FABLED CHARACTERS: MODULE OUTLINE

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

Purpose

Students design a fictitious character that relates to its environment, carries out specific actions and inspires certain feelings.

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

This module provides an opportunity for students to investigate a target culture fabled character. Students recognise that fabled characters are a feature of all cultures and that specific qualities are influenced by cultural and environmental contexts.

Suggested teacher language

This natural language provides rich input.

Teaching considerations

Functions and language elements

- identifying and asking about people, places and things: countries, habitats, fabled characters

- describing people, places and things: habitats, physical and personal traits

- expressing feelings: happy, glad, sad, scared, excited

- identifying and asking about situations and activities: giving presents

- describing situations and activities

Assessment strategy

In Task 3 and Task 5 the teacher can observe and make notes on students' listening strategies and comprehension as they record details of an audio text about the history of Santa Claus and fill in a retrieval chart with details of fabled creatures. In Task 4 the teacher can observe and analyse students' reading strategies and linguistic knowledge as they extract detail from a text. At what level can students comprehend language identifying fabled characters?

In Task 3 and Task 6 the teacher can collect and analyse samples of written work. In Task 4 and Task 6 the teacher can record performance notes on students' oral presentations. At what level can students use language to describe fabled characters?

Sample units

One work unit is provided for this module:

Unit 1: Fabled characters

Teaching considerations

Students should understand that fables and folk stories 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 that men need to protect women and need to be strong and heroic.

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

FABLED CHARACTERS: UNIT OVERVIEW

Orientating task

1 Read about a fabled character such as the troll and note its description, its habitat, its purpose and any special features.

Enhancing tasks

2 Listen to descriptions of fabled characters and their habitats. Suggest fabled or mythical characters that might live in certain habitats. Design a character for a particular habitat.

3 Listen to the history of Santa Claus and take notes. Make an annotated poster showing how the character has changed over time. Say and write how the character makes one feel.

4 List some qualities of heroes and villains. Read about behaviours and identify if they are characteristic of heroes or villains. Describe a fabled character for the class to guess whether it's a hero or villain and who it is.

5 Listen to stories about fabled characters and fill in a table. Identify some special characteristics and some other fabled characters to add to the chart.

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

Synthesising task

6 Create and describe a fabled character to suit a particular habitat and present the description in story or play form.

Print all Unit Tasks

Print all Unit Resources

Print all Unit Suggested Teacher Language