

IMAGINARY CREATURES: MODULE OUTLINE

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



Purpose

Students create and describe imaginary creatures, including their habitat, food preferences and physical appearance.

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 become aware of imaginary creature/s in stories from the **target culture**.

Functions and language elements

- [identifying and asking about things](#): animal names, body parts, food
- [giving locations](#): habitat names
- [making introductions](#): This is ...
- [describing people, places and things](#): expressions of quantity
- [describing things](#): colours, size, numbers
- [comparing](#): same, different
- [offering and responding to suggestions](#): like this, how about this
- [giving reasons](#): It's good, bad ...
- [expressing needs](#): I need a ...

Assessment strategy

In Unit 1, [Task 4](#) the teacher can collect and analyse a work sample which indicates students' abilities to write. At what [level](#) can students use language to describe creatures?

In Unit 2, [Task 4](#) the teacher can observe students' responses to written instructions. At what [level](#) can students comprehend the language of instructions?

In Unit 2, [Task 8](#) the teacher can observe and analyse students' presentations of information. At what [level](#) can students use language when talking about the features of a created character?



Teaching considerations

Sample units

Two work units are provided for this module:



[Unit 1: Crazy creatures](#)



[Unit 2: Monster museum](#)

CRAZY CREATURES: UNIT OVERVIEW

Aim

Students draw and write a flip book of crazy creatures and describe the creatures made up of different animal parts.



Orientating task

- 1 Construct and label a creature from parts of various animals.



Enhancing tasks

- 2 Identify animals from descriptions. Make groups by finding other pieces of the same animal picture. Compile the pieces into a picture, and label and describe it.
- 3 Play a game to collect different animal pieces. Use these to make a crazy creature. Name the creature.

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



Synthesising task

- 4 Create a flip book of animals. Turn pages to make strange creatures and read the descriptions to a partner.

MONSTER MUSEUM: UNIT OVERVIEW

Aim

Students create and report on a monster.



Orientating task

- 1 Listen to the teacher name parts of the monster and make suggestions for creating a monster collage.



Enhancing tasks

- 2 Listen to descriptions to model monster features.
- 3 Write a form poem using descriptive words about a monster.
- 4 Read descriptions and paint a partner's face or mask to match the description.
- 5 Classify monsters into families on the basis of common characteristics. Choose a suitable habitat for each family based on their described characteristics.
- 6 Make monster menus.
- 7 Describe an imaginary creature from the target

culture. Write a form poem based on the description.