

The Outback in Australia is a hot, dry, and dusty area that covers much of the center of the country. Very few people live in the Outback. Australia has more kangaroos than people.

Materials needed: Map of Australia in **Appendix 1.1**, chart paper, marker

Say, *Today we are traveling to a new country.* Invite children to stand up and sing the travel song below as they fly to our latest destination.

*Oh, it's time to board the plane
To travel in sun or rain (Today it's _____!)*

*Spread your wings, let's go!
Our hearts and minds will grow!*

*We're going somewhere new
There's so much to see and do*

*Zooooooooooooooooom..... all around
And now we are safely on the ground.*

Once children are seated again, welcome them to the country of Australia. Hold up a map or globe and show them where they live in relation to where Australia is. *Wow! We just flew all the way across the world. Australia is very, very far away!*

Write the word Australia on chart paper. Ask children what letter Australia begins with. What letter does it end with...the letter a. Say, *Australia begins and ends with the letter A/a. Let's clap out the syllables...Aus-tral-ia...3 syllables!*

Show children a flag of Australia. Point out the colors (blue, red, and white). Count the stars and talk about their sizes (one large, four medium, and one small). Invite children to open and close their hands six times, representing the six twinkling stars on the flag.

Show children the pictures of the Australian Outback. Say, *In the center of Australia there is a place called the Outback. The Outback covers a very big area in Australia. It is a very dry, dusty place because it doesn't rain much in the Outback. Most people in Australia do not live in the Outback.* Ask the children if they would like to live in a place like this. Why or Why not?

Talk about the word Outback. *Let's clap the syllables, Out-back, two syllables.* Point out that each syllable in the word Outback is also a word. *Out and back are both words. We know these words! Like when we say, "Can you take out the crayons," or "I am going to take my magic pointer out of its box." Out is a word we know. Back is a word, too: "The red car is at the back of the shelf," or "Jamal is leading the line and Susan is in the back." Did you know that when we put two words together to make a new word, that is called a compound word. Let's practice putting out and back together to make the word outback.* Invite the children to stand up and put one hand out when you say "out" and the other hand out when you say "back." Then, when you say "Outback," have the children clap their two hands together.

Domains / Skills and Concepts

PTLA Alignment

Physical: sitting, hand motions to song

Language and Communication: Vocabulary-Australia, Outback; Pre-literacy- letter recognition, rhyming words, compound words, children will see that what they say can be written down and read by others; expressing thoughts, feelings, and opinions

Cognitive: Math-counting syllables, one to one correspondence; Science/Geography- Australia, desert, oceans; Cultural/Social Studies- The Outback in Australia is a hot, dry, and dusty area that covers much of the center of the country. Very few people live in the Outback. Australia has more kangaroos than people. **Social/Emotional:** relating to other children/teacher in a group, listening manners, sharing, participation, self expression

Approaches to Learning: focused attention, time on task, eagerness and curiosity

3K: 3-PD.1,3,4,5;
3-LLD.2,3,4,6,7,8,9,10,15,16,17; 3- CD.10,13,17,19,22;
3-SED.3,10; 3-AL.1,2,4,8,9
4K: 4-PD.2,4;
4-LLD.2,3,4,5,6,8,12;
4-CD.7,13,19,21,24;
4-SED.3,7,8,9;
4-AL.1,2,3,14,15

The Outback in Australia is a hot, dry, and dusty area that covers much of the center of the country. Very few people live in the Outback, but lots of kangaroos do. Australia has more kangaroos than people.

Materials Needed: Brown/tan cardstock cut into the shape of kangaroos, scissors, sensory table/bin, sand

Prepare Kangaroo Cards: Cut 10 pieces of cardstock into a kangaroo shape. Draw a line across the stomach of each kangaroo -- make each line a little different (zigzag, wavy, straight, slanted to the left, slanted to the right, etc.). Write a compound word on each kangaroo card, so that one half of the compound word is on one side of the line you drew and the other half of the compound word is on the other half of the kangaroo card. Laminate the cards and then cut them in half. Place the Kangaroo Card pieces in a sensory bin filled with sand.

Sample compound words: playground, inside, outside, bathroom, sandbox, goodbye, bookshelf, toothbrush, walkabout, cupcake (Try to use words that you will naturally talk about in your daily routines.)

Invite the children to dig for Kangaroo Cards in the sensory bin. Each child may choose two cards. Read the words on both cards and ask the child to try to fit the two cards together. For example, if a child draws "sand" and "bye" the cards will not fit together, but if a child draws "sand" and "box" the cards will fit together. Talk about whether or not each of the two cards chosen can fit together to make compound words or not. If a child chooses two cards that form a compound word, invite the whole small group to practice putting the words together out loud. For example, tell the children to put one hand out for "sand" and the other hand out for "box" and then to clap both hands together when you say "sandbox."

Domains / Skills and Concepts

PTLA Alignment

Physical- digging in sand, putting pieces together

Language and Communication- Vocabulary-kangaroo, compound word; Pre-literacy-phonological awareness, compound words

Cognitive-Math- half, measuring, counting, one to one correspondence; Science- describing attributes of kangaroo ears with our own; Culture/Social Studies- The Outback in Australia is a hot, dry, and dusty area that covers much of the center of the country. Very few people live in the Outback. Australia has more kangaroos than people.

Social/Emotional- confidence in what they can do, turn taking, positive interactions with peers

Approaches to Learning- curiosity, eagerness, attentiveness and focus, problem solving

3K: 3-PD.6;
3-LLD.3,4,6,8,9;
3-CD.8,10,20,21;
3-SED.8,10;
3-AL.1,2,5,8
4K: 4-PD.6;
4-LLD.3,8,12;
4-CD.7,13,23;
4-SED.5,7,8;
4-AL.9,10,14