

## FOLKTALES: MODULE OUTLINE

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



### Purpose

Students read and respond to a fictional text and apply these reading strategies to a story from **target country**.

### **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 understand the text of a culturally specific story by applying the strategies for accessing a story as presented in this unit.

### **Functions and language elements**

- [expressing likes and dislikes](#): liked, did not like
- [identifying and asking about activities](#): swimming, sleeping, playing
- [expressing feelings](#): frightened, angry, happy, sad, excited, surprised
- [identifying and asking about people, places and things](#): props in stories, story events, expressing number

### **Assessment strategy**

In [Task 2](#) and [Task 3](#) the teacher can observe and make notes about students' abilities to comprehend written texts. At what [level](#) can students understand the details in a story?

In [Task 6](#) the teacher can record performance notes on students' abilities to read with understanding. At what [level](#) can students use language to repeat a story?



### **Teaching considerations**

#### **Sample units**

One work unit is provided for this module:



**[Unit 1: Three crocodiles](#)**

## THREE CROCODILES: UNIT OVERVIEW



### Orientating task

- 1 Participate in shared reading experiences, join in chorus reading and sequence pictures while listening to the story.



### Enhancing tasks

- 2 Read a story and predict missing words in cloze activities.
- 3 Draw and label a story map of the locations in the story.
- 4 Match oral and written descriptions to the characters.
- 5 Sequence the main events in a story and identify the characters' feelings in each event.

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



### Synthesising task

- 6 Read sections of text as drama and in the correct sequence in a choral readers' theatre. Prepare locations for each scene in the reading.