

FUN WITH BOOKS: MODULE OUTLINE

Field: Imaginative world **Band:** Upper primary



Purpose

Students use a variety of strategies to access unfamiliar texts and then innovate on the text or retell the story in different genres.

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

The teacher can introduce authentic texts from the target country from which students can infer aspects of the cultural context. Students can analyse features of text types in the target language, noting social mores and customs, and patterns of interaction.

Suggested teacher language

This natural language provides rich input.



Teaching considerations

Functions and language elements

- [identifying people, places and things](#): characters and setting
- [describing people, places and things](#): characters and setting
- [identifying when](#): setting, sequence — first, then, next
- [giving locations](#): setting
- [describing situations, activities and events](#): plot
- [giving opinions](#)
- [expressing feelings](#)

Assessment strategy

In Unit 1 the teacher can observe and make notes on students' comprehension of reading texts as they engage in any of the response tasks. At what [level](#) can students understand language describing incidents and characters in a story?

In Unit 1, [Task 8](#) the teacher can collect and analyse samples of students' written work as they innovate on written texts. At what [level](#) can students use language to produce a new story from an original text?

In Unit 1, [Task 9](#) the teacher can record performance notes on students' rehearsed speaking. At what [level](#) can students use language to describe incidents and characters in a story?

In Unit 2, [Task 2](#) the teacher can observe and make notes on students' comprehension of the gist of a reading text as they sequence pictures to correspond with the text. At what [level](#) can students understand language to identify sequence in a story?

In Unit 2, [Task 3](#) the teacher can observe and make notes on students' reading strategies and comprehension. At what [level](#) can students understand details and match clues with key words from a written text?

In Unit 2, [Task 5](#) the teacher can record performance notes on rehearsed speaking. At what [level](#) can students use language to dramatise a story?

In Unit 2, [Task 6](#) the teacher can collect newspaper reports as samples of written work and record anecdotal observations of oral interactions in interviews. At what [level](#) can students use language to describe events in a story?

Sample units

Two work units are provided for this module:



[Unit 1: Working with text](#)



[Unit 2: 'Battle galaxy'](#)

Teaching considerations

Students should understand that fairytales are not true to life and are the products of the times in which they were written. Consultation with the class teacher may facilitate a team approach to discuss and challenge stereotypical images of particular groups, for example, the notions of women as needing protection from men, stepmothers as unloving, and female beauty as a foremost quality and a source of envy for other females.

Such challenging could be done by asking students to describe particular social groups as they are presented in the fairytales and inviting students to consider how these identities are different from those of groups today.

WORKING WITH TEXT: UNIT OVERVIEW

Note: This unit suggests a range of strategies that teachers can use to help students work with texts. The tasks are not intended to convey a sequence for any one text; rather they are a collection of possible tasks organised according to the three phases of planning and learning. The examples and resources are samples only and must be modified to suit the text being used.

Purpose

Students read texts in the target language using a variety of strategies and share a creative response with an audience.



Orientating tasks

- 1 Read the title of a story and summary sentences about it to help comprehend the gist of a text. Match summary sentences with pages or paragraphs, and identify where the summarised details occur in the full text.
- 2 Predict what will happen next in a story, and check predictions while the teacher reads the text. Identify the sequence of events and read them out loud, in order.



Enhancing tasks

- 3 Identify and sequence the main events in a story by drawing a story map.
- 4 Identify and sequence the main events in a story. Chart these on a plot profile graph, rating each event on an excitement scale to create the plot profile.
- 5 Recall supporting details in a story while playing concept bingo.
- 6 Represent the relationships between characters and events in story webs.
- 7 Examine the words and sentences in the story. Fill in words to complete a cloze, arrange words into sentences, modify and innovate on sentences, and order sentences into a summary paragraph.

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



Synthesising tasks

- 8** Innovate on a text to produce a new story that follows the format of the original, or write the story as a different text type.
- 9** Present a story as a drama or as a dramatic reading.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)

BATTLE GALAXY: UNIT OVERVIEW

Aim

Students read a story presented in a variety of texts and then retell the story as a drama or a news report.



Orientating tasks

- 1 Analyse information in time-capsule texts and record details under the headings 'characters', 'setting' and 'plot'.
- 2 Identify known words and phrases in a text. Listen to a reading of the text and sequence pictures of the story.



Enhancing tasks

- 3 Recall supporting details of the text in a game of concept bingo.
- 4 Profile the main events in the story on an excitement graph. Use key sentences about the events to make a flip book of sentences which follow a set structure.

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



Synthesising tasks

- 5 Dramatise the story through a series of tableaux.
- 6 Write a news report of the story.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)