

# Burrowing Crayfish

## 1. Mini conference



**What do I know about Burrowing Crayfish?  
Why are they important?**

### Lesson Overview:

In this session the students take part in a mini conference to identify what they know and want to learn about burrowing crayfish. The students watch a YouTube clip to begin discussions about Burrowing Crayfish. Students are asked to record questions that arise on sticky notes and use these questions to take part in a mini-conference. Students contribute to a KWLH chart to use through out the session on burrowing crayfish.

**Key concepts:** Scientist at work, biology animal adaptations and ecology how ecosystems work.

**Teaching strategies:** 5 E model, mini conferencing, group interactive strategies.

**Equipment & Resources:** Sticky notes, 5 A3 coloured paper sheets with key questions, permanent markers, timer bell. TWHL chart.

**AUSVELS Curriculum Linkages:**

### Activity Sequence:

**1 hour**

1. **Engage:** As a whole class watch the YouTube clip from Bookend Trust in Tasmania.

<https://www.youtube.com/watch?v=-E5A5Ojs10Y>

Replay the clip: Hand out sticky notes and pencils. Ask the students to write down any question or ideas they have during to share in the next part of the session.

2. **Explore:** Divide the students into small groups of 5. Allocate the coloured poster paper around the room with the permanent markers. Each coloured poster paper will have a statement or question written on it. Assign a scribe at each of the stations (each student will have a turn at being the scribe).
3. **Explain:** The students are to respond to the statement by collaboratively writing their ideas and thoughts down. Students move around the classroom to the next poster when the timer bell goes. Keep going until each of the groups have contributed to each of the posters.
4. **Elaborate:** Sharing your ideas with others. The last poster the group finishes on is the one that is shared to the group.
5. **Evaluate:** Use a TWHL chart to begin the investigation questions that they students have developed. Add in what they think they know first (T column) and then questions we want to learn (W column) first. Add in your findings as you move through the sessions.
6. Display the posters around the room and put up the TWHL chart for future questions to be answered and added as you move through the units of work.

## Teachers working example:

### Setting up the mini-conference:

Load and watch the YouTube clip make sure you play it all the way through before the session starts.

Write these different questions or statements on the 5 A3 pieces of paper:

1. Habitat – What types of places do we find them? What type of home does it have?
2. Ecology- What does the burrowing crayfish do in the environment?
3. Research –How do scientists help them? What do they do?
4. Future – What will happen to them in the future? Will the number of crayfish grow?
5. Care and protection – What are the main threats to them? How can we help to look after them?

Organise pencils and sticky notes for the students to write on during the second run of the YouTube clip.

### Making a TWHL chart:

- This is an example of TWHL chart that might be generated as a result of the mini conference.
- You only fill in the T and the W parts of the table in this session.
- Make sure you use student questions; they might need to be reworked a little before putting them up. Group together similar questions try and put 2 -4 questions up to follow during your study.
- Leave gaps you will fill this in over time during the burrowing crayfish sessions.

| T                                      | W                              | H   | L  |
|--|--------------------------------|---|--|
| What we <u>think</u> we know           | What we <u>want</u> to learn?  | What we <u>have</u> learned?                                  | How we know we <u>learnt</u> it?                 |
| There are land crayfish?               | How do they live under ground? | That they have burrows to live underground                    | We used research to find out.                    |
| Burrowing crayfish have burrows.       | Why do they build burrows?     | Burrows to keep them in a wet environment.                    | They have gills and need moisture.               |
| Burrowing crayfish build mud chimneys. | Why are the chimneys so high?  | Chimneys are used to keep excess the water out of the burrow. | Burrow chimney height changes during the season. |
|  |                                |   |  |