FAMOUS STRUCTURES: MODULE OUTLINE

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

Purpose

Students examine the most famous structures in the world in terms of their size, claim to fame and location in order to create a local booklet about the biggest, smallest and oldest structures.

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 will understand that each country has its own claim to famous built things, the nature of which often demonstrates a cultural difference.

Suggested teacher language

This natural language provides rich input.

Teaching considerations

Functions and language elements

- asking for and giving locations: towns, countries, directions
- comparing: bigger, biggest, smaller, smallest, older, oldest
- describing places and things: statistics about size, length, height
- identifying and asking about places and things: famous structures, city buildings, generic names

Assessment strategy

In Task 7 the teacher can monitor and analyse students' contributions to the Book of Records. At what level can students use language to describe local buildings?

In Task 6 the teacher can analyse students' writing. At what level can students use language to describe buildings on a tour of famous buildings?

In Task 5 the teacher can monitor and analyse the questions composed and answered to assess students' abilities to comprehend spoken and written language. At what level can students comprehend language identifying famous buildings?

Sample units

One work unit is provided for this module:

Unit 1: Bigger and biggest

Teaching considerations

Students' prior knowledge of countries and famous structures around the world will vary with some requiring additional assistance with the tasks.

BIGGER AND BIGGEST: UNIT OVERVIEW

Orientating task

1   Locate well-known built icons by using picture cards in conjunction with a map of the world and identify the generic structure name.

Enhancing tasks

2   Insert pictures or names into model paragraphs about built environments and then write a paragraph using picture cards as prompts.

3   Determine the size of built structures by working out scales on drawings.

4   Compare the size and nature of built structures.

5   Read short descriptions of famous built structures and answer quiz questions.

6   Organise a tour itinerary to visit the most famous structures in the target country.

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

Synthesising tasks

7   Compile an illustrated local area Book of Records with data from a local area survey. Include natural features, people and animals for variety.

8   Collect information from a target country school about 'famous' local structures and design a fact sheet about a target country local area.

Print all Unit Tasks

Print all Unit Resources

Print all Unit Suggested Teacher Language