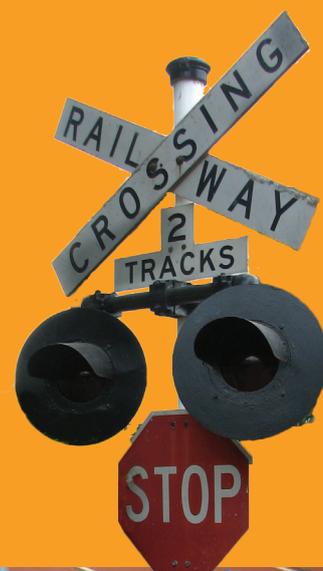


Find and Seek  
To the teacher



## About the Pack



## Teacher

### To the teacher

The pack is designed around the display and rollingstock in the two pavilions, which relates to the growth/changes of the rail system within South Australia. Children get to see and read about locomotives, carriages, people and events from past times. The **Worksheet** is **self-guided** and is supported with a **Museum map** and **Answer sheet**.

The Museum encourages the students to explore and investigate the diversity between their surroundings and those of children in a time gone by. The Museum environment creates positive challenges and encourages the exchange of ideas.

### Resource design

This pack has been designed in accordance with the SACSA framework. Material is most suitable for **Early Years Band - birth to Year 2**.

Foundation English Language	
Language variation and change	Elaborations
Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)	<ul style="list-style-type: none"> <li>pointing to the letters and the punctuation in a text</li> <li>commenting on punctuation encountered in the everyday texts, for example 'That's the letter that starts my name', 'The name of my family and my town has a capital letter'</li> </ul>
Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)	<ul style="list-style-type: none"> <li>using familiar and common letters in hand-written and digital communications identifying familiar and recurring letters and the use of upper and lower case in written texts in classroom</li> </ul>

<b>Creating texts</b>	<b>Elaborations</b>
Produce some lower case and upper case letters using learned letter formations (ACELY1653)	<ul style="list-style-type: none"> <li>adopting correct posture and pencil grip</li> <li>learning to produce simple handwriting movements</li> <li>following clear demonstrations of how to construct each letter (for example where to start; which direction to write)</li> <li>learning to construct lower case letters and to combine these into words</li> <li>learning to construct some upper case letters</li> </ul>
<b>Foundation Year Maths</b>	
<b>Measurements and Geometry</b>	
<b>Using units of measurements</b>	<b>Elaborations</b>
Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)	<ul style="list-style-type: none"> <li>comparing objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more</li> <li>using suitable language associated with measurement attributes, such as 'tall' and 'taller', 'heavy' and 'heavier', 'holds more' and 'holds less'</li> </ul>
<b>Shape</b>	<b>Elaborations</b>
Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)	<ul style="list-style-type: none"> <li>sorting and describing squares, circles, triangles, rectangles, spheres and cubes</li> </ul>
<b>Year 2</b>	
<b>English</b>	
<b>Interacting with others</b>	<b>Elaborations</b>
Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)	<ul style="list-style-type: none"> <li>using spoken language for problem solving, and exploring ideas and concepts</li> <li>listening for specific information and providing two or more key facts from an informative text spoken or reading aloud and listening</li> </ul>
Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)	<ul style="list-style-type: none"> <li>discussing appropriate conventions to use in group discussions, exploring ways to comment on what others say, including using sentence starters such as 'I like the way you....', 'I'd like to say something different .....</li> <li>participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations</li> <li>demonstrating appropriate listening behaviour, responding to and paraphrasing a partner's contribution to a discussion, such as think/pair/share activities</li> </ul>

<b>Foundation Year to Year 2 HASS</b>	
<b>Inquiry and skills Questioning</b>	<b>Elaborations</b>
Pose questions about past and present objects, people, places and events (ACHASSI001)	<ul style="list-style-type: none"> <li>posing questions about artefacts of the past (for example, 'Is it old or new?', 'What was it used for?') and representations of places (for example, 'Where is this place?', 'What does this show?' and 'What is that?')</li> </ul>
Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006)	<ul style="list-style-type: none"> <li>distinguishing between older and newer, using such clues as the condition of the object, the width of a tree the height of a person identifying</li> </ul>
<b>Foundation to Year 2 Science</b>	
<b>Science Understanding Science as a Human Endeavour Processing and analysing data and information</b>	<b>Elaborations</b>
Engage in discussions about observations and represent ideas (AC SIS233)	<ul style="list-style-type: none"> <li>taking part in informal and guided discussions relating to students' observations</li> <li>using drawings to represent observations and ideas and discussing their representations with others</li> </ul>

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## **Student**

### **For the Student**

Suggested **Support Material** that will help you in your preparation. Bring your **Worksheet** - comprised of 12 questions, when you visit the Museum.

**1** Go to the wooden Dining Car, DA52

It is painted brown and cream.

Enter and listen to the conversation.

Food was served in the Dining Car.

Write about, or list, some of the food that was on the menu.

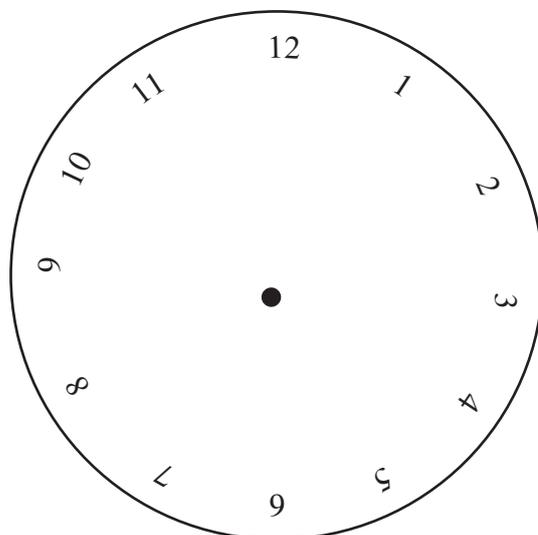
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**2** Go to the Display Cells

Go to the 'History of Train Safeworking' cell. Find the the two clocks in the 'Centralised Traffic Control' display.

What times are shown on the clocks?

Choose a clock and draw the hands on the clock diagram to show the time.

- 3 Find carriage Number 3. You may enter this carriage.

Are the seats made from wood, leather or rubber?

.....

- 4 Rx93 is the oldest steam locomotive in the Museum.

The letters Rx are on the f \_ nnel.

(fill in the missing letter)

- 5 Go to the Brill Car 41. This car had a very loud horn, it looks like a trumpet. See if you can find it.

- 6 The heaviest carriage in the Museum is called the

Adela \_de (fill in the missing letter)

- 7 Find the locomotive called *The Overland*. It is named Tom Barr Smith.

The locomotive number is 5 \_ 4.

(fill in the missing number)

- 8 Locomotive 504 Overland is a steam engine. The most important parts of the engine are fire, coal, and water. The coal makes smoke and is released though the funnel. Look up to the top of the locomotive, see if you can find the funnel. Mark **X** on the photo where you think is located.



- 9 Find the wooden wagon NGAS373.

How much could it carry?

.....tons

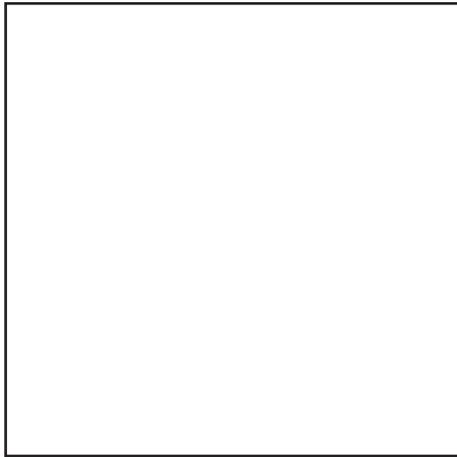
- 10** Find steam locomotive Y12. What did the locomotive haul?  
Please refer to the information board.

.....

Who built Y12? Name the Company.

.....

**11**



Go to locomotive 624.

Are the wheels taller than you? .....

Are the wheels taller than your teacher?.....

Draw the shape of the wheels in the square.

- 12** Find carriage AR33. It is made from wood.

Did carriage AR33 carry goods or people?

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