



Science Unit of Work Level 3 and 4. Students aged 9 to 11 years

Focus of the Inquiry: Lifecycles and Relationships, assisting the survival of the Southern Hairy-nosed Wombat (SHNW)

Focus Curriculum Area: Science

CONTENTS OF THIS UNIT OF WORK:

1. CONTENTS OF THIS UNIT OF WORK AND OVERVIEW
2. AUSTRALIAN CURRICULUM ALIGNMENT, TEACHING AND LEARNING PROGRESSION
3. TEACHING AND LEARNING, INQUIRY QUESTIONS, STUDENT ACTION
4. ASSESSMENTS
5. THINKING ROUTINE TASKS
6. TEACHER NOTES
7. RECOMMENDED FICTION AND NON-FICTION TEXTS
8. WEBSITES AND RESOURCES
9. ILLUSTRATION



1. OVERVIEW:

This is a highly topical and relevant issue for students, especially those living in Australia, as the SHNW is a protected species. This unit of work is designed primarily for students aged 9 – 11 years of age, (Level 3 and 4) and is aligned with the Australian Curriculum (*Science*).

This unit of work covers content from the Year 3 and 4 Biological science strand in Science. Students will learn to understand the lifecycle of a SHNW and recognize other relationships that assist its survival (food chain).

Through the use of an inquiry-based approach to learning, students will pose their own questions for research and use a range of methods to sort and represent information, including drawings, tables, 3D models, flow charts, food webs and texts.

This unit of work may be taught as:

- a stand-alone unit of work or series of lessons in Science
- integrated into an interdisciplinary unit of inquiry (IB PYP)

Illustrations by Carol McLean-Carr and Education Content by Carol Cornish. These materials may be used and adapted by teachers and students for Educational Purposes.



Students can investigate the lifecycle and food chain of either the Southern Hairy-nosed Wombat, Northern Hairy-nosed Wombat or the Bare-Nosed Wombat (Common Wombat).

2. YEAR 3 AND 4 AUSTRALIAN CURRICULUM ALIGNMENT IN SCIENCE

The following content can be investigated and learnt during this unit of work:

Year 3 Science Achievement Standard

By the end of Year 3, students group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.

Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.

Biological Sciences

Living things can be grouped on the basis of observable features and can be distinguished from non-living things ([ACSSU044](#))

Science as a Human Endeavour - Nature and development of science

Science involves making predictions and describing patterns and relationships ([ACSHE050](#))

Use and Influence of Science

Science knowledge helps people to understand the effect of their actions ([ACSHE051](#))

Inquiry Skills

With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge ([AC SIS053](#))

With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment ([AC SIS054](#) -)

Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately ([AC SIS055](#))

Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends ([AC SIS057](#))

Compare results with predictions, suggesting possible reasons for findings ([AC SIS215](#))

Reflect on investigations, including whether a test was fair or not ([AC SIS058](#))

Represent and communicate observations, ideas and findings using formal and informal representations ([AC SIS060](#) -)



Year 4 Science Achievement Standard

By the end of Year 4, students describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions.

Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.

Biological Sciences

Living things have life cycles ([ACSSU072](#))

Living things depend on each other and the environment to survive ([ACSSU073](#) -)

Science as a Human Endeavour - Nature and development of science

Science involves making predictions and describing patterns and relationships ([ACSHE061](#) -)

Science knowledge helps people to understand the effect of their actions ([ACSHE062](#))

Inquiry Skills

With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge ([AC SIS064](#).)

With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment ([AC SIS065](#).)

Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately ([AC SIS066](#).)

Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends ([AC SIS068](#).)

Compare results with predictions, suggesting possible reasons for findings ([AC SIS216](#).)

Reflect on investigations, including whether a test was fair or not ([AC SIS069](#).)

Represent and communicate observations, ideas and findings using formal and informal representations ([AC SIS071](#).)

See the Australian Curriculum Website for further connections, if you decide to expand this unit of work and teach it within other curriculum areas.

Essential Science Key Concepts:

- Living things
- Relationships
- Survival



2a) TEACHING AND LEARNING PROGRESSION

Students in Years 3 and 4 can inquire into the features and lifecycle of the Southern Hairy-nosed Wombat, to increasingly build on previous knowledge. **Peel the Fruit**, is an excellent thinking strategy to guide student inquiries throughout a unit of work such as this. <https://thinkingpathwayz.weebly.com/peelthefruit.html>. It can also be used to complete the unit of work.

If Science is taught as a specialist subject area, staff may decide to team up and jointly program with classroom teachers and other specialists, e.g. in the arts or technologies. You may also have support staff, parents and carers with interests and skills in science and the environment who can work alongside teachers in classrooms in a paid or voluntary capacity.

Recommendations for Learning Progression:

- Foundation Level – The Environment, Features and Needs of the SHNW
- Years 1/2 - Wombat habitats including mapping their geographic locations
- Years 3/4 - SHNW Life Cycle and Relationships, assisting its survival.
- Year 5/6 Human Impact: Solving a real-world issue to protect the SHNW. (*Student Investigation, Action and Agency*(*PYP Exhibition or Year 5/6/7) Student-led Project / MYP Student Initiated Project*).

As a school:

- **Decide which levels or classes, you will specifically focus on learning about the lifecycle and food chain of the SHNW** in science or other curriculum areas. This is primarily a science unit of work, but there are direct connections to other areas, such as the Arts, English, Mathematics and Technologies.
- **Develop student agency** through providing time and resources for students to research and take action in student environmental action groups or representative councils. Students may become more motivated to grow plants and keep pets as a result of this unit of work.
- **Discuss and provide time in your school's program** for students to take action by communicating their research to the school community through newsletter articles, assemblies, presentations incorporating visual arts, dance, media, music and dramatic performances.
- **In English** provide a wide range of fiction and non-fiction texts about SHNW and other species to read, share and reflect on. Record student thinking,

Illustrations by Carol McLean-Carr and Education Content by Carol Cornish. These 4 materials may be used and adapted by teachers and students for Educational Purposes.



Save Our Wonderful Wombats



questions and answers on large sheets of paper, learning journal or devices. Encourage students to write their own texts to share with others. Make their research and thinking visible in classrooms, libraries and the Front Foyer.

- **In Mathematics**, students can **develop proficiencies** through various experiments and thinking tasks.
- **Generate student thinking and agency throughout the unit of work.** Cultures of Thinking Strategies from Project Zero, (Harvard Graduate School of Education) are ideally suited to an inquiry-based unit of work like this.

Please see the website for further background information, a student quiz and some student activities.

3. TEACHING AND LEARNING

Documenting

Teachers can document ongoing observations, conversations, student thinking and learning tasks through:

- Drawings, paintings, models, poems, charts, tables, food webs, digital and non-digital texts.
- Anecdotal records of student learning in a science inquiry journal or non-fiction texts.
- Daily sharing time.

3 a) Inquiry Questions:

Encourage students to think of their own questions to investigate.

These may help to get them started:

- What is the life expectancy of a SHNW?
- How many young can a SHNW have at one time?
- Do wombats have a breeding season? If so when is it?
- How long does a joey stay in its mother's pouch?
- Does a male wombat do anything for a wombat joey?
- How much milk does a joey need to survive?
- How do wombats clean themselves?
- What can be done to help a joey if its mother dies?





Save Our Wonderful Wombats



- Where does a wombat get water from?
- Does a wombat change what it eats when it is feeding a joey?
- What does a wombat joey need to be able to do, before it can leave the pouch?
- How long does a wombat joey live in the same burrow as its mother and father?
- Do wombat parents stay together in the same burrow?
- What challenges does a joey have to overcome when it goes off to search a place to dig its own burrow?
- Which animals are the main threat to the SHNW?
- Are wombats a threat to any other living thing? If so, which animals?

3b) Student reflections

- What did I learn?
- What did I like doing?
- What surprised me?
- What was challenging with this unit of work?
- What else am I still curious about?

3 c) Student Action

Invite students and families to observe, reflect and photograph plants, weeds and animals they see and find in their local area. (*Some families may have wombats living on or near their properties, others may have a pet wombat and could come and talk to the class about their experiences.*) **Record any student-initiated agency or actions** taken during this unit of work. Some students may demonstrate more care or curiosity for growing plants, looking after pets and wild animals as a result of their learning.

4. ASSESSMENT

Level Three and Four AC Science Achievement Standards:

Teachers might choose the same assessment task for the beginning and the end of the unit of work, to compare what each student has learned. Teachers can record and upload students' models, drawings, written work and explanations to a digital portfolio or platform to share with other students, staff, family or community members. This



Save Our Wonderful Wombats



enables you to check their understandings and correct any misconceptions as they arise.

4 a) Pre-Assessment Tasks:

- **Draw** and label the different lifecycle stages of a SHNW.
- **Students can work with a partner to explain to each other** what a SHNW needs to survive in a natural habitat. Include as much information as you can about its lifecycle, predators and food it eats. Document student thinking and display it around the room.

4 b) Tuning in

- **Revisit the 'Class Environment Caring Agreement'** (CECC) with ideas from students about how to care for (protect) living and non-living things and habitats when they go outdoors. Display this in the room and refer to it everyday.
- **Go outdoors** to observe and record other living things. Share and discuss their lifecycles. Group and sort photographs or collect different living things and objects such as rocks, leaves, pebbles, minerals, soil, (clay, sand).
- **Invite people to visit the class, interview them and discuss** the lifecycle of various living things. Some family members might be very knowledgeable and have experience raising canaries, chickens, fish, frogs, wombats, sheep, cows, possums etc.
- **Invite a guest speaker** who may be able to discuss contemporary and Indigenous or traditional beliefs and views and laws about protecting wombats.
- **Make student thinking**, showing their prior knowledge and questions visible in the classroom.

4 c) Summative Assessment Tasks:

(Teachers may like to ask their students which task they would prefer to do.)

- **Compare the lifecycle** of two wombats or a SHNW and another animal. Include information about the animals' features and what it needs to survive in its natural environment. Students may choose how they wish to represent their comparison, e.g. a role-play, Venn Diagram, Chart or Flow Charts.
- **Research and create a digital or non-digital presentation** (concept map) about the lifecycle of the Southern Hairy-nosed Wombat (or another species). Include information about what it eats and what it depends on to survive. (E.g: Claymation, imaginative narrative, information brochure). (You may like to



use the Generate, Sort, Connect, Elaborate Concept Map for this summative task. <https://pz.harvard.edu/resources/generate-sort-connect-elaborate-concept-maps>)

4d) Student Investigation Ideas:

- Download and complete the '**See, Think, Question**', pg 1 Thinking task sheet.
- **Plan an excursion** to a wildlife sanctuary, zoo, refuge etc. to observe, reflect and record what they see, hear, smell, think and wonder about native animals and their enclosures and needs. If possible, visit a place where you can have time to see and interact with animals and keepers. If excursions are not possible access the **video clips and interviews on this website** and other reliable, safe websites. Ask a responsible adult to Preview any Youtube clips before viewing or sharing them with others.
- Use the '**Run, Run As Fast As You Can**', pg 7 Thinking task to start students writing about wombats. **Find, read, respond to, and write** poems, stories and 'Did you know?' texts. Include some fun facts about some wombat behaviours, such as biting each other's bottoms and ears. *Jackie French and James Woodford's texts are ideal for read-alouds.*
- Create some sizzling story starter post it sticky notes to share digitally using the following app <https://en.linoit.com/sizzling> Students may develop more story ideas through listening to a class novel, such as Jackie French's text: 'The Secret World of Wombats.'
- **Complete** a large class "**I know, I don't know, I want to know**" chart about SHNW and their lifecycles, then generate student questions.
- **Research** answers to questions collaboratively using fiction and non-fiction books, websites and guest speakers. Students may also choose to email experts or volunteers who work at Wombat Wildlife Reserves or Rehabilitation Centres.
- **Design and make** 3D models using clay or plasticine to show the different growth stages of a SHNW. Add labels detailing the sizes, mass and expected life expectancy of a wombat in the bush, a zoo, or rehabilitation centre.
- **Use formal units of measurement** to measure the actual size of a SHNW and its scats. Find out the sizes of the young at different stages of its growth.
- **Design and conduct an experiment** to predict and compare growth rates and observe the different lifecycle stages of a plant or animal. Jointly



Save Our Wonderful Wombats



construct questions about what you observe. Some classes may choose to hatch chickens, raise tadpoles or grow weeds and seedlings. Record your results daily and document your observations digitally.

- Fold a piece of paper in half. Students to draw and record what they predict might happen “**Before and After**” a drought, bushfire or flood. Explain the impact of this on the lifecycle of a wombat.
- Use the **Connect, Extend, Challenge thinking routine** to view and discuss online interviews and video clips about wombats.
- Print the ‘**What is missing?**’ pg 2 Thinking routine. Describe the features of this wombat (The Northern Hairy-nosed Wombat) and where it might be living. Explain what features of the natural environment are missing from the photo.
- Print, the ‘**Changes, Before and After**’, pg 3, Thinking Task. Consider and list any changes that occur in the environment before during and after a bushfire or drought. What assistance would SHNW wombats need from people to survive?
- Print and complete the ‘**Up Close and Personal**’ pg 4 Thinking Task.
- **Use a Venn Diagram** (pg 5) Thinking Task to compare the lifecycle of a wombat and another living thing in its food chain or natural environment, e.g. a wombat and a kangaroo, a SHNW and a Bare-nosed Wombat.
- **Compare** the lifecycle of two or three different wombat species on a **Venn Diagram** (pg 5 Thinking Task) or a flow chart.
- As a class pose interesting questions and make predictions about what might happen to a food chain if... Make your predictions visible in the classroom.
- **Select and print a photograph** of a wombat from the Image Gallery and use **Peel the Fruit** or the **See, Think, Question Thinking** strategy. With a partner discuss what you know about this animal and the relationships between other plants and animals in its food chain.
- **Make an Origami Wombat** and use it with your texts or presentations.
- **Make a chatterbox and** test each other on what you have learned about the SHNW. Use the chatterbox as a template to design and make your own, with questions you have investigated.
- Complete the **SHNW Quiz** on the website.
- **Write fiction and non-fiction texts about a SHNW.** Generate Story starters to share on a digital post it app. Ideas to get you started might include:
 - Today I learnt to dig my own burrow and now...
 - I have never felt so hot and ...



Save Our Wonderful Wombats



- One plant I really hate is... because...
- I refuse to share my burrow with a because...
- Fire!
- Tips to caring for a wombat in a zoo or a wildlife enclosure.

5. THINKING ROUTINE TASKS



2. **See, think, question:** Excellent thinking routine to help students look and think deeply.
3. **What is missing?** This thinking routine helps students to describe what they see in an image or a text, and what might be missing. It also promotes reasoning for them to build an explanation.
4. **Changes - Before and After:** Thinking routine designed to get students to think about what to the food chain of a SHNW after a drought, flood or bushfire?
5. **Up close and personal.** Students view an image of a female SHNW and identify and think about the features that are missing. Then they create some tips for rehabilitating a wombat of this age.
6. **Venn diagram:** Can be used to compare different animals living in the same environment as a Southern Hairy-nosed Wombat.
7. **Run, run as fast as you can:** Task sheet to stimulate students to write an imaginative narrative.

6. TEACHER NOTES

Did you know?

There are three native wombat species that live in different regions of mainland Australia and Tasmania - the Southern Hairy-nosed Wombat, (*Lasiorhinus latifrons*) (SHNW) Northern Hairy-nosed Wombat (NHNW) and the Bare-nosed Wombat (BNW). Southern Hairy-nosed Wombats are less aggressive than the Bare-nosed (Common Wombat).

The SHNW is found in scattered areas of semi-arid scrub and Mallee from the Nullarbor Plain, southern South Australia and south-western New South Wales. The SHNW is the smallest of these three species of wombat.



Save Our Wonderful Wombats



SHNW are short-legged, muscular marsupials with strong claws, soft hair, short tails, small eyes and short ears. Their length measures approximately 80 to 120 cm. They weigh between 20 and 35 kg. Each member of the three wombat species belong to the family *Vombatidae*. They are nocturnal and herbivorous, mainly eating grasses and in the Murraylands, due to over grazing, fires and drought, SHN Wombats have adapted to eat other foods, including the corms of the Thread Iris, which is actually a weed. An interesting fact is that male Southern Hairy-nosed wombats rake their teeth along the female's back, and both animals lie of their sides to mate.

The gestation period is less than four weeks and the baby moves up to the pouch when it is the size of a jellybean. It takes only a few minutes to move from the female birth canal to the pouch; a distance of about 10 cm.

At one month of age the young weighs about 5 grams and measures seven centimetres in length. By the age of three months, it weighs approximately 250 grams, at four months it's 400 grams and its eyes are open. By seven months the wombat weighs two kilograms and can move in and out the pouch. It leaves the pouch permanently when it is about eight to ten months of age.

The female wombat usually only has one young, very rarely two. She suckles them in her pouch until the joey is covered in hair and is between twelve and fifteen months of age. The young spend most of their first year in a dark pouch, with a constant supply of milk. Each female has two teats and their milk is rich with immunoglobulins.

The male plays no part in rearing the young, however the bond between a female wombat and her young remains close, even after it is weaned. A young wombat learns tunneling in its mother's burrow and then will dig its own burrow inside hers when it is about four months old.

By the age of two, a wombat weighs about two kilograms and is ready to make its way out on its own to start digging its own burrow in a new location.

Southern Hairy-nosed Wombats dig and live in burrows which they connect into warrens with up to 7 entrances. A warren can be occupied by 4 to 5 wombats. Most sources report 10 being the maximum for a SHNW. These warrens and burrows also provide cool underground shelter for other animals like rabbits, snakes and lizards.

Chapter 7, of 'The Secret Life of Wombats' by James Woodford, is a great read-aloud about the lifecycle of the wombat.

Human impact, fires and drought since 2012 has resulted in SHN Wombats throughout the Lower Murraylands region to suffer from malnutrition, very low birth weight, skin
Illustrations by Carol McLean-Carr and Education Content by Carol Cornish. These 11
materials may be used and adapted by teachers and students for Educational Purposes.



Save Our Wonderful Wombats



lesions, hair loss and liver damage. There are scientists and many volunteers like Sally, who donate hours and expertise to try and protect this protected species and their habitats.

There are many Youtube clips you can find to show students footage and photos of wombats in Wildlife Sanctuaries and some zoos.

We suggest you provide time each day for students to read, think, talk and create their own related fiction and non-fiction texts, flow chart and food webs. They can also observe and document any changes they notice in the plants and animals they keep in the classroom or school grounds and share this digitally or at assemblies and buddy class lessons.

7. FICTION TEXTS

Park, R., "The Muddle-headed Wombat", HarperCollins, 2011. The new colour edition features all the original line drawings - published in colour for the first time in 30 years - in a fresh new design. This classic book combines, in one edition, four of Ruth Park's much-loved classics: The Muddleheaded Wombat (1962) The Muddleheaded Wombat on Holiday (1964) The Muddleheaded Wombat in the TreeTops (1965) and The Muddle Headed Wombat at School (1966).

French, J., Smudge., Cairns [Qld.]: Childersset; Sydney: distributed by Collins, 1988.

Vaughan M.K., "Wombat Stew" Illustrated by Lofts, P. Ashton Scholastic. 1984.

McFarlane, S., Creagh, L., "Worrying Wombat" Scholastic Australia 2015.

Fishman, Jon M., "Meet a baby wombat" ISBN: 9781512455922, 9781512433876, Lightning Bolt Books, 2018.

7 a) NON-FICTION TEXTS

Walraven E., "*Care of Australian Wildlife, for Gardeners, Landholders and Wildlife Carers.*" First published by New Holland Publishers, 1999, Revised Ed 2010.

Einhorn, K., "Welcome, wombat, ISBN: 9781328767028, 99977588504, 2018

"Photo-packed series explores the stories and science behind animal sanctuaries. An up-close look at what life is like at a real wombat sanctuary in Australia - straight from a wombat herself in a nonfiction chapter book for elementary-aged readers."

Kristin P, "Wombats", ISBN: 9781604537406, Edina, Minn. : ABDO, c2010.

Illustrations by Carol McLean-Carr and Education Content by Carol Cornish. These materials may be used and adapted by teachers and students for Educational Purposes.

© 2020



7b) TEACHING TEXTS

Wells.R., “Fauna of Australia”, Australian Government Publishing Service. 1989.

Wells. R., “Mammals of Australia”, Chatswood, NSW, Reed Books, 1995.

Creating Cultures of Thinking **The 8 Forces We Must Master to Truly Transform Our Schools** By: [Ron Ritchhart](#)

Excerpts from the two following texts are excellent for read-alouds in class.

French.J., “The Secret World of Wombats.’ ISBN 978-0-2072-0031-1Angus and Robertson 2005.

Woodford. J., “The Secret Life of Wombats”, ISBN: 18764858682750, 9781877008436, 9781876485863, 2006, 2001

8. WEBSITES AND RESOURCES

Adelaide Zoo – SHNW Fact Sheet

www.adelaidezoo.com.au/animals/southern-hairy-nosed-wombat/

Australia Zoo

www.australiazoo.com.au/our-animals/mammals/wombats/southern-hairy-nosed-wombat

Adopt and find out about the Southern Hairy-nosed wombat

Australian Museum

australianmuseum.net.au/learn/animals/mammals/common-wombat/

Excellent reference materials for student and teacher information, describing appearances, behaviour, needs, diet and a map of where they are found.

Australian Geographic: Why we need to save the SHNW

www.australiangeographic.com.au/topics/wildlife/2018/05/why-we-need-to-save-the-southern-hairy-nosed-wombat/

Australian Wildlife Conservancy.

www.australianwildlife.org/wildlife/southern-hairy-nosed-wombat/

Bush Heritage

<https://www.bushheritage.org.au/species/wombats>

Learn more about these amazing animals.



Cleland Wildlife Park

www.clelandwildlifepark.sa.gov.au/cleland-experiences/cleland-wombat-experience

Encyclopaedia Britannica

www.britannica.com/animal/wombat#ref828012

Good information for students and staff about wombats - their appearance, diet, behaviour, life cycle, geographic locations and connection to the animal kingdom. Useful for comparative Venn diagrams.

Minton Farm Animal Rescue Centre

<http://www.mintonfarm.org/>

Rescue and rehabilitation services of the Southern Hairy-Nosed Wombat

Wombat Awareness Organisation, Wildlife Refuge in Flaxley SA.

Wombatawareness.com (Free range cage free wombat sanctuary available to Wombats Australia Wide.) 24 Hour Wombat Rescue and Advice Hotline: 0458 737 283.

Sleepy Burrows Wombat Sanctuary

<https://sleepyburrows.com.au/how-can-you-help/>

Lots of images, information and opportunities to adopt a wombat.

SA Museum - Discovery Centre for School Tours with Student Work Sheets

www.samuseum.sa.gov.au/

Wombat Awareness Organisation

www.wombatawareness.com/

Wombat Foundation. Good images and info for comparing the Northern Hairy Nosed Wombat with the other species.

https://twitter.com/wombat_fdn

Wombat SA. Includes mapping tool for burrows at Moorunde.

<http://nhssa.com.au/>

8 a) Primary Connections for Teachers

primaryconnections.org.au/

Inquiry-based teaching and learning approach units, combining hands-on investigations, evidence-based reasoning and collaborative group work to build skills necessary to thrive in the 21st century. **This site has a backwards by design planner which could be used by teachers for this unit of work. This is recommended by the SA Department For Education and Children's Services.**

Ten things you might not know about wombats

<https://www.environment.sa.gov.au/goodliving/posts/2018/10/wombat-facts>



Save Our Wonderful Wombats



Project Zero

Excellent resources and contacts for learning how to generate Thinking Tasks to deepen student thinking.

<https://pz.harvard.edu/>

Thinking Pathways - Excellent resource for a variety of Thinking Routines.

<https://thinkingpathwayz.weebly.com/peelthefruit.html>

8 b) Digital Clips

Cuddly Baby Wombat Compilation

<https://www.youtube.com/watch?v=oQ5M98JpJ2Y>

Wombat Running

<https://www.youtube.com/watch?v=xUFxRDI64cs>

Sleepy Burrows Wombat Sanctuary

<https://www.facebook.com/SleepyBurrows/>

Sleepy Burrows Wombat Woman – A day in the life of a wombat.

https://www.youtube.com/watch?v=K_xUp3CVCX4

Rare footage of Southern hairy-nosed wombat drinking water from puddles. 2019

www.facebook.com/watch/?v=2336241543152096

Do wombats share their burrows? View and discuss.

youtube.com/watch?v=e8jIUlagds&fbclid=IwAR0AITKp3uoAVDZ3oGIFn0_NVUEOK5JfZbP_lwXV4_B0NLEWMUNij4x4Ziw

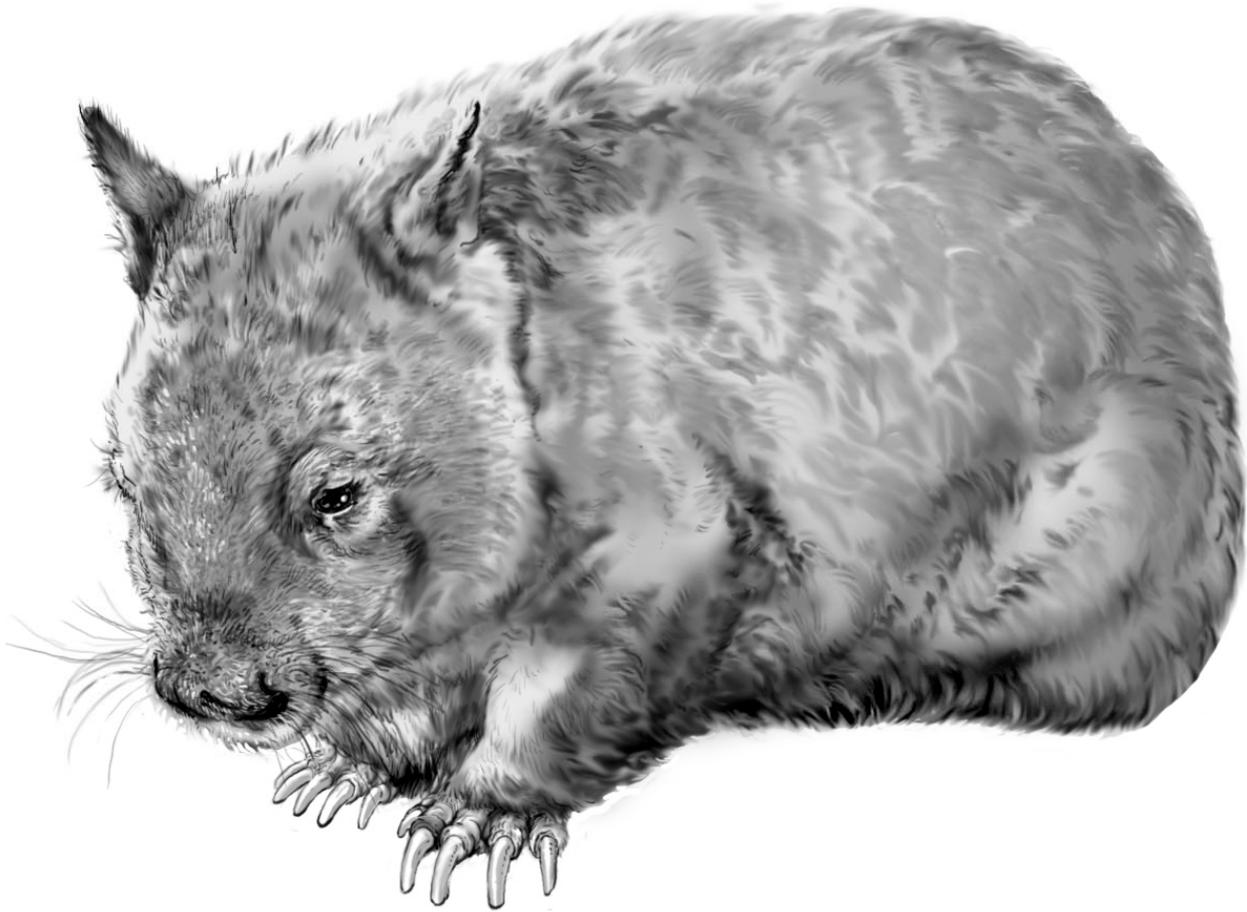
Wombat Water Diviners - Interesting story about how a WA University biologist, Julie Old has visited beef farmer, Ted Finnie's property, 30 kilometres south-west of Merriwa, WA, where there has been no rain for the past three years. Wombats have been observing digging water wells!

www.abc.net.au/news/2020-02-07/water-diviner-wombats-bring-animals-to-water-hole/11937990

Illustrations on pg 16.



Save Our Wonderful Wombats



XCU
SHNW Foot