

COMMUNITY BUILDINGS: MODULE OUTLINE

Field: The Built World **Band:** Middle Primary



Purpose

Students identify, model and describe built structures in their communities.

Core learning outcomes

This module is designed for students in the beginner stage of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

Sociocultural understanding

Students look at illustrations of houses and other structures from the **target** culture to understand similarities and differences.

Functions and language elements

- [identifying things](#): building features, bedroom furniture, community buildings
- [giving and asking for locations](#): address, place names, on, beside, under, near
- [expressing and asking about wants](#): I want a ...
- [describing things](#): made of brick, wood, steel
- [expressing and asking about likes and dislikes](#)
- [expressing needs](#): I need a ...
- [giving reasons](#): It's big, small, nice ...

Assessment strategy

In Unit 1, [Task 6](#) and Unit 2, [Task 4](#) and [Task 5](#) the teacher can record observations on students' informal oral interactions and prepared speaking. At what [level](#) can students use language to describe features of buildings in the local community?

In Unit 1, [Task 2](#) and Unit 2, [Task 4](#) the teacher can note students' responses to written and oral descriptions. At what [level](#) can students comprehend the language of simple descriptions?



Teaching considerations

Sample units

Two work units are provided for this module:



[Unit 1: My house](#)



[Unit 2: Construct a community](#)

Teaching considerations

Adapt this module to the particular community.

My house, Enhancing Task 3 – This task includes a walk around the area near the school. Parental permission may be required and you will need to consider safety and welfare issues including an adequate ratio of students to adults.

Use sensitivity when using the word ‘house’ since many students do not live in houses. The word ‘home’ may be more appropriate.

My house, Enhancing Task 4 – Sensitivity is required regarding what students may or may not have in their community for example, pools in backyards.

My house, Resource Sheet 2 – Adapt this sheet to suit the community; some religious communities do not allow students to watch TV.

My house, Enhancing Task 5 – You need to stress that this activity is a ‘pretend’ activity, that the particular items included are material objects and not necessarily the basic requirements of a bedroom.

Adjust *Construct a community*, Resource Sheet 1 to ensure that the chosen features reflect the type of buildings in the vicinity of the school.

Safety considerations

When recording features of the local neighbourhood, make sure that students know to wear suitable footwear, hats and sunscreen. They should also know and follow road safety rules.

Make needed modifications to tasks to ensure that the participation and safety of students with a disability are optimised.

MY HOUSE: UNIT OVERVIEW

Aim

Students describe features of houses and design and draw a house that matches a description.



Orientating task

- 1 Follow instructions to make a house from a small carton, adding fittings and fixtures. Add an address plate to the house and state its location.



Enhancing tasks

- 2 Write or say descriptions of houses. Match descriptions with houses.
- 3 Observe and record details of houses in a designated area.
- 4 Collect house pictures. Give reasons for liking or not liking particular houses.
- 5 Place furniture and other pieces in a view of a room to make a dream bedroom.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising task

- 6 Draw a plan of a dream house that matches a description of desired features.

CONSTRUCT A COMMUNITY: UNIT OVERVIEW

Aim

Students construct a model community, identifying and describing the structures in the community.



Orientating task

- 1 Attach labels to constructions on a mural of the community. Identify which feature is needed for particular scenarios.



Enhancing tasks

- 2 Experiment with materials to make weak structures stronger. Predict whether structures are weak or strong.
- 3 Identify the materials used in various structures, and decide which are strong and which weak.
- 4 Name structures and their location in a community to complete an information gap task.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising task

- 5 Construct and describe a model community.