

HOME SWEET HOME: MODULE OUTLINE

Field: Built world **Band:** Upper primary



Purpose

Students identify, describe and compare homes built in different countries and built in Australia in different periods of time.

Core learning outcomes

This module is designed to be used with students in the elementary stage of LOTE learning.

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

Some students could be 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. Students’ needs and teaching programs will determine the specific content of [form-focused instruction](#).

Sociocultural understanding

Students can identify and describe homes in different parts of the world and develop an understanding of why they may differ.

Suggested teacher language

This natural language provides rich input.



Teaching considerations

Functions and language elements

- **giving locations:** countries, city, town, country, suburb, Australian States, inside, outside, behind, in front
- **describing places and things:** home types and features, building materials, hot, cold, warm, expensive, cool, strong, has, does not have ...
- **identifying things:** homes, building materials
- **expressing and asking about wants**
- **giving reasons:** because ...
- **identifying when:** summer, winter
- **expressing and asking about likes and dislikes**
- **comparing**
- **expressing possession:** (my) home

Assessment strategy

In Unit 1, **Task 2** the teacher can observe students' listening abilities as they record details of an audio text. At what **level** can students understand language describing elements of dwellings?

In Unit 1, **Task 5** and Unit 2, **Task 3** the teacher can record and analyse observations of informal oral interactions. At what **level** can students use language to discuss aspects of dwellings?

In Unit 1, **Task 6** and Unit 2, **Task 5** the teacher can observe and record performance notes on students' written and oral presentations. At what **level** can students use language to describe elements of dwellings?

In Unit 2, **Task 2** the teacher can observe students' reading strategies as they match written text to illustrations. At what **level** can students understand language describing elements of dwellings?

Sample units

Two work units are provided for this module:



Unit 1: The best place to live



Unit 2: A place in time

Teaching considerations

Students live in a diversity of abodes and home environments, both physically and emotionally.

In the main, students do not have choice over where they live and some may be unhappy with their living arrangements and circumstances.

The questionnaire and other activities that ask students to describe their homes may need to be modified, for example, naming the rooms in their home may not be a supportive activity for students living in a caravan.

THE BEST PLACE TO LIVE: UNIT OVERVIEW

Aim

Students design and describe a home, giving reasons for design features.



Orientating task

- 1 Listen to and read a story. Role-play scenes from the story.



Enhancing tasks

- 2 Listen to people talking about homes they do and do not want to live in. On a world map locate the country where the home is.
- 3 Innovate on the text and write another episode of the story. Read the episode to the class.
- 4 Describe the characteristics of a home, and match descriptions with homes. Read and fill out a questionnaire on students' own homes.
- 5 View a range of homes and say what is liked and wanted in a home and give reasons.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



Synthesising task

- 6 Plan a home location and design. Describe the home and give reasons for choosing the various features.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)

A PLACE IN TIME: UNIT OVERVIEW

Aim

Students create and follow a plan for a model home, describing the features of the home.



Orientating task

- 1 Identify types of homes built in Australia over time and list materials used for different parts of homes.



Enhancing tasks

- 2 Read descriptive labels and match them to the sketches of homes.
- 3 Read a house and yard plan and draw a similar plan. Compare the two homes and describe the differences and similarities.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



Synthesising tasks

- 4 Take notes and make labelled sketches while on an excursion to an historic building. Prepare and describe a poster of the building.
- 5 Draw and label plans for a model home from the past or the future. Present and explain the plan. Build a model from a different plan and describe the model.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)