

Communication sample unit

Bug Hunt

K-6

This unit provides opportunities for students with complex communication needs to develop expressive communication skills. The unit integrates Early Stage 1 and Stage 1 outcomes and content from the K-10 English and Science syllabuses.

Duration: 3-4 lessons per week

English – Speaking and Listening

Science – Working Scientifically and Natural Environment (ES1), Living World (S1)

This unit draws on strategies and resources contained in the [English K-6 Support Materials for Students with Special Education Needs](#).

Unit overview

In this unit, students will engage in a range of communicative opportunities to develop and practise their personal communication forms, with a particular emphasis on expressive communication. Students will explore a range of texts about living things and communicate questions, opinions and information in relation to the living things they have learnt about.

Communication goals

An assessment of students' expressive communication skills should be done prior to commencing this unit, to establish particular communication priorities and goals. Expressive communication can be assessed through:

- interviewing people familiar to the student
- using published inventories, interviews and questionnaires (such as the Expressive Skills Questionnaire at www.servam.com.au)
- collecting communication samples
- recording observations (Form 10, Antecedent Behaviour Consequence record sheet, and Form 12, Summary of expressive communication record sheet, from the [English K-6 Support Materials for Students with Special Education Needs](#) may be useful).

Communication goals may involve:

- **replacing** communication behaviours
- **increasing** the frequency and extent of use of communication behaviours
- **enhancing** communication behaviours by strengthening or adding a form.

Communication strategies

Strategies for **replacing** communication behaviours:

- wait and signal
- functional communication training.

Strategies for **increasing** the frequency and extent of use of communication behaviours:

- wait and signal
- contingent responding.

Strategies for **enhancing** communication behaviours:

- wait and signal
- referencing
- response chaining
- shaping.

Teachers should make use of these strategies as appropriate to develop communication goals.

Providing communicative opportunities is also important in developing communication. This unit provides the following opportunities:

- turn-taking
- predictable and established routines
- activities with a shared focus
- activities involving choice-making.

More information about these strategies can be found in the Communication section of the [English K-6 Support Materials for Students with Special Education Needs](#).



Outcomes	Assessment overview
<p>Science</p> <p>Ste-8NE identifies the basic needs of living things</p> <p>ST1-4WS investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know</p> <p>ST1-10LW describes external features, changes in and growth of living things</p> <p>ST1-11LW describes ways that different places in the environment provide for the needs of living things</p> <p>English</p> <p>ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p>ENe-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language</p> <p>EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p> <p>EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p>	<p>Evidence of student learning can be gathered through:</p> <ul style="list-style-type: none"> • communication samples • descriptive text • activities engaging students in classifying features of insects • activities engaging students in identifying the needs of living things • an information report.



Content	Teaching, learning and assessment	Resources
<p>ENe-1A</p> <ul style="list-style-type: none"> understand simple classroom routines <p>ENe-6B</p> <ul style="list-style-type: none"> recognise and interpret a simple instruction from teachers and peers <p>EN1-1A</p> <ul style="list-style-type: none"> contribute appropriately to class discussions carry out complex instructions involving more than one step 	<p>Establishing a routine</p> <p>Communicative opportunity</p> <ul style="list-style-type: none"> predictable and established routine <p>Show students the first slide of the <i>Bug Hunt</i> PowerPoint presentation.</p> <p>Discuss elements of the slide:</p> <ul style="list-style-type: none"> What can students see in the slide? What will students be learning about? <p>Present students with a visual two-step sequence. When they see the slide 'We're going on a bug hunt', they will first sing the song, then complete some activities to learn about bugs.</p> <p>Ask students what they will be doing <i>first</i> and what they will be doing <i>second</i> when the <i>Bug Hunt</i> slide is presented. Responses could include:</p> <ul style="list-style-type: none"> gesture or facial expression vocalisation verbal response. 	<p><i>Bug Hunt</i> PowerPoint presentation</p> <p>Two-step sequence</p>
<p>ENe-1A</p> <ul style="list-style-type: none"> understand how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns begin to identify some language features of familiar spoken texts in classroom interactions express a point of view about texts read and/or viewed 	<p>Introduction to song</p> <p>Communicative opportunity</p> <ul style="list-style-type: none"> turn-taking shared focus <p>Show students the second slide of the <i>Bug Hunt</i> PowerPoint presentation. The song is sung to the tune of <i>We're Going on a Bear Hunt</i>. If a copy of the music can be obtained without the lyrics, use the music as an accompaniment. If not, the lyrics can be sung without the music.</p> <p>Sing the chorus of the song with students. Encourage them to participate in the song orally and through physical movement, such as clapping or marching. In particular, guide students to respond to the question 'Are you ready?' by vocalising 'Okay' and/or with hand/arm movements.</p> <p>Ask students whether they like the song so far. Responses could include:</p> <ul style="list-style-type: none"> gesture or facial expression vocalisation verbal response. 	<p><i>Bug Hunt</i> PowerPoint presentation</p>

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	<p>Introduce key vocabulary to students, such as 'ladybird', 'grasshopper', 'crawl', 'insect', 'colourful', 'garden', 'environment'. Categorise words into nouns (objects), verbs (actions) or adjectives (describing words). This may be done through:</p> <ul style="list-style-type: none"> • matching images/words to categories • completing a table. 	
<p>ENe-1A</p> <ul style="list-style-type: none"> • communicate appropriately and effectively in the classroom using agreed conventions, eg staying on topic, asking for and offering assistance • respond to simple questions either verbally or non-verbally <p>EN1-1A</p> <ul style="list-style-type: none"> • listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) • use turn-taking, questioning and other behaviours related to class discussions • describe in detail familiar places and things <p>EN1-6B</p> <ul style="list-style-type: none"> • identify organisational patterns and features of predictable spoken texts • listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585) 	<p>Bug Hunt</p> <p>Communicative opportunity</p> <ul style="list-style-type: none"> • predictable and established routine • turn-taking • shared focus <p><i>Note: The following activities form a routine for exploring the insects represented in the Bug Hunt song. The routine can then be repeated daily until the Bug Hunt presentation has been completed. This will provide a familiar and predictable environment for students to develop their communication skills.</i></p> <p>Activity 1</p> <p>Show students slide 1 of the <i>Bug Hunt</i> PowerPoint presentation and remind them of the visual sequence. Ask them to communicate what will be happening in the lesson. Responses could include:</p> <ul style="list-style-type: none"> • gesture or facial expression • vocalisation • verbal response. <p>Activity 2</p> <p>As a class, sing slide 2. Encourage students to participate orally and/or physically, as described previously.</p> <p>Activity 3</p> <p>Introduce the slide relating to the next insect in the presentation (bee, ladybird, butterfly, spider, caterpillar, grasshopper or fly). Sing or read the lyrics to the students. Encourage participation, such as:</p> <ul style="list-style-type: none"> • repeating the lyrics • singing or reading along with the teacher • physical movement (eg waving arms for flying) • vocalisation of insect movement (eg <i>buzz, buzz, buzz</i>). 	<p><i>Bug Hunt</i> PowerPoint presentation</p> <p>Two-step sequence</p>

Content	Teaching, learning and assessment	Resources
<p>Science</p> <p>ST1-4WS</p> <p>Students question and predict by:</p> <ul style="list-style-type: none"> responding to and posing questions (AC SIS024, AC SIS037) <p>Students conduct investigations by:</p> <ul style="list-style-type: none"> using a range of methods to gather data and/or information, including using their senses to make observations safely and carefully, using simple tools and equipment <p>Students process and analyse data and information by:</p> <ul style="list-style-type: none"> using a range of methods to sort information, including drawings and provided tables, to match objects and events based on easily observable characteristics (AC SIS027, AC SIS040) <p>Students communicate by:</p> <ul style="list-style-type: none"> displaying data and information in a variety of ways, including drawings, simple texts, provided tables and graphs, using digital technologies as appropriate <p>ST1-10LW</p> <p>Living things have a variety of external features (AC SSU017)</p> <ul style="list-style-type: none"> describe some external features of a variety of living things devise simple classification systems based on the observable external features of plants or animals identified in the local area <p>ST1-11LW</p> <p>Living things live in different places where their needs are met (AC SSU211)</p> <ul style="list-style-type: none"> observe the different places in a local land or aquatic environment where living things can be found 	<p>Features of insects</p> <p><i>Communicative opportunity</i></p> <ul style="list-style-type: none"> turn-taking shared focus <p>Show students an image of each of the bugs in the <i>Bug Hunt</i> presentation. What features can they observe? (Answers could include 'legs', 'eyes', 'wings'.)</p> <p>Create a tactile, print or digital classification chart, divided into the following sections:</p> <ul style="list-style-type: none"> six legs two eyes wings antennae. <p>Students match print or digital images of the bugs from the presentation into each category.</p> <p><i>Note: Caterpillars will fit into only two of these categories: two eyes, antennae. Spiders will not fit into any of the categories.</i></p> <p>OR</p> <p>Use an interactive whiteboard activity to engage students in classifying insects based on their features.</p> <p>Which bugs did not belong in any of these categories? Explain that spiders are not insects. What features of spiders make them different from insects? (Answers could include 'eight legs', 'more than two eyes'.)</p> <p>If appropriate, explore the body parts of insects. Label an image of an insect.</p> <p>Students may complete a symmetry painting of an insect (eg butterfly) to reinforce the body parts and features.</p> <p>Where do we find insects?</p> <p>Take students to a garden on the school grounds. Students observe and indicate/communicate/record the insects/bugs found there.</p> <p>OR</p> <p>Participate in an investigation to observe insects/bugs found in leaf litter.</p>	<p>Boardmaker Share – <i>Bugs Sort</i></p> <p><i>Animals Living in Leaf Litter, from Life and Living Ages 8–10: Hands-on Science Experiments for the Classroom!</i> by Bryan Pennington</p>

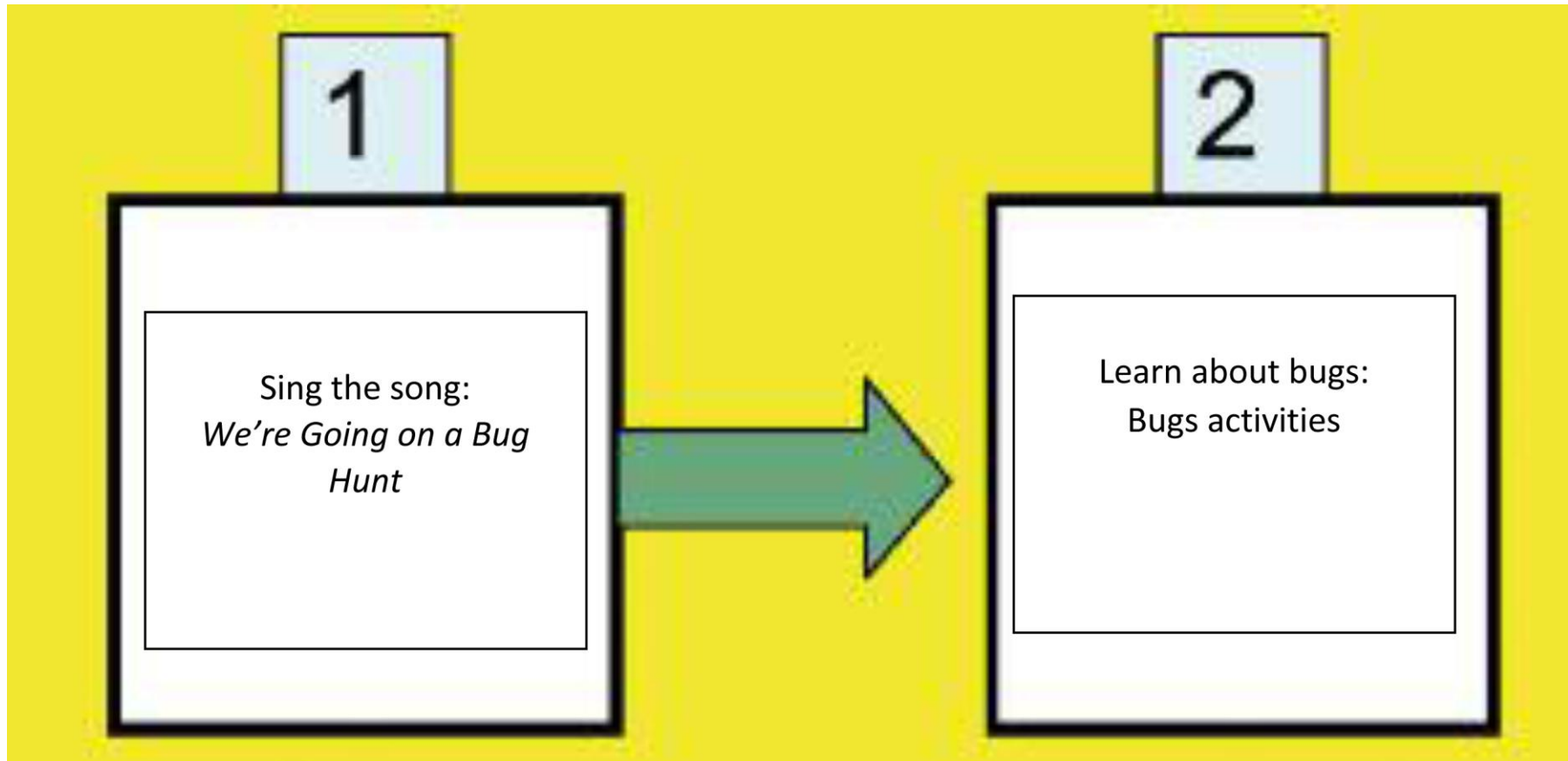
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<p>English</p> <p>ENe-1A</p> <ul style="list-style-type: none"> begin to identify some language features of familiar spoken texts in classroom interactions communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance recognise how 'and', 'but', 'then' link ideas in spoken texts listen to and respond orally to texts and to the communication of others in informal and structured classroom situations respond to simple questions either verbally or non-verbally retell familiar stories, including in home language <p>ENe-6B</p> <ul style="list-style-type: none"> begin to identify some language features of familiar spoken texts compose texts to communicate feelings, needs, opinions and ideas <p>Ste-8NE</p> <p>Living things have basic needs, including food and water. (ACSSU002)</p> <ul style="list-style-type: none"> describe what plants and animals, including humans, need to stay alive and healthy, eg food, water and air <p>Science</p> <p>ST1-10LW</p> <p>Living things grow, change and have offspring similar to themselves. (ACSSU030)</p> <ul style="list-style-type: none"> record the changes in growth of a common plant or animal, using informal units, 	<p>The Very Hungry Caterpillar</p> <p>Communicative opportunity</p> <ul style="list-style-type: none"> turn-taking shared focus <p>Discuss what students already know about caterpillars from previous activities.</p> <p>Students read, view and/or listen to the story of <i>The Very Hungry Caterpillar</i>. Engage students in activities to develop an understanding of:</p> <ul style="list-style-type: none"> where caterpillars live what caterpillars eat and need to stay alive features of caterpillars how caterpillars move how caterpillars grow and change. <p>Activity 1</p> <p>Students match the foods eaten each day to a visual sequence/timetable listing the days of the week. At the end of the story, ask students to communicate what was eaten each day. Focus on students using the correct singular or plural form of the food (eg one apple, two pears, three plums).</p> <p>Activity 2</p> <p>Provide students with images of two foods eaten by the caterpillar. Students discuss the foods in the correct sequence, using either 'before' or 'after'. For example, if given an image of the pears and strawberries, students may respond:</p> <ul style="list-style-type: none"> 'The caterpillar ate the pears <i>before</i> the strawberries.' 'The caterpillar ate the strawberries <i>after</i> the pears.' <p>OR</p> <p>Students sequence images of the foods eaten in the correct order. They describe the sequence by combining two or more foods. Encourage them to use correct temporal connectives, such as 'then', 'after', 'next', eg:</p> <ul style="list-style-type: none"> 'The caterpillar ate one apple. <i>Then</i> he ate two pears. <i>Next</i> he ate three plums.' <p>Responses could include:</p> <ul style="list-style-type: none"> gesture or facial expression to indicate the correct response to questioning (eg What did the caterpillar eat after the pear? What did he eat before the strawberries?) 	<p><i>The Very Hungry Caterpillar</i> by Eric Carle (picture book or YouTube clip)</p>

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<p>provided tables and digital technologies as appropriate</p> <p>ST1-11LW</p> <p>Living things live in different places where their needs are met. (ACSSU211)</p> <ul style="list-style-type: none"> explore the needs of a plant or an animal in its environment 	<ul style="list-style-type: none"> combining symbols of foods with the temporal connective on a communication board, eg: <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>before</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> </div> completing a cloze passage, eg: <ul style="list-style-type: none"> 'The caterpillar ate the pears _____ the strawberries.' 'The caterpillar ate the _____ after the _____.' verbal or written response. <p>Activity 3</p> <p>Discuss with students how the caterpillar grew and changed:</p> <ul style="list-style-type: none"> he began as an egg on a leaf he grew bigger when he ate he made a cocoon he emerged as a butterfly. <p>Use an interactive whiteboard activity to engage students in the life cycle of a butterfly.</p> <p>OR</p> <p>Use body movements to demonstrate each stage in the life cycle. If appropriate, students imitate the movements:</p> <ul style="list-style-type: none"> egg – hold ankles, bend down, and round bodies larva – squirm like a worm pupa – crawl into a sleeping bag, large pillowcase or sack butterfly – pop out of the bag, waving colourful handkerchiefs or scarfs. <p>Match the scientific terms to the images in the story.</p> <p>Activity 4</p> <p>What did the caterpillar need to grow and change? Guide student responses to 'food' and 'shelter'.</p> <p>Create a tactile, print or digital poster titled Living things need food.</p> <ul style="list-style-type: none"> Include an image of the caterpillar and an image of people on the poster. Students communicate 	<p>Boardmaker Share – Caterpillar to butterfly sequence</p> <p>Sleeping bags, large pillowcases or sacks</p> <p>Colourful handkerchiefs or small scarfs</p>

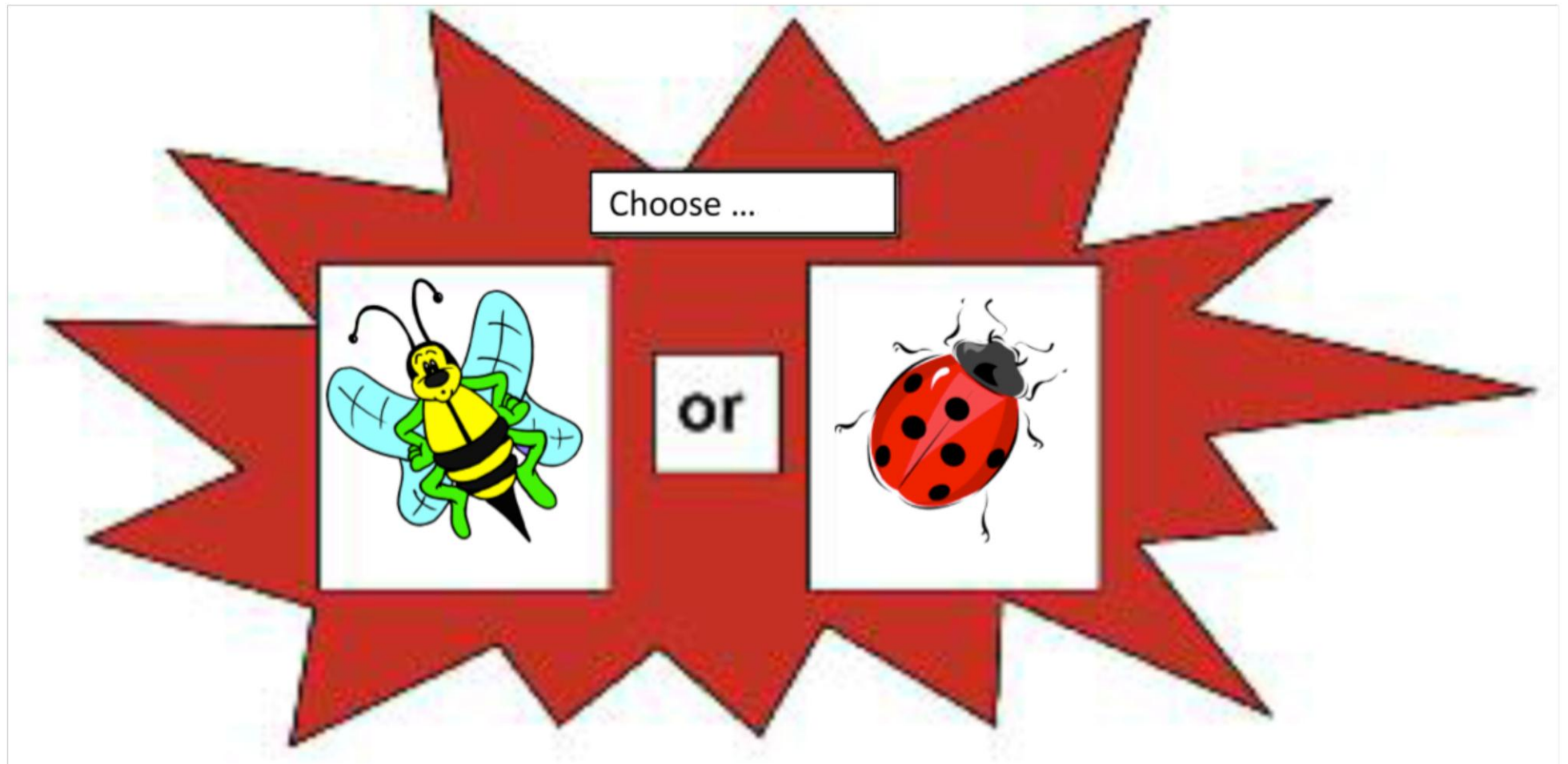
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	<p>what the caterpillar ate in the story. These things are included under the image of the caterpillar.</p> <ul style="list-style-type: none"> • Ask students if any of the things the caterpillar ate are things that we would eat too. • Were all the things that the caterpillar ate good for him? Discuss the foods that gave him a stomach ache. What made him better? Remove from the poster the foods that gave the caterpillar a stomach ache. The only food that should be left under the caterpillar is the leaf. <p>Create a second tactile, print or digital poster titled Living things need shelter.</p> <ul style="list-style-type: none"> • Include an image of the caterpillar on one side and an image of people on the other. Where did the caterpillar live? Responses should include 'leaf', 'cocoon'. Place these on the caterpillar side of the poster. Where do we live? Responses should include 'homes', 'buildings', and so on. Place an image of a house on the people side of the poster. • Encourage students to compare the needs of caterpillars and the needs of humans, using connectives that compare and contrast, such as 'and', 'both', 'as well as', 'but', 'instead of'. <p>Responses could include:</p> <ul style="list-style-type: none"> • gesture or facial expression to indicate the correct response to questioning (eg Do caterpillars eat the same things as people? Are caterpillars' food and people's food the same?) • combining symbols with a connective on a communication board, eg: <div data-bbox="734 794 1249 951" style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>but</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> </div> <ul style="list-style-type: none"> • completing a cloze passage, eg: <ul style="list-style-type: none"> – 'Caterpillars eat leaves _____ people eat cake.' – 'Caterpillars _____ people need food.' • verbal or written response. 	
<p>ENe-1A</p> <ul style="list-style-type: none"> • recognise how 'and', 'but', 'then' link ideas in spoken texts • attempt to match noun to pronoun in spoken texts • use interaction skills including listening while others speak, using appropriate voice levels, 	<p>Sharing about insects</p> <p>Communicative opportunity</p> <ul style="list-style-type: none"> • turn-taking • shared focus <p>Students present an information report to the class on one or more selected insects. As appropriate, adjust the requirements of the report to include:</p>	<p>Double-item choice board</p>

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<p>articulation and body language, gestures and eye contact (ACELY1784)</p> <ul style="list-style-type: none"> listen to and respond orally to texts and the communication of others in informal and structured classroom situations (ACELY1646) describe an object of interest to the class <p>ENe-6B</p> <ul style="list-style-type: none"> demonstrate developing understanding of language used at school and expectations for using spoken language according to audience and purpose compose texts to communicate feelings, needs, opinions and ideas <p>EN1-1A</p> <ul style="list-style-type: none"> understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444) communicate with increasing confidence in a range of contexts describe in detail familiar places and things <p>EN1-6B</p> <ul style="list-style-type: none"> make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) deliver short oral presentations to peers demonstrate active listening behaviours and respond appropriately to class discussions 	<ul style="list-style-type: none"> features how it moves where it lives what it needs. <p>A double-item choice board can be used to encourage students to select their insect(s). This is an opportunity for students to extend their expressive communication skills, such as by:</p> <ul style="list-style-type: none"> increasing the number of symbols used to communicate combining symbols flexibly when communicating making closer approximations of vocalisations extending utterances from simple to compound/complex sentences. <p>Class presentations may involve:</p> <ul style="list-style-type: none"> responding to teacher questioning about their chosen insect (with or without visual supports) using a communication board to communicate simple facts about their insect using utterances to communicate facts about their insect, eg 'bee fly', 'yellow colour' using a scaffold to construct a factual text on their insect (this may be a single sentence, multiple sentences or paragraphs). The focus for this activity will be on sentence construction at a level that is appropriate for the student and may involve explicit teaching of connectives and referents. The text may then be read by the student or teacher. <p>Encourage students to use appropriate interaction skills, such as:</p> <ul style="list-style-type: none"> active listening behaviours turn taking using agreed conventions for commenting/asking questions (such as waiting for the presenter to finish, raising a hand) using body language to facilitate presentations (such as eye gaze, gesture). <p>A shadow board may be a useful visual aid to establish an appropriate environment for the presentations. The shadow board indicates where the presenter is to stand when sharing their ideas.</p>	<p>The information report scaffold in the Case Studies section (p 115) of the English K-6 Support Materials for Students with Special Education Needs may be useful</p> <p>Shadow board</p>

Two-step sequence



Double-item choice board



Shadow board

