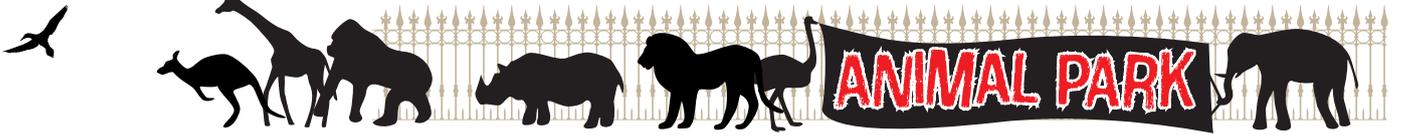
Column 1 + column 2 = total

+ =

Total of column 1 and 2 - column 3 =

- =

Place this sheet into your portfolio.





This final number is the eco-paw print.

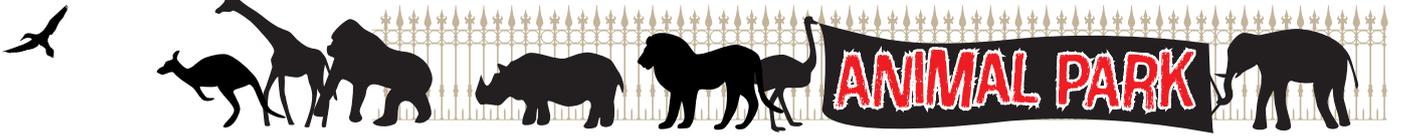
The higher the number, the better the eco-paw print of your model.

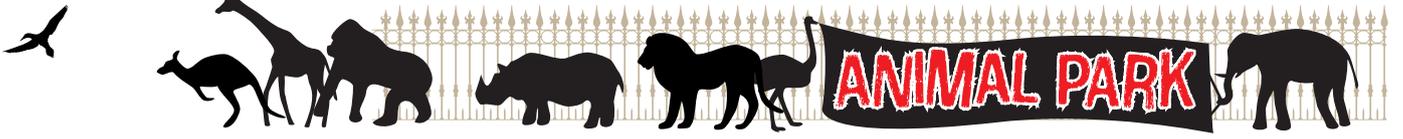
The more natural or recycled materials you use, the more environmentally friendly you are and the more points you score.

For each natural or recycled material you use, you score a point and this raises your eco-paw print.

For each item that is new or was paid for, you lose a point and this lowers your eco-paw print.









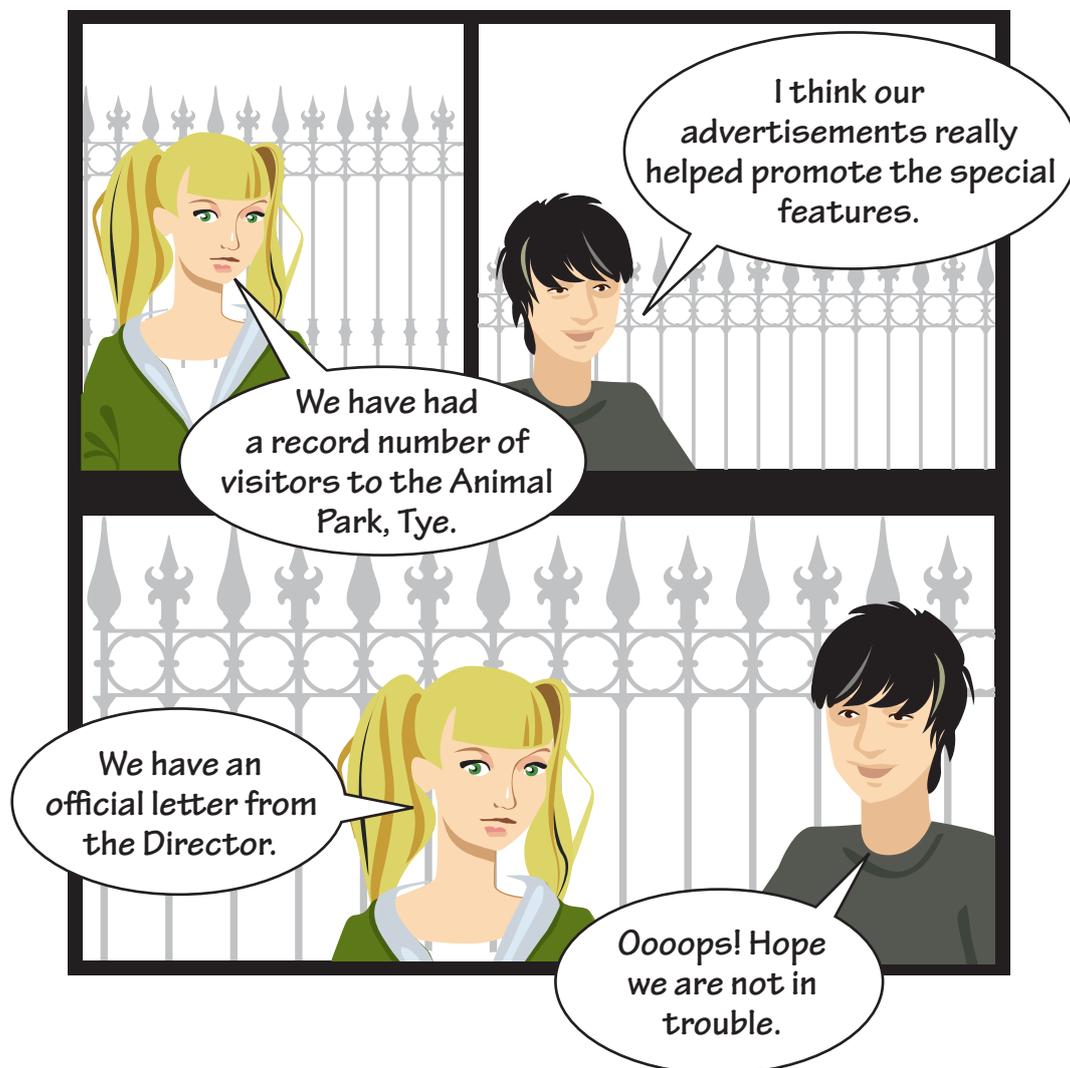
10.7 Packing it all up

You have completed all the activities in *Animal Park* – ‘Home sweet home’.

Return to your table of contents in your portfolio.

Check that you have completed all the activities listed in the table of contents and that you have included them in your portfolio.

Write your completion date on your Certificate of Work.





Hi Tye and Ellie and Park Designer

Thank you for your outstanding work over the last few weeks. On behalf of the Animal Park Board I would like to congratulate you on the tremendous effort you made to provide an environmentally-friendly Animal Park for our animals.

Your print and television advertisements were inspirational and a credit to you.

I hope you are proud of your work. I know I am!

Thank you

Ann E Mal

Ann E Mal
Animal Park Director

Overview

Year 4: Animal Park

Western Australian Curriculum

Year 4 English

Content strands	
Language	
Literature	
Literacy	

Content Descriptions	
Language	
Language Variation and Change	
Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)	
Language for Interaction	
Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)	
Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	
Text Structure and Organisation	
Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	
Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)	

Expressing and Developing Ideas	
Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)	
Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)	
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	
Phonics and Word Knowledge	
Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)	
Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)	
Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)	
Literature	
Literature and Context	
Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	
Responding to Literature	
Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	
Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	
Examining Literature	
Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	

Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)	
Creating Literature	
Create literary texts that explore students' own experiences and imagining (ACELT1607)	
Create literary texts by developing storylines, characters and settings (ACELT1794)	
Literacy	
Texts in Context	
Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)	
Interacting with Others	
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)	
Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)	
Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)	
Interpreting, Analysing, Evaluating	
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	
Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)	
Creating Texts	
Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	

Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	
Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)	
Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)	

Year 4 Technology and Enterprise

Content strands	
Knowledge and understanding	
Processes and production skills	

Content Descriptions	
Technologies and society	
Role of people in design and technologies occupations (ACTDEK010)	
Ways products, services and environments are designed to meet community needs, including consideration of sustainability (ACTDEK010)	
Technologies contexts	
Engineering principles and systems	
Forces, and the properties of materials, affect the behaviour of a product or system (ACTDEK011)	
Food and fibre production	
Types of technologies used in food and fibre production or processing, including how they are used to help meet consumer needs (ACTDEK012)	
Materials and technologies specialisations	
Suitability and safe practice when using materials, systems and components for a range of purposes (ACTDEK013)	
Creating solutions by:	
Investigating and defining	
Define a sequence of steps to design a solution for a given task (WATPPS21)	
Identify and choose the appropriate resources from a given set (WATPPS22)	
Designing	
Develop and communicate design ideas and decisions using annotated drawings and appropriate technical terms (WATPPS23)	

Producing and implementing	
Select, and safely use, appropriate components and equipment to make solutions (WATPPS24)	
Evaluating	
Use criteria to evaluate and justify simple design processes and solutions (WATPPS25)	
Collaborating and managing	
Work independently, or collaboratively when required, to plan, safely create and communicate ideas and information for solutions (WATPPS26)	

General Capabilities and Cross Curriculum Priorities

General capabilities	
Literacy	
Numeracy	
Information and communication technology (ICT) capability	
Critical and creative thinking	
Personal and social capability	
Ethical understanding	
Intercultural understanding	

Cross-curriculum priorities	
Aboriginal and Torres Strait Islander histories and cultures	
Asia and Australia's engagement with Asia	
Sustainability	

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Department of
Education

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WA Revised 2020

Year 4

Home sweet home -
Integrated

Activity Book 2