

Decomposition: Lesson 2

Stage/ Year	K-2	Lesson Number	2	Duration	45 mins
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Key Learning Area(s)	Science
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Syllabus outcome/objectives(s)	Additional Key Learning Areas
STE-SCI-01 - Identifies and describes characteristics of living things, properties of materials, and movement	ENE-OLC-01 – Communicates effectively by using interpersonal conventions and language with familiar peers and adults
STE-PQU-01 – Poses questions based on observations to collect data	ENE- VOCAB-01 – Understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts
ST1-SCI-01 – Measures and describes changes in living things, materials, movement, Earth and the sky	EN1-OLC-01 - Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions EN1- VOCAB-01 – Understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas MAO-WM-01 – Working mathematically MAE-RWN-01 – Demonstrates an understanding of how whole numbers indicate quantity MA1-DATA-01 – Gathers and organises data, displays data in lists, tables and picture graphs PHE-SM1-01 – Identifies and demonstrates self-management and interpersonal skills PH1-SMI-01 – Describes and demonstrates self-management and interpersonal skills in a range of contexts

Sequence of Teaching/Learning experiences	Teaching strategies	Assessment	Resources
<p>Introduction</p> <p>Recap last lesson by reviewing student retention of 5R's and different types of waste.</p> <ul style="list-style-type: none"> Ask students what they remember the 5 R's to be as well as their meanings to us and some everyday examples to help us remember. Ask the students to identify the different coloured bins they have at home and what goes in them Quick game of Tell the teacher what bin to put it in as a quick recap of the Rubbish Relay game 	Whole class	Students discuss previous lesson, have they learnt the different types of waste?	2 litre clear plastic bottle with labels removed Soil from the compost or veggie garden bed Black marker pen
<p>Activity</p> <p>Demonstrate how to make a Compost in a Bottle (select students to participate at various points during the process.)</p> <ul style="list-style-type: none"> Add 2cm of soil to the bottle. If the soil is dry, moisten it using the spray bottle. Add 2cm of fruit and vegetable scraps including a banana skin. Cover with 1cm of soil. Sprinkle a spoon of the fertiliser/manure over the soil. Add a thin layer of grass clippings and/or leaves. Cover with 1cm of soil. Add torn newspaper to the bottle. Repeat steps 3–8 and include a plastic snack wrapper. Tape the flap closed and use a permanent marker to add a line at the height of the compost. Write the date next to the line Put the Compost in a Bottle in a sunny spot in the classroom. 	Whole class with individual predictions	Newspaper Spray bottle of water 1 tbsp of Pellitised manure Grass clippings/leaves	
<p>Explain to the class that once a week for 3–4 weeks, you will mark the level of the compost and look at what is happening and think about why this might be happening.</p> <p>Ask the students what they think is going to happen to the banana skin, the newspaper and the plastic wrapper?</p> <p>Reflection</p> <p>Discuss the process with students, highlighting how materials – even food scraps can be recycled to reduce impacts on landfill.</p>			