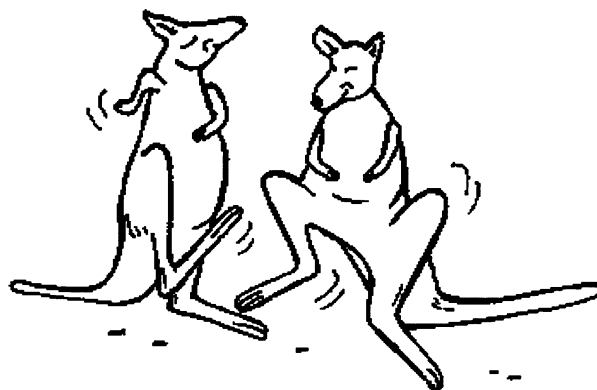


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Introduction

About This Book

Teachers of today have the important task of planning classroom experiences that are imaginative and motivating.

They need practical units of work which engage children in enriched learning experiences that are meaningful to them.

'Literature and Learning' is a resource book which provides such material for classroom teachers.

The material in this book is designed to encourage children to develop a keen interest in Australian animals and their environments.

Students investigate topics such as habitats, wombat needs and how the wombat's special features influence the way they move and live.

We begin by using the shared story book, 'Sebastian Lives in a Hat' as a springboard for planning, teaching and learning experiences. The activities relate ideas to the children's own knowledge and experiences.

Active learning involving the children making models of wombat homes and cross age tutoring activities, including children preparing healthy wombat face snacks are a particular feature.

The activities involve the children as learners – as creative and critical thinkers, beginning to express their own ideas and presentations.

It extends learning through integrating curriculum areas such as English, S.O.S.E., Music & Movement, Science, Physical Education, Drama, Art and Technology

This framework provides for a large range of learning outcomes.

A variety of groupings are used, ranging from small co-operative groups to individual and whole class groupings. These groupings allow for the development of social skills.

To allow for the enrichment of children's thinking skills, we have used the models of Edward De Bono's Six Thinking Hats, Blooms Taxonomy and Howard Gardner's Multiple Intelligences theory.

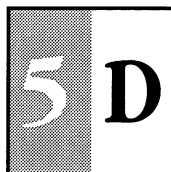
Thinking Skills and Individual Differences

Bloom's Taxonomy of Cognitive Process is one model used for the development of higher thinking skills. It is applicable for all children in the classroom and for all subjects taught.

Howard Gardner's Multiple Intelligences model is based on his research that there are at least seven forms of intelligence with autonomous intelligence capacities. His model caters for individual differences, individual interests and a range of capabilities.

Multiple Intelligences	Bloom's Taxonomy
1. Visual/Spatial	A. Knowledge
2. Bodily/Kinaesthetic	B. Comprehension
3. Logical/Mathematical	C. Application
4. Intrapersonal	D. Analysis
5. Interpersonal	E. Synthesis
6. Musical/Rhythmic	F. Evaluation
7. Verbal/Linguistic	

Throughout this book we have used a code to summarise the relevant Bloom's and Multiple Intelligences category. For example, for an activity that utilises Interpersonal and Analysis skills the code would be:



Six Thinking Hats

What is the Six Thinking Hats Method?

The Six Thinking Hats method was authored by Edward de Bono, a pioneer in the field of the teaching of thinking in education. His concept contends that when we attempt practical thinking, we encounter three fundamental difficulties:

1. **Emotions.** We often have a tendency not to think at all but to rely on instant gut feeling, emotion and prejudice as a basis for action.
2. **Helplessness.** We may react with feelings of inadequacy: 'I don't know how to think about this. I don't know what to do next.'
3. **Confusion.** We try to keep everything in mind at once, with a mess as a result.

The six thinking hats method is a simple and practical way of overcoming all three difficulties. In the six hats method, thinking is divided into six different modes, each of which is represented by a different colour hat.

Red Hat. Emotions. Intuition, feelings and hunches. How do I feel about this right now?

Yellow Hat. Good Points. Why is this worth doing? How will it help us? Why can it be done?

Black Hat. Bad Points. Cautions. Judgment. Assessment. Is this true? What are the weaknesses?

Green Hat. Creativity. Different or new ideas. Suggestions and proposals. What are some possible ways to work this out?

White Hat. Information. Questions. What information do we have? What information do we need?

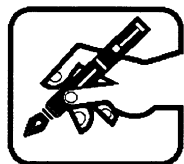
Blue Hat. Organisation of thinking. Thinking about thinking. What have we done so far? What do we do next?

By using the Six Thinking Hats method, children will:

- develop higher order thinking skills.
- be able to explore the story more fully.
- think more richly and comprehensively about the story or topic.

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de Bono, E. (1992) *Six Thinking Hats for Schools*. Melbourne: Hawker Brownlow Education.



English

Wombats and What We Know

Getting Started

To stimulate the children's interest in the topic, gather together a range of fiction and non fiction books and create a pictorial display about wombats on a special interest table. As the topic develops add to this display with charts and pictures. Involve the children by asking them to bring along their own books, newspaper or magazine cuttings and model animals to build up the special interest table.



Activity 1: Finding out about wombats

- i. In a whole class grouping, focus the children's attention on the pictures in the book displays and ask them to share any personal knowledge or experiences they have about wombats, i.e. a trip to the Zoo, Sanctuary or Wildlife park etc.
- ii. Introduce the story 'Sebastian Lives in a Hat' Thelma Catterwell.
- iii. Tell the children that this story is about a baby wombat (a joey), that lived in a different place to a normal wombat in the bush. This wombat, named Sebastian, lived in a hat.
- iv. Create interest in the story by displaying the front cover of the book and discussing the illustration.
- v. Have the children suggest reasons why Sebastian was sitting in the hat. Ask the children what they think might happen in the story.



Activity 2: Thinking Skills

- i. Following the story reading promote a discussion based on the questions used in the Six Thinking Hats model to give a focus for developing the children's thinking and understanding.



Activity 3: Wombat Feelings

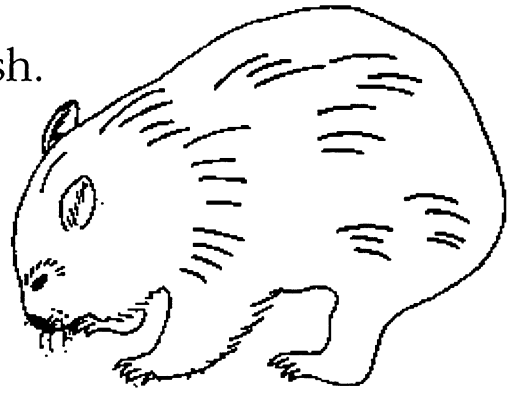
- i. Re-read 'Sebastian Lives in a Hat' by Thelma Catterwell and ask the children to express their feelings in response to the story. Focus on feelings from the characters point of view.
- ii. Provide individual copies of BLM1, 'Wombat feelings'.
- iii. Draw expressions on the faces of the wombat to show his feelings in the:

BLM3

The Wombat

A wombat is a large, furry Australian animal. It lives in the bush.

This animal is a marsupial. That means that the mother has a pouch in which to carry the baby wombat.



A wombat has an amazing ability to dig a long burrow using its strong fore claws.

The entrance to a wombat's burrow is a large open tunnel on the side of a hill – big enough for an adult to fit through.

During the day a wombat sleeps in a burrow underground. It wants to keep cool.

At dusk it comes out of its burrow to look for some of its favourite food. It likes to eat grasses, leaves, roots and the bark off trees. It is a vegetarian. A wombat grazes all night long. It roams about through the night, often travelling a long way from the burrow. It has a very clumsy walk.

Sometimes it gives its fur a big scratch. It enjoys having a dust bath too.

In very hot summers, when the ground becomes bare, some wombats die.