

A Kid's Life in Australia

Academic Content Standards:

Kindergarten

- Science: Describe and sort objects by one or more properties (e.g., size, color and shape).
- Social Studies: Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.
Make models and maps representing real places including the classroom.
Distinguish between land and water on maps and globes.
- Language Arts: Dictate or write simple stories, using letters, words or pictures.

Grade One

- Science: Classify objects according to the materials they are made of and their physical properties.
- Social Studies: Describe similarities and differences in the ways different cultures meet common human needs including:
 - a. Food;
 - b. Clothing;
 - c. Shelter;
 - d. Language;
 - e. Artistic expressions.Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.
Identify and use symbols to locate places of significance on maps and globes.
Locate the local community, state and the United States on maps or globes.
- Language Arts: Construct complete sentences with subjects and verbs.

Grade Two

- Social Studies: Describe the cultural practices and products of people on different continents.
Read and interpret a variety of maps.
Name and locate the continents and oceans.
- Language Arts: Use language for writing that is different from oral language, mimicking writing style of books when appropriate.

**Cleveland Metroparks Zoo
Distance Learning Programs
Kindergarten – 2nd Grade**

A Kid's Life in Australia

Goals and Objectives:

- Goal: Students will develop an awareness of similarities and differences in culture, language and fauna between the United States and Australia
- Objective(s): Students will
 1. familiarize themselves with maps,
 2. learn various Australian slang words,
 3. identify native Australian animal species.
 4. explore basic concepts of classification

Materials Needed:

- A world map, including a map of Australia.
- Abbreviated slang list (included with lesson plan).
- Access to the library or Internet.
- Vegemite and crackers. (Vegemite will be sent from the Zoo.)

Program:

Pre-Distance Learning Activities:

1. View a world map and find Australia.
2. Research some animals of Australia:
koalas, kangaroos, wallabies, wallaroos, sugar gliders, saltwater crocodiles, magpie geese, merino sheep, goats, donkeys, carpet pythons, phallangers, feather gliders, shingle-backed skinks, bats, tasmanian devils, marine toads, Australian wood ducks, blue-tongued skinks, bearded dragons, cockatiels, white's tree frogs, galahs, kookaburras, rainbow lorikeets, plumed whistling ducks, camels
(A helpful web site is www.zoo.books.com)
3. Review the slang words below and do the following activity:
Use the “dingo lingo” below to introduce students to some of the words they might hear in Australia. Have students create sentences or short stories using the slang phrases to share with classmates.

ankle biters - your kids

apples - in good order, under control “Everything’s apples!”

barbie - a grill or barbecue

cackleberries - eggs; sometimes called “hen fruit”

chewie - chewing gum

dob in - to tell on someone

ear basher - someone who talks too much

extra grouse - fantastic, excellent

give it a burl - try it, make an attempt

hard yakka - hard work

horray, hoo roo – goodbye

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Pre-Distance Learning Activities (Continued):

“Dingo Lingo”(continued):

knuckle sandwich - a punch in the mouth

lollywater - soft drink

mate - friend or buddy

narked - angry

nipper - a small child

shivoo - party or celebration

sunnies - sunglasses

ta - thank you

up a gum tree - in trouble

walloper - policeman

ziff - beard

Distance Learning Program (Topics)

- I. Find Australia
- II. Animals of Australia/Animal Guests
- III. “Do You Know the Slang” Contest
- IV. Sample Vegemite
- V. Question and Answer

Post-Distance Learning Activities:

1. After re-introducing the animals of Australia to your class (several are listed above), have students divide animals into categories according to movement. (This can be done in small groups with pictures of animals or as a whole group at the chalkboard or overhead.) When all animals have been sorted, decide on a classification for each group. Possible categories may include: animals that hop, run, walk, swim, fly, or slither. Record the categories with the list of animals, then divide the animals again according to body covering. For example, animals with feathers, fur, scales, smooth skin, etc. Record. Explain to students that they will be creating their own book about Australian animals based on the categories they created. The front cover can have their favorite Australian animal. Students can draw pictures of Australian animals to correspond with each category.